

## Formation of Responsibility of Primary School Children in the Educational Activity

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### ABSTRACT

*The article under discussion depicts formation of responsibility of primary school children in the educational activity. The author of the article considers that the formation of responsibility of primary school children allows the formation of an individual who is able to achieve goals and objectives with the possibility of efforts application with a positive orientation to himself and society. The most important conditions in the formation of responsibility are the establishment of a relationship between thinking, playing, creative activity which can be implemented in the framework of a long-term, interesting work.*

### INTRODUCTION

The elementary school period serves as the second significant stage necessary for the formation of the child's personality in the surrounding social and cultural space immediately after the period of education in the conditions of the preschool educational organization. How well the child is prepared in elementary school will depend on the quality of his or her learning activities, planning of his/her activities, interaction with the teacher and peers in the learning process.

One of the goals of the elementary general education is the formation of the child's learning activity, his or her independence and responsibility.

Responsibility is one of the most complex phenomena in the theory of volitional qualities. It is called a "quality of the highest order" because of its close relationship to the emotional, moral and attitudinal sides of the personality. This quality reflects the tendency of the individual to adhere in his behavior to generally accepted social norms, to perform his duties and his willingness to account for his actions to society and himself.

The concept of responsibility presupposes the presence of a subject and requires an indication of the object. The subject is a specific person interacting with the world. The object is what the subject is responsible for, "what is entrusted to him or accepted by him for execution"[6]. It can be an assignment, a request, the fate of a common cause, etc. The interrelation of the subject and object creates a temporal perspective of the concept: responsibility for the act committed.

Responsibility in the psychological literature is a volitional quality associated with the moral-value orientation of the individual. Essential signs of this quality are accuracy, punctuality,

fidelity of the person in the performance of duties and his/her readiness to answer for the consequences of his/her actions. A close connection of responsibility with a number of other volitional qualities (persistence, endurance) is observed.

## MAIN PART

Modern research is increasingly focused on the study of the manifestation of responsibility in the primary school age, since the formation of responsibility becomes the most relevant from the moment the child enters school. The transition to school education means a radical restructuring of the whole way of life of the child. Before the first-grader has a number of requirements: he must go to school, do what the school program requires, comply with the requirements of the teacher, strictly follow the school rules, obey the rules of conduct, achieve results in learning. However, due to a lack of volitariness and lack of willpower many first graders cannot submit their behavior to the established rules. The task of education and upbringing should teach the child during the first years of school to manage his/her behavior consciously and to form in him/her the qualities of personality required, including responsibility.

A number of other qualities and skills of the individual act as components of responsibility. These include honesty, fairness, adherence to principle, and readiness to take responsibility for the consequences of one's actions. These qualities cannot be realized successfully if a person does not develop emotional traits: the ability to empathize to other people. Performance of any duty requires manifestation of other volitional qualities: persistence, diligence, fortitude and endurance. Thus, responsibility is manifested not only in character, but also in feelings, perception, awareness, outlook, in various forms of behavior of the individual.

K.A. Klimova among the indicators of responsibility in younger schoolchildren names: a child's awareness of the necessity and importance of performing tasks that are important for others; orientation of actions towards successful performance of assigned tasks (starts to do the work in time, tries to overcome difficulties, completes the task, etc.); emotional experience of the task, its character (is pleased that he or she was given a serious task, is worried about success, feels satisfaction from knowing that he or she successfully performed it, feels the evaluation of others, etc.); is aware of the fact that he or she has been given a serious assignment. Responsible student understands the social values of learning, is critical in assessing his attitude to learning, his behavior, his personal qualities, is able to admit his mistakes, correctly interpret their causes [3].

Given that responsibility as a quality of personality in the early school age is still in the process of formation and is associated with the will, it is necessary to build the right attitude of children towards learning as a difficult but important work for them. The right relationships create an atmosphere where learning is perceived positively and where the pupil feels proud and happy.

In this regard, we can be concerned about families' critical attitude towards school as an institution of socialization where the learning activity of young students is realized and which shapes responsibility as a personal quality, necessary for the successful adaptation of people in a rapidly changing environment and their self-realization.

For younger schoolchildren, the trust in adults that has been preserved since preschool remains an age characteristic. Therefore, the personal example of parents and teachers is of great importance for fostering responsibility as a personal quality in them. It follows that only a responsible adult can positively influence the formation of responsibility in the child, give him/her an example of really responsible behavior, when the interests of the society and other people are placed above the interests of their own. For example, the observance of the daily routine by younger students depends on adults. L.I. Bozhovich paid attention to the role of regimen in the development of the child's responsibility. Revealing the quality of personality as a result of a stable fixed habit, she makes the conclusion that a person feels the need to do what he or she is used to doing at a certain time and under certain circumstances. This is why it is

important to help the child make a regimen independently. If he or she gets used to observing it, this habit will help him or her to do things without adult control [1].

Various methods and techniques can be used to study the responsibility of primary school children.

**Study of perceptions of responsibility.** To find out how primary school children understand the concept of "responsibility", what kind of student they consider responsible, we can conduct a survey:

- What is your understanding of responsibility?
- Which pupil would you call responsible?
- Name the most responsible kids in your class. Why?
- Name the most irresponsible kids in the class. Why?

The teacher records the answers of school children and draws a conclusion: does he/she understand the meaning and is able to estimate responsibility of his/her peers?

### **Examination of self-assessment of responsibility.**

The technique developed by M.V. Matyukhina and S.G. Yarikova [5, 2] allows to define how the pupil evaluates his or her personal responsibility. An instruction is offered: "Carefully read the statements and underline the one that describes you.

- ✓ I am a very responsible student.
- ✓ I am responsible, but not always.
- ✓ I am not very responsible.
- ✓ I am irresponsible.

Then the teacher asks the pupil to explain why he/she chose one or another statement. It was revealed that it is quite difficult for younger pupils to separate their specific act from the image of themselves as a whole: "I solved the problem well, so I am responsible", "Yesterday I cleaned my room and my mother praised me", "I am irresponsible, because I lost my math notebook". Very rarely there were answers like, "I am not always responsible, because I do some things as they should be done, others not always well".

### **Study of real manifestation of responsibility in the educational activity.**

The technique "Task from Friday to Monday" of M.V. Matyukhina and S.G. Yarikova [5, 2] allows to determine the real manifestation of responsibility in pupils in the educational activity. The teacher after the end of classes on Friday offers the pupils to perform a task (for example, to draw an illustration to a fairy tale) without paying attention to the record of this task in the diary. On Monday, after the weekend, the teacher asks which students in the class have completed the task. Completing the task well and on time means that the pupil has shown responsibility in this situation (awarded 1 point). Failure to complete the assignment indicates insufficient quality (0 points). The teacher also notes children who will complete the assignment on Tuesday, Wednesday, i.e., later than the assigned deadline. Responsibility in these students is evaluated by 0.5 points.

## **CONCLUSION**

To summarize, we emphasize that responsibility is one of the main values of the modern elementary school student and acts as an individual's ability to assume certain obligations and fulfill them. However, this quality in primary school age is still being formed. Despite the fact that students are worried about the failure to perform tasks, it is still difficult for them to take

personal responsibility for the results of their studies, they see the reasons for failures in external circumstances. This makes it necessary to get qualified pedagogical help from teachers and parents. For this purpose, they turn to appropriate methods of education (persuasion, exercise, encouragement and self-education) and to the means of material and spiritual culture.

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