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TÍTULO: El papel de las tecnologías pedagógicas en el proceso de desarrollo de responsabilidad en preescolares mayores.

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RESUMEN: El artículo presenta resultados del trabajo dirigido al desarrollo de la responsabilidad en preescolares mayores en el curso del proceso educativo en una institución de educación preescolar. Los autores han realizado un análisis del problema del desarrollo de la responsabilidad desde la perspectiva de diferentes ámbitos: filosofía, pedagogía y psicología. Con el fin de implementar el proceso de desarrollo de la responsabilidad en los niños, los autores han identificado tres etapas: formación del concepto y motivación para la actividad realizada (preparatoria), desarrollo de habilidades prácticas de comportamiento responsable (acompañamiento) y uso independiente consciente de lo acumulado, experiencia de comportamiento responsable en el curso de la propia actividad del niño (independiente). Aparte de eso, los autores han especificado las tecnologías pedagógicas aplicadas.

PALABRAS CLAVES: institución de educación preescolar, preescolares, tecnologías pedagógicas, desarrollo de responsabilidad, desarrollo de la personalidad.

TITLE: The role of pedagogical technologies in the process of responsibility development in older preschoolers.

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ABSTRACT: The article presents the results of work aimed at responsibility development in older preschoolers in the course of the educational process in a preschool education institution. The authors have conducted an analysis of the problem of responsibility development from the perspective of different spheres: philosophy, pedagogy and psychology. In order to implement the process of responsibility development in children, the authors have identified three stages: formation of the concept and motivation for the conducted activity (preparatory), development of practical skills of responsible behavior (accompanying) and conscious independent usage of the accumulated experience of responsible behavior in the course of the child's own activity (independent). Apart from that, the authors have specified the applied pedagogical technologies.

KEY WORDS: preschool education institution, preschoolers, pedagogical technologies, responsibility development, personality development.

INTRODUCTION.

In compliance with the significant changes in the state and political structure of Russia, special requirements are applied to subjective personality traits, such as proactivity, personal initiative, independence and responsibility, which help a person to adapt to the constantly changing environment and encourage their personal development.

In the course of personality development, there are periods of special openness to social and pedagogical influences, the preschool period being the most sensitive to development readiness for accepting these influences. The ability to make moral choices is developed in children of this age based on the evolving moral and evaluation activities of their consciousness, as well as their need for approval and recognition.

A modern child needs to be aware of their abilities and individual characteristics, possess the skills of communication and cooperation with their peers and adults, make their own decisions in situations that require making choices and take responsibility for them. Such a child tries to perform an assigned task important not only for them but also for other people and feels satisfaction in the course of doing it.

The urgency of the issue of responsibility development in older preschoolers is determined by the fact that the social demand placed by the state requires the education system to raise people ready to make decisions when faced a choice and to take responsibility for their actions, which is reflected in the Constitution of the Russian Federation, the Law on Education in the Russian Federation, State Program of the Russian Federation "Development of Education" for 2013–2020, the Federal State Educational Standard of Preschool Education and other regulatory documents of the Russian Federation. Responsibility is an important basic personal quality, which to a great extent determines a person's success.

Nowadays, the education system is characterized by humanistic nature, the priority of universal human values, personal life, health and free development of personality. Preschool education is considered to be the first important stage of the Russian education system. Formation of the moral sphere is an essential prerequisite for comprehensive personality development in children. Moral upbringing of a preschooler influences not only their further school studies, but also the development of their attitude to life, since it is during the preschool period, that a child develops their personality and such basic personal qualities as initiative, proactivity, organizational and communicative skills, independence and responsibility.

The problem of responsibility development has been well-researched from the perspective of different spheres: philosophy, pedagogy, psychology, ethics, political science, legal studies and medicine. This problem is studied from different angles: as a philosophical category of ethics, as a legal norm, which a person should stick to in the eyes of the law, as a psychological phenomenon connected with personality development and as a pedagogical goal that consists in the upbringing of a responsible person. First and foremost, the diversity of aspects testifies that responsibility as a personal quality is very significant in various spheres.

In particular, in philosophy, the problem of responsibility was explored by representatives of utilitarianism (Mill, 2001), voluntarism (Nietzsche, 2012) and pragmatism (Dewey, 2015). Adherers of utilitarianism believed that responsibility was a sort of internal punishment for the inability to do good for society. F. Nietzsche viewed responsibility as a criterion for evaluation of one's actions, while representatives of pragmatism thought that development of social responsibility is one of the main goals of upbringing. Existentialist philosophers (J.-P. Sartre (1996), M. Heidegger (1984) and others) believed that a person is responsible not only for the past but also for the future.

In psychology, the concept of responsibility is also viewed from different perspectives; for example, B. Skinner (1989), who was an adherer of behaviorism, rejected the necessity for freedom and hence the necessity for responsibility.

E. Fromm (1990) believed that a person should possess the ability to make conscious and responsible choices in difficult situations. J. Piaget (1997) considered responsibility in the framework of moral development of children and claimed that a child aged 7–8 fully obeyed the norms and requirements originating “from outside” — from adults. L. Kohlberg (1973) believed that familiarization of a subject with the social reality is expressed in the subjective form of responsibility of any person as a regulator of social behavior. J. Rotter (1966), who created the theory of locus of control, assumed that a person who ascribed the responsibility for the events happening in their life to themselves showed internal control. S. Schwartz and J.H. & Johnson (1985) identified responsibility with the feeling of a certain ability to control a particular action and its results.

In Russian psychology and pedagogy, great attention is devoted to studying the phenomenon of responsibility. According to S.L. Rubinstein (1989), a free person determines their behavior themselves and becomes responsible for themselves, as well as other people. K.A. Abulkhanova–Slavskaya (1995) defines responsibility as accepting the necessity to choose a certain model of social behavior. B.F. Lomov and E.N. Surkov (1980) believe that any action is significant both for the person who has committed it and for other people since it triggers a reaction. Thus, there is a necessity to take responsibility for one’s own actions.

A.S. Makarenko (1951) assumed that responsibility was the result of interdependence between people in society. V.A. Sukhomlinskii (1988) equated civic consciousness with responsibility, considering them to be the highest stage in the spiritual life of a person, which suggested a full commitment to serving the ideal. N.A. Minkina (1990) rightly remarks that responsibility, actions and behavior of each individual are determined by public morals, which become internal characteristics of individual

consciousness. Zh.E. Zavadskaya and L.V. Shevchenko (1961) believe that essential prerequisites for responsibility development are students' exercises in thorough performance of public duties, the ability to evaluate one's own behavior and willingness to take responsibility for a team. V.A. Gorbacheva (1957) has carried out experimental research and proved that long-term training of a child's will and character, as well as other skills, is necessary to develop rules of conduct that will be obeyed by preschool children.

Having stated that a person feels the need to do something they are used to doing at a particular time and in particular circumstances, L.I. Bozhovich (1968) highlights the importance of the daily routine created by the child on their own. L.S. Slavina (1956) has conducted research into responsibility development in older preschoolers, where she focuses on children planning their work. K. Muzdybaev (2010) emphasizes that responsibility development requires a child to go through an emotional experience while doing a task. K.A. Klimova (1968) has researched preschool and primary-school age and identified the main conditions, techniques and factors that govern responsibility development. Research papers by V.K. Kotyrlo (1971), L.A. Poremskaya (1953), A.V. Surovtseva (1952) and others are devoted to the formation of various personality traits in children. A.V. Surovtseva explores the process of education of will in children, V.K. Kotyrlo — development of volitional behavior in preschoolers, L.A. Poremskaya — the process of developing independence in children.

Summarizing the above-mentioned facts, we have come to the conclusion that the issue of responsibility has been a subject of research conducted by philosophers, psychologists and educators, which proves the significance of this phenomenon for the existence and functioning of an individual in society. The process of responsibility development in a person is inextricably connected with the formation of other moral qualities and is extremely complex.

In this connection, it is necessary to start the process of developing this aspect of personality from preschool age with teachers consciously and flexibly using the existing wide range of methods. Accordingly, we can state the objective of this research: creating pedagogical technologies to be used in the process of responsibility development in older preschoolers.

DEVELOPMENT.

Materials and methods.

In order to achieve the objectives of this research, we conducted a diagnostic assessment of the level of responsibility development in older preschoolers. 376 children and 28 teachers of preschool education institutions located in Chelyabinsk participated in the research.

The following groups of methods were used: empirical (interview, questionnaire survey, testing) and interpretive (quantitative and qualitative analysis, as well as mathematical data processing methods).

In the course of this research the following methodologies were applied:

1. Assessment of personal responsibility developed by M.V. Matyukhina (1984);
2. The modified variant of the personality assessment scale developed by T.V. Dembo and supplemented by S.Ya. Rubinstein (Prikhozhan, 1988; Podlasyi, 2012).

Results and discussion.

Responsibility development in older preschoolers can be successfully implemented in the course of the educational process in a preschool education institution.

In order to accomplish this task, we suggest creating pedagogical technologies for responsibility development in older preschoolers. The logic of this research requires that we consider the concept of a pedagogical technology.

By a pedagogical technology for responsibility development in older preschoolers, we understand a detailed description of a set of forms, methods and techniques of education and upbringing, which allows different teachers to reproduce them in various educational environments.

In the course of development of the pedagogical technologies, we were guided by such technological criteria as conceptualization, stability, controllability, effectiveness and reproducibility, as well as such attributes of a system as process logic, interconnection between all stages and integrity, since pedagogical technologies are based on integration of content of forms, methods, tools and types of activities in the sphere of development of personal qualities.

We carried out the process of responsibility development through the creation and implementation of a pedagogical technology that involved three consecutive stages:

- Formation of the concept and motivation for the conducted activity (the preparatory stage).
- Development of practical skills of responsible behavior (the accompanying stage).
- Conscious independent usage of the accumulated experience of responsible behavior in the course of the child's own activity (the independent stage).

The created technology for responsibility development in older preschoolers includes three components: the target, procedural and evaluative-resulting components.

The target component encourages responsibility development in older preschoolers in different types of activities.

The procedural component is represented by a technological map that includes three modules: formation of the concept and motivation for the conducted activity, development of practical skills of responsible behavior in joint child-adult activities and conscious independent usage of the accumulated experience of responsible behavior in the course of the child's own activity.

The evaluative-resulting component is represented by criteria, indicators and levels of responsibility development in older preschoolers.

One specific feature of the developed technology consists in its variability: it can be adapted to conditions of various preschool education institutions and also be used by parents in the framework of family education.

Let us look at the implementation of each stage of the pedagogical technology designed for responsibility development in older preschoolers.

At the first stage “Formation of the concept and motivation for the conducted activity”, we conducted integrated classes focused on getting familiar with ethical norms and rules of conduct illustrated by literary passages, pictures, observation and games with rules.

For instance, such games as “Magic stones”, “Kind children”, “Palms”, “Tell me your name”, “Magic chair”, “Gift for a friend” and others helped to develop children’s ability to know themselves and other people. Other games, such as “Phone talk”, “What shall we do?”, “How do people talk to you?” and others focused on learning rules of conversation applying to different social situations.

Formation of the responsibility concept and motivation for responsible behavior in older preschoolers was also implemented during classes devoted to getting familiar with works of literature. Moral and ethical problems were discussed with children, such as helping adults, taking responsibility for pets, responsible attitude to household chores.

The conversational method was actively used at this stage. Conversations on such topics as “You should always be polite”, “What is right and what is wrong and why”, “Your good deeds”, “How you can make your mom happy”, “What is friendship”, “Which people are called brave”, etc. encouraged consolidation of ideas about personal qualities (kindness, modesty, courage, the ability to help someone out, etc.) in children.

The main focus areas at the second stage “Development of practical skills of responsible behavior” were problem-based situations with their further analysis, a set of educational story-based games and pedagogical stimulation methods.

In the course of experimental work, two types of problem-based situations were used: the first type is represented by situations arising in game or work activities, while situations of the second type are based on literary plots.

They can be viewed as creative tasks (tasks based on unresolved contradictions). Therefore, problem-based situations are an effective tool for responsibility development in older preschoolers. A problem-based situation may emerge or be created by a teacher intentionally during different types of activities: game, work or learning activities.

Algorithms designed for creating problem-based situations and formulating problems vary depending on the initial goals. We used two problem formulation models.

Model no. 1. Designing a task suitable for the process of responsibility development in older preschoolers.

1. Choice of the topic that will lie at the core of the task.
2. Selection of information (situation).
3. Description of the initial situation that led to the examined event.
4. Description of the issue related to the initial situation.
5. Description of the essence of the problem that has arisen.
6. Description of a solution to the problem.
7. Determining the tool that has been used to solve the problem.
8. Enumeration of the resources that have been employed to solve the problem.

We will give an example of this model of designing a problem-based situation to be used in the course of game and work activities of older preschoolers.

“Children were on duty in the nature study corner. They were watering flowers and wiping their leaves. They were already finishing work, when Pasha, engrossed in the task, by accident pushed Kristina, who did not expect that and, in her turn, broke a leaf of a plant. The boy asked her quietly”, “Tell the teacher, Marina Anatolyevna, that it wasn’t my fault — she has already told me off today!” The teacher came up to the children and said indignantly, “Who has done this?”

Suggested questions children can be asked: What's happened? How can this problem be solved? What are other solutions to this problem you can think of?

Children are offered to continue the situation and describe the feelings of characters without preliminary discussion in a group. Children's responses are analyzed according to the level of personal interest in changing the situation, nature of their compassion, orientation towards moral values and the ability to take responsibility for their actions.

Model no. 2. Developing a task out of a problem that is clear from the situation.

1. Selection of a literary piece.
2. Identification of the problem faced by characters.
3. Description of the problem.
4. Description of events "before".
5. Description of events "after".
6. Determining the way of solving the problem.

Let us look at an example of the implementation of this model. Designing a problem situation based on the short story "The Plum Stone" by Leo Tolstoy. The text is read and analyzed by a teacher. The premise of the story ("Mother bought plums...") includes the motive of the main character's behavior, so a teacher should explain Vanya's behavior to children ("Vanya has never eaten plums", "kept on sniffing", "he liked them very much", "kept pacing around", "couldn't resist"...). The writer does not describe the feelings of his character; instead, he shows his actions, which reflect the feelings: the desire to taste the plum, trying to restrain oneself, etc. The teacher's intonation should reflect the boy's inner tension and the author's compassionate attitude to him. What made the boy do what he did? This question poses a moral problem, the problem of taking responsibility for one's actions and behavior. He couldn't resist, and, as a result, "turned as red as a lobster... turned pale... everybody laughed" (for children there is nothing worse than being condemned by their peers and being laughed

at). Vanya started crying — it shows his remorse, admission of his guilt and reaction to the laughter. The teacher has to stir the feeling of empathy in children, make them live through this dramatic situation, assess the character's action from the perspective of morals and discuss the variants of responsible behavior in this situation.

The described models have a characteristic feature: they are a tool for creating problem-based situations and, at the same time, an instrument for responsibility development in older preschoolers. As a result of the conducted research, a catalog of problem situations was compiled on the basis of the specific features of organization of work, game and learning activities, which proves the ability of each teacher to notice and formulate conditions and methods of responsibility development independently.

In order to identify the significance of moral values for older preschoolers and their orientation towards such values, we used the task called “Unfinished stories”. Children were offered two groups of stories.

The first group of stories focuses on the feelings of other people. Children are offered to describe the emotions of the main character and then finish the story by predicting their further actions. The following short novels and stories are used for this purpose: “The Kid and Zhuchka” by V. Dmitrieva, “Chuk and Gek” by A. Gaidar, “The Plum Stone” and “The Lion and the Puppy” by L. Tolstoy, “The Brave Little Penguin” by G. Snegirev, “The Crucian Carp”, “Cucumbers” and “The Adventures of Dunno” by N. Nosov, “Stories about the Little Squirrel and Tamarochka” by L. Panteleev, “The Helper” by A. Barto, “Moroz Ivanovich” by V. Odojevsky and others.

The second group of stories is characterized by provocative nature, prompting a child to make a choice. The main characters of these stories are children's peers, both close and indifferent, not recognized by children. Teachers create such stories themselves, using real situations from children's lives in the corresponding preschool education institution; for example, when children were taking a

construction kit from a shelf, Masha was in a hurry and Kostya, on the contrary, was slow and careful; as a result, the box fell on the floor and all the parts scattered on the floor. Masha exclaimed, “It’s all Kostya’s fault! If I had been doing it alone, everything would be fine, so I’m not going to collect the parts. And the girl turned to go away...” Children are offered to finish the story: What would you do? Why is Masha wrong? What should Kostya do?

Children are offered to continue the story and describe the feelings of characters without preliminary discussion in a group. Children’s stories are analyzed according to the level of personal interest in changing the situation, nature of their compassion, orientation towards moral values and the ability to take responsibility for their actions.

Apart from that, we designed an action plan aimed at responsibility development in older preschoolers in the course of moral upbringing within the framework of the educational process in a preschool education institution.

The activities devoted to developing the concept of responsibility pursued the following essential goals:

- Formation of ideas about the substantive and social significance of the norms existing in society.
- Development of personal attitudes to existing norms.
- Improving the ability to analyze actions performed by other people and one’s own behavior, development of self-assessment and responsibility.

The activities focus on topics that are close and understandable for children: family, jobs, etc. Children analyze the attitudes of family members to each other and the attitudes of representatives of different jobs to their work and thus draw conclusions about what duty and responsibility imply and give examples of responsible and irresponsible behavior. An important focus is the analysis of children’s own deeds. Below, we give a description of some lesson plans devoted to developing the concept of responsibility.

Lesson 1. Learning objectives: identify the attitude to moral norms that determine the essence of the volitional quality of responsibility, encourage the development of the concept of responsibility through the idea of duty in relation to one's own family members.

A child obtains the greatest experience of interaction with people in their family. Therefore, it is reasonable to introduce the topic of responsibility through the system of duties existing in children's families. The materials necessary for the lesson are a coloring book "My Family" and a set of pencils. The coloring book consists of blank pages with the following inscriptions: "Who goes shopping?", "Who helps to carry the shopping bags?", "Who puts toys in their places?", "Who takes out the rubbish?", "Who cooks dinner?", "Who tidies the room?", "Who takes you to the kindergarten?". The book is accompanied by portraits of all family members that have to be colored and glued to corresponding pages. At the end of the book, there is a table with columns: "My family members", "Jobs" and "Chores".

The lesson starts with working with the coloring book. The book helps a child to introduce all members of their family and enumerate their chores. The teacher asks questions: What does your dad do? What does your mom do? What do you usually do? Children list household chores of all family members, as well as their own responsibilities. They make a conclusion that responsibility is an obligation towards other people that consists in doing work commensurate with one's abilities. A person is entrusted with responsibility at their own initiative or by arrangement with other family members. This system allows to distribute work and save the time of each family member. Duties are not always easy to fulfill, but it is necessary since one person can influence the well-being of other family members. All family members are responsible to each other for the performance of their duties. The teacher conducts a conversation about whether children always do their chores or parents often have to remind them about their responsibilities. Then, the group discusses what will happen if one family member forgets about their duties (an example of irresponsible behavior). At the end of the

lesson, children come back to the idea that in many cases, there is a difference between their wishes and the necessity of doing certain things, between “I want” and “I have to”. It is up to each person to decide how to behave, but one has to think not only about themselves but also about those who are close to them.

At the second stage “Development of practical skills of responsible behavior”, we used educational story games, such as the “Hiking” game. Children are divided into two groups. They play the roles of two families who want to have some rest and decide to go hiking. The teacher distributes the roles of all family members and children roleplay the situation of preparation for a hiking trip. The teacher explains that travel requires thorough preparation. It is necessary to distribute responsibilities among all family members to ensure the smooth organization of the hiking trip. Somebody has to prepare the food, somebody else is responsible for fishing gear, another person packs clothes and tents, etc. Cards with pictures of “important and necessary things to do” are attached to the board. The teacher can make the task more difficult by naming only some things to be done and give children an opportunity to distribute responsibilities on their own. The two “families” start preparing for the hiking trip independently. They mark the accomplished duties under the portraits of family members. It can also be done using pictures.

During the experiment, the children try to distribute responsibilities evenly among all family members: “We assigned too many tasks to mom — that’s wrong.” It is interesting how the children selected responsibilities for “the child”. This task provoked a dispute between the children: “You will help mom to do the shopping”, “You will help dad to collect branches for a fire”, “Put the rubbish left after games and lunch into a pit — we have to keep the forest clean after our stay”, etc. “The child” in our game refused to do the last task assigned to them by “the parents”: “I won’t pick up the rubbish, let grandpa do this”. It instantly aroused condemnation of all the other family members: “Grandpa has already done a great deal, he prepared the fishing rods and tents for the trip”, “Grandpa

is elderly, it is difficult for him to bend down and you can easily do this”. The children remembered the conversation we had in our previous lesson: “You have to choose between your own wishes and common needs. You’ve been assigned a task, but look how many responsibilities our mom and other family members have. Would you like to exchange your duties with them? But you cannot cook soup or start a fire. Do what you can. Why somebody has to work for your good while you idle your time away?” The teacher points out that a child is responsible for completing the assigned task. By accomplishing the task, a child takes care of the other family members. If they fail to do it well, adults will have to redo it, which will require additional time and effort. The situation can be modeled by roleplaying individual moments, analyzing the behavior of all family members and pointing out examples of a responsible attitude to the common goal.

At the second stage of responsibility development in older preschoolers, we used the subjective pragmatic method of pedagogical stimulation.

Analyzing the specific features of professional activities associated with different jobs and relying on the usage of the coloring book “My family” that emphasizes the fact that each adult family member works in a particular professional sphere, the teacher stimulates children for discussion about each person’s responsibility for their deeds not only to their family members, but also to other members of society. For example, the job of a baker implies responsible attitude to the quality of the baked goods, since pastry of poor quality can lead to digestive disorders; the wrong diagnosis of a certain disease made by a doctor can lead to irreparable consequences for the patient, etc.

This way, children develop a concept of society as a social institution unifying people that live, work and interact with each other and bear responsibility for the quality of their professional activities.

In the course of implementation of the subjective pragmatic method of pedagogical stimulation, we introduced a system of tokens (“To the most responsible student on duty”, “To the tidiest student”, “For helping a mate”, “To the most attentive”, “For serious attitude to the assigned task”, etc.), which

were awarded to children who treated their tasks in a responsible way. It is important to provide the reward immediately after a good deed. A delayed reward does not encourage learning. Children glued the received tokens into their “Books of responsible deeds”. The books contained several sections: “Studies”, “Work” and “Play”, marked by pictures. Children were able to observe their own responsible attitude to things in various spheres. This work did not focus on the comparison between a child and their peers but on their own personal growth.

The third stage “Conscious usage of the accumulated experience of responsible behavior in the course of the child’s own activity” involved providing children with a developing objective-spatial environment surrounding them in the kindergarten, usage of work assignments and duties and a set of classes aimed at displaying responsibility.

The main objectives of this stage are the following:

- Improving children’s ability to plan and organize their activities.
- Practicing the skill of making a choice between two alternative actions and developing the ability to take responsibility for the result of one’s decision.
- Development of self-assessment and self-control.

When a teacher sets a task of building a dolls’ house, the focus is on the necessity to develop a construction plan and select materials, as well as on the fact that the “builders” have to approach their work in a responsible way, since it depends on them how soon the dolls will move in and in which conditions they will live.

Children plan their work together with their teacher in cognitive development classes (Maths section). Then the teacher says that suppliers have broken the agreement and have not delivered bricks to the construction site. The builders have got everything for the construction of the house (cement, roof tiles, etc.) except bricks. Children say that the supplier’s behavior is irresponsible and it is necessary to call them and demand delivery of the bricks or the house will not be handed over on time.

After that, children are offered to make three bricks each using a template; some of them make 5 or 6 bricks to speed up the construction of the house. It leads to deterioration in the quality of bricks and faulty goods are rejected. Together with the teacher children come to the conclusion that teamwork requires responsibility from each team member rather than high speed.

As soon as children finish making bricks and constructing the house, the teacher involves children in a discussion of the most acute issues that have arisen in the course of this activity. Children draw a conclusion that responsible attitude to things helps to overcome all difficulties and do work on time. In addition, in order to develop self-control and self-assessment in children, the teacher assigns them to canteen duty in turns. Children help there by arranging chairs, laying the tables, keeping score of portions, etc. They are explained why good execution of this assignment is significant and necessary. It is emphasized that it is important for all members of their team.

When a child does this task, the following things are taken into consideration:

- 1) The child's awareness of the necessity and significance of good execution of this assignment as an important issue for the others.
- 2) The characteristics of actions aimed at successful execution of the assignment (the child starts work on time, tries to overcome difficulties, does not leave the task unfinished).
- 3) Taking the task, its characteristics and result in an emotional way (the child is happy that they have been assigned a serious task, they worry about its successful completion, feel satisfaction as a result of successful accomplishment of the task and worry about others' assessment of their work).
- 4) Being aware of the necessity to take responsibility for the assigned task. Children provide daily reports about their work, talk about positive aspects and try to explain the reasons behind failures.

Individual assignments were used actively, especially with low-initiative children (take something to the medical worker or bring something from them, pass on teacher's request to another group, help the teacher dress younger children for a walk ("I can entrust this only to you because you are

responsible’’)). Such tasks allowed to develop independence and encouraged children to use the acquired behavioral skills.

The results of the conducted research and analysis of children’s activities have allowed us to identify established stable motivation and the level of responsibility development.

This is shown by the diagnostics we performed. Having applied such criteria as “social orientation”, “readiness for self-organization”, “readiness for reflexive activity”, “independence” and “readiness to take responsibility for one’s behavior”, we have come to the conclusion that the number of children possessing responsibility at the formal level reduced to 14.2% (at the initial measuring stage, it amounted to 39.4%), while the number of children possessing responsibility at the executive level increased to 48.6% (36.8% at the measuring stage) and the number of those at the initiative level increased to 37.2% (23.8% at the measuring stage).

We used the methodology developed by M.V. Matyukhina (1984) that allowed us to find out how children assess their own responsibility. They were given the following instruction: “Listen to these statements carefully and choose the one that describes you best”.

- I am very responsible.
- I am responsible, but not always.
- I am not very responsible.
- I am irresponsible.

Then, the teacher asked the children to explain their choice.

Besides, we used the modified variant of the personality assessment scale developed by T.V. Dembo and supplemented by S.Ya. Rubinstein (Prikhozhan, 1988; Podlasyi, 2012). Children were offered forms with a picture of five-step stairs and the following instruction: “Imagine that some fairy tale characters you know are sitting on the five steps of the stairs: the most responsible one is sitting on the highest (fifth) step and the most irresponsible – on the lowest (first) step”. Then, the teacher wrote

down children's answers and gave the following additional instruction: "Now put a cross next to the character you are sitting with". The resulting score was equal to the number of the chosen step.

The obtained results were compared with the teachers' opinion in order to find how critical the children are in the assessment of their own responsibility.

Thus, the results of our research show positive dynamics of the process of responsibility development in older preschoolers.

CONCLUSIONS.

Summarizing the above, we believe that introduction of pedagogical technologies for responsibility development in older preschoolers into the educational process involves three stages: formation of the concept and motivation for the conducted activity, development of practical skills of responsible behavior in joint child-adult activities and conscious independent usage of the accumulated experience of responsible behavior in the course of the child's own activity.

As a result of the implementation of these stages, the level of responsibility development as a significant personal quality increases.

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