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PEDAGOGICAL CONDITIONS OF FORMATION OF MORAL RESPONSIBILITY RURAL YOUTH

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The article substantiates pedagogical conditions of moral responsibility, including: motivation to rural youth morally responsible behavior, which includes a number of actualization needs; consideration in the forms, methods and means of forming moral responsibility sociocultural specificity urban development; formation of moral responsibility in the team; transfer of rural youth knowledge about moral responsibility; formation of moral responsibility in the work; formation of moral beliefs based on noosferogeneza, philosophical and ideological system that focuses on an important priority of our time – the preservation of life on Earth.

Rural youth is a specific social group of the population aged 14-35 years (Ukrainian legislation) living in rural areas. Young people from rural areas are the main human resource that would provide the development of agriculture in the period of food and environmental global crises. Important for development of the agricultural sector of Ukraine, the production of environmentally safe and quality food and save the most valuable resource Ukrainian – fertile soil depends on the moral and professional qualities of rural youth. In addition, rural youth is guardian of national traditions, culture and spirituality.

Therefore, education conscious, responsible attitude to rural youth: the environment; agricultural labor; their village or region, the people is one of the most important challenges of our time.

Various aspects of education of responsible young generation in the works are highlighted a number of scientists, including T.Alekseyenko, I. Bech, L.Bilyk, G. Vasyanovych, T. Kravchenko, M. Krasovitsky, V. Kryshchenko, V. Orzhehovska, A. Plahotnyy, M.Savchun, M. Smetansky, V.

Ternopil'ska, Shevchenko, T. Shiyan, B. Shust, A. Yurynets and others. The problem of moral responsibility education of rural youth has not been developed enough yet.

The purpose of the article is pedagogical training conditions substantiation of moral responsibility of rural youth.

One of the important characteristics of rural youth is that they wish to live and work in rural areas. This characteristic feature and the specific rural areas incorporated in identifying and substantiation pedagogical conditions of formation of moral responsibility. In view of the above, the pedagogical conditions of formation of moral responsibility, primarily include: 1) motivation of rural youth to morally responsible behavior ; 2) consideration of the forms, methods and means of forming of moral responsibility sociocultural specificity of rural development; 3) formation of moral responsibility in the team; 4) transfer of rural youth knowledge about moral responsibility; 5) formation of of moral responsibility in the work, it imposes on the subject, the subject-media reform activities, responsible

for its result; 6) formation of moral beliefs based on noosferogeneza, philosophical and ideological system that focuses on human activity and an important priority of our time – the preservation of life on Earth.

The first pedagogical condition is motivation of rural youth to morally responsible behavior. The motivation of rural youth to moral and responsible behavior involves updating the needs identified, followed the formation of the corresponding intentions. Based on the different types of moral responsibility (social, environmental, valeological, family, professional) can be identified needs in the performance of public duty; harmonious coexistence with nature; maintaining their health; professional self-realization; in building a family; affiliation; in adherence to moral standards and so on.

The second pedagogical condition is consideration of the forms, methods and means of forming of moral responsibility sociocultural specificity of rural development. In each socio-cultural environment dominated hierarchy of values inherent in him, the specifics of interpersonal relationships, material culture, business and economic basis of life, school life, culture and spiritual belief system of self-governance and community and so on. It follows that the socio-cultural environment – is all that surrounds the village youth.

Third pedagogical condition is formation of moral responsibility in the team. A characteristic feature of each team is socially significant, joint work that unites people employed by it. For people who are a collective work not only has social significance, but also personal, it affects the welfare of staff, and those supplying assertiveness in the team.

Fourth pedagogical condition is transfer of rural youth knowledge about moral responsibility. It follows from the basic educational principle of the unity of consciousness and behavior. That knowledge, attitudes determine the nature of human action and behavior.

Fifth pedagogical condition is formation

of of moral responsibility in the work, corresponding active approach in education. In educational work with rural youth in the formation of different types of moral responsibility, to involve youth in various types of labor – productive, socially useful, everyday. Socially useful work associated with selfless assisting another person or society as a whole. The importance of socially useful work in the formation of moral responsibility is seen in the fact that rural youth learning to selflessly do good deeds, aware of the need to combine public and private interests, resulting in a strengthened sense of duty to the people.

Sixth pedagogical condition is formation of moral beliefs based on noosferogeneza. We live in an era of global environmental crisis as a manifestation of the greatest responsibility is to preserve human life on earth, as a form of existence of matter. This can be achieved through the use of educational work with rural youth noosphere philosophical and ideological concepts. Noosphere V. Vernadsky teachings is based on such ideas: the earthly life came from outer space; biosphere is a form of existence of terrestrial life; person derives earthly life; living, thinking substance determines the course of geological processes and cosmo genetic processes.

Thus, we have identified six pedagogical conditions, and to ensure efficiency which determines the formation of of moral responsibility rural youth: 1) motivation of rural youth to morally responsible behavior, it provides a range of needs updating (played by civic duty, harmonious coexistence with nature, maintaining their health, professional self-construction of family affiliation, subject to legal and moral norms, etc. 2) consideration of the forms, methods and means of forming of moral responsibility sociocultural specificity of rural development. We take into account the undeniable fact – the village has a specific hierarchy of values, interpersonal relations, material culture, business and economic basis of life, school life, culture and spiritual beliefs, a system of self-gov-



ernance and so on. 3) formation of moral responsibility in the team, using all educational opportunities organized community (joint activities, formal and informal interpersonal contacts, values members of socially significant purpose and common labor for its achievement, public opinion, responsible relationships of dependence, governments, educational effect of parallel action); 4) transfer of rural youth knowledge about moral responsibility, this follows from the basic educational principle of the unity of consciousness and behavior when knowledge, attitudes adopted by scientific

information about the moral norm or rule, types of moral responsibility and the concepts that are associated with them – nature, personal health, family, profession right, law, custom, tradition, patriotism, define moral and responsible behavior; 5) formation of moral responsibility in the work, it imposes on the subject, the subject-media reform activities, responsible for its result; 6) formation of moral beliefs based on noosferogeneza, philosophical and ideological system that focuses on human activity and an important priority of our time – the preservation of life on Earth.

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АННОТАЦІЯ

Сопівник Р.В., Сопівник І.В. Педагогічні умови формування моральної відповідальності сільської молоді // Біоресурси і природокористування. – 2014. – 6, №5–6. – С. 159–161.

У статті обґрунтовано педагогічні умови формування моральної відповідальності, зокрема: вмотивованість сільської молоді до морально відповідальної поведінки, що передбачає актуалізацію ряду потреб; врахування у формах, методах і засобах формування моральної відповідальності соціокультурної специфіки сільського регіону; формування моральної відповідальності у колективі; передача сільській молоді знань про моральну відповідальність; формування моральної відповідальності у праці; формування моральних переконань на засадах ноосферогенезу, філософсько-світоглядної системи, що фокусує увагу на важливому пріоритеті сучасності – збереженні життя на Землі.

АННОТАЦІЯ

Сопивник Р.В., Сопивник И.В. Педагогические условия формирования нравственной ответственности сельской молодежи // Biological Resources and Nature Management. – 2014. – 6, №5–6. – P. 159–161.

В статье обоснованы педагогические условия формирования моральной ответственности, в частности: мотивирование сельской молодежи к морально ответственному поведению, что предполагает актуализацию целого ряда потребностей; учет в формах, методах и средствах формирования моральной ответственности социокультурной специфики сельского региона; формирования моральной ответственности в коллективе; передача сельской молодежи знаний о моральной ответственности; формирования моральной ответственности в труде; формирование нравственных убеждений на основе ноосферогенеза, философско-мировоззренческой системы, которая фокусирует внимание на важном приоритете современности – сохранении жизни на Земле.