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SOME THEORETICAL PROBLEMS IN FORMING OF PROFESSIONAL RESPONSIBILITY

The article reveals the topical issue of formation of professional responsibility of students. The basic principles of the research are historical, systematic and comparative methods, institutional and structural-functional approaches have been used. The subject of the study is the theoretical, methodological and practical questions in the formation of professional responsibility. The urgency of formation of professional responsibility of future specialists is revealed. The necessity of forming professional responsibility in the preparation of students in higher educational institutions is justified primarily by social conditions. The fall of moral standards and moral norms, the indifference of modern youth testify to the need to form students' personal qualities that not only contribute to their competitiveness and successful implementation in their professional activities, but also regulate social and moral relations in society.

The description of foreign and domestic concepts providing a detailed study of the concepts of "responsibility", "professional responsibility" is offered. The given analysis of theoretical bases, which serves as a prerequisite for studying a complex of pedagogical conditions and technologies of formation of professional responsibility, reveals the essence of the phenomenon of "responsibility". The author defines professional responsibility as a professional and moral feature that encourages professional activity of the manager. Professional responsibility should be trained in moral oriented pedagogical environment. As a result of the study, the concept of "professional responsibility" is regarded as a professional and moral quality of the individual.

Key words: *responsibility, freedom of a person, professional responsibility, professional and moral quality.*

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ДЕЯКІ ТЕОРЕТИЧНІ ПРОБЛЕМИ У ФОРМУВАННІ ПРОФЕСІЙНОЇ ВІДПОВІДАЛЬНОСТІ ВИПУСКНИКІВ ВНЗ

Розкривається актуальність формування професійної відповідальності майбутніх спеціалістів. Необхідність формування професійної відповідальності в рамках підготовки студентів у вузі виправдана насамперед соціальними умовами. Падіння моральних засад і моральних норм, індиферентність сучасної молоді свідчать про необхідність формування у студентів особистісних якостей, які не тільки сприяють їх конкурентоспроможності та успішної реалізації в професійній діяльності, а й регулюють соціально-моральні відносини в соціумі.

Пропонується опис зарубіжних і вітчизняних концепцій, які забезпечують детальне вивчення понять «відповідальність», «професійна відповідальність». Наведений аналіз теоретичних основ, службовців передумовою вивчення комплексу педагогічних умов і технологій формування професійної відповідальності, розкриває сутність феномену «відповідальність». В результаті проведеного дослідження поняття «професійна відповідальність» розглядається як професійно-моральна якість особистості.

Ключові слова: відповідальність, свобода особистості, професійна відповідальність, професійно-моральна якість.

Formulation of the problem. Intensive social-economic development in Ukraine caused some changes in modern society. Nowadays, the change in priorities which aim is to obtain material benefits and high social status, the depreciation of moral values, which indicates the moral crisis in modern society, is most clearly seen (Сундуй: 102). Thus, the problem of preparing a future specialist in a higher educational institution is one of the most important in the system of higher education. Higher education is faced with the task of preparing a specialist with professional and moral qualities that meet the requirements of society.

The analysis of general and professional competencies shows that the state needs a specialist who is able to analyze significant problems of our society, find organizational solutions and is ready to take responsibility for them, to adhere to ethical values. Thus, the formation of professional and personal qualities, one of which is professional responsibility, is an important social and state requirement for higher education in the process of preparing a future manager.

Analysis of recent research and publications. A deep analysis of scientific papers on the phenomenon of “responsibility” in the philosophical, psychological, sociological, pedagogical aspects is necessary for understanding the essence of professional responsibility.

Before the period when responsibility emerged as an independent lexical unit, this phenomenon was identified with the following definitions: necessity, obligation, duty, conscience. The evolution of the phenomenon of “responsibility” is closely related to the history of ideas about freedom and necessity, their interrelation.

Many famous thinkers, and Aristotle was one of the pioneers, considered the topic of moral responsibility. A deeper approach to the analysis of responsibility is observed later by R. Descartes, T. Hobbes, J. Locke, J. Edwards, I. Kant, G. Hegel. In non-classical philosophy of the late XIX – early XX century, the most important ideas were formulated taking into account the principle of responsibility (K. Marx, F. Nietzsche, M. Weber).

In the 20th century, the problem of moral responsibility was developed by representatives of most scientific schools. In the 60–80 s in the USSR, the topic

of the responsibility of science and the scientist was very popular.

Many foreign philosophers such as R. Steiner, M. Heidegger, K. Jaspers, L. Mumford, J. Ellul, H. Ortega-i-Gasset, K. Mitcham, H. Lenk, as well as home philosophers wrote about the necessity for increased responsibility under conditions of the development of human society. Much attention is paid to the problem of moral responsibility in connection with the development of new technologies. The problem of connection of freedom and responsibility is also reflected in the modern works of N. A. Golovko, K. L. Nemira, A. I. Orekhovsky, E. I. Rudkovsky, G. L. Smirnova, A. P. Chermenina, E. Fromm and others. According to scientists, these categories are not contrasted, but are interrelated.

According to E. Fromm, freedom changes depending on “the degree of awareness by a person of itself as an independent and separate being” (Муконина: 105). In the context of the study of professional responsibility, the point of view of N. A. Golovko, A. A. Guseynova and I. S. Kohn is of great importance, which consists in the fact that a person’s personal freedom must become moral, while moral freedom occurs then, when a person is aware of external necessity, which later becomes his internal need (Евко: 305).

Setting objectives. The purpose of this article is to define the essence of the concept of professional responsibility as the professional and moral quality of an individual. It is important for further research of the basic pedagogical conditions and approaches to the formation of professional responsibility in the framework of the university’s training for the future specialist in the field of management.

The concept of responsibility characterizes the attitude of the individual to the society in which the demands placed on it are realized to the extent that it corresponds to its duty. If a person’s duty is to realize and apply certain requirements to a particular situation (moral, professional, etc.), then responsibility determines the extent to which this task is performed. The responsibility of an individual characterizes the conformity of his moral activity with duty (duty), viewed from the point of view of possibilities and limitations (M. V. Mukonina).

Thus, a prerequisite for the formation of responsibility in the university is freedom, which ensures the

future specialist the right to choose and make responsible decisions. The results of practical research indicate that within the framework of the educational process at a higher educational institution, freedom manifests itself in conditions of controlled autonomous learning, in which students define for themselves the goals and content of educational activities, systematically perform self-control, reflect on the experience gained (Козлова: 60).

Under the conditions of a modern civilization, responsibility becomes the determining motive of almost all human actions, including the impact on nature, forecasting and modeling the future. Thus, responsibility is a moral quality and is determined by the ability of the individual to exercise self-control in accordance with social norms and personal moral principles.

The present understanding of professional responsibility suggests that the formation of professional responsibility at a university should be carried out in a morally-oriented educational process, including pedagogical technologies that promote the development of independence, initiative, the ability to predict and reflect on their actions, make decisions in accordance with established moral principles, be able to exercise self control. Therefore, the process of forming professional responsibility should be carried out in the course of empirical research, it was established that ethical problem situations, plot-role-playing games, moral dilemmas, the organization of joint reflection of students and teachers contribute to the formation of professional responsibility at the university (Канке: 66).

The pedagogical technologies which should be applied in the managed training with the purpose of formation of professional responsibility are research works, problem situations, achievement diaries. Valuable for this study is the study of professional responsibility in the moral and ethical aspect, where this category is considered as a requirement to act in accordance with the norms and rules of morality. It should be noted that the process of formation of professional responsibility in the university should involve the organization of the educational process in a favorable emotional environment. Purposeful implementation of this task is carried out on the basis of mutual trust between the teacher and students, providing freedom of choice.

Some authors analyzed the responsible behavior of an individual, the forms of realization of which were the provision of conditions and means of activity (temporary support, the degree of use of information resources), bringing the activity to a result with unforeseen difficulties and contradictions; car-

rying out activities on time, i.e. ensuring the flow and completion of activities in time, ensuring the high quality of the activities performed, independence in assuming obligations to perform activities (excluding guardianship and external control), voluntariness in carrying out activities, willingness to take risks to achieve the goals of the activities, willingness to help others in the process of activities.

The identified behavioral characteristics are combined into two groups: the first is the qualities that are associated with the characteristics and content of the activity, the specialist's readiness to perform it (ensuring the conditions and means of activity); the second one is stable personality qualities independent of the activity (voluntariness, independence, willingness to take risks).

Some authors identify three levels of a professionally responsible attitude: basic – minimal professionally responsible attitude, with a low degree of development of professionally responsible attitude components, characterized by understanding and neutral personality assessment of the need to follow job descriptions, which is fixed in the “habit” of the rules governing activities; performing – the average level of professionally responsible attitude, is characterized by a moderately positive attitude of the individual to his professional duties, readiness to perform activities; over-standard – a high level of professionally responsible attitude, suggests that the conscientious performance of professional duties by a person is the only acceptable way of doing business.

L. V. Lidak and N. F. Zhelaevskaya identified the following components in the structure of the professional responsibility of the individual: cognitive, motivational and value-based and conservative (Lidak, Zhelayevskaya, 2010). The cognitive component is considered as an individual's assessment of his professional competence, the desire to constantly grow (or lack there of), an understanding of professional perspectives, the presence / absence of professional plans for the future, an understanding of one's place in a complex system of professional relationships.

The motivational and value component includes the dominant mood of a person associated with the profession and professional activity; emotional coloring of ideas about the future, in particular, professional. The conservative component of the professional responsibility of the individual determines the willingness to act, to carry out his plan in accordance with the goal and objectives. This component is associated with the manifestation of such personal qualities as conscientiousness, diligence, discipline, rigor, honesty, independence, confidence, self-criticism, self-discipline.

In this case, first of all, it is necessary to consider the problem of professional responsibility. Doctors and lawyers have had norms of professional ethics for a long time. In case of their violation the subjects of this type of activity can be brought to justice and subjected to some negative sanctions, up to the prohibition of certain individuals to engage in such activities. Among engineers and managers, there have been and are conducting serious discussions about the need to develop the principles of professional behavior and the ethics of responsibility, since the power (both political, economic, and technological), concentrated in the hands of management subjects, is growing. If you look at some professional communities that most actively lead discussions on issues of professional responsibility and ethics, then you will find that these are groups that possess "considerable technological power"

A number of studies (Bodrov, Lutsenko, 1991) are devoted to the operationalization of the concept of professional responsibility, identifying its structure. In the course of a factor-analytical study of the representations of specialists of various specialties about the content and structure of the concept of "professional responsibility", a thesaurus of relevant psychological qualities was grouped. The first group contained characteristics reflecting the attitude of the individual to work (hard work, conscientiousness, activity, etc.), to the team (kindness, responsiveness, demandingness, tact, commitment, integrity, etc.) to herself in the process of activity (self-criticism, confidence, self control, accuracy, etc.). The second one combined character traits: moral (honesty, commitment, decency, justice, etc.), volitional (perseverance, determination, resourcefulness, etc.), emotional (calm, courage, stability, anxiety, etc.) personality qualities. The semantic content of the phenomenon of professional responsibility is described as extremely multifaceted. An important place in these descriptions is occupied by components related to the social and ethical sphere of the individual.

The essence of professional responsibility lies primarily in the high professional level of the employee and the quality of his work. As for the vector of responsibility, this is "leadership", "clients" and "colleagues", and the formation of professional responsibility is associated with personal qualities and the learning process. Meanwhile, if we compare them with the results obtained by other researchers on

working specialists, we can see the semantic peculiarity of student ideas. So, for example, in the content of the joint venture there is no such important element as the responsibility of the person before him in the process of activity (self-criticism, confidence, self-control, accuracy, etc.) (V. A. Bodrov, A. G. Lutsenko).

The same authors found in the ideas of specialists of various specialties indications of moral (honesty, commitment, decency, justice, etc.) and volitional (perseverance, decisiveness, resourcefulness, etc.) qualities of an individual as attributes of professional responsibility. The moral and moral component does not appear in the joint venture of energy students, as well as an indication of responsibility to society, the state and citizens. It seems that such "incompleteness" of ideas may be associated with a lack of life and professional experience, students are focused on gaining knowledge and professional competence, more than on the moral and ethical side of their future activities.

Assuming that a conscientious attitude towards studies (and academic performance as its indicator) may be a factor affecting the content of a professional responsibility, we did find some differences in the professional responsibility of students with different levels of academic performance. For students with a high level of academic performance (in comparison with the others), the essence of professional responsibility is, first of all, "compliance with the accepted rules and regulations", as well as "separation of duties" and "awareness of financial responsibility". Among the factors of formation of professional responsibility, well-performing students as key ones identify, first of all, such as "curriculum", "status in a group", which may indicate a greater involvement in the educational activities of this category of students. The outlined tendencies to a decrease in the significance of such factors as "learning", "teamwork", "taking into account committed mistakes" with a decrease in student performance may be associated with a low status of lagging students.

Analyzing the results obtained, it should be noted that the essence of professional responsibility lies primarily in the high professional level of the worker and the quality of his work. As for the vector of responsibility, this is "leadership", "clients" and "colleagues", and the formation of professional responsibility is associated with personal qualities and the learning process.

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