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## **THE PSYCHOLOGY OF SUCCESS OR PHENOMENON OF A SUCCESSFUL PERSON**

One of the priority problems of personality development is an important category of success, because success as a psychological phenomenon is related to the social nature of man. The intrinsic nature of success intersects with a number of philosophical, psychological, and pedagogical categories, making further research extremely relevant. Philosophical ideas about a successful person speak of such a person who is filled with unattainable ideals and endowed with a great desire for self-realization in all spheres of their existence (J. Atkinson, D. McClelland, A. Maslow, Y. Orlov and others). The interpretation of success in the process of professional self-determination is viewed as a holistic and dynamic picture of the process of attributing personality to one's positive achievements. This fact is also important.

Scientific perspectives on the study of success are limited by two trends: internal (subjective-value) and external (objective-behavioural) [5, p. 352]. In other words, the first includes values, life-orientations, which are seen as the axiopsychological core of success. Outside the periphery of the nucleus of success are motivational, behavioural constructs, instrumental values, a typology of choice (in everyday life), hedonistic landmarks, and more.

After distinguishing types of successful personality, we can identify the stages of a single process of formation of the self-successful. It is known that social attitudes and behaviour of the individual are understood not as rigid (fixed) forms, defined by belonging to certain cultural norms, but as plastic, flexible components of a certain stage of self-realization personality formation [2, p. 640]. It is noted that the cultural norms of an individual family are a prerequisite for rooting traditions that, over time,

become more permanent constants and values. On a macro scale, they form a national perception of a particular phenomenon. Success as a well-established practice of single-family attitudes and actions converges to parenting styles to achieve goals. It is the family that imposes the first “taboos” and “totems” on the baby’s initial aspirations and desires. Contemporary research by Western psychologists shows that the style of education directly influences self-esteem, responsibility and educational achievements, which are components of successful self-determination of the individual [1, p. 215]. Instead, in the process of building a model of success, it is necessary to take into account the “trends” that take place over a certain historical period of time, because at different times, humanity has focused on different ways to satisfy them (material, spiritual, etc.).

Attempting to form a holistic view of a person is significant, so success is seen as a set of factors generated by the following three systems. In a microsystem that determines intrinsic motivational and behavioural components, such as how the family influences the development of responsibility, values in the child, and the child exerts its influence on adults. The mesosystem characterizes the social environment, the environment in which a person is from birth. This means the importance of parenting in the first years of life and the connection of parents with children both in the plane of the conscious and the unconscious. The child’s psyche, being part of the cultural complex of its ancestors, already carries the initial understanding of the factors of achievement, success or failure. The factors contributing to this upbringing and learning are contained both in the plane of conscious and unconscious behaviour. Observing how parents treat their child, one to one relation, attitude to the environment, and to common human values and norms, children create their own notions not only about values and achievements, but also about what spheres will be considered to be successful [3, p. 422]. macrosystems belong to ethnicity, collective value structures of human development.

Based on the above, the basic emotional child-parent bond, built on qualities such as trust or distrust, hope or despair, positive or negative self-image, accumulates into self-esteem and self-worth in the adult. In the attitude of adults to their environment, the personality receives a model not only for his own behaviour and motivational orientation of loved ones, but also for the behaviour of other personalities; learns to systematize goals that are specific to a given community [4, p. 640]. Going through the stages of socialization, at the same time, it both abandons certain preferences and learns new ways of success. Therefore, in a person who feels successful, there is an increase in awareness of one's ability and competence in managing one's life, solving life's difficulties, and achieving the set goals.

On the view of the facts presented, central for understanding the concept of "success" is the idea of the whole personality, not its individual characteristics. On the one hand, success is a special mental state, the set of personal qualities of the individual, which is the key to his self-realization, and on the other, it is the set of reasons and circumstances that caused this condition.

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