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## **THE ROLE OF THE SUCCESS PHILOSOPHY COURSE IN FORMING SUCCESS MOTIVATION AND THE IMAGE OF A SUCCESSFUL MAN**

One of the prior tasks of the current educational policy of Ukraine is to improve the quality of education, identify and develop gifted youth, create special conditions for realizing its potential, form a successful learning environment and develop the motivation for success.

The success of transformations in society and the effectiveness of reforms depend on available resources, logistical support, effective management system, prudent policy, and on human capital – highly skilled professionals who will not only innovate in different spheres of public life, but will generate new ideas and knowledge.

Modern professionals are expected not only to have professional competence, but also specific skills, such as: creativity, emotional intelligence, critical thinking, flexibility, ability to make decisions, take responsibility, manage projects, plan, ability to learn quickly, perseverance, stress resistance, active civic and life position, cognitive activity, initiative, striving for improvement of skills.

In today's world, there is an increasing orientation of people to success (life, professional, personal, collective). Each individual has their own idea of what success is, how to achieve it, and what are the criteria for a successful person. For some, life success lies in high social status, material well-being and economic independence, prestigious work, career growth, for others – in health, family, children and their success. For some, it is glory, recognition, publicity, popularity, for others it is an opportunity to realize oneself in creativity, to contribute to the development of humanity, public affairs.

In postmodern society, «there is no one-line trajectory leading to an absolute idea of success», so the problem of success is explored as a multifaceted phenomenon in terms of philosophical, pedagogical, psychological, and socio-cultural analysis.

The problem of success is the most discussed topic presented in non-fiction literature, because everyone wants to be successful, to climb the social ladder. There are many trainings, workshops, educational practices that provide recipes, formulas for success, contribute to discovering the potential of the individual, increasing motivation to achieve, career growth, search for personal and family happiness and more.

Success is defined as a social need, a vital strategy of the individual, success – the value of the individual. Analyzing life success, I. Feldman points out that the following indicators can testify to it: «a person achieves his goals, can lead the lifestyle that he has like, enjoying life events, feels inner harmony, emotional equilibrium and emotional comfort» [5].

Success in life involves both objective and subjective components. Objective success involves the assessment of one's personal achievements by a social group, a community, a society; subjective is expressed in the assessment and recognition of the person himself as a successful, manifested in satisfaction with his/her life, achievement of goals, pursuing life plans and implementing a life strategy. Real life success, according to scientists, involves a state where the individual success of a person leads to the realization of social success.

The formation of ideas about life success is influenced by the situation in society itself. In particular, one can see how the views on success in the historical context have changed. For example: during the Middle Ages, a person who professed asceticism was considered successful and in the Renaissance – it is a fully developed personality and so on. Perceptions of success also depend on gender stereotypes that dominate society.

Analyzing the ontological aspect of the phenomenon of success, researchers tend to view it «as a way of being in the mode of the present, that is, being oneself,» in the essence of the person there is a need to «outgrow the boundaries of his being», so understanding the meaning of human success is revealed through such concepts as «self-realization», «self-improvement», «self-actualization», «personal growth» [3]. Education also acts as a personal and socially-forming institution, a form of human being that produces a successful person. [3]. It can be concluded that in the realities of modern society the key to life success and the imperative of innovative development of the country is continuous education. An individual's idea of personal success is an idea of the success of their own realization process life strategy, the more educated and intellectually advanced a person is, the more he is able to find his way to success in life.

Important place in the process of socialization of the younger generation belongs to the formation of the picture of the world, value orientations, ideas about ways to achieve their goals and factors that contribute to life success. Success orientation and ability to positively perceive difficulties and obstacles on the way to the set goals, to overcome failures is one of the factors of diagnostics in employment and career progression.

Given society's demand for success and socially successful personality, there is a need to formulate in modern youth motivation for success, ideas about forms of socio-cultural representation of success, traits of successful people, criteria for success and ways to achieve it.

The urgency of this issue led to the introduction in the educational process in one of the capital institutions of higher education of the optional course «Philosophy of Success», which was in demand in student youth, because in the society of postmodern, theories of success are dominated by the «Do-It-Yourself success». The freedom of choice offered by the modern plural world requires a person to be responsible for his or her life choices, the ability to manage oneself, at times, to achieve goals, to construct one's social reality, starting with the changes of the inner world.

The proposed course not only forms the idea of success as a complex socio-cultural phenomenon, but also offers practical recommendations on how to achieve success, manage your life (biographical project), and help define your life goals, strategies for their implementation.

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## **ОСОБЛИВОСТІ ДІАГНОСТИКИ ДИТЕЙ З РОЗЛАДАМИ АУТИСТИЧНОГО СПЕКТРУ**

Аутизм (розлади аутистичного спектру) виникає при ураженні головного мозку і характеризується наявністю так званої «тріади» в порушенні розвитку: вади соціальної взаємодії, порушення міжособистісної комунікації, обмеженість інтересів і наявність стереотипії в діях [1, с. 24-25].

У переліку міжнародної класифікації хвороб десятого слухання (МКХ-10) аутизм віднесено до рубрики F «Розлади психіки та поведінки». У підрозділі F84 «Загальні розлади психологічного розвитку» зазначено підпункти: F84.00 – «Дитячий аутизм» (синдром Каннера), F84.10 – «Атиповий аутизм», F84.20 – «Синдром Ретта», F84.30 – «Інший дезінтеграційний розлад у дитячому віці» (сидром