

## Study of the problem of education of responsibility in children of previous preschool age in family intermediation and post office of preschool education

\*N. V. Stadnik, Yu. O. Volynets, K. I. Volynets

Borys Grinchenko Kyiv University, Kyiv, Ukraine  
\*Corresponding author. E-mail: n.stadnik@kubg.edu.ua

Paper received 27.01.19; Accepted for publication 01.02.19.

<https://doi.org/10.31174/SEND-PP2019-187VII76-15>

**Abstract.** The article deals with the theoretical and methodological foundations of responsibility education in children of the senior preschool age in the interaction of family and preschool educational institution. The essence of responsibility for children of the senior preschool age. The structural components of responsibility education in children of the senior preschool age are defined: cognitive, emotional and motivational, and active. The pedagogical conditions of children upbringing optimization of the senior preschool age in the interaction of family and preschool educational institution, in particular.

**Keywords:** *responsibility of children of the senior preschool age, interaction of family and preschool educational institution, criteria, indicators, levels of education of responsibility, pedagogical conditions.*

**Introduction.** Socio-economic changes in modern Ukrainian society require the creation of conditions for the formation of moral values in person: generosity, kindness, mutual assistance, a sense of justice, responsibility.

In this context, the development of children's ability to critical thinking, the formation of persistent, socially meaningful ways of doing activity based on internalized moral qualities, adequate self-esteem and reflection of the child's attitude towards herself as a subject, a benevolent relationship with others, becomes of paramount importance. One of the indicators of this state is the responsibility.

In state documents: the Law of Ukraine "On preschool education", the Basic component of preschool education, programs "Confident Start", "Child: Educational program for children from two to seven years old", "Child in preschool years", "Ukrainian preschool" is accentuated the priority of the moral education of the younger generation, and, consequently, the education of responsibility.

**A brief overview of publications on the topic.** The problems of responsibility were highlighted in the researches of I. Bech, M. Levkivsky, L. Kanishevskaya, O. Kononko, T. Kunitsy, V. Ostrivskaya, M. Savchina, I. Sopovnik, L. Tatomir, V. Ternopil, T. Fasolko and others.

However, this aspect of the problem, such as raising the responsibility of children of the senior preschool age in the interaction of the family and the institution of preschool education, has not found enough coverage.

**The purpose** of the article is to define and substantiate the theoretical and methodological foundations of education in children of the senior preschool age in the interaction of the family and the institution of preschool education.

**Research methods.** In the process of research, the following methods have been applied: analysis, comparison, classification, generalization, systematization, questionnaires, and conversations.

**Results and discussion.** Study of pedagogical works on the problem of education of responsibility allows to state that this concept is considered by researchers as: the ability of the individual to formulate their duties and to perform them, to carry out self-evaluation and self-control (N. Basyuk, P. Dvorov, M. Zotov, M. Levkovsky, T. Masharova, V. Sukhomlynsky); characteristic feature of the subject of activity, which is interrelated with such moral values as duty, conscience, etc. (N. Basyuk, T. Gaeva, P. Dvorov, P. Dobryanska, V. Sukhomlynsky); the ability of an individual to orientate in a relationship with society (A. Makarenko); a certain

level of moral development of personality (N. Basyuk, L. Dobryansky and others); social quality, which reflects the extent of responsibility of social actors to mutual requirements (T. Alekseyenko, A. Makarenko, T. Radikova, V. Ternopil and others) [1, p. 42].

Thus, today there are some differences in the approaches to the interpretation of the nature of responsibility by different authors, which affects the priority given to certain factors in its education.

Based on the analysis of psychological and pedagogical literature, we define responsibility as the basic quality of the person, which is characterized by the presence in the child of knowledge about moral norms, the formation of ideas about the nature of moral duties in relation to objects and subjects of the environment and themselves, their positive experiences as the incentives to perform certain actions, the ability to implement such actions in their own activities and actions without external regulation.

The essence of responsibility for children of the senior preschool age, under which we understand the basic quality of the personality, which is characterized by the presence of knowledge of the child about moral norms, the formation of ideas about the nature of moral obligations in relation to objects and subjects of the environment and themselves, their positive experience as an incentive to perform certain actions, ability to implement such actions in their own activities and actions without external regulation [4].

From a philosophical point of view, interaction is interpreted as a category that reflects the processes of action of various objects on each other, their interdependence, the change of state, inter conversion. At the same time, each side acts as a reason for the other and as a consequence of the simultaneous reverse effect of the opposite side. That is, the interaction implies to some extent the equivalence of the mutual influence of objects on each other and predetermines their uniform development [5, p. 84].

Regarding the problem of our research, with the interaction of the institution of preschool education with the family, we understand the interrelated actions of these educational institutions, which produce adequate appropriate actions, which promote solving of mutually necessary tasks in the field of education of a child of the senior preschool age of responsibility.

The structural components of responsibility education in children of the senior preschool age are determined: cognitive (knowledge about the essence of responsibility, moral

norms of its observance, representation of duties), emotional and motivational (positive attitude to moral norms and responsibilities that regulate the manifestation of responsibility), and activity (practical skills of manifestation of responsibility). This structure was taken into account when developing criteria that were identical to the internal content of the indicated components.

In order to identify the levels of parenting responsibility of senior preschool children, a methodology was developed that included a set of various diagnostic methods:

- at the level of children (interviews, interviews, involvement in solving problem situations and participation in situations of moral choice, observation, analysis of specific activities in terms of manifestation of responsibility);
- at the level of the educator (questionnaires, interviews, method of documentary);
- at the level of parents (questionnaires, conversations).

Taking into account the results of diagnosis, in accordance with the indicated criteria and indicators, four levels of responsibility education in the elderly preschool age were determined: high, optimal, medium, and low.

The results showed that most of the children of the senior preschool age are at a low level of responsibility education (35,3%). They are characterized by low awareness of the moral norms that govern the attitude, assessment, behavior in the context of responsibility; neglect of their duties. Manifestations of liability are possible only with constant control by adults.

A significant number of children of the senior preschool age belonged to the average level of education of the investigated quality (29,8%) and was characterized by lack of knowledge of moral norms, showed indifferent attitude to their essence. The behavior of these children was often not supported by emotional experiences, the motivation for manifestations of responsibility.

At the optimal level of education responsibility was 25,6% of children of senior preschool age, who had good knowledge of the rules and rules of responsibility, the peculiarities of its manifestation, the positive attitude to moral norms and responsibilities that regulate the manifestation of responsibility, but more often the implementation of the specified qualities occurred under the conditions of a foreign authority in the person of the educator or parents.

Belonging to the high-level group of responsibility was registered only in 9,3% of the children of the senior preschool age.

The study of the work of caregivers on the upbringing of children of senior preschool age responsibility has shown that this issue is not given attention in the vast majority of groups covered by the qualifying stage of the experiment.

Our analysis of the influence of the family on the upbringing of children of the senior preschool age showed that these issues are not given due attention by the parents.

Diagnosis of the state of preparedness of parents for the education of children of the senior preschool age of responsibility showed that favorable conditions for this exist in 12,2% of families that were attributed to us to a high level; 25,6% of families are at the optimal level of such preparedness; 27,4% – on average and 34,8% – on the low.

The ratio of the indicators of children of the senior preschool age and parents has shown that the family does not sufficiently use its potential for raising the responsibility of the children of the senior preschool age. The discrepancies between the parents' preparedness for such activity and its

real results are revealed. This is an indication that parents need a qualified psychological and pedagogical assistance in this regard on the part of the educator.

The results of the preliminary stage of the experiment confirm that the problem of the study we have requested requires correction, the definition of pedagogical conditions that would help to overcome the identified deficiencies, saturation of the content, forms and methods of interaction between the family and the institution of preschool education as an important means of raising the responsibility of the children of the senior preschool age.

Pedagogical conditions – the system of education and training of pupils, the purpose of the pedagogical process, the organization of their educational and cognitive activity, etc. [2, p. 63].

The pedagogical conditions of optimization of responsibility education in children of the senior preschool age in the interaction of the family and the institution of preschool education are substantiated. This includes: establishing proper relationships between the educator and the parents; informational and educational work with parents; involvement of parents and children as partners for mass events; activation of family upbringing ("homework" for parents).

The tutor played a leading role in organizing and conducting classes, selecting and structuring the necessary material, providing a supportive atmosphere for sharing the experience of family education, free discussion of problems, and determining ways to solve them.

Particular attention was paid to establishing between parents and educator of subject-subject relations. This was achieved by following the following rules:

1. Manifestation of respect for the identity of parents, the recognition of their subjective will, the right to disagreement and the choice of behavior and actions.
2. Interest in the inner world of parents and children empathizing with their problems.
3. Detection of a positive attitude towards the child (this is important, because the subject of care for the educators and parents is one - the problems of the child, the development and formation of children's personality).
4. Detection and analysis of the causes that caused a certain negative act of the child (manifestation of irresponsibility, failure to comply).
5. The choice of the most effective means of educational influence on parents.
6. The development of a uniform with parents' style and tone of relationships.

These provisions of the co-operation between the educator and the parents contributed to enhancing the productivity of this process, to establish harmony within the pedagogical triangle "child-parent-educator".

Along with the above-mentioned rules of interaction of the educator with the parents of children of senior preschool age, the basic rules of adult education were taken into account:

1. This process becomes more effective in an informal setting, while minimizing the barriers between parents and educators, but the latter should not despise their duties – structuring and conducting classes.
2. Adults need help, not ratings; they should be encouraged to find new ideas.
3. Particular attention should be paid to the beginning of training, to focus on finding the original answers to the questions, and not to focus on the final options, "getting on the

voyage" is just as important as reaching the "port of destination".

4. Education is based on already acquired knowledge. New information is added to the existing one.

5. Education is built "from simple to complex". Parents need to gradually familiarize themselves with the material, adding new knowledge and checking whether everything is clear.

6. People learn better when they act. Efficiency of adult education is directly proportional to the level of their involvement in activities [3].

The pedagogical condition – informational and educational work with parents – was based on the program we developed "Interaction of the family and the institution of preschool education in raising the responsibility of children of the senior preschool age", which included 7 topics ("Senior preschoolers: peculiarities of psychophysical and moral development", "Responsibility: essence, values, methods of education", "Parental authority", "Encouragement and punishment of children in the family", "Parental requirements and their influence on the formation and development of a child of the senior preschool age", "Causes and ways to overcome conflicts between parents and children", "Family communication").

The implementation of the program was carried out with the wide use of various interactive methods and training sessions that ensured the organization and development of dialogic communication of its participants, promoted their mutual understanding, interaction in solving common but important for each task, taught to think critically, solve problems, with the upbringing of a child of the senior preschool age of responsibility, weigh alternative thoughts, make informed decisions, participate in discussions.

Training sessions aimed at solving a set of tasks: the identification and processing of problems that parents had in relation to raising children's responsibility; expanding their existing experience of building family relationships with children based on the adoption of new patterns of behavior and attitude as a prerequisite for educating them in their responsibilities; the formation of the desire of parents to increase their theoretical and practical preparedness for the education of children of the senior preschool age of responsibility through the educational enlightenment and self-education.

Involving parents and children as partners in mass events was intended to improve parent-child relationships, to teach

children of the senior preschool age to assume responsibility for certain actions. Participation in such events helped adults to better understand their child, and parental support provided comfort to her. This was especially the case in families in which relations between parents and children had an indifferent character or were based on authoritarianism or tolerance of adults.

The selection, organization and conduct of mass events were guided by the following criteria: pedagogical advisability of family participation in a specific event; the presence of interest from parents and children in the proposed activity; relevance of the measure for the normal functioning of the family as an educational institution, increasing the efficiency of raising the responsibility of children of the senior preschool age; consistency in time and content with other measures and affairs.

The following pedagogical condition – the activation of family education took place through a system of purposeful "homework", the content of which included the implementation of parents targeted child surveillance, the application of various methods of education in her responsibility, the collection of diagnostic materials for further analysis, elaboration and inventions (in cooperation with the educator) ways to overcome the identified shortcomings or increase the impact of positive factors.

In case of necessity, the parents conducted group or individual consultations on the implementation of "homework", during which discussed the problems that arose, planned ways to solve them, parents focused on further educational activities. By obtaining feedback in this way, we were able to correct the mistakes, provide parents with psychological and pedagogical assistance, based on the needs of a particular family and a particular child.

**Conclusions and perspectives.** As a result of the work, there have been significant changes in the levels of accountability in children of the senior preschool age: their awareness of the essence of responsibility, awareness of its significance for a person, increased clarity of knowledge about moral norms that regulate interpersonal relationships, the main ways of their manifestation in everyday life.

The conducted research does not exhaust the multifaceted theoretical and practical search for the solution of the problem. Further study requires the problems associated with extrapolation of the results obtained to other age groups, taking into account the peculiarities of their development.

#### REFERENCES

1. Kanishevs'ka, L. V., Yatselenko A. A. Teoretyko-metodychni osnovy vykhovannya vidpovidal'nosti v molodshykh pidlitkiv u pozaurochniy diyal'nosti shkil-internativ: [monohrafiya]. – K. : TsP «Komprynt», 2016. – 400 p.
2. Kramarenko, L. I. Pedagogichni umovy formuvannya interesu maibutnikh uchyteliv do naukovo-pedahohichnykh znan u navchalnomu protsesi peduchylshcha // Zbirnyk nauk. prats' Umans'koho derzh. ped. un-tu. im. P. Tychyny/ V.G. Kuz (Eds.). – Kyiv: Millennium, 2004. – P. 53-62.
3. Li, D. Praktika grupovogo treninga. – SPb. : Piter, 2001. – 224 p.
4. Stadnik, N. V. Vykhovannya vidpovidal'nosti u ditei shestyrichnoho viku u vzaiemodii simi ta shkoly: [monohrafiya]. – TsP «Komprynt», 2016. – 164 p.
5. Filosofskiy entsiklopedicheskiy slovar'. – M. : Sov. Entsiklopediya, 1983. – 384 p.

#### ЛІТЕРАТУРА

1. Канішевська Л. В. Теоретико-методичні основи виховання відповідальності в молодших підлітків у позаурочній діяльності шкіл-інтернатів: [монографія] / Л. В. Канішевська, А. А. Яцеленко. – К.: ЦП «Компринт», 2016. – 400 с.
2. Крамаренко Л. І. Педагогічні умови формування інтересу майбутніх учителів до науково-педагогічних знань у навчальному процесі педучилища / Л. І. Крамаренко // Збірник наук. праць Уманського держ. пед. ун-ту. ім. П. Тичини / [Голов. ред. В. Г. Кузь]. – К. : Міленіум, 2004. – С. 53-62.
3. Ли Д. Практика группового тренинга / Д. Ли. – СПб.: Питер, 2001. – 224 с.
4. Стаднік Н. В. Виховання відповідальності у дітей шестирічного віку у взаємодії сім'ї та школи : [монографія] / Н. В. Стаднік. – К. : ЦП «Компринт», 2016. – 164 с.
5. Философский энциклопедический словарь. – М.: Сов. Энциклопедия, 1983. – 384 с.