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STUDENT LEARNING SUCCESS AS A PEDAGOGICAL PROBLEM

One of the urgent problems of modern education is the problem of education quality. Currently, this problem is gaining particular significance also in connection with the development of new state standards, the main goal of which is "comprehensive development, upbringing and socialization of an individual who is capable of life in society and civilized interaction with nature, has a desire for self-improvement and learning throughout life, ready for a conscious life choice, self-realization, responsibility, labor activity and civic activity" [4, p. 4]. The State Standard of Primary Education emphasizes the need to create conditions for improving education quality [3]. Thus, the concept of "success" is becoming more and more relevant in various aspects of theory and practice of modern education. However, despite the fact that nowadays in pedagogical literature, as well as in pedagogical practice, the term "success" is often used, the meaning of this concept, in our opinion, has not been fully studied.

In the general scientific aspect, according to the definition given in the large explanatory dictionary of the Ukrainian language, the word "success" is considered in two meanings: as a positive work result, significant achievements and as public

recognition, approval of something, someone's achievements [1, p. 1516]. So, one can talk about success as a social quality, since success is evaluated by people and the person himself, based on modern social norms and values. In the pedagogical aspect, success is understood as a characteristic of the degree of completeness, depth, awareness and strength of knowledge, abilities and skills acquired by students in accordance with the curriculum requirements [2, p. 340]. It can be the child's success in learning, the teachers' success in teaching students, or the parents' success in raising children. The problem of a student's success in the educational process is relevant for psychological and pedagogical research of the last decade (T. Hromov, E. Korotaeva, I. Larionova, I. Pshentsova, H. Sozonov, O. Yashnov, etc.).

Therefore, the term "success" characterizes primarily the learning process results. Learning outcomes are the sum of knowledge, skills and abilities acquired by students as a learning result or at a certain stage of it. The students' cognitive activity, aimed at mastering the sum of knowledge, abilities and skills, methods of educational activity, is called learning [2, c. 223]. A psychological theory of educational activity was formed in the general learning theory (V. Davydov, D. Elkonin). Within the framework of this theory, educational activity is outlined as the subject activity to master the generalized methods of educational processes and self-development in the process of solving educational tasks. The main components of educational activity are motivational-target (learning tasks, students' educational motivation), operational-activity (learning actions and operations), evaluation-resultative (obtained results evaluation). Understanding the student's position in the educational process as an object directs the teacher to consider success only as a result of educational activity, while the realization of the student's subject position in the educational process involves success consideration as a consequence of the educational process constructed in a certain way. Thus, the term "success" characterizes the evaluation-resultative training component, and the result depends on the specifics of the motivational-target and operational-activity components implementation; achieving academic success requires a certain learning process organization.

A change in the educational paradigm, consideration of learning as a process of interaction between a teacher and a student, led to a shift in emphasis from the generalized result assessment to the performance assessment of each education subject and, first of all, the student. The success of the holistic learning process is certainly largely evaluated by the changes that have occurred in the student. However, we believe that the concept of "learning success" emphasizes teacher's leading role as the organizer of this process and does not reflect student's active position as a subject of his own activity, shows the presence of his responsibility for the learning process, which contradicts the modern views of pedagogical science and practice, therefore the concept of "success in education" is relevant today. By success in education, we understand the quantitative and qualitative characteristics of a particular student's educational activity results (teaching), which reflects the achievement degree of the set goal and has social and personal significance. Success within the educational process framework performs a motivational function, being an incentive to achieve success.

Thus, the student's success in a primary school is achieved through the realization of an adequate combination of both internal success conditions (learning individualization; formation of students' positive educational motivation; schoolchildren's thinking development) and external success conditions (creation of emotionally favorable relationships between the teacher and the student; formation of the support and understanding atmosphere in the class team for each student, creation of a supportive environment by parents, recognition of education importance by society and the state) in the learning process. All these conditions affect the education process and result to varying degrees. Depending on child's individual characteristics, the degree of these conditions influence on academic success will be different, since each child has its own values hierarchy that determine success in educational activities. So, *successful learning* can be defined as a specially organized process of interaction between a teacher and a student, in which conditions are created for each student to achieve learning results adequate to the current level, and students' emotional comfort is ensured. This is the kind of education that creates the conditions for every student to achieve academic success.

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