

FORMING THE QUALITIES OF RESPONSIBILITY AND INITIATIVE IN FUTURE
TEACHERS

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Annotation. *In the article, the process of development of responsibility and initiative is characterized by the functioning of an integrative upbringing and educational system, which reflects the new meaningful reality of socio-pedagogical design.*

Keywords: *responsibility, initiative, development, future teachers, activity, formation, motivation.*

An analysis of regulatory documents (qualification requirements for a specialist, state requirements for a minimum content and level of training of graduates of various specialties) shows that the responsibility and initiative of a specialist is seen as an important requirement at each new stage in the development of our society.

A theoretical analysis of studies on the problem of responsibility and initiative of the individual, carried out taking into account the psychological, pedagogical and social patterns of purposeful development of the individual in the educational environment of the university, shows that in the university the system of organizing educational work in the primary team should be primarily aimed at the process of developing responsibility and initiatives of the future specialist based on the activities and relations of students with the team.

Responsibility and initiative acts as a core socio-moral and basic professionally important quality that leads to the development of other socio-communicative, business and managerial qualities of a future specialist. It is formed primarily in the joint activity of the primary team, which unites all participants and positively motivates the proper actions of everyone, sets a system of personal values and targets for a socially positive perception of a professionally significant future as essential for each of them personally.

In structural and psychological terms, responsibility and initiative are characterized by the result of the integration of all mental functions of the individual. Such a multifaceted and multifaceted concept of professional culture also implies its multi-vector consideration in terms of the level of development of the leading mental functions of the individual, as well as self-realization in activity. The process of developing responsibility and initiative of the individual is directly related to the formation of the leading properties of the individual in joint activities and interaction in a group, where responsibility and initiative develop and form in the process of including the subject of professional culture in social relations .

From the point of view of social ethics, the interdependent relationship of responsibility and initiative acts as a basic moral category of behavior that determines the normal functioning of society

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and man. It includes moral consciousness and principles of moral behavior in a given society from the standpoint of accepting existing norms as traditionally correct and directly organizing everyday and labor, collective and individual human life in society.

Responsibility and initiative of a student at a university involves understanding the essence of his duties as a student and as a future specialist (the content of academic duties, professional norms of behavior and activity, understanding the required and available professional and personal qualities of a specialist, his professional capabilities and abilities). In fact, it is implied that “it is not just about knowledge, but about responsibility for an adequate reflection and the right choice of optimal responsible actions” [3].

In its content, the responsibility and initiative of the future teacher presupposes a high level of motivation for self-improvement in the field of personal self-organization of activity and behavior and an understanding by the individual of her professional duty and the internalization of social and professional values. The subjective level of development of responsibility and initiative for each student, on the one hand, is interdependent with the content of the moral self-awareness of the individual, his life self-concept and the motivation for choosing to study at a given university. On the other hand, responsibility and initiative are determined by the personal experience of a person's conscious behavior in cognitive and professional activities and, finally, significantly depend on the subject's understanding of the nature of proper relationships in a micro-society. This ultimately determines the social stage of personal integration of the student with the norms of morality in the culture of society, his identification with functional role duties and the requirements of the future profession .

In the conditions of a modern university, educational cognitive and professional activity mediates the development of the student as a subject of active action in this environment, and it is in this practical activity, if it is significant for the individual, that the future specialist most actively implements his free and conscious choice of independent actions.

As a result, in the socio-educational plan, responsibility and initiative practically add up to the social quality and personality trait of a specialist. It represents, on the one hand, the individually perceived ability of a person to be responsible for his actions and deeds. On the other hand, it characterizes the social opportunity to subject these actions to moral assessment and control by those with whom a person directly interacts in society, in the network of his obligatory relations when solving problems of joint activity and communication in a team.

A comparison of psychological and pedagogical sources proves that in adolescence, in the context of vocational education at a university, the system of organizing educational and professional activities has several levels of sociocultural influence on the growth of responsibility and initiative as an integral personal education of a future specialist.

Responsibility and initiative are shown:

- at the level of the value moral consciousness of the individual - in the form of conscious ideas and generalized concepts of professional duty;

- at the level of relationships and worldview position of the individual - in the form of qualities of a worthy self-relationship;

- at the level of normative and moral behavior in activity - in the form of skills, practical abilities and readiness of the individual to act in good faith in accordance with the requirements in solving the problems of professional work .

Summarizing various approaches to the development of responsibility and initiative of a future specialist, one can single out such coordinated qualities of a responsible moral consciousness and self-attitude of a person as duty, honor, and dignity. It is important that a person makes a conscious and independent choice of moral decisions and ways of proper behavior, controls his discipline, and shows organization. And most importantly, it includes the qualities of an adequate self-assessment of actions and self-control of behavior.

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