

FORMATION OF PROFESSIONAL RESPONSIBILITY OF PRIMARY SCHOOL TEACHERS

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Abstract: It was found out that the systemic nature of responsibility is revealed through the synthesis of four components: cognitive, emotional, motivational, and behavioral. It is indicated that the result of the formation of professional responsibility allows the primary school teacher: to form the image of an honest and decent employee; to find contact with the participants of the pedagogical process faster; to stimulate self-discipline; to be more independent; to develop personally; to outline prospects for career growth; to feel safe and stable within the teaching profession. The practical significance of the intelligence lies in the provision of methodological recommendations for the education of professional responsibility of future teachers of primary school.

Keywords: Higher Education Institutions (HEIs), Professional Responsibility, Primary School, Primary School Teacher, Education System.

1 Introduction

Since the very notion of responsibility is extremely abstract and difficult to structure, it is difficult to talk about the totality of factors influencing the formation of this trait in a person. However, it is accurate to say that the professional aspects of responsibility directly depend on the general tendency of a person to be responsible.

The problem of formation of the responsible personality of the future primary school teacher in the institution of higher education is based on the reform of the content of education, makes adjustments to the system of education and, in particular, the specifics of training of future teachers. Since educational changes began with the primary level of education, through the introduction of the New Ukrainian school, respectively, to pay attention to the training of specialists in primary education. The leading role in the formation of the future elementary school teacher is entrusted to higher education institutions, where the foundation is laid for the further development of the personality of the teacher, who in the future professional activity will be able to form a creative children's personality. The added aspect of the professional roles of the responsibility distribution model provides: 1) logical reflection of alternative meanings of the phenomenon of responsibility; 2) implementation of the socio-psychological approach to the interpretation of the concept; 3) the opportunity to study the fundamentally important dichotomy of dominant and auxiliary roles in the semantic circle of social and personal responsibility.

The relevance of the study relies on the concept of professional responsibility, little directly related to the experience of teaching. At least not noticeable positive dynamics of responsibility growth in teachers with experience. Therefore, we should look for other factors in the education of professional responsibility. In particular, the ways of its formation in primary school teacher applicants in the process of professional training.

2 Literature Review

Responsibility in modern contexts is interpreted as a socio-psychological term. The foundations for a broad application of social determinants to the understanding of this term, previously defined mainly as narrowly psychological, were laid at the end of the twentieth century. In particular, we were talking about the professional paradigm of the concept, since the professional activity of the individual is always a certain social attachment. Responsibility is also interpreted as an important indicator of the level of professional development of a specialist in any branch and

can also characterize the degree of personal development. The phenomenon of responsibility in the paradigm of professional activity of teachers, including primary school, has been investigated in the works of such contemporary scholars as Bakx et al. (2015), Niemi et al. (2016), Dahl (2017), Cochran-Smith et al. (2017), Lauer mann (2017), Sugrue (2017), Sugrue & Mertkan (2017), Bulgakov et al. (2020), Jedemark & Londos (2020), Mercer-Mapstone & Bovill (2020), Sengupta et al. (2020), Tamir (2020), Viskovic & Višnjic-Jevtic et al, (2020).

Lauer mann (2017) considers the notion of teacher responsibility in relation to the motivational component of the teaching profession, in accordance with the motivational particle, – as an element of the more general concept of professional competence of teachers. González & Solovieva (2020) also investigated the analysis of elementary school teachers' professional motivations and their attitude towards the learning process. Grigg (2019) draws on theory, research, and real-world examples to discuss what it takes to become an outstanding modern primary school teacher. The reasoning of the need to develop a culture of speech as a component of professional responsibility is given in Esmaganbetova (2020). Vasantina & Kondratiuk (2021) confirm the importance of integration processes in primary education for the inclusion of this didactic category to the professional characteristics of the teacher.

According to Chepurna (2019), the features of the professional training of the future elementary school teacher and the implementation of its professional responsibility can be successful only if there is a practical training of future teachers and fixed bases of pedagogical practice. Tashpulatova (2021) suggests discussing the professional profile of primary school teachers and analyzing approaches to improve it through the compilation of professionograms. Chirkova (2021) is of the same opinion, emphasizing the leading task of modern teacher education, which should be realized by providing opportunities for personal and professional self-improvement of teachers. Tyshchenko (2020) argues that the education of professional responsibility in future elementary school teachers in the conditions of pedagogical institution of higher education also has a narrow specificity, as it also involves the identification of essential structural components of inclusive competence as an integral part of professional and educational competence of teachers. Jess, et al. (2017) argue that the complexity of the process of professional learning responsibility of future elementary school teachers in HEIs, is based in the reflexive criticism of non-linear and "disorderly" trajectory of professional learning efforts of teachers. To solve this problem, the authors resort to transformative forms of explaining the concept of "professional responsibility" based on dynamic systems, social constructivism Lee.

Niemi et al. (2016), analyzing the impact of the concept of active learning on the formation of professional competencies of future teacher students (based on the experience of Turkey and Finland), also refer to the issues of teachers' professional responsibility and its formation in the process of active learning at university. It is about the fact that the professional competencies of future teachers contain a wide range of job responsibilities of the teacher: both directly in the school and in society as a whole. The openness of school systems and active public participation in school life, according to Cochran-Smith et al. (2017), are external stimulants of teacher professional accountability. Because the teacher is accountable about the progress and outcomes of his or her professional activities. All of this forces the teacher to act responsibly, make balanced pedagogical decisions, and choose didactic strategies carefully.

Bulgakov et al. (2020) consider the relationship between the pedagogical experience of an elementary school teacher and the level of formation of professional responsibility. For the profession of an elementary school teacher formed traits of

responsibility are especially important through the special sensitivity and plasticity of the psyche of the child of primary school age in accordance with the age features of psychophysiological development. Therefore, primary school teachers, who began their professional activity in a short period after obtaining the appropriate professional qualification, is the most responsible.

Sugrue (2017) Tamir (2020) addresses the notion of teacher professional responsibility tangentially to the notion of professional rigor. Jedemark & Londos (2020) use the experience of the Swedish education system and university teachers to explore how teachers' work behavior balances between professional accountability and professional responsibility. The more accountability required of teachers, the less responsibly and exhaustively it is implemented. In Mercer-Mapstone & Bovill (2020), teacher-training models of 11 HEIs in the UK were the object of the study. Mentoring schemes are recognized as an effective means of increasing the professional responsibility of future teachers in university professional training.

Integrative and comprehensive is the vector of scientific attention of Sengupta et al. (2020): the concept of teacher professional responsibility is introduced in the context of corporate social responsibility. Higher education institutions are given a central place in the implementation of sustainable development programs. Teachers at all levels are the implementers of these programs in the paradigm of educational tools. Therefore, the need to involve future teachers as early as possible in public work at the level of local government is noted. Similar content insights also in Viskovic & Višnjić-Jevtić (2020), which examines the professional responsibility of teachers, in particular junior high school, to implement the educational transformations that are introduced in the innovative development of education. The study of Bakx et al. (2015) consisted in recognizing the traits, in the imagination of elementary school students are compared to the image of the ideal teacher. It was found that traits related to professional responsibility have an important role in the structure of the ideal teacher's image.

The angle of Dahl's (2017) attention is also interesting. It is analyzed how too close cooperation between teachers and parental teams, a traditional practice in Danish schools, affects teachers' attitudes towards their professional responsibility. This is especially relevant when it comes to children in the junior high school, for whom parental hyper-parental care, hyper-anxiety, and consequently attempts to control the school process as much as possible, are very frequent. Too much parental interference in school affairs has an extremely negative impact on a teacher's professional responsibility.

Sugrue & Mertkan (2017) point out that many elementary school teachers have very limited opportunities to participate in professional development programs.

Consequently, teachers need to continually develop responsible work attitudes to enhance their professional performance. Despite the large number of scientific studies devoted to the current topic, there is still a mandatory for the study of a step-by-step system of education of professional responsibility in future elementary school teachers in the conditions of the pedagogical institution of higher education.

2.1 Aim and Research Objectives

The aim of the study is to make recommendations for the education of professional responsibility of future primary school teachers in the conditions of a higher education institution.

Research objectives: comprehensive study of theoretical foundations of formation of professional responsibility of primary school teachers in the framework of university training experimental determination of diagnostic indicators of professional responsibility education depending on the level of academic success.

3 Materials and research methods

The following research methods were used in the preparation of scientific exploration:

- observation and description (when considering and describing the features of the structure and semantics of professional responsibility of future teachers of junior school);
- method of theoretical analysis (while studying the actual literature on the topic and ways of theoretical representation of the phenomenon of professional pedagogical responsibility in case studies)
- analysis of statistical data (in the study of the results of student testing)
- complex analysis (when analyzing the phenomenon of professional responsibility);
- functional method (in determining the functions of professional responsibility and functions of university approaches for effective education of sustainable attitudes)
- the method of system analysis (in the establishment of structural links between the factors of professional responsibility education);
- method of generalization (in forming conclusions from the conducted theoretical research).

45 graduate students (applicants of education and qualification level "bachelor", fourth year of study) were involved in the survey. According to the indicators of academic performance, respondents were divided into 3 groups: *Group 1*: students with success rates exclusively A (15 respondents); *Group 2*: students with predominance of B, C in their record book (15 respondents); *Group 3*: students with a predominance of D, E grades (75% or more of all grades of the winter and summer credit-examination session 2019-2020 academic year) (15 respondents).

The information base of the study was:

- The works of contemporary authors on the professional responsibility of the teacher;
- European Commission / EACEA / Eurydice (2020) report documents
- Program documents of UNESCO;
- Eurostat data (2020).
- Job profiles of Primary school teachers on job search sites (in particular, the British site prospects.ac.uk)
- The author/s' own observations.

Respondents were asked to correlate the stages and elements of teachers' actions in HEIs aimed at the successful implementation of professional responsibility education in order to present a generalized scheme for further scientific and practical use. The questionnaire is based on the information base and sent to the students to their email boxes. The time for responses is limited to one month. The author mechanically processes the results.

4 Results

The first block of the questionnaire was aimed at determining the general attitude to the system of education of professional responsibility in HEIs of all the participants of the experiment. The results of the diagnostics of the level of professional responsibility of the students of pedagogical HEIs are presented in Table 1. The General Responsibility Test scores of "highly responsible person," "quite responsible person," and "relatively responsible person" were considered qualitative criteria for positive professional responsibility among respondents. In the What Kind of Teacher Are You? – "teaching is totally your's profession", "you are conscious teacher with tendency for self-improvement", "relatively responsible attitude to the future teacher profession". For each respondent, whose results were positive qualitative indicators for each of the tests, the group was assigned 1 point (Number of positive answers).

Table 1: Summarizing the indicators of professional responsibility diagnostics by groups of respondents

General Responsibility Test	Number of students	Test "What Kind Of Teacher Are You?"	Number of students	Number of positive answers x/30 max possible	Group professional responsibility rate, %
Group I					
highly responsible person	9	teaching is totally your's profession	11	28	93%
quite responsible person	3	you are conscious teacher with tendency for self-improvement	3		
relatively responsible person	2	relatively responsible attitude to the future teacher profession	1		
not too responsible person	2	you take little care about your future job responsibilities	0		
mostly not responsible person	0	you regard teacher profession as not too serious and responsible job	0		
not responsible person	0				
Group II					
highly responsible person	5	teaching is totally your's profession	6	22	73%
quite responsible person	3	you are conscious teacher with tendency for self-improvement	3		
relatively responsible person	3	relatively responsible attitude to the future teacher profession	2		
not too responsible person	2	you take little care about your future job responsibilities	3		
mostly not responsible person	2	you regard teacher profession as not too serious and responsible job	1		
not responsible person	0				
Group III					
highly responsible person	1	teaching is totally your's profession	0	9	30%
quite responsible person	2	you are conscious teacher with tendency for self-improvement	2		
relatively responsible person	2	relatively responsible attitude to the future teacher profession	2		
not too responsible person	6	you take little care about your future job responsibilities	6		
mostly not responsible person	2	you regard teacher profession as not too serious and responsible job	5		
not responsible person	2				

The second block of the questionnaire was divided for each individual group. The content of the second block involved inferring a comprehensive vision of students with different academic performance of the structure of fostering professional responsibility in HEIs. Respondents were asked to correlate in one group such indicators: the systemic nature of responsibility; the main factors of professional responsibility of a primary school

teacher; the result of the formation of professional responsibility; the main criteria of professional behavior, as well as the definition of measures for the successful implementation of professional responsibility (a set of pedagogical conditions and forms of educational and pedagogical activities). The results correlated with the first group are presented in Tables 2, 3, 4 respectively.

Table 2: The complex assessment of the structure of education of professional responsibility in HEIs by students with remarkable success

Systemic nature of responsibility	The main factors of professional responsibility of a primary school teacher	The result of the formation of professional responsibility	Basic criteria of professional behavior	The identification of measures for the successful implementation of professional responsibility	
				complex of pedagogical conditions	forms of educational activities
reflects the individual's feelings for the quality of their work, anxiety in case of failure, in general, emotional attitude to professional responsibilities	reporting and control mechanisms as external factors stimulating responsible professional behavior;	to form the image of an honest and decent employee; find contact with the participants of the pedagogical process faster; outline career prospects	stability of career guidance determinants and the formation of professional orientation of the individual; the ability to consciously relate to one's professional role and to oneself in the context of the performance of professional duties	implementation of a professional-oriented approach based on the use of interactive methods of training applicants	research work (development of presentations, organization and participation in thematic debates, "round tables", scientific discussions, etc.); reflection on educational material and personal experience

Table 3: The complex assessment of the structure of education of professional responsibility in HEIs by students with success level B, C

Systemic nature of responsibility	The main factors of professional responsibility of a primary school teacher	The result of the formation of professional responsibility	Basic criteria of professional behavior	The identification of measures for the successful implementation of professional responsibility	
				complex of pedagogical conditions	forms of educational activities
awareness of the essence of responsibility as a personal characteristic, understanding of the social significance of pedagogical activity; predicting the results of pedagogical activities, understanding the profession through understanding the rules, conditions of the pedagogical situation, drawing up an imaginary work plan	mechanisms of formation of professional responsibility while studying at the university	to stimulate self-confidence; be more independent;	ability to correctly set pedagogical goals and effectively achieve them in the process of work; awareness of the dynamics of professional development, the need to develop creatively within the profession, to improve the initially formed pedagogical competencies.	formation of a sense of belonging and morality of the teacher's professional position through the creation of a positive emotional environment of university education	theoretical researches of problems of pedagogical activity within the limits of elementary school

Table 4: The complex assessment of the structure of education of professional responsibility in HEIs by the students with the scores of level D, E being prevailing

Systemic nature of responsibility	The main factors of professional responsibility of a primary school teacher	The result of the formation of professional responsibility	Basic criteria of professional behavior	The identification of measures for the successful implementation of professional responsibility	
				complex of pedagogical conditions	forms of educational activities
independence of acting as a primary school teacher, denial of expansive outside guardianship and external control over their professional activities, bringing the case to an end.	the level of formation of responsibility as a general feature of character	to develop personally; to feel safe and stable within the pedagogical profession.	the ability to understand the consequences of their actions	demanding to applicants for the pedagogical profession, the orientation of applicants to high standards of the teaching profession; development of reflection through the involvement of students in autonomous learning	solving practical problems (working with professionally-oriented situations of problematic nature: simulated situations, cases from the experience of university teachers; cases of teachers-practitioners who work with children of primary school age, cases from students of educational and industrial practices).

So, the line of education of professional responsibility in future elementary schoolteachers in the paradigm of university training should attract:

- responsible attitude to subject teaching;
- knowledge of the psycho-physiological peculiarities of the development of primary school children;
- teaching applicants the ability to constructively solve problem situations;
- conscious attitude to the teaching profession and the formation of pedagogical professional orientation;
- preventive measures to ensure the resistance of the established attitudes of professional responsibility to ensure sufficient resistance to professional responsibility and prevention of professional burnout.

5 Discussion

The results of the survey showed that in the process of university education it is extremely important on the part of the teaching staff to make sure that the process of professional burnout does not enter immediately before the start of professional activity in school. The objects of control and stimulation should be the category of sustainability of vocational self-determination of the applicant and the related category of professional orientation (Bulgakov, 2020). The institution of higher education should not only impart to the future teacher knowledge, formation of abilities and skills, but also turn the whole system of knowledge and skills on professional competence.

The main professional qualities of a teacher are considered to be socio-moral, professional-pedagogical and cognitive orientation. For effective training of future specialists in primary education should be applied in the educational process modern pedagogical technologies Riaboshapka, O. (2020). Çermik, (2011) in his

study appeals to 6 components of professional responsibility education ethical and humanistic values; pedagogical skills; cultural and scientific knowledge; personal qualities; interaction with society, environment and parents; and self-esteem. The elementary school teacher plays an important role in implementing societal reform within the framework of sustainable development and other visionary perspectives of our time. The tools at the teacher's disposal to integrate change into society are determined by educational approaches and tactics. The teacher, as the engine of the education system, is thus also almost the main subject of national progress as a whole. In this context, the implementation of educational programs can be successful only with the help of responsible teachers.

Based on the study we understand that the concept of professional responsibility is closely related to a conscious attitude to their learning, indicators of academic performance, and understanding of future job responsibilities. Glavas (2016) also confirm this view. The phenomenon of professional responsibility is considered through the prism of social responsibility, acts as a generic concept for all its derivative components: professional, moral, environmental, civic, legal, etc.. Also identified in the works of Hamilton (2006); Glavas (2016) Sengupta et al, (2020). In the structure of social responsibility, professional responsibility is the core in relation to other substructures of social responsibility. The presence of established professional responsibility in the individual is determined by factors such as academic performance, personal values, internal locus of control, and low levels of anxiety in the subject of professional activities, are outlined in Bulgakov et al. (2020).

In addition, professionally responsible elementary school teachers, as a rule, require a responsible attitude towards learning and from their students and even parents – in their attitude towards the process of learning in school. This is very important, because at the beginning of their schooling elementary school students still very often need organizational and motivational help from their parents in the process of actively developing independent learning skills. Because of the complexities of the early school learning process and the need for close interaction between the various actors (active and passive) in the learning process (teachers-pupils-school administrators-parents or children's guardians), it is important that applicants for a degree in early childhood education have the opportunity to interact directly with school tutors-practitioners during their university studies. It is also appropriate to compare the notion of professional pedagogical responsibility with the notion of teachers' positive attitude toward their profession (Miočić et al., 2020).

In the theoretical aspect, among the current research on the education of professional responsibility of future teachers there are noticeable limitations such as: Lack of works that focus exclusively on the aspects of professional responsibility of future elementary school teachers; Lack of works that would disclose the issues of formation of professional responsibility in the conditions of pedagogical institution of higher education.

On this basis, unprofessional behavior of the teacher is very often determined just by the lack of formation of professional responsibility. The peculiarity of professional error of a junior high school teacher is that it can appear NOT immediately, but only in the long term. However, this is not the greatest danger of pedagogical irresponsibility. For example, an inappropriate attitude towards the students of a young school in the long run leads to the formation of maladaptive behavior. The competence to understand the consequences of one's own actions is a central component of the structure of the concept of professional responsibility of a young schoolteacher.

6 Conclusion

The results of theoretical analysis of the problem of professional pedagogical responsibility allow us to conclude that teaching the essence of professional responsibility is possible through

targeted didactic influence within the framework of university education, which involves mastering the subtleties of this phenomenon by applicants. The main task of the process of fostering professional responsibility in future teachers of junior school is to achieve sustainability, resistance of this phenomenon. This is possible through the perspective of the fullest and non-idealized representation of the profession in the formation of professional competencies of applicants. At the same time, it is important to create a positive image of the profession, focusing on the benefits, and social significance of the role of an elementary school teacher.

The conducted study of the features of fostering professional responsibility among future elementary school teachers in the conditions of pedagogical institution of higher education allows to state that the effective formation of responsibility among students during the educational process is possible with the implementation of the proposed recommendations:

- control over the academic performance of students, demanding;
- communicative-activity approach to the formation of responsibility;
- humanistic attitude of university teachers to each student, the prospects and dynamics of his/her professional development;
- theoretical and practical competence of university teachers;
- using the dialogue “teacher-student” as a leading technology in the formation of responsibility;
- partnership-friendly model of relationships between teachers and students;
- personal example of responsible attitude to professional activity on the part of university teachers.

Creating the field of students' responsibility already during their study at HEIs can be formed through the involvement of applicants to the active teaching and educational activities.

In order to develop in the applicants for the teaching profession an understanding of the consequences of professional actions and responsibility for these actions it is necessary within the framework of university education:

- provide students with a system of knowledge of rights and responsibilities, values, professional ethics, norms of pedagogical behavior, morality, permissible and impermissible social actions;
- to form a positive attitude towards responsible behavior in general and in pedagogical activity in particular;
- to form students' conscious perception and acceptance of the requirements society offers to the person of a modern elementary school teacher;
- to create conditions to ensure the development and self-development of the candidate's personality, his readiness to fully and morally, based on the partnership and cooperation to build professional activity.

Further research on the topic can deal with the practical aspects of the implementation of professional responsibility, developed during university education, in the process of pedagogical activity of an elementary school teacher. As well as the practical aspects of the formation of professional responsibility of the teacher within the framework of pedagogical training. It is appropriate to develop empirical means of measuring the sufficiency of the formation of professional responsibility of the future primary school teacher.

The practical value of the exploration is to provide methodological recommendations for the formation of professional responsibility of future primary school teachers.

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