

Skliar S.S.

Technologies of creating the responsible behavior of the senior schoolchildren: didactic approach

At the contemporary stage of the didactic science development the responsibility as an important personal characteristic of the modern senior schoolchild, extremely rarely becomes the object of the theoretical analysis as well as the empirical research. In the contemporary pedagogics there is a gap of the technologies of the directed impact upon the development of the schoolchildren's self-realization, attitudes towards professional and social success. One of the technologies of the responsibility development is the expansion of the mental processes beyond the limits of the apprehended current situation, the current perceptive field, into the plan of the representations, imagination, ideal contents of the conscious, which can be regarded as the task for context forming, initiating the formation of the personal sphere of the senior schoolchild.

Keywords: responsibility, value and context approach of the personality, self-realization, technologies of initiating the context forming, sense discovering tasks.

Today the school leavers shouldn't fulfill the assignments but to decide the life problems independently, to carry out researches, to give the experts' conclusions, to create projects. The changing life conditions require giving schoolchildren such education which will prepare them to live in the informational and dynamic society, in changing world, besides it concerns the personal as well as the professional spheres.

The responsibility is the integrative trait of the character, demonstrating itself in the conscious, creative initiative, independent, socially positive behavior. The maturity of the different compounds of the responsibility essentially determines the success of the subject's activity, guarantying the achievement of the results using their own sources, taking into consideration possible unexpectednesses and difficulties. The responsibility is the multi-dimensional quality, which should be studied from the point of view of the systematic approach. The contents of the responsibility are revealed through its structure, including: motivational, value-context, emotional, cognitive, dynamic, and regulative and effective components. The indices of the responsibility display are different and numerous, as the correlates we can name the personality characteristics, which also link it with the development of the subject and the subject of the activity: independence, reliability, resistance to stress, personal maturity, orientation towards context. The problem of the impact upon different life spheres in different ways interpreted in the national and foreign psychological and pedagogical science: from moral and ethnic position (V.V. Znakov, Kh. Hekhausen, M.M. Bakhtin, J.P. Sartre, V. Frankle); the correlation of the internal and external in the personality responsibility (A.G. Sorokin, K.A. Aboulkhanova-Slavskaya, G. Jung, A.S. Pranguishvili); the responsibility is regarded as the action (E.I. Roudkovskii, B.F. Lomov); the correlation of the freedom and the responsibility (D.A. Leontiev, C. Rogers, A.V. Broushlinskii, V. Frankl); the

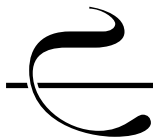


correlation of the social and personal responsibility (V.G. Sakharova, A. Adler, V.A. Rozanova); responsibility from the point of view of the causal attribution and the theory of locus of control (K. Mousdibaev, V.P. Troussov, F.Hider, G. Rotter, G. Kelly); systematic approach towards the responsibility studies (A.I. Kroupnov, B.F. Lomov, V.P. Priadein), problem of the cultural responsibility (V.F. Vassiluk), responsibility within the structure of the context regulation (D.A. Leontiev, E.P. Kalitvievskaya), studies of the professional responsibility (V.A. Bodrov, V.Ya. Orlov, A.A. Derkatch), the problem of the age differences in responsibility taking (T.F. Ivanova).

However at the contemporary stage of the development of the didactic science the responsibility as the important feature of the modern senior schoolchild, extremely rarely becomes the object of the theoretical analysis as well as the empirical research. In the contemporary national pedagogics there is a lack of the technologies of the directed impact upon the development of the schoolchildren's self-realization, attitudes towards his professional and social success, at the same time the insufficient level of the development of the subjective qualities of the personality of the school leavers, including the responsibility, which is reflected by the society everywhere. The most elaborated ones are the problems of the responsibility creation of pre-school children and primary schoolchildren (Dankova E.N., Ivanova T.F.), creation of the responsibility as the attribute of the political culture of the schoolchild (Tulkova I.A.), creation of the conscientious doing of the learning activities (M.V. Matukhina, S.G. Yarikova), formation of the will qualities of the students (Laizané L.V.). Besides there are practically no works oriented to the studies of those technologies, which will become the real teacher's tools for the development of the schoolchildren's personal features at the level of the value and context assimilation. The appearing contradiction between the growing need of the society for the responsible personality and inadequacy of the theoretical aspects and works dedicated to the level of the real educational process determines the problem of the research, results of which are stated in this article.

In order to fulfill the practical goals and tasks of the study we used the several groups of the methods of the analysis and diagnostics. The first group of the methods is related immediately to the process of the research: comparable analysis of the ideas and concepts, polling by the questionnaire, self-report, teachers and students assessment of each other. The second group of the methods is created by the standardized psychometric diagnostics: «Value regulators of the organizational behavior» (T.S. Kabachenko); «Test of the purpose in life orientations» (D.A. Leontiev); test of «Personality self-actualization» (N.F. Kalina); «The definition of the personality orientations» (orientation questionnaire) (B. Bass); «Diagnostics of the responsibility» (author's methodics by V.P. Pridena). As the third group of the methods of our research it is necessary to outline the learning, when the technologies were verified, to check if they have the didactic potential for the responsibility development of the senior schoolchildren, those ones which were created by teachers and schoolchildren and psychologists, participants of this program.

In the diagnostic and experimental part of the research the schoolchildren from Rostov-on-Don and Shakhty took part (Rostov region). The sampling consisted of



248 people at the age of 16–18 years old. In two classes they have carried out the verification of the experimental program, whether the technologies were efficient and have certain didactic potential for the senior schoolchildren's development, and the rest of the schoolchildren – were studying at the control classes. The experimental research was made during 2008–2009. At the primary and final stages we carefully studied parameters, which testify about the level of the responsibility and particularities of the development of the context and value sphere of the senior schoolchildren.

We could formulate the following conclusions after carrying out the study.

1. The pedagogical technology of the responsibility development will be efficiently realized in the educational process of the contemporary educational institution, if the mechanism of acquiring the responsibility by senior schoolchildren will play the role of the reflexive activity at each of the following stages: creation of the representations about the responsibility and motivation of the activity, acquiring of practical skills, demonstration of the responsible behavior in the different types of the activity, the use of the independent accumulated experience of the responsible behavior.

Pedagogic technology of the senior schoolchild's responsibility growth will contribute to the formation of its correlates, some personality characteristics are also linked to the development of the subject position: independence, reliability, stress resistance, personal maturity, orientation towards context revealing and context building, well-developed research activity, well-developed self-control competence.

2. The deformations of the personal and context sphere of the senior school children lead to the consolidation of the negative value and context attitudes, ways for the perception of the reality, sense confusion, clichés, which determine all the aspects of the behavior, including the particularities of the educational activity.

3. Specially organized methodic system with the directed technologies of the context initiating (using the context similar to the real life situations typical for this age group of students, technologies of the transition from the real subjective experience – to the subjective life world, through revealing personal senses of this context, transformation of the senses in the world together, context forming dialogue) will let the teacher to design the educational situations, dedicated to the senior schoolchildren's responsibility growth.

The data of this theoretical analysis, diagnostics and experimental verification allow discovering the technology of initiating context forming, which is destined to create the responsible form of the behavior.

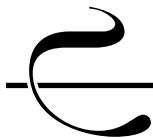
The context sphere of the personality is the open system towards the world and other context worlds, of the particular personalities as well as the works of the art. It means, that the man is not limited by the spontaneous individual experience as the context resource, and has unlimited possibilities of enlarging context world at the expense of the other context worlds. Starting this interaction, the man moves away the limits of his own context world, increasing the possibilities and enlarging the resources of the self-regulation [1].



Leontiev D.A. remarks that in the processes of the self-regulation he discovers two opposite processes, which are in the natural interrelation in the view of the changing phases of the world's interaction. The first phase suggests revealing of the potential freedom. It includes enlarging of the spectrum of the possible actions, maximization of the existing senses, which are hidden in the situation, tolerance to the ambiguity. The second phase – enclosure, narrowing of the opportunities, coping with their abundance through making choice and transmission to the reality, tolerance to the ambiguity, revelation of the responsibility potential. «Break between these two phases and the absolutization of one of them leads to the inferior, one-sided look at the human existence: the absolute knowledge and comprehension, taken apart from the choice and, isn't also full-blooded, as the absolute goal-orientation and realization, taken apart from the comprehension and possibilities realization» [4, p. 497].

Thus, the revealing of the responsibility potential helps the transmission from the internal plan into the exterior realization during the process of the being. N.S. Prizhnikov also underlines that the problem of the interrelation of the freedom and responsibility becomes hot in different historical periods, characterized by the transformations of the ideological, moral and value principles of the society. The author underlines, that «the particular trait of the new time really exists before the masses of the people, the problem of the choice opportunities. In the psychological context this is not a less complicated problem, then the problems related to the freedom limits» [5]. The problem of building your own identity in the situations of the personal self-determination is always connected to the modal choice, some ideal orientation, helping to build the individual trajectory of the self-development. N.S. Prizhnikov believes, that the important role is played by the ideals, people images which they want to follow and anti-heroes, that they should avoid in their development and career. The problem consists in the fact that the ideal image enters into the contradiction with the real man's possibilities. The possibilities to get closer to the «achievement level» are limited by the number of the factors, for example, social and economic ones. L.A. Zhornitsky and A.B. Koupreichenko, analyzing the mentioned problem, ask themselves, the question about the legitimate interference from the side of the ideal choice. Is it possible to orient the children and adolescents, for example, to the average level of the success, replacing the real self-determination by the external determination? The authors underline that, it is correct to give the subject in search of self-determination the comprehension of the responsibility as the integral trait of the free personality [2].

This is the awareness of the responsibility allows to the man to find out the sense of the situation, and determine his place and role in it, to become the real subject of the self-determination and choose the most suitable scenario of the development. The responsibility, as the subject characteristic, let the man determine the most adequate ways to achieve goals and life tasks, taking into consideration the abilities and the real needs, and also to form the expectations, values, ideals. Among the main displays of the efficiency Fromm E. cites the care and the responsibility. «Responsibility isn't a duty, applied from outside, it is my response to somebody's need which is not



indifferent to me» [6, p. 86]. E. Fromm's understanding of the fruitful love is close by its sense to the category of the social responsibility. «To love the man fruitfully means to take care about him, and feel the responsibility for his life, not only for the physical existence, but for the development of all human sources. The fruitful love doesn't correlate with the passivity, with the passive observation of the life of the object of love; it suggests labor, care and responsibility for his or her development» [6, p. 87].

The responsibility taking helps the subject to assess correctly, to think about the causes of the life success and misfortunes, defending him from the high expectations, unreal expectations, big life disappointments and losses.

In this consideration the problem of the context awareness is the «context task». «In general, the task for context revealing is the task to determine the object's place or the phenomenon in the subject's activity» [3, p. 258–259]. Correspondingly, with the responsibility awareness, increases the subjective significance of the «chosen» objects or phenomena in the structure of the context building reality.

The context task can be placed regarding his or her own action (what is the reason I am doing it for, I will do it; what are the motives of that; what needs or values find the reflection in it and what it will lead to). The same task may be placed in regard to the objects, phenomena and actual events (what place they occupy in my life, how they can influence it and what kind of the consequences to have) [3]. The responsibility awareness suggests the man's ability to respond to these issues.

The decision of the context task is the most complete, in comparison with the initial situation, awareness of the context links of the certain object with the phenomenon or action of the subject's activity in whole.

One of the lines of the development of the context sphere of the personality is expanding of the thinking processes outside of the current situation, of the immediate perceived field, in the plan of the representations, imagination, ideal conscious contents [4].

The possibility of the responsibility for something or somebody is performed as the regime of the anticipation, in the plan of the representations. The man occupies a certain position under suggested circumstances, considers in the ideal plan the different possibilities of the events development, survive the sense of this situation, the actions which will be undertaken and their possible consequences for themselves and for the people which surround them. The imagination plan is separated from the plan of the practical activity, the imaginary motives aren't transmitted immediately in the practical activity, but due to the unity of the context sphere of the personality, context layers, demonstrating themselves in the plan of the imagination, aren't isolated from the context entities regulating the practical activity. The imagination creates «the zone of the proximal development» of the personality in whole [4, p. 285], the ideal anticipation of the possible consequences for the decision increases the personality opportunities to reconsider and realize in depth the situation before taking the responsibility.

Another path to determine the responsibility suggests its consideration not only through the prism of the authority and sanction, but through the correlation with the



problem of the freedom and the need. The notion of the freedom in its psychological aspect is one of the most important characteristics of the humanistic approach, in difference with the theoretical trends, reflecting the tendency to determination, where the problem of the freedom is regarded through prism of the limits – punishment and guilt. In this case, we aren't talking about the displays of the personal freedom, because there is no real personality responsibility, which will be replaced by the external forms of its display as the sanctions and fear of them. The term «psychological responsibility» belongs to E. Fromm which has nothing to do with the punishment or the guilt. The fear of the punishment makes the man unable to use the choice opportunities, or to recognize the authorship [6].

In the contemporary pedagogical practice, however, the mechanisms of the personal values' actualization above mentioned do not always exist [1]. The existing deficit of such technologies, will be overcome, if each teacher, working with the senior schoolchildren will remind about the responsibility of the senior schoolchildren's self-realization which suggests the vector of the development, including the orientation not only as the external success but the satisfaction of the educational process, awareness of the degree of the public significance of the learning, positive social displays, attitudes to the creativity. The formation of the senior schoolchildren's responsibility is connected to socio-centric compounds of the responsibility, which contribute to the development of the value and context sphere of the personality, enrich the humanistic attitudes by the humanistic values which the teacher must pay special attention to.

References

1. Abakoumova I.V. Learning and context: context forming in the educational process. (Psychological and didactic approach). – Rostov-on-Don: Publishing house of Rostov State University, 2003.
2. Zhouravlev A.L., Pozdniakov V.P. Social and psychological difficulties of the small business in Russia (analysis of the groupwide opinion of the entrepreneurs) // Psychological journal. – 1993. – # 6. – P. 33–34.
3. Leontiev D.A. Context psychology. – M., 1999. – 364 p.
4. Leontiev D.A. Psychology of the freedom: from problem finding to personality self-determination. // Psychological journal. – 2000. – # 1. – V. 21.
5. Priazhnikov N.S. The image of the "small man" in the professional and personal self-determination // Psychology of the education: Problems and perspectives. Materials of the first scientific conference. – M.: Smisl, 2004.
6. Fromm E. Man to Himself. To have or to be? – Minsk: Publisher V.P. Ilyn, 1997.