PSYCHOLOGICAL SUPPORT FOR ELEMENTARY SCHOOL STUDENTS IN THE CONTEXT OF THEIR DEVELOPMENT AS PERSONALITIES

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Abstract: The article considers the main ways of involvement of psychological means of personality development in the elementary school, which considers various aspects of the comprehensive development of personality, intelligence, which each person possesses. The result of the study is a program for the introduction of psychological means of development of the personality of the pupils, which has increased the number of parents and teachers (11%, 14% respectively) who use the possibilities of psychological means for the development of a harmonious personality of the elementary school pupils.

Keywords: elementary school, personality development, psychological facilities, development, communication, team work.

1 Introduction

The educational realities of the XXI century pose new challenges to humans, we need to be prepared for the changes (Boguslavskii, Lelchitskii, 2016). On the one hand, modern society gives new opportunities for development, learning, and communication, and on the other hand, it forces to actively use the means of development of the child's personality, to form the skills of virtual and real communication. This leads to positive changes in personality, which is necessary for all spheres of modern life (Ko et al., 2013; Selin, 2016). It is worth working on an important societal task – to create conditions for the child to operate various formats of learning and other forms of activity, which allowed to maximize the positive qualities of personality and mitigate the negative trends inherent in the modern conditions of learning in the post–coveted society.

The development of the personality of the pupil promotes the child's own desire for personal growth and the formation of correctness to learning is significantly helped by the use of psychological means. The successful growth of significant characteristics of personal maturity is possible with the creation of certain conditions in the training of the child and extracurricular time. The optimal combination of developing external factors with the internal desire and desire of the pupil for personal growth (Puranik, 2020).

With the active position of teachers and parents on personal self–improvement, the student or pupil will be able to optimize the process of their development. Creating only appropriate conditions without a subjective position will bring minimal results.

Many studies are aimed at developing the skills necessary for the professional and personal development of young scientists, students, who should be taught to communicate, manage conflicts, correctly choose roles in the team, make decisions, and the like. Relevant remains the formation of programs dedicated to the personal development of students during academic work extracurricular activities, it is necessary to develop effective programs, it would be possible to integrate into the learning process of the elementary school.

Aims. This research aims to establish the effectiveness of personal development psychological means in their implementation in the practice of elementary school.

Based on the aim, it is planned to perform the following research tasks:

- to establish the main psychological means related to the development of personality in the field of school education (elementary school pupils);
- to determine educators' and parents' evaluation of the effectiveness of such a comprehensive program;
- to determine how well pupils feel about a comprehensive program of personal development with the active involvement of psychological means of pupil's development in educational activities.

2 Literature review

The innovative measures of personal growth, which can make the educational process modern, are proposed in the latest research projects supported by the National Education Association. Many experimental studies have adopted such attitudes as psychological means of personal growth is part of the latest pedagogical technologies (Muldrew, Miller, 2021), educational projects in preschool education, also take into account the conditions of multiculturalism, open information space, and significant changes that have occurred in school education with the introduction of teaching in the conditions of pandemic coronavirus (Ermakova, Sukhovskaya, 2020).

As a result, school educators and scholars face several important research challenges. Teachers must acquire the skills and knowledge necessary to apply psycho–pedagogical technologies that promote students' personal growth, master them, and apply them in their professional practice (Dzvinchuk et al., 2020). Some researchers (Gredler, 1970; Minibas–Poussard et al., 2018) believe that today's school educators are not active enough, not very willing to participate in educational and training projects of innovative nature or implement them at a low level. All this does not allow the practical and theoretical field of elementary school pedagogy to evolve. The intensity of the integration of digital technologies in the practice of stimulating the personal growth of the child was investigated (Anis, 2017). The extent of the use of innovative technologies and developments in the field of psychology in the educational process is also considered; the compilation of curricula taking into account the psychological means of personal development, materials for learning (Jayashree, 2017; Čuhlová, 2019).

Separately, the topic of value orientations of modern society in the context of the information revolution of the XXI century is being developed (McIntosh et al., 2021); are considered the theoretical foundations of the theory of unified motivation, personality development (Dweck, 2017) traced the path of formation of the motivational component from the determination of needs to the formation of goals and ideas, communicative potential of personality (Tyurina, 2019) requirements for the modern educator on continuous improvement of teaching skills and interdisciplinary knowledge (Shulman, 2018) professional counseling as an integral part of the personal and professional development of young professionals and students of higher education (Hainagiu, 2020; Longstreth et al., 2016); features of behavioral control, an analysis of modern consumer behavior (Minibas–Poussard, 2018; Kravchenko, 2019).

An important condition for success in the program's development for personal growth and learning is also a constant study of the previous to the world and its effectiveness, the successful implementation conditions (Boghian, 2018).

Constant research attention requires new research technologies implemented in the space of school education and aimed at improving personal growth, facilitating adaptive learning processes.

3 Materials and research methods

For effective implementation of the educational program for the use of psychological means of personal development (the experience of

elementary school) used theoretical methods of analysis and synthesis. The purpose of the research experiment involved empirical (diagnostic) methods. This is a pedagogical experiment, as well as methods of questioning (written form) and observation.

In the realization of the program the teachers, teachers, pupils of elementary classes (the Ternopil educational complex School-Lyceum No. 6 named after N. Yaremchuk) and parents of the pupils.

The method of the pedagogical experiment was applied during one school year (2020–2021). The method of the experiment was used to determine how expedient is the active introduction of psychological means of personality development in the elementary school (evaluation by teachers, parents, and children of the innovative curriculum) and how effective is the introduction of psychological means of personality development adapted to the realities of our time in the educational process. Auxiliary to the pedagogical experiment is the method of observation. Statistical methods are used to evaluate the results of the experiment.

The educational program described in the work, aimed at stimulating personal growth with the use of psychological means – was considered in the study from the standpoint of observation. The method of observation is empirical, so the researchers cannot directly identify the proposed comprehensive program as a lever of systemic change.

A total of 28 students (Grade 2) from the School–Lyceum, 52 parents, and 7 teachers and educators were involved in the experiment. The variable in the class is the introduction to the approval of the educational program, aimed at the active personal development of the child.

Stage 1. A preliminary questionnaire on the demographic characteristics of parents and teachers is conducted, and the qualification characteristics of the latter are determined. The schedule and content of the additional group lessons for the personal development of students and parental consultations are prepared. Material for the courses is prepared and preliminary consultations are held with the teachers who will lead these courses.

Stage 2. At this stage in parallel with the training, consultations for parents, and active work of the teachers the system of means for the personal growth of the elementary school pupils are defined and classified.

The factors of respondents' attitudes towards the introduction of a personal growth program in the school space are also examined.

Stage 3. At the final stage, the level of interest in the implementation of the program providing for psychological means of development of the child's personality is monitored. The results of parents' attendance at the counseling sessions are also determined.
Regarding the difficulties encountered during the implementation of the program, it is possible to determine the duration of the program (1 school year), also the research group cannot determine the reasons for the respondents' evaluations; there is no possibility to conduct a qualitative in–depth study.

4 Results

Psychological means of personal development, meaningful characteristics of personal growth of elementary school pupils are psychological materials and tools through which students develop personal qualities in a shorter time and successfully. The psychological means of personal growth of pupils, significant characteristics of personal development include narrative training, art therapy, creation of research projects, questionnaires, formation of individual programs, supervisions, acmeological technologies, and the like.

Also, the need for regular physical activity and regimen should be provided in the personal development program. It is worth accustoming the child, not only the learning process and getting

grades is important, but it is also necessary to find time for the playground, outdoor games, and sports. These positions were provided in the educational program presented in the study of personal growth. Such activities improve the concentration of attention and motivation of the child, and with the help of psychophysical exercises increase self–confidence and relieve the stress of studying. Students regularly take time for physical activity.

At the first stage, a questionnaire is administered to program participants (teachers and parents) on demographic (parents and teachers) and qualification characteristics (teachers and teachers) (Table 1). A system of consultations and classes for parents is formed, as well as educational materials, logistical support, and the learning space for the successful implementation of the program.

Table 1 – Demographic and qualification characteristics of the respondents (*author's note*)

		Parents	Teachers
Age	24–40	38	3
	40–60	14	4
Gender	Female	27	6
	Male	25	1
Qualification obtained (for teachers)	Social work specialist		1
	Elementary education		5
	Fine art teacher		1

As can be seen, all teachers are qualified specialists in the field of elementary school pedagogy, most adult participants in the experiment are between 24 and 40 years old.

At the 2nd stage, the structure of the introduction in the program of a set of psychological means for the development of the child's personality in the conditions of learning in the elementary school was determined (Figure 1).
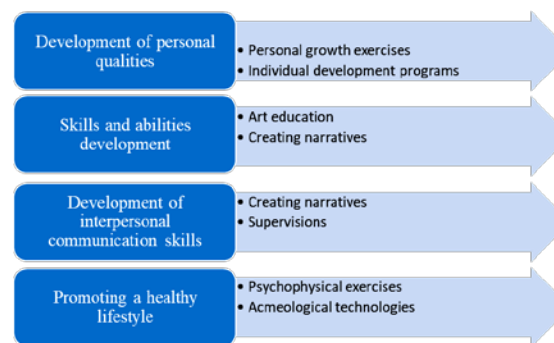

Figure 1 – Means of elementary school pupils' personal growth (*author's note*).

For the second stage, it was important to make an algorithm of application of psychological means – it is a sequence of training and development stages. Teachers could create together with pupils' collective works on their vision of personal growth ways where images of personal achievement were also smoothed out. The results of the students' work in artistic, creative, academic activities, sports achievements, growth of intellectual capabilities, and the like were regularly reviewed and positively assessed.

Final Stage. At this stage, we introduced a survey of participants' evaluation of the educational and methodical set of psychological tools for the development of elementary school pupils (Figure 2).

As shown in the figure, the attraction of various psychological means of personality formation was most liked by students (28 elementary school pupils rated the program as interesting), among the children no one was not interested in learning from

the program. Among the respondents who found the program, not at all interesting, there were two parents. Among the teachers who worked in the program, 2 found the program not very interesting, and among the parents – 10.
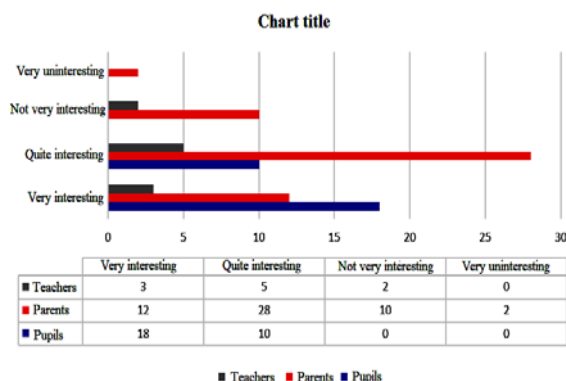

Figure 2 – Graphical representation of the participants' interest level (students, teachers, parents) in the activities of the educational and developmental program (*author's design*).

At this stage, there was also a study of the frequency of attendance organized for parents in the educational program (Figure 3).
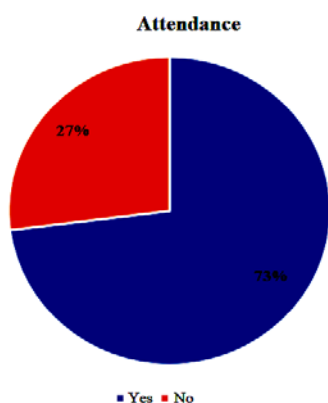

Figure 3 – Graphic description of the attendance frequency of joint developmental groups and counseling events by the parents of pupils (*author's design*)

The high level of attendance by parents (73%) shows their motivation to learn, increased pedagogical skills, and interest in using the potential of psychological means to raise a child's personality.

6 Discussion

The topic of personal development in modern pedagogy has a broad perspective and is defined by thematic diversity. Hainagiu S. (2020) considered the program of professional counseling, implementation of extracurricular activities as an obligatory part of the processes of professional and personal development of students, trainees, etc. According to the results of the study, the attendance of such counseling and activities was 99 percent of the 95 participants in the experiment. Also, as very interesting and challenging the program was identified by 74 percent of the respondents. In the study described, the attendance rate for parent consultations was 73%. And a positive evaluation of the program, which actively used psychological tools for personal development, was given by 76 individuals (students, teachers, parents).

Other studies (Elizabeth, 2007; Hill, Pargament, 2017; Ermakova, Sukhovskaya, 2020) focus on the effectiveness of the combination of ideology and modern high technology, personal development in the context of the information revolution of the

21st century. Orientation on the practical application of psychological means of influence on personal growth correlates with the development of creativity and realization of interpersonal contacts. According to the results of this study, such characteristics should also include the physical development of the child, the formation of learning skills, and the general development of the child's full potential.

5 Conclusion

The participants of the educational program, which involved the active use of psychological means of personal development of the pupils, found a high degree of satisfaction with the proposed activities (76 respondents identified the measures as interesting), as well as an increased interest of parents in attending consultations and joint classes (73%). These results indicate a high level of awareness among parents and teachers of the need to intensify the use of psychological tools to stimulate the personal development of elementary school pupils and the usefulness of introducing such curricula, especially in the field of school education, where soft skills should take their rightful place.

The main psychological means associated with the personal development of elementary school pupils were art creativity, personal growth training, and counseling, individual programming, acmeological technology, physical education, supervision, etc.

Prospective for further research is the development of programs providing for the active development of personal qualities, attention to the formation of defining features of a child's personality, which would help to better adapt to the conditions of the modern world, the changes that have been caused by changes in recent years in the conditions of implementation of the educational process.

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