

FORMING A SENSE OF RESPONSIBILITY IN A PERSON DURING THE ACTIVITY

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Abstract

The article deals with theoretical research and analysis of the works of scientists and psychologists on the concept of responsibility as an important feature in the personality factor, personal and professional qualities of personality development, as well as on social responsibility and its significance in the educational activities of students.

Keywords and concepts: responsibility, social responsibility, norm, sanction, characteristics of students, volitional qualities, freedom of choice, personality factor.

The problem of freedom and responsibility has long ceased to exist only within a philosophical category. Once upon a time, these philosophical concepts entered the scientific psychological world, psychotherapy, and everyday life of a person. This is not only an unsolved scientific problem, but also a question of survival for every person with self-awareness, responsibility depended on his behavior.

Responsibility is one of the individual psychological qualities of a person, taking the leading place to realize the goals set for him in human life, he satisfies the important need of a person - to live in society and to achieve a goal, to consider himself as a person.

The concept of responsibility is considered a widely studied concept in former Soviet psychology. In the former Soviet psychology, responsibility was initially studied as an example of a specific activity that led to a child's developmental stage. Later, it was studied in a cross-functional process. The sense of responsibility has traditionally been researched by changing the role of the outgoing subject as the "law bearer", the rest as the doer of a particular task, and the executor of the ordinary daily rules of life. Therefore, real responsibility was an external indicator of behavior and served as a standard for the implementation of this or that assigned task. And responsibility is

conceptually often seen as a person, from which all experiments have acquired a formative character.

One of these experiments was conducted by Gorbacheva, who was the first to apply Rubinstein's methodological principle to life. Gorbacheva, like Piaget, studied the legality of the process of assimilation of the rules of behavior by children, but, unlike it, studied the violations of the process complained of by the children themselves.

It is known that children in kindergarten often complain to their teachers about the violation of rules by their peers. It is precisely such complaints that begin to be made on the basis of a conscious attitude to the laws. Children always: why did this or that rule break? What happens if this or that rule is broken? They ask questions such as where is the limit of following the rule or breaking it? After learning from adults and seeing their reaction to violations of the rules, the child learns the social and moral norms of behavior in concrete examples, in his own experience and in the experience of his peers. In a word, the child begins to enter a complex type of mutual social and moral relations.

It is not surprising that children report violations of household rules from the first days, since they begin to learn household rules from the first minutes of their arrival in kindergarten. That's why children learn household rules earlier and social rules later. During this period, the child perceives the rules only based on the educator's explanation, as being relevant only to him and to this situation. In this way, the rules "center" around the child's "I" during this period.

In many cases, when the rules of the game are violated, children complain to the teacher. In small and medium groups, their amount is the same, but the meaning is different. At the age of 5, children have different needs, which is conditioned by the enrichment of their lives with various activities. At the age of 7, the number of applications in children decreases sharply.

In both small and medium groups, the rule is not separate from the activity, but the rules are not understood or poorly understood by the child. Children learn to control their behavior at the age of 5-6. However, this does not mean that the child has a generalized understanding of the rules. Understanding the rules, automaticity occurs at the age of 7, when children have the ability to critically approach their behavior and stand in this position from the point of view of others.

Gorbacheva independently identified almost all the main signs and stages of the child's moral development established by Piaget. However, there is one-sidedness in her research. He also studied the cognitive activity of children, which reflects the desire to understand the meaning of the rules. Understanding and mastering the rules does not lead to their automatic execution. It is necessary to work on the will and character of the child for a long time, to form certain skills. Knowledge, successful performance of socially important activities is not enough for the development of responsibility in a child.

It is important that the child feels the task assigned to him emotionally, realizes that his activity is necessary not only for him, but also for other people; be happy or sad about the result; activity is positively evaluated by adults or peers; understand the importance of responsibility for the fulfillment of assigned tasks. All of the above can be mastered as a result of the child actively entering a complex type of social relations. According to Slavina's observation, even students have a bad perception of the assignment, forgetting the deadline. Over time, they lose interest in a given job. However, all this can be overcome and educated.

In her research, Slavina observed how older students performed the task. He believes that the main "mechanism" of responsible task performance is the existence of a strong connection between the task received and the action behind its completion. The connection between the task and its planning is the connection between the task and the action. However, this action also has the character of an intellectual action. In this experiment, the emphasis is on the child's planning of the given task, because planning is the beginning of action.

He defines responsibility as a psychological content, specific emotions: a sense of responsibility and can be seen as a form of emotion, obligation, pride, etc. In our opinion, responsibility is an aspect that reveals the quality of a person's character and fills it. At the same time, responsibility is related to the human will, and the human will is developed by the external environment, penetrating the inner structure of the human character.

As an example of this, the results of the "Responsibility" survey conducted among students of the 1st and 2nd level show that in the motivational aspect of responsibility among the students of the 1st level (responsibility, due to its visibility, requires a number of objective requirements, i.e. usefulness, norm, motive, stability in achieving the goal, etc.) average) was observed.

the 2nd stage, the group members have a high degree of mutual compatibility, the interpersonal relationship between the girls in the group is normal, mutual respect and mutual understanding is sufficiently formed. This shows girls the characteristic of supporting each other in completing the tasks in their educational activities and accepting the problems of the team as their own problems. In boys, this position of responsibility is formed to an average level, but it indicates that personal formation is necessary to a certain extent.

At a higher level, they gain self-confidence, take responsibility for complex tasks, and make independent decisions.

So, the student's transition to the next stage is the effect of the social environment on them as it leads to the formation of psychological characteristics.

The problem of visibility of responsibility emerges as the interaction of internal and external management mechanisms of behavior in certain social situations. The processes of building one's social and personal identity (similarity), the formation of a

system of personal values and cognitive mechanisms that provide individual strategies of behavior in changing social environments, that is, in general, the activity of a person in the process of socialization, are important social and psychological knowledge today. forms a part.

According to S. V. Bykov, a person who wants to be responsible should be free, and on the contrary, if he is not free, he will be irresponsible or try to outsource responsibility. That's why a person's self-confidence, accumulated knowledge, and especially experience are important when starting to do something.

According to H. G. Gadamer, to be responsible means to try to understand the essence of the event and act according to this understanding.

During the student period, more social responsibility is visible. The reason is that the student participates in the educational process and social events as an active participant. In such situations, his behavior, his responsibility to the job, the given order, and his interpersonal relationship show his qualities of responsibility.

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