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QUEST TECHNOLOGY AS A MEANS OF FORMING THE LIFE SUCCESSFULNESS OF SENIOR SCHOOL PUPILS

Abstract. *The purpose of the research is to substantiate the potential of quest technology as a means of forming the life successfulness of pupils and to present the successful experience of using the quest in the educational process of experimental secondary education institutions. The objectives of the mentioned research are to generalize data concerning the quest in educational science and practice, in particular, in the formation of the life successfulness of pupils and to highlight the features of the implementation of the quest in the practice of forming the life successfulness of senior school pupils of experimental secondary education institutions of the Division of Educational Projecting of the Institute of Problems on Education of the National Academy of Educational Sciences of Ukraine.*

As theoretical methods, a systemic and structural analysis of domestic and foreign psychological and pedagogical sources on the problem of introducing quest technology into the educational process of secondary education institutions was selected, as well as theoretical generalization, comparison, and reinterpretation of the obtained data to formulate the research conclusions. The empirical methods were the “peer-to-peer” method, “brainstorming”, discussion, conversation, mini-lecture, scribing method and infographic method, with their assistance the quest technology was introduced into the practice of forming the life successfulness of senior school pupils. The theoretical and methodological basis of the research was the acmeological, axiological, competency-based, and project-technological approaches, which logically complemented each other.

The author outlined the main features of the quest as an innovative pedagogical technology and noted its compliance with the needs of a modern senior school pupil. The article examines the theoretical and practical blocks of the quest “Stress resistance is the key to life success”, it is noted that the practical block of the quest contributed to improving the skills of awareness and management of emotions, increasing self-esteem and developing creativity of pupils, reducing the level of anxiety of pupils; the researcher also focused on the destructive impact of stress and identified the simplest ways to counteract stress and find resource states.

The proposed research identifies factors that provoke stress among pupils, notes the advantages of the Success Diary, and indicates the need to develop stress resistance as an essential skill for a successful senior school pupil in the conditions of military rule and post-war reality. Based on the obtained results, it was noted that the introduction of quest technology into the practice of forming life successfulness, stress resistance, in particular, of senior school pupils of experimental secondary education institutions contributed to the creation of conditions for pupils to demonstrate activity, imagination and creative initiative, experience positive emotions, gain experience in constructive dialogue with peers and team work, comprehend socially significant values, and effectively adapt to the educational environment.

Keywords: *quest technology, stress, stress resistance, life successfulness, senior school pupil, stressors, anti-stress.*

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Introduction. A modern graduate of a secondary education institution must have the skills that will allow him to be ready for social challenges and competitive in his future life: be able to search for and process information, solve problems with dignity, believe in his own abilities, strive for self-improvement and expansion of his creative capabilities, communicate effectively, and defend his own position. However, we note that the physical and psychological state of the younger

generation has been negatively affected by a large number of stressful situations in recent years: military aggression against Ukraine and the associated realities of prolonged military operations and post-war restoration of deoccupied communities, chaos, and uncertainty. Scientists from the Institute of Problems on Education of the National Academy of Educational Sciences of Ukraine emphasize that “taking into account the terrorist actions of Russian aggressors against the civilian population, provoking ecocides and man-made disasters, large-scale mining of the territory of Ukraine, a separate educational task is to form in children and youth at all levels of education the necessary competencies in the field of security, effective models of behavior in conditions of intensive hostilities, algorithms of behavior in emergencies” [9, p. 3].

At the same time, additional stressors for modern senior school pupils have become mainly distance learning due to quarantine restrictions during the COVID-19 pandemic and martial law, as well as personal stress factors, in particular, interpersonal conflicts with peers and adults, preparation for exams, the first difficulties in relationships with the opposite sex, and thinking about their future. Academician I. Bekh emphasizes that “the realities of life of each individual, without exception, contain certain dangers for them, both physical and biological, and artificially created by humanity, in their personally destructive version. They must resist them without losing their value orientations” [8, p. 1]. According to the scientist, “our time creates various obstacles for the individual so that he does not reach the ideal of spiritual perfection” [10, p. 28]. In this context, Chinese researchers point to the modern hybrid form of the “moral and behavioral crisis”, which spreads in the form of social and cultural risk [6]. That is why Academician I. Bekh emphasizes the necessity for a growing personality to acquire powerful spiritual forces, “to move “towards itself” (towards the acquisition of charity), and then behind this will lie the space “in itself”, when it has come into being as a person” [10, p. 28].

The developed skills of a successful personality in life, in particular stress resistance, will assist a modern senior school pupil in adequately responding to various challenges of the external environment, adapting to social changes, finding meaning in his own existence, and achieving success in the complex realities of today. Modern pedagogical technologies, including gaming ones, are directed to promote the development of stress resistance. Among them, in recent years, the quest has been gaining popularity, allowing for the maximum use of the possibilities of the educational environment.

Purpose and objectives. Based on the above-mentioned, the purpose of the research is to substantiate the potential of quest technology as a means of forming the life success of senior school pupils and to present the successful experience of using the quest in the educational process of experimental secondary education institutions. Accordingly, *the objectives of the research* are to summarize data on the quest in educational science and practice, in particular, in the formation of

pupils' life successfulness and to highlight the features of implementing the quest in the practice of forming the life successfulness of senior school pupils of experimental secondary education institutions of the Division of Educational Projecting of the Institute of Problems on Education of the National Academy of Educational Sciences of Ukraine.

Research methods. To achieve the purpose and implement the research objectives, we used a complex of various psychological and pedagogical methods. As *theoretical methods*, a *system-structural analysis* of domestic and foreign psychological and pedagogical sources on the problem of introducing quests into the educational process of secondary education institutions was chosen, as well as theoretical generalization, comparison, and reinterpretation of the obtained data to formulate the conclusions of the conducted research.

Empirical methods included the "peer-to-peer" method, which assisted to create an atmosphere of trust among pupils in their peers, who easily found appropriate messages for each other due to the same level (educational, cultural, social); "brainstorming" to exchange pupils' opinions concerning working out various elements of the quest; *discussions and conversations* that improved the quality of communication among senior school pupils, assisted them to make responsible decisions for completing the quest, and contributed to the development of fairness and objectivity; *mini-lecture* – a concise presentation of new information concerning basic concepts which the quest is dedicated to and their features; *scribing method* – creating small schematic drawings that contributed to a better understanding of the category of stress resistance and its advantages for a modern senior school pupil; *infographic method* – visual presentation of information in the form of text and graphic images for a deeper understanding of the problem of stress resistance. With the assistance of all these methods, quest technology was introduced into the practice of shaping the life success of senior school pupils.

The theoretical and methodological basis of the proposed research was *the approaches* to organizing a quest in the context of forming the life successfulness of senior school pupils, in particular, acmeological, axiological, competency-based and project-technological approaches, which logically complemented each other.

The *acmeological* approach contributed to the maximum manifestation of senior school pupils' personal resources. It ensured an increase in pupils' desire for stress resistance and motivation to achieve life successfulness, to make an independent choice of life priorities. With the assistance of the axiological approach, the pupil identified the content of the value of stress resistance and its meaning, ensured their awareness and an emotionally positive attitude towards it, and accepted and included it in subject-subject relationships with adults and peers. The implementation of the *competency approach* was based on the senior school pupils' awareness of the importance of developing a constructive life strategy, gaining their own experience of life

success, and acquiring stress resistance as a key life skill. The *project-technological approach* made it possible to determine the resources necessary for conducting the quest, agree on the stages of its implementation and introduce quest technology into the practice of forming life successfulness of senior school pupils. According to Indonesian scientists, “it is a technology that is becoming the dominant characteristic of modern human activity and means its transition to a qualitatively new level of efficiency [4], which is why we consider it appropriate to update the resources of educational institutions and promote the effective use of current socio-pedagogical technologies.

We agree with the scientific position of the American researcher S. Kalaian, that for educational practice of the 21st century, it is the harmonious combination of different approaches to achieve one pedagogical goal that is extremely important, since under such conditions there is a synergy of pedagogical influence and, in our case, the optimization of the process of forming the life successfulness of senior school pupils is ensured [2].

The introduction of the quest into the educational process of experimental secondary education institutions of the Division of Educational Projecting of the Institute of Problems on Education of the National Academy of Educational Sciences of Ukraine was carried out within the framework of *a formative experiment* at the experimental and practical stage of the research “*Formation of the life successfulness of senior school pupils in the conditions of post-war reality*”. The study covered 312 senior school pupils from 6 regions of Ukraine – the Kyiv, Sumy, Cherkasy, Kharkiv, Dnipro, and Ternopil regions, and the Kyiv City.

Research results. Reflection of modern domestic and foreign scientific sources dedicated to the quest for technology allowed the following results to be obtained. According to Ukrainian researchers, “the key to understanding the concept of “quest” is “to look for something, to perform a task”. A quest is understood as a search for answers and adventures. Typically, a quest is an amateur intellectual and sports competition, the basis of which is the sequential execution of previously prepared tasks by teams or individual players, by which performing they can demonstrate personal ingenuity, the ability to build logical chains, represent their abilities and ingenuity” [14, p. 44–45]. Other domestic scientists distinguish the main features of a quest: “1) a problematic nonlinear task; 2) an educational task; 3) general scenario of the event; 4) storyline with possible branches; 5) use of available resources (territory, human environment, transport, electronic computers and information resources, etc.); 6) either individual elements of the role-playing game, or group or total distribution of roles of participants, including the teacher; 7) mandatory search tasks” [12, pp. 53–54].

Thus, *a quest* is an innovative pedagogical technology that can combine elements of various forms and methods of working with pupils: discussion, business game, plot-role-playing game, theatrical game, intellectual and sports competition, event, dramatic performance, mini-project, etc.

In fact, a quest is a type of research activity, for which participants search for information at specified addresses and identify objects or people. We agree with the scientific conclusions of researcher V. Kaminskaya that a quest allows a teacher to “realize their abilities in a more favorable, psychologically positive atmosphere of cooperation, allows you to diversify the educational process by combining the latest and traditional didactic teaching tools” [16, p. 10].

The quest for 10th- and 11th-grade pupils in experimental secondary education institutions was preceded by a parent meeting titled “Under the pressure of constant stress!” During it, parents were invited to consider the modern senior school pupil from the perspective of the problem of stress. *The memo for the parents of the graduate listed the most common stresses of senior school pupils*: school – the necessity to follow the rules of behavior, difficulties with adaptation, problems with classmates and adults, increased complexity of academic subjects and overload with them, a large amount of homework and lack of time for them or distance learning due to military operations – the difficulty of mastering various subjects, challenges with time management, stress due to upcoming final and entrance exams and choosing a profession; family – parental upbringing: problems in relationships, control over lesson preparation or indifference to them, consumption of healthy, not desired food; beyond the boundaries of home and school – self-affirmation in the company of peers, the need to defend one’s rights, the first relationship with the opposite sex.

It was emphasized that *the factors that significantly complicate the situation of stress for a senior school pupil* were watching shocking videos and scenes of violence from the Internet, the influence of the media broadcasting negative content, the socio-economic, political and humanitarian situation in Ukraine, associated with a full-scale war on its territory, the peculiarities of martial law with air raids, curfews, constant threat and danger. All this literally destroys the unformed organism of a teenager and leads to *disorders* – physical and psycho-emotional.

That is why the necessity for *a quest for senior school pupils “Stress resistance is the key to life success”* was determined. Its *motto* was the Latin phrase “*Nolli nocere!*” (“Do no harm!”). *The task of the quest* was to familiarize pupils with the concepts of “stress” and “stress tolerance”, the most common causes of stress and their consequences, ways to counteract stress, and to find resource states.

The theoretical block was dedicated to the category of stress, interesting stories, sayings of famous personalities, and parables. Pupils were acquainted with the concept of “*Success Diary*” as a powerful tool for developing life optimism, forming the ability to see the positive in the most ordinary everyday situations, and an effective means of self-motivation on the path to life success, as well as the technology of keeping a Success Diary. During the *discussion*, we considered whether it is easy to notice and remember the positive every day, how this affects well-being and relationships with others, and what pupils consider the advantages of the Diary.

During the introductory *mini-lecture* for senior school pupils, it was noted that nowadays stress is a common phenomenon; even in a “peaceful life,” it accompanies a person at work, in education, and in everyday life. Its tension is felt in almost all spheres of life. One of *the reasons* for this is the influence of competition and the individual’s orientation towards victory, towards life success, the desire not only to achieve primacy, but also to be recognized as the first: to perform a specific job qualitatively and on time, to receive positions, then a promotion, always to show oneself well, to look like a successful person. Therefore, the pursuit of success becomes a way of life for many, a person sincerely believes that he must be successful all the time and in everything. At the same time, in wartime, the effects of stress are greatly intensified.

Also, in the *mini-lecture*, pupils were informed that *stress is the mobilization of the organism*. Prolonged or intense stress is work in exhaustion mode. The concept of “*emotional stress*” was introduced by the Canadian scientist G. Selye in 1935, who studied the factors that accompany diseases of various physiological origins. He considered *stress* to be the psychophysiological state of the organism, which is caused by a prolonged increase in the level of excitation processes. Not only can various emotional states (anger, rage, dissatisfaction with oneself, fear, confusion, etc.) accompany or precede various diseases, but also external stressors (noise level, nicotine, illumination). However, stress accompanies not only unpleasant incidents or tragic events, but also positive changes in life, joyful, pleasant, exciting moments, which is why G. Selye called stress “*a necessary spicy seasoning for life*”. After all, it not only harms people, but also activates mental and muscular activity. It is not overload or negative emotions in themselves that are dangerous, but it is the systematic excess of the capabilities inherent in our self-regulation mechanisms that is dangerous.

The scribing method contributed to the determination of the destructive impact of stress on the physical and psycho-emotional health of a person, in particular, “reducing his ability to form new cognitive neoplasms (knowledge, skills)” [18, p. 27] and the consequences of aggression for the human organism, which are dangerous for health and life. Pupils were focused on *changes in the individual's psychophysiological state, which are often stressful or aggressive*. Negative emotions can overlap and become stationary. In this case, the organism is unable to adapt, and the adaptation phase is followed by the next depletion of the organism’s defenses and disruption of mechanisms of excitation, inhibition, and self-regulation, leading to significant disruptions in physiological processes. An increase in the concentration of stress hormones causes metabolic problems and disturbances in the functional state of the nervous, cardiovascular, and immune systems.

All this leads to irritability, impulsivity, conflict, and negatively affects interpersonal communication, as well as a person’s working capacity, their initiative, and cognitive activity. As a result, during the *conversation*, it was noted that *stress resistance* helps maintain health, particularly

mental, somatic, and social health, and therefore contributes to successful living. That is why it is necessary to know the algorithms for overcoming stress, to understand one's own personality, and to learn to master one's emotional reactions.

Using *the infographic method*, factors were identified – *provocateurs of stress* in pupils. It was noted that the most dangerous stressors are not external stimuli, but *internal emotional states*. It was pointed out that the majority of psychologists consider stressors not to be factors that threaten health and well-being in themselves, but only those that a person perceives as threatening. Then he feels he must devote all his strength and energy to self-preservation. Therefore, any stimulus can be *a stressor* if it is perceived as such.

The theoretical block of the quest contributed to teaching pupils the algorithm for making the right decision in a relevant stressful situation, using practical examples, in particular the book by the modern Ukrainian writer L. Denysenko, “Children of Air Anxieties” [13]. During *the conversation*, pupils identified *manifestations of stress resistance* by the young heroes of the book. Pupils were also told that stress resistance “can be defined as the ability to quickly and effectively overcome obstacles on the way to the goal” [20, p. 115]. This skill “foresees the individual's conviction in his readiness to cope with any situation and openness to everything new” [11, p. 85]. It allows a person to address pressing problems, restore his physical and psychological state to solve them, rationally assess the available opportunities to do so, and adapt to existing conditions to implement his own life project successfully.

The infographic method assisted to determine *the main features of a stress-resistant pupil*, which, according to researcher V. Ivantsanych, are “optimism, purposefulness, self-confidence, emotional stability, self-control” [15, p. 200] and to highlight *the simplest ways to counteract stress and find resource states*, in particular, by performing the “*Anti-stress*” exercises, which began the practical block of the quest: “Simple relaxation”, “I transfer energy!”, “I found the source!” “I turn a minus into a plus.

The practical part of the quest helped improve pupils' awareness and management of emotions, increase their self-esteem and creativity, and reduce their anxiety. Participants – senior school pupils – were divided into teams. Each team received colored badges during registration to form teams by color. Each team had *a route sheet*, which marked the stations “Stress and negative thinking”, “Relationships”, “Psych gymnastics “Training emotions”, “Planning the future”, etc. Passing certain stations, participants completed tasks in the allotted time and received *stress management symbol cards*. A mandatory condition of the quest was passing the stations in the order indicated in the route sheets.

Special attention is paid to the exercises “*Stress Resistance Space*” and “*Soothing Playlist*” and *the art therapy techniques* presented at the quest, in particular, “Palm of Care”, “Caterpillar”,

“Hooks”, “Cube of Movement”, which became for pupils learning, creativity, play, and self-knowledge at the same time. The “softness” of psych correctional techniques and influences contributed to the formation of a positive worldview and assisted in actualizing the value of each individual. At *the final stage*, during the pedagogical reflection on the quest's issues, the organizers discussed the complexity of the tasks, the contributions of the participants, the culture of pupils' behavior, and teamwork skills.

While implementing the quest technology in the practice of forming the life successfulness of senior school pupils, *the following techniques* were used: *intellectual* – structuring information, developing skills in diagnosing a specific situation, using real arguments – facts, digital data, creating an algorithm for making decisions and independently choosing ways to solve the problem; *verbal* – team coordination of the action plan: questions, verbal instructions, repetition, instructions, advice, tips, explanations, reminders; distribution of responsibilities in accordance with the abilities and capabilities of pupils: storytelling, mutual mentoring; exchange of information and experience, different views, different worldviews; *game* – imaginary situations, surprise moments, onomatopoeia, improvisation, use of facial expressions, gestures, body plasticity, intonation, jokes, dramatization; *techniques for developing speech* – construction of dialogues, sound culture: expressiveness of the voice, clear articulation.

Discussion. We share the scientific position of the modern American researcher Sh. Dennis, who in her research “In Search of the Content and Purpose of Education” notes that “the formation of any skills in a growing personality involves an impact on three interrelated dimensions: intellectual, social, and spiritual. Such a triple strategy assists pupils to observe themselves, pay attention to their inner life, analyze their own experience, and check results of knowledge and self-knowledge in practice” [1, p. 70–71]. Quest technology is responsible for implementing these tasks, because it promotes the manifestation of cognitive and research activity of pupils, the development of critical thinking skills, effective communication, and cooperation. With its assistance, pupils learn to be confident and friendly, make decisions independently, and take responsibility for them. Academician V. Kremen emphasizes the importance of that: “A person of the 21st century must understand and be guided by the worldview principles of “unity in diversity” and “complementation instead of opposition” [17, p. 4].

The scientific conclusions of domestic scientists L. Popova and O. Popova are unanimous, emphasizing that the quest affects: “memories – restoration in memory of facts, concepts; reproduction – action according to the given algorithm; justification – connection of a separate case with a general principle or concept; reorganization – transfer of knowledge to new situations, application of original problem solutions; correlation – connection of new knowledge with previously obtained; reflection” [19, pp. 53–54]. That is why researchers consider the quest to be

essential for modern school graduates, an innovative means of developing the individual's creativity, cognitive flexibility, and emotional intelligence, which assists in understanding behavioral patterns in interpersonal relationships and the principles of team activity [3, p. 55].

In this regard, the American researcher K. Salen emphasizes that the quest best meets the needs of a person growing up in a digital, information-rich era, where ingenuity, resourcefulness, and adaptability to innovation are valued [5]. The scientific position of another American researcher L. Williams is similar, focusing on the effectiveness of quests: expanding the individual psychological experience of pupils' self-realization, activating their need for improvisation, increasing the need for senior school pupils to determine their life trajectory effectively; developing in pupils the self-control, self-confidence, discipline, purposefulness, empathy and ability to form partnerships necessary for life success [7].

Conclusions. Therefore, stress resistance is a necessary resource for a modern senior school pupil; with it, any negative events are perceived as essential experiences for self-development. Stress resistance allows transforming critical situations into new opportunities to implement a life strategy for achieving success. The formation of such a skill as stress resistance in senior school pupils in the context of forming their life successfulness will contribute to the activation of their intellectual and spiritual potential, overcoming psychological barriers that prevent them from adequately responding to specific events, behaving rationally in various situations and meeting existential challenges with dignity, and developing those qualities that transform a potential "victim of circumstances" into a successful person in life.

The introduction of quest technology into the practice of forming life successfulness, stress resistance in particular, of senior school pupils of experimental secondary education institutions contributed to the creation of conditions for pupils to demonstrate activity and creative initiative, experience positive emotions, develop their imagination and acting skills, establish constructive dialogue with peers, gain experience in team work, comprehend socially significant values, and effectively adapt to the educational environment.

We see further prospects for research in this direction in the development of other skills of a successful personality in senior school pupils, in particular, assertiveness, prosociality, communicative leadership, and life optimism, using quest technology.

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КВЕСТ-ТЕХНОЛОГІЯ ЯК ЗАСІБ ФОРМУВАННЯ ЖИТТЄВОЇ УСПІШНОСТІ УЧНІВ СТАРШИХ КЛАСІВ

Анотація. Метою дослідження є обґрунтування потенціалу квест-технології як засобу формування життєвої успішності учнів та презентування успішного досвіду застосування квесту в освітньому процесі експериментальних закладів загальної середньої освіти. Завданнями зазначеної роботи є узагальнення даних щодо квесту в освітній науці і практиці, зокрема, у формуванні життєвої успішності учнів та висвітлення особливостей впровадження квесту у практику формування життєвої успішності учнів старших класів експериментальних закладів загальної середньої освіти відділу виховного проектування Інституту проблем виховання НАПН України.

В якості теоретичних методів обрано системно-структурний аналіз вітчизняних і зарубіжних психолого-педагогічних джерел з проблеми впровадження квест-технології в освітній процес закладів загальної середньої освіти, а також теоретичне узагальнення, порівняння і реінтерпретацію отриманих даних для формулювання висновків проведеного дослідження. Емпіричними методами стали метод «рівний – рівному», «мозковий штурм», дискусія, бесіда, міні-лекція, метод скрайбінгу та метод інфографіки, за допомогою яких було впроваджено квест-технологію у практику формування життєвої успішності учнів старших класів. Теоретико-методологічним підґрунтям дослідження стали акмеологічний, аксіологічний, компетентнісний та проектно-технологічний підходи, які логічно взаємодоповнювали один одного.

Авторкою окреслено основні ознаки квесту як інноваційної педагогічної технології та зазначено його відповідність потребам сучасного старшокласника. У роботі розглянуто теоретичний і практичний блоки квесту «Стресостійкість – ключ до життєвого успіху», відмічено, що практичний блок квесту сприяв удосконаленню навичок усвідомлення емоцій і управління ними, підвищенню самооцінки і розвитку креативності здобувачів освіти, зниженню рівня тривожності учнів, також дослідницею акцентовано увагу на руйнівному впливі стресу та визначено найпростіші способи протидії стресам і віднайденья ресурсних станів.

У запропонованому дослідженні виокремлено чинники – провокатори стресів в учнів, відзначено переваги Щоденника успіху та висвітлено необхідність формування стресостійкості як важливої навички життєво успішної особистості старшокласника в умовах військового стану і поствоєнної реальності. Виходячи з отриманих результатів, відмічено, що впровадження технології квесту у практику формування життєвої успішності, стресостійкості зокрема, учнів старших

класів експериментальних закладів загальної середньої освіти сприяло створенню умов для виявлення учнями активності, фантазії і творчої ініціативності, проживання ними позитивних емоцій, набуття досвіду конструктивного діалогу з однолітками і командної діяльності, осмислення соціально значущих цінностей, ефективної адаптації в освітньому середовищі.

Ключові слова: *квест-технологія, стрес, стресостійкість, життєва успішність, учень старших класів, стресори, анти-стрес.*

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