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**STUDY OF ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS FOR
FORMATION OF RESPONSIBILITY IN WORKING ACTIVITIES WITH
OLDER PRESCHOOL CHILDREN**

PhD in Pedagogical Sciences, Naida Ruslana

Rivne State Humanitarian University, Ukraine

Herein the organizational and pedagogical conditions for formation of responsibility in working activities with older preschool children are considered, features of exhibition of responsibility in working activities are disclosed, levels of responsibility are described, and the ways of effective formation of this quality in children are showed.

Keywords: responsibility, working activities, working actions, basic qualities, older preschool children.

Definition of the problem. Modern society demands for focus on the identity of a 'new generation'. However, the need of the society for the individual with moral priorities is traditionally urgent. Therefore, the problem of upbringing the individual with high ethical features one of which is responsibility still remains.

Fundamental role in this process is entrusted to preschool education. At the end of the preschool period of life as described in the Basic component of preschool education, a child must have basic personality characteristics formed [1]. Among which the leading place is taken by responsibility. Formation of responsibility as a personal quality requires the creation of appropriate conditions for educational environment in a pre-school institution. This fact confirms the significance of pre-school education, which solves the problem of successful human development.

Analysis of recent researches and publications. Domestic psychological and pedagogical literature highlights various approaches to

formation of responsibility with preschool children. In particular, the works of I. Bekh, M. Levkivskyi, O. Sukhomlynska, V. Savchenko, V. Orzhehivska, H. Bielienka, T. Ponimanska [2,3] are devoted to the moral aspects of a pre-schooler development. Their pedagogical studies substantiate effective mechanisms of personality formation on the basis of human moral values.

However, there is a need for a detailed exploration of the problem of responsibility formation through creation of and adherence to organizational and pedagogical conditions of work.

Objective of the article is to highlight the ways of creation of organizational and pedagogical conditions for formation of responsibility in older pre-schoolers in the working efforts.

Presentation of the base material. Morality of an individual is a conglomeration of qualities that complement each other and create an integral image of a developed person.

The problem of formation of such moral quality as responsibility has been recently addressed time and again in the pedagogics. The issue of upbringing the responsibility in working activities with a pre-schooler has been extensively raised in the works of Z. Borysova, R. Bure, D. Siergieieva, A. Artemova, H. Bielienka, T. Fasolko [3,7]. Scientific studies confirm the statement on learning how to be responsible as a basic quality in the pre-schoolers in case the knowledge about moral standards, the essence of moral obligations and their implementation in their own activities is formed.

There are three levels of responsibility:

- the first level, the proactive responsibility includes arrangement of conditions for encouraging positive attitude to the work process and the possibility to consolidate the initiative and control their own working efforts.

The most effective for formation of responsibility is the older preschool age. Peculiarity in the formation of proactive responsibility is that positive

emotions from the work are to be provided. Such level of responsibility confirms that the moral standards have been formed with the orientation to internal necessity of compliance therewith. However, children of the older preschool age having proactive responsibility are in minority.

- the second level, the executive responsibility. Diligent fulfilment of working action eliminates expression of initiative. An important condition for formation of the higher level of responsibility for this category of children is the authority of an adult, namely the teacher. Pre-schoolers having the level of executive responsibility focus on external priorities: the desires of the teacher and parents. Identification of internal motivation mechanisms in the working activities is not the case. It is therefore important that at this level of responsibility the teacher could motivate pre-schoolers to exercise initiative and positive emotions from the process and outcome of the work.

- the third level, irresponsibility. Expression of irresponsibility by a child means that he/she has no moral standards nor will formed and a low level of self-appraisal. Therefore, the way out of this situation is to create organizational and pedagogical conditions that would help to raise positive attitude to work and the objective analysis of the possible effects of work.

Implementation of the tasks of the Basic component of the preschool education on formation of basic qualities requires for arrangement of necessary conditions from the preschool institution [1]. In this context, upbringing a pre-schooler in the activities, namely in the work ones, is of particular attention. We believe that the working activities are of priority in the development of moral standards and qualities, including the responsibility.

In the modern preschool institution, the following work types are practiced: self-service, household work, outdoor work, and art work. Children of the older preschool age can achieve the intended result of work

through creation of appropriate educational environment. As a result of productive activity, the basics of the attitude towards the environment, to itself are formed and prerequisites for the motivated perception of the world created with a pre-schooler [4].

In terms of educational process, an active self-assertion of a child is provided, allowing a child to feel itself like the subject of its actions. Therefore, if appropriate conditions are created, a responsible attitude to working actions is formed. Among the necessary conditions for formation of responsibility organizational and pedagogical ones can be identified.

Effective organizational conditions include:

- diversification of children's working activities. The work should not be of a uniform nature. Traditional tours of duty, regular assignments do not meet the interests and capabilities of the older preschool children. Modern development of children requires that their technical skills and creative abilities be considered in the course of arrangement of the working activities.

- lack of total help from an adult's side in order to save time and expenses of emotional and determined efforts to be motivated. Having the teacher's work observed, some not rare cases of the tasks set for children but done by the adult should be noted.

– equal involvement of children in fulfilment of the assignments.

The pedagogical conditions include:

– motivation to work. Responsible fulfilment of the task set depends on understanding the motive to and significance of work. The personal motive of a child is determined by the necessity, attitude and formed values. Situational motivation is formed through external factors: physical state, attitude of the other people. During the work, the motives influence behaviour of a child and the work outcome. Studies of T. Haieva,

T. Kolesina, I. Ildova show the motive of an action as the mechanism for formation of responsibility with the children of different ages.

- an adult's authority. Attitude of a child to an adult constitutes the motive to complete the task started. Loyalty to an adult stimulates an older pre-schooler to fulfill tasks responsibly. The required means for doing a working action is the atmosphere of attention and kindness that enhances a pre-schooler's striving for work. A teacher for a child is a benchmark for possible achievements generating in a pre-schooler the positive attitude towards itself and other children.

- consideration of physiological and psychological characteristics of a pre-schooler who receives a task. The basis of formation of a pre-schooler's responsibility is grounded on the existing level of competence and knowledge. Ways of formation of responsibility in work include the necessity to follow the certain sequence of actions by a child.

- positive analysis of the work results focused on the actions of an educatee. Since in the course of work a pre-schooler reinforces its feeling of significance, the self-appraisal is formed. H. Bielienska considers such working actions as the need not only to assess the result, but also in its improvement. Action-score-improvement of the result represents an educational system that would help efficiently achieve the objectives in the formation of responsibility with older preschool children. Doing self-service (dressing and undressing, washing hands), children expect an assessment by an adult. And an adult, in turn, must remember not only to assess the action, but, if necessary, to identify the ways of improving the results of the same. Psychological basis for forming the responsibility is emotional saturation of the information regarding the moral standards of behaviour. Recent studies show effectiveness only in the experience of positive emotions, warning against the use of comparative or negatively stained situations. The older preschool age is special in terms of gaining

experience. Thus, this experience should be the most positive. This will help a pre-schooler to determine a model of moral behavior for itself and effective way of formation of responsibility. The role of the teacher in this process is essential. This is a teacher who determines and creates necessary educational conditions for formation of basic qualities.

Compliance with these conditions will create favourable opportunities for a child to show its qualities (knowledge and skills). And positive emotions, in turn, would be a guarantee of success in the course of formation of responsibility in the working activity. Thus, an educatee forms a habit of responsible attitude towards the action performed. This would positively affect the formation of basic qualities, namely self-appraisal, independence, responsibility, and initiative.

Creating the pedagogical conditions provides for formation of the image of an older pre-schooler who will have the basic qualities. One of the effective ways to implement the assigned tasks, as H. Bielienka points out, is orientation of children towards a graphical model and its use in their own activities.

The defined organizational and pedagogical conditions will create a necessary working environment and help to pass three stages of formation of responsibility with the older pre-schoolers, namely, the formation of emotional readiness to work - introduction to the idea of the responsibility standard, formation of own experience, responsibility of its awareness.

Conclusions. Thus, formation of responsibility with the children of older preschool age is the most intense and productive. Therefore, the effectiveness of this formation is ensured by compliance with the pedagogical conditions of the educational environment. The basic components of which are motivation to work, an adult's authority, emotional component of the working action and evaluation of the working results.

Arrangement of the working activities of diversified nature and independence of a pre-schooler would provide for formation of positive attitude to responsibility as a basic quality of a personality.

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