

Review Article

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The Development of Optimism as a Personality Trait in Educational Activities

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ABSTRACT

Based on a comparative analysis of the ideas of teachers of the 20th century the author of this article is A. Makarenko-K. Rogers gives a methodological justification and characterization of optimism as a personality quality, and defines its possibilities in educational practice. A. Makarenko's well-known optimistic assumption that a child will be better tomorrow than yesterday gives the author of the article reason to believe that optimism is an acquired personality trait that can be nurtured. In the work of another educator, C. Rogers, optimism is based on the belief that «behind the pain and adversity lies the good essence of human nature.» In this case, optimism is an innate characteristic that manifests itself in a person's natural desire for success. By combining these approaches, the author concludes that optimism is an acquired personality trait based on the ability to set goals, on the one hand, and the innate desire for success, on the other. The novelty of this research lies in identifying the pedagogical principles and conditions that promote optimism in educational practice.

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Introduction

At the current stage of development of psychological and pedagogical science and educational practice, little attention is paid to the quality of optimism.

The Russian education system is focused on overcoming the crisis, but it does not emphasize the identification of principles, conditions, and methods for achieving success. The transitional period of society's life encourages the preservation of life goals and long-term plans, as well as finding opportunities for achieving success in various life circumstances. This determines the search for opportunities to develop optimism within the framework of educational activities.

A way out of the crisis can be the humanistic approach of A. Makarenko and K. Rogers, who in the 1920s were looking for ways to treat a person with care and attention as an individual and a subject of activity, with the possibility of identifying their strengths in the conditions of crisis.

So, as early as the beginning of the 20th century, the American psychologist and educator Karl Rogers [1-3] said that society suppresses the individual, depriving it of vital enthusiasm, although it could create favorable conditions for personal growth. Most often, society spontaneously suppresses an individual who, already in difficult circumstances, tends to lose self-confidence.

Such ideas are of certain scientific interest for pedagogy, in particular – the idea of «meaningful» rather than formal learning, in the process of which each child gets the opportunity of positive self-realization with the possibility of testing their own forces.

The Purpose of the Article is the methodological substantiation of optimism as a personality trait based on a comparative analysis of the ideas of Anton Makarenko and the humanistic principles of Carl Rogers.

Materials and Methods

The study used a comparative analysis and the author's interpretation of the pedagogical ideas of Anton Makarenko and Carl Rogers.

Research Results

A comparative analysis of scientific literature allowed us to substantiate and clarify the concept: «optimism» is a personality trait that allows a person to grow and develop, and also focused on success in educational activities.

In Russian pedagogy, the term optimism was coined by A. Makarenko and is interpreted as the child's ability to improve themselves through education and socially useful activities, as well as the ability to (self)improve, strengthen, and develop their own strengths.

Makarenko's «optimistic hypothesis» is an approach to children that instills confidence that «tomorrow they will be better than yesterday.» This suggests that optimism is a learned quality. According to the American educator Carl Rogers, this optimistic confidence is based on the belief that «behind the pain and adversity lies the good nature of human beings» [4]. This suggests that optimism is an innate, natural desire for success.

Combining these two approaches, we proposed that optimism is an acquired quality of self-confidence based on the ability to set

goals and the innate desire for success.

A comparative analysis of the content of the concept of «optimism» made it possible to identify several methods of developing optimism as a personality quality in educational activities and to identify the similarity of the approaches of A. Makarenko-K. Rogers.

In educational activities, optimistic confidence in success is actualized through pedagogical methods: encouragement, approval, emotional support and effective assistance. These pedagogical methods awaken cognitive powers and interests, the desire to learn and communicate.

In addition, a comparative analysis allows us to identify several principles for creating pedagogical conditions for the development of optimism as a personal quality.

Among them is the *principle of the self-worth of the individual*, which originates in existential theory, where the belief in the human being has reached its peak. According to existential philosophy, a person is what they make of themselves. The recognition of the individual as the primary value is the foundation of all humanistic educational systems.

Makarenko's *principle of combining love, respect, and demandingness*, according to which a teacher is always interested in the student's fate and will not remain indifferent to their academic, personal, or life difficulties. However, this does not mean that the teacher will overcome these difficulties for them; instead, they will be expected to demonstrate their individuality. This is because the teacher believes in the student's potential for improvement and will not achieve their goals for them, but rather with them!

Makarenko's pedagogical optimism is a program for developing the individual's abilities and interests, which can be summarized as follows: «A teacher should be cheerful, energetic, and fit, and able to live and love life... not only in the future, but every day» [5].

In the practice of psychotherapy by C. Rogers, the main motives of an individual's activity is the desire for success and the pursuit of the fullest possible realization of their potential. Optimism in this context is a program for the full functioning of an individual, which can also be considered a theory of optimism. According to C. Rogers, the desire for success is innate in humans. This innate drive requires effort and the realization of potential in order for an individual to gain self-confidence and recognize their own worth.

Carl Rogers's pedagogical ideas are similar in content and meaning to the ideas of existential philosophy, in which such full-fledged functioning of the individual is referred to as genuine existence. According to Rogers, a «good life» (genuine existence and full-fledged functioning) is not about achieving material prestige or high social status, *but rather about following an individual's unique path of personal development and choosing their own life course*. Life is a process of developing natural inclinations into abilities, and a fulfilling life is an active and constructive endeavor.

Here, a person is not truthful when expressing their feelings. The principle of unconditional acceptance of a child as an individual by K. Rogers takes into account the innate need of an individual for a Benevolent attitude as an individual with unconditional value. The individual must also accept themselves for who they are and assert their ability to be themselves. According to K. Rogers, the «positive essence of a person» is hidden «behind pain and

adversity» because the nature of a person cannot be fully defined; it seeks to develop. Negative emotions must also be accepted in a Benevolent manner. The experience of negative emotions is essential for personal growth. In order to develop yourself and your positive powers, you need to hear the «quiet voice of reason» and have pedagogical intuition and psychological acuity. Rogers's ability is empathy.

Even greater similarities can be found between A. Makarenko and K. Rogers in the need to create favorable pedagogical conditions.

1 Condition: the protective role of the collective (A. Makarenko) and helping relationships (K. Rogers). In Makarenko's view, the collective is a condition for happiness as a sense of belonging and security for the individual. There is no contradiction between the individual and the collective. The collective is a community of individuals.

In Rogers's view, happiness cannot be imposed as someone else's idea of it; it is enough to guide individuals towards their own definition of happiness.

2 Condition: the major tone of the team (A. Makarenko) and a favorable psychological climate (K. Rogers).

According to Makarenko, «Major is the ability to move, energy, and a joyful Mood», the ability to slow oneself down eliminates the possibility of quarrels and Conflict, and the ability to stop in time [6].

According to L. Gritsenko, Makarenko's secrets lies in the flexible ability to both order and obey» [7].

3rd Condition: creation of a system of perspective lines (A. Makarenko) and organization of personally significant learning (according to K. Rogers).

Makarenko's perspective lines are a way of organizing children's lives: «Equipped classrooms, warm rooms, satisfactory food, clean beds, and complete protection of the child, as well as a friendly and simple tone of communication, represent the necessary minimum of perspective, without which it is difficult to imagine proper educational work» [3]. The source of perspective is joint work, overcoming difficulties, and collaboration that brings people together in a team.

Makarenko's perspective lines are the opportunity to choose one's own future. By planning one's «beautiful tomorrow» based on the principle that «tomorrow will be better than yesterday,» a teacher can help a child see the possibilities rather than simply believing in them. The child, in turn, adjusts their behavior based on the «here and now» rather than the «there and then,» which leads to a change in their perception of the future.

Rogers's meaningful learning is the basis for the development of optimism. Learning becomes meaningful when it helps an individual overcome academic, personal, or life challenges; when the individual is engaged in meaningful learning. Meaningful learning helps individuals Become their best selves. Overcoming challenges fosters a desire for personal growth. In meaningful learning, there is a «favorable psychological climate» characterized by empathy, sincerity, openness, and a «helping relationship» between the teacher and the student. This is where personal growth takes place, where you can be yourself but be better.

K. Rogers studied personality in the context of «present-future» and concluded that human nature is «forward-oriented towards specific goals» [6].

4 Condition: authoritative public opinion (according to A. Makarenko) and a significant other (according to C. Rogers). In A. Makarenko's collective, there are a set of requirements for the individual that are used for upbringing. Public opinion is the main tool for upbringing. In C. Rogers' theory, the attitude of close people plays a significant role in personal development. Parents should accept their child and allow them to be themselves.

Conclusion

A comparative analysis revealed the similarity of the ideas of C. Rogers and A. Makarenko, which can be found in the general humanistic approach based on the principles of recognizing the self-value of the individual and the need to create significant pedagogical conditions for the development of personal optimism. We consider the situation of success [8] to be such conditions, which can be created based on these favorable pedagogical principles and conditions.

The scientific novelty lies in the identification of a number of favorable pedagogical principles and conditions that contribute to the development of optimism.

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