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DEVELOPMENT OF ACADEMIC OPTIMISM IN THE STYLE OF A MODERN SCHOOL

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Abstract

This article is devoted to the consideration of the concept of academic optimism and its development at various levels of modern school. Based on a theoretical study of the concept of academic optimism, an understanding of the phenomenon of academic optimism is proposed as an integral characteristic of the modern educational environment, which forms a flexible-thinking and therefore successful student. The structure of the phenomenon of academic optimism highlights collective efficiency, trust, as well as academic emphasis, the key role in the implementation of which is played by pedagogical optimism, being the personal and professional quality of an individual teacher. A comparison of pedagogical optimism and academic optimism made it possible to identify common features of phenomena and their characteristics manifested at different levels of school structure, which can be used in future to work out the technology for the development of academic optimism in the professional learning community of a modern school.

1. Introduction

The main requirement of the dynamically changing modern world for the education system is the upbringing of a flexible-thinking child, who will be able to achieve success in any unfamiliar or difficult situation, based on the foundation of theoretical knowledge and practical skills obtained during the training process. Focusing on the success of the goal, regardless of the complexity of the circumstances accompanying this process, is the key quality of an optimistic person.

The emergence of the concept of optimism is on par with the theory of self-effectiveness of A. Bandura, implicit theories of intelligence K. Dwek and others (as cited in Gordeeva et al., 2017) indicates the relevance of the opinion, developing since the 1960s, on the influence of people's thoughts on their subjective well-being and success, one of the cognitive predictors of which is optimism. It, being both an attributive style (Peterson & Seligman, 1984) and a dispositional construct (Carver & Scheier, 1998), directly relates to psychological well-being, including indicators of depression, anxiety, life satisfaction, physical health, success and social functioning (Carver et al., 2010; Hu et al., 2015).

According to American philosopher M. Zeligman, by the age of 12, the optimism of the child is rapidly decreasing and it has every chance of never growing (as cited in Andreeva, 2013), if the appropriate actions are not taken in time. Therefore, the formation of such an important personal quality is the most natural in childhood. It is logical that the process of developing natural optimism in a child should be accompanied both by the appropriate orientated educational actions and by a demonstration of a personal example by a teacher. Professionalism of the way he will use one of the oldest principles of pedagogy - the principle of pedagogical optimism, influences the effectiveness of the formation of optimism in a child.

2. Problem Statement

Components of the external environment that positively influence the development of positive qualities of a person include:

- moral atmosphere of the family,
- communication with fellow students,
- an example set by adults,
- dialogue and cooperation of teachers and pupils,
- creating success situations (Andreeva, 2013).

In relation to education, 3 of the 5 mentioned factors for the formation of positive qualities of a person (the latter in the list) are presented directly in the educational environment, and can be transferred to students in the process of educational activity. The teacher, interacting with students, shows them the appropriate strategies of behaviour and thinking, for which he often resorts to the technique of creating situations of success. Indeed, one large-scale study demonstrated that the optimistic attributive style of explaining positive events (successes) is an important resource of schoolchildren's academic achievement (Houston, 2016).

However, even assuming that the teacher promotes a positive attitude to any life events in his educational activity, using his charisma and authority among students, the question of the sufficiency of his influence on the pupils remains open: after the lesson, the child from the optimistic teacher enters the

society, which does not always have positive qualities. Let us note that the remaining two factors in the list above - the family and peer environment do not always contribute to the upbringing of the child, which corresponds to the goals of the school in general and the teacher in particular to the formation of positive qualities of the child. More precisely, it will be expressed as follows: the socio-economic status (here in after referred to as SES) of a student, the cause of which is the family, and the consequence - the environment of his peers, often has a greater influence on his educational result than the image and actions of the teacher.

In this case, even the most motivated, energetic and talented, but individual teachers are not able to achieve significant results in instilling optimism in the student, if they do not act together with colleagues and the administration of the educational institution, and also do not try to spread these measures outside the school through influence on the inner circle of the student. In this context, this becomes a problem of research, for the possible solution of which it is necessary to propose to carry out the processes of formation and development of optimism among schoolchildren throughout the school environment in a coordinated manner: based on the pedagogical optimism of individual teachers, extend their pedagogical culture to the entire professional pedagogical community, gaining the support of the administration and the trust of students and their parents. Formed jointly in this case, the structure of the educational institution acquires a characteristic called academic optimism.

3. Research Questions

To solve the problem of research, the author attempted to answer the following questions.

3.1. How do the concepts of pedagogical and academic optimism relate by volume, content, problems that are solved in the educational process?

3.2. What is the impact of pedagogical optimism as a personal characteristic of the teacher and academic optimism as the quality of the educational institution's structure on the formation of the student's personality?

4. Purpose of the Study

Thus, the task of the study is to show the manifestation of academic optimism at different levels of school structure, as well as to show the medium-forming significance of the position of the teacher as a bearer of the principles of pedagogical optimism.

5. Research Methods

The article uses methods of retrospective analysis of the term "pedagogical optimism" to study the history of its development, content analysis to clarify the definition of this concept, as well as the method of essential analysis to consider in detail the structure of the phenomenon of pedagogical optimism. The method of theoretical analysis was implemented in order to study the concept of "academic optimism," and using the method of structural analysis, the elements that make up this concept were studied. The method

of comparative analysis and the "mirror" technique were used to compare phenomena of academic and pedagogical optimism, while the criterion-evaluation base included value-target guidelines, the nature of the organization, and support (from the standpoint of a parametric approach).

6. Findings

An analysis of the term "pedagogical optimism" shows its connection with the names of Confucius, Plato, Vittorino da Feltre, K. G. Leibniz and others; a pedagogical interpretation of the term was given by Y. Comensky. In modern science the principle of pedagogical optimism can be defined as follows: finding and developing the strengths and positive aspects of the child, and sometimes their reorientation (strong-willed, risk aspirations, etc.) to personal and socially oriented development (Savchenko et al., 2020). At the same time, the principle of pedagogical optimism declares:

1. Approach to each pupil "with an optimistic hypothesis".

2. Reliance on positive child qualities.

3. The need to create a special optimistic climate in the process of upbringing: a mood of joy, upliftment, vitality, and at the same time, cheerful goodness, humour and passion (Golovanova, 2017).

The study highlighted two approaches to the definition of the concept of pedagogical optimism:

1) In a personal context (Andreeva, 2013; Arskieva, 2018), a synthesis of the terms most commonly used to describe pedagogical optimism in the form of synquein is presented:

Optimism

Necessary, stable, active

Motivates, accompanies

Teacher's professional and personal position

Belief

2) In the activity context: this is a system of influences carefully thought out by the teacher, based on hope and faith in the positive values of the student's life, and affecting his comprehensive development (Okon, 1998).

These approaches allow us to include in the structure of pedagogical optimism professional and moral improvement (development of oneself as a person), pedagogical culture and the skill of creating a situation of success (manifested in pedagogical activity) (Andreeva, 2013). According to another opinion, pedagogical optimism is a teacher as an example of optimism (personality as an example), competently organized encouragement and a competent reaction to mistakes (specific activity) (Arskieva, 2018).

Thus, pedagogical optimism is part of the teacher's pedagogical culture, constantly seeking self-improvement, trying to create success situations for each student, competently organize their encouragement and show the right reaction to their mistakes.

The listed activities are skills subject to a fairly highly professional teacher who uses his creative abilities to the maximum, the ability to go beyond the patterns of thinking and behaviour; to think non-standard.

Then, taking the point of view that pedagogical optimism - the ability to successfully and stably adapt to various professional situations, an alternative vision of the situation, the adequacy of the reaction to mistakes (own and others), it becomes logical that a constructively and flexibly thinking student will

become the product of the pedagogical optimist's activity because, being a model, the teacher is able to convey the principle of optimism in activity to the student.

Consequently, the realization of the principle of pedagogical optimism implies:

- instilling in a young person a relatively stable tendency to perceive, explain and evaluate the world and the events that occur in it, in terms of positive rather than negative, and to develop in it a tendency to expect more favourable events than adverse ones (Mikoajczyk, 2004);
- formation of his ability and desire to tirelessly seek ways to overcome obstacles;
- influence on its basis of life strategy by leading to awareness of the multivariability of solving problems.

The above allows us to formulate the main goal of pedagogical optimism: the formation of a constructively and flexibly thinking student with an active life position by his own example.

As noted above, in order to achieve this goal, it is often also necessary to correct the adverse impact of the environment and family on the child, then it makes sense to turn to the concept of academic optimism, since it, according to Western researchers, is a possible solution to the problem of the external influence of the student's SES on its educational result.

The term "academic optimism" first appeared about 10 years ago (Eren, 2012; Hoy et al., 2006; Malloy, 2012;), and over the past decade has "steadily established as a powerful force that can educate a successful student regardless of his nationality, his social status or the social status of the school" (Hoy & Miskel, 2012; Wu & Sheu, 2015, p. 663).

The beginning of the development of academic optimism is associated with the search for an answer to the question about the possibility of controlling the dysfunctional SES of the student himself, his family, the school he attends, to reduce their influence on the educational result of the child (Kimmelman, 2006).

Now, academic optimism is a set of measures, the implementation of which is actively resorted to by educational institutions to solve the identified problem. Many works note that with a competent combination of the measures making this complex up: collective effectiveness, trust and reliance on academic achievements, the influence of SES is softened so that it does not dictate an educational result (Mitchell & Tarter, 2016). Let's take a closer look at these elements.

6.1. Academic Emphasis

Academic Emphasis is a property of the educational environment, demonstrating the degree of constructive recognition by the school of academic achievement in the form of a main goal and an intensive desire for it.

In the presence of such a property, an orderly and serious situation prevails in an educational institution; students are motivated by hard work and respect each other's academic achievements (Duffy, 2007; Hoy et al., 2006; McGuigan & Hoy, 2006).

A school climate saturated with such a property can be created provided that teachers attach importance to the achievement of educational goals of all students, which is consistent with the principle of pedagogical optimism, which will be discussed a little later.

6.2. Collective Efficacy

Collective Efficacy is the teachers' view that the educational environment as a whole can carry out the sequence of actions necessary to positively impact students' achievements.

The concept of Collective Teacher Efficacy (CTE) itself emerged in the 1990s from the concept of self-efficacy of Albert Bandura, who first discovered that the positive impact of CTE on student performance is higher than the negative impact on it of the low socio-economic status (Bandura, 1993).

The studies that followed later revealed the importance of analysing the effectiveness of collective teaching in identifying differences between schools for student achievement than socio-economic status (Goddard et al., 2000). And also he found that the strength of the CTE and the individual effectiveness of the teacher are directly proportional: the increase in the efficiency of the team encourages individual teachers to use the skills that they already have, and thereby increase their self-effectiveness (Hoy et al., 2002).

The main ideas collected in the list that form the foundation for the formation of the CTE, at the same time, are the reasons for positive changes within the educational environment:

1. Teachers with strong perceptions of efficiency put more effort into lesson planning, are more open to new ideas and stubborn in the face of new challenges (Jerald, 2007).

2. Student achievement is improving (Brinson & Steiner, 2007).

3. The negative effects of low SES are being mitigated (Goddard et al., 2000).

4. Parent-teacher relationships are improving (Ross & Gray, 2006, p. 192).

5. A working environment is being created that promotes teacher commitment to school (Hoy et al., 2002; Mulvey & Klein, 1998, p. 84).

An analysis of the listed positive consequences of the implementation of KEA brought this phenomenon in 2017 to the first line of the list, which includes more than 250 factors of educational success, which turns CTE into one of the most significant predictors of school success (Hattie, 2018).

6.3. Faculty trust

Faculty trust as the key to successful interpersonal relationships, leadership, teamwork and effective organizations (Forsyth et al., 2011) at the collective level appears in the form of a generalized expectation of one group that the statements of another group within a given team can be relied on, be sure that it acts in the interests of the whole team (Hoy & Kupersmith, 1985, p. 2).

Relationships based on learning trust, inextricably linked to concepts such as authenticity, openness, leadership, morale and healthy interpersonal dynamics, between students and their parents, teachers and administrators become mutual, and therefore interdependent, but this dependence only reinforces each side of this relationship (Forsyth et al., 2011).

Special attention should be paid to the relationship of the teacher-parent couple. It is possible for the author, if there is a negative influence of the family, to correct it by creating educational trust among parents by maximizing their involvement in the educational environment. In order to implement this process, we analyzed the scales of parental trust in the school and its administration (Forsyth et al., 2011), and on the basis of it we noted, as a priority, the following areas of work:

- maximum complete, reliable, timely, accessible information of parents about school life;
- regular holding of open events of various orientations;
- sensitivity to the requests of parents;
- competent measures to resolve the problems of parents.

Focusing on these areas in order to build educational trust among parents, you need to remember the priority of parental responsibility (awareness of the behaviour and performance of the child at school, communication with teachers, strengthening the expectations of the school at home, ensuring a healthy home educational space (Hatch, 2006; Hoover-Dempsey & Sandler, 1997) over mediocre parental participation.

So, the term academic optimism, formulated in the zero years in the USA, was quite widespread due to its high performance in world pedagogical practice (Arts, 2019) as a set of measures designed to reduce the negative impact of SES of a student, his family, school as a whole on the educational result of the first. At the same time, pedagogical optimism can rightfully be considered an integral part of this complex, the carrier of which is the teacher - he, taking a medium-forming position, becomes in this context the basis for the formation of academic optimism at different levels of school structure.

Delving into the correlation of the phenomena of academic and pedagogical optimism, we note that the common features of both phenomena, in addition to the goal of nurturing a successful and uncomfortable student's personality, are: basing on positive psychology, indefatigable belief in the ability of any child and reliance on his positive qualities in the educational process. The comparative statistics are presented in Table 1.

The differences identified relate to the essence of phenomena: pedagogical optimism refers to a particular teacher, and academic - to the structure of an educational institution. However, with the visible transparency of the result of this comparison, we still note a couple of interesting observations:

Having modelled the situation within the educational environment in which pedagogical optimism is realized together there is a demonstration of the example by the teacher in his personal and professional improvement. There is also the manifestation of his optimistic pedagogical culture in communication with all students and his desire to create regular situations of success for each of them. It becomes logical that the functioning of such an educational environment, saturated with concern for the success of the educational path of each student, will bring him or her as close as possible to achieving individualized educational goals. From this point of view, pedagogical optimism becomes a sufficient condition for the creation of an academic emphasis, which, as an integral element of academic optimism, seeks to emphasize in training the possibility of achieving success for each student.

Table 1. Comparison of phenomena of academic and pedagogical optimism

	Academic optimism		Pedagogical optimism
General	Basis: positive psychology		
	Foundation for formation: faith in the child		
	Planned result: successful and flexible thinking graduate		
Private	quality of educational institution/environment	<- providing ->	personality property of the teacher, which colours his professional activity
	a system of measures within an educational institution/environment	<- value targets ->	the teacher's demonstration of his sustainable ability to find alternative

that controls the external influence of social status (family, environment) on the educational result		ways to solve problems in various life situations as a pattern for students
includes creation of: special emphasis on the academic achievements of all students; collective efficacy of the school staff; trust between all subjects of the educational process	<- nature of the organization ->	provides for the promotion of a positive attitude towards: self-improvement (self-improvement); the process of communication (development of pedagogical culture, including encouragement and reaction to errors); by students (creating a situation of success for them)

The academic optimism itself seems to us natural to identify with the educational, including the ability of the student to immerse himself in the learning process entirely and completely, here and now. In the context of the holistic approach, optimism in education appears at the micro level as the quality of the teacher's personality, reinforcing his success, satisfaction and love for his profession, and then we talk about pedagogical optimism; and at the macro level as a promising means to improve the quality of education as a whole through the progressive movement started from the school level, in which case we mean academic optimism. The projections of the ideas of holism on optimism in education are the following (Table 2).

Table 2. Ideas of holism when considering optimism in education

Holism	Optimism in Education	
can be described as a special view of the world		
ideas of harmony of the universe intuitive understanding of the laws of the Universe and following it against the background of complete honesty with itself and with others allows you to realize yourself by the embodiment of God on earth	unconditional love for students the importance to the teacher of the achievements of each student, collective effectiveness, based on trust in the student-parent-teacher system gives both the first and the last feeling of success and, undoubtedly, motivates further improvement	Academic optimism
contrasts the need of a person to study the world, fight against it, his conquest with accurate knowledge and understanding of what to do, realize this with all the genius of the divine level, receive true joy and satisfaction from the result, and in the end, always win	being the quality of the teacher's personality, he urges teachers to enjoy the process of self-development, to form their pedagogical culture, abandoning rational, based on their experience, but robotic repetition of behaviour strategies, replacing it with an orientation on the child's personality, creating success situations for him, which is the true meaning of the pedagogical profession	Pedagogical optimism

7. Conclusion

Phenomena of pedagogical and academic optimism have a point of contact through an emphasis on the academic achievements of all students, which cannot be realized without the teacher having love for his profession, broad interests and a rich spiritual life that gives him pleasure outside it. And thanks to this he receives recognition and sympathy from students, and over time he becomes an authority for them (Andreeva, 2013; Luczyn'ski, 2016), which becomes so organically his pedagogical optimism. Possessing it, the teacher becomes a medium-forming subject at different levels of the school's structure and equips

him with academic optimism. That includes, in addition to focusing on academic achievements, collective efficiency and trust, and, as research shows, is a promising means to solve the problems of the negative impact of SES that are not subject to the individual personality of the teacher.

At the same time, the combination of phenomena stimulated jointly by the phenomena of pedagogical and academic optimism, focusing not on obstacles to success, but on positive feelings, is aimed at turning the student into a healthy, happy, flexible and productive person to improve the quality of his work and life in general.

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