

## FEATURES OF FORMATION OF RESPONSIBILITY OF CHILDREN UNDER SCHOOL AGE IN THE EDUCATIONAL PROCESS

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### ABSTRACT

Features of formation of responsibility of children under school age are possible considering the quality of the individual in the system of personal (readiness for reflection, independence, willingness to self-organization, willingness to account for its behavior) and social (social orientation, external motivation, subject-subject interaction) characteristics, acting for us evaluating criteria of responsibility of senior preschool children. Currently requires clarifying the notion of "responsibility of children under school age, therefore, studying and analyzing study on this issue, we offer it understood as quality of personality, reflecting the State of preparedness for reflection of its behavior from the standpoint of moral rules and to account for results to others and yourself. In the system of social characteristics of the responsibility of children under school age is revealed as a combination of knowledge and important values needed for preschoolers of accountability in his behavior. Quality data included in the social orientation, based on the development of which is the formation of the nature of the activities and behavior of individuals. However, social orientation is a complex entity comprising cognitive and emotional components that implement a meaningful allocation functions for child content. This particular internal activity of the child, relating primarily to the perception of another human being, his emotional States, with analysis and assessment of the situation as a whole, anticipate trends.

**Keywords:** Responsibility, children, preschoolers, teaching, technology development.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In order to develop pedagogical formation technology of responsibility of children under school age, we believe it is necessary to examine the features and modern requirements to the personality of an older preschooler with a focus on patterns development and neoplasms that occur at this age stage.

Pre-school childhood-very special period of development of the child, in which inner mental life and the internal regulation of the conduct and the baby starts to determine their own activities.

The occurrence of arbitrary behaviour is a critical tumor in older preschool ages. The child's behavior becomes mediated norms and rules of conduct, first created a preliminary image of his behaviour, which acts as a regulator. The child begins to acquire and manage their behavior, comparing it with the sample. Ability to manage a provides preschoolers with great difficulty. Children at this age are different contextual nature of conduct rigid reliance on perceived situation. If the child continually implements arbitrary behavior, then he formed important personalities: internal self-discipline, responsibility, self-discipline and a willingness to understand and accept public installation.

Awareness of their behavior and start personal self-discovery is one of the primary tumors pre-school age. In the preschool age child begins to understand what he can and what not, he knows his place in the system of relations with others, aware of not only actions but also the internal feelings, he discovers his inner life, which is the essence of personal self-discovery.

Considering the formation responsibility for pre-school children as a complex and multifaceted process, full study which could not take place with one point. We believe it is necessary to use for his research such theoretical –methodological approaches that would ensure the organizational complexity of the process of formation of the responsibility.

Drawing on theoretical propositions, discussed in the first paragraph of our research from a variety of approaches to the development problems of the responsibility for pre-school children, we believe it is possible to apply a personal activity and axiological approach.

It must be emphasized that both components, personal and activity, are inextricably linked because of that personality supports actor, which in turn, along with other factors determines its personal development .

Source position of this approach is the personal meaning of children under school age, enabling each child to active. This activity is seen as a source of formation of the personality and the main factor in its development.

The application of student-activity approach to formation of the responsibility of children under school age is expressed in the fact that all the qualities of a personality not only manifest themselves but and formed into active activities, the different types, which make up the life of the individual, her public life. For pre-schooled is characterized by game, labour, educational activities.

In modern pedagogical theory game is regarded as a leading activity of the child-a preschooler. In the game reflected the basic needs of preschool children. First of all, the child tend to drive for self-sufficiency, active participation in the life of adults. As child development expands to realize them peace, an internal need for adults to participate in such activities, which in real life it is not available; in the game the child takes on the role, seeking to imitate adults, images of which are preserved in his experience. While playing, the child acts independently, freely expressing their desires, perceptions and feelings. In the bowels of the games begin and differentiate other types of activities. As the child masters the game development components, inherent in any activity: ' learning to aim, to plan, to achieve results. He then carries these skills in other activities, especially in the labour market.

In the process of work children acquire skills and abilities. But it's not professional skills, and skills to help your child to become independent of adult, independent. Aim to develop an important sense of purpose in his work, the ability to see the result, ownership of the means of action skills. Feature of child labour is that despite the existence of all structural components, they are still in the development stage and necessarily involve the participation and assistance of an adult.

Also for children under school age is characterized by cognitive activities. This aspect of the mental education is seen as the development in the child mental operations, cognitive processes and abilities. A positive result depends largely on how adults managed to awaken the child's interest in mental pursuits, cultivate the habit of mental activity. Mental activity is impossible

without speech. Mastering speech, a child possessed of and knowledge about objects, tags, actions and relationships, etched in the relevant words. Once a child masters the speech around the world for him as would be doubled.

He begins to deal not only with those objects that directly manipulates sees, but also those that are currently missing or which were not in his personal experience. It expands the boundaries of his cognitive activity: it can use indirect means to expand their horizons (artwork, story adult, explanation). Therefore, with regard to the problem of the responsibility we consider it possible to talk about cognitive and speech activities preschoolers.

The development problems of responsibility in children under school age we offer apply axiological approach.

Possible use of axiological approach in terms of modern education and the development its main provisions implemented in research of A.M. Bulynina, I. V. Vershininoy, M. G. Kazakinoy, V.A. Slastenin, etc. [1,2].

Axiological approach allows us to study the phenomenon in terms of its capabilities meet people's needs, and is directly linked with the concept of "value". The value represents a specific social definition of objects of the surrounding world to detect their positive or negative value for man and society. Value is the selection criterion of alternative solutions, a characteristic internal human needs.

The main principles of axiological include: -equality of all philosophical views within a single system of humanistic values;

-equivalence of tradition and creativity, recognition of the need to study and use the teachings of the past and the opportunities opening in the present and the future;

-the equality of people, dialogue instead of indifference or denial of each other.

Axiological approach in education means exploring the phenomena and objects with their value to education and personal development. Teaching the concept of "value" is extremely important, because the impact on the process and result of pedagogical activities.

Thus, bearing in mind the subject of our study, for the formation of responsibility of children under school age as a theoretical and methodological framework will be used by the student-activity and axiological approaches. We considered that the combination of the aforementioned approaches will be a sufficient basis for development problems of responsibility in children under school age.

Analysis of the theoretical bases and problems of formation of State responsibility of senior preschool children in educational practice requires the concretization of some of the key concepts used in our study. The usefulness of selected concepts due to the fact that many of the concepts used in pedagogy and educational practice, are filled with mixed content or used to refer to the same phenomenon.

In formulating the objective study of the problem, its contents, we proceeded from the modern requirements to the formation of a personality with a coherent system of universal knowledge and skills as well as experience self-employment and personal responsibility, Therefore, in accordance with the social order of the State and society, the provisions of regulations on pre-

school education based on student-activity and axiological approaches, our goal is to develop responsibility in children older preschool children in various activities.

A responsible child is different internal openness, openness in communication, sincerity in expressing feelings, truthfulness.

However, he was cautious and provide, exercise reasonable caution in unfamiliar surroundings, during meetings with strangers, can perform developed society code of conduct.

Therefore, the well-formedness of responsibility of senior preschool children is expressed towards a situation where they have to daily life situations, irrespective of the moral sense in itself, would make moral-value selection Act and exercise volitional effort for its Commission.

Thus, to summarize, the following may be noted: theoretical-methodological Foundation of our study identified student-activity and axiological approaches that enable the process of formation of responsibility in different types of children's activities: gaming, working, cognitive-verbal.

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