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THEORETICAL AND METHODOLOGICAL PLANES OF RESPONSIBILITY RESEARCH IN THE CONTEXT OF MODERN PSYCHOLOGICAL AND PEDAGOGICAL APPROACHES

The study conducts a thorough investigation into the theoretical and methodological dimensions of research on responsibility within contemporary psychological and pedagogical contexts. It delves into the analysis and instruction of responsibility, taking into account various psychological theories such as those focusing on developmental processes, social learning and moral development. Additionally, the study examines a range of pedagogical strategies aimed at fostering responsibility. These strategies encompass techniques like character education, service learning, experiential learning, classroom management, curriculum development, educator role modeling, initiatives led by peers, digital citizenship, collaborative learning, inquiry-based learning, problem-based learning and reflective practices. Each of these is designed to enhance the sense of responsibility among learners.

The article analyzes the effectiveness of a variety of educational methodologies in fostering responsibility in different educational environments, providing a thorough and multifaceted exploration of the concept of responsibility, where each approach contributes to unique insights and findings.

Furthermore, the study acknowledges the significant impact of digital technology on how responsibility is perceived and practiced. The omnipresence of digital technology has transformed interaction, communication and admittance to information, bringing forth new challenges in areas such as online ethics, privacy concerns, digital footprints and misinformation. This shift towards a digitally focused world calls for updated educational and behavioral strategies, emphasizing the need for digital literacy and responsible conduct online. The study advocates for the incorporation of digital ethics into educational curricula and the furtherance of critical thinking skills to efficiently deal with digital misinformation. This evolution in behavioral and educational approaches reflects the changing dynamics of technology and its influence on societal norms regarding responsibility.

Keywords: responsibility; psychological theories; pedagogical strategies; educational approaches; research methodologies; behavioral impact of technology.

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ТЕОРЕТИКО-МЕТОДОЛОГІЧНІ ПЛОЩИНИ ДОСЛІДЖЕННЯ ВІДПОВІДАЛЬНОСТІ В КОНТЕКСТІ СУЧАСНИХ ПСИХОЛОГО-ПЕДАГОГІЧНИХ ПІДХОДІВ

Стаття детально досліджує теоретичні та методологічні підходи до вивчення відповідальності у рамках сучасних психологічних і освітніх сфер. Автори розглядають інтерпретацію та викладання концепції відповідальності, враховуючи різноманітні психологічні теорії, зокрема ті, що орієнтовані на процеси розвитку особистості, соціальне навчання і формування моральних цінностей. Крім того, дослідження вивчає низку педагогічних стратегій, спрямованих на виховання відповідальності. Ці стратегії охоплюють такі методи, як: виховання характеру, сервісне навчання, навчання на основі досвіду, управління класом, розробка навчального плану, рольове моделювання викладача, ініціативи під керівництвом однолітків, цифрове громадянство, спільне навчання, навчання на основі запитів, навчання на основі проблем та рефлексивні практики. Кожен із цих методів спрямований на посилення почуття відповідальності серед студентів.

Ключові слова: відповідальність; психологічні теорії; педагогічні стратегії; освітні підходи; методології дослідження; вплив технологій на поведінку.

Introduction. Recently, the conception of responsibility has grown into a focal point in different academic disciplines, notably in Psychology and Pedagogy. The evolution of these areas, underpinned

by an increasing body of theoretical and research advancements, has led to a nuanced understanding of responsibility. The introduction sets the stage for a thorough exploration of the theoretical and methodological planes

of responsibility study within the context of modern psychological and pedagogical approaches.

The study of responsibility in Psychology and Pedagogy is multifaceted. It encompasses a range of dimensions, including social, personal, professional responsibility. This study is crucial in understanding how individuals prosper and manifest responsible behavior in different contexts. Moreover, it has important hints for developing the curricula and academic practices that aim to foster responsibility among learners.

The theoretical aspect of this exploration involves delving into different psychological theories and models that explain the development and comprehension of responsible conduct. Theories afford a framework for understanding social, cognitive, emotional underpinnings of responsibility. However, the methodological aspect concentrates on empirical investigation of theories, involving diverse study designs, data collection and analytical methods.

This thorough analysis of responsibility in the realm of Psychology and Pedagogy is timely and relevant. In an era where social responsibility and ethical behavior are increasingly emphasized in various sectors of community, the comprehension of pedagogical and psychological basis of responsible conduct is imperative. The research aims not only to enhance the academic discourse but also to offer practical insights for teachers, psychologists and policymakers in fostering a more responsible community. It will give an in-depth analysis of key theoretical frameworks and methodological techniques used in responsibility research. The study will encompass a variety of prospects, highlighting how modern psychological and pedagogical approaches have evolved to address the complexities of this vital conception.

Literature review. The literature review on theoretical and methodological planes of responsibility research within the context of modern psychological and pedagogical approaches reveals a multifaceted and evolving field. This analysis aims to critically evaluate the key themes and findings from the literature, identifying gaps and drawing connections between various studies and hypothetical perspectives.

One of the notable observations from the literature is the integration of various theoretical perspectives in understanding responsibility. Developmental theories [5; 6], social learning theories [13; 3] and moral development theories [9] offer complementary insights. However, there is a notable gap in synthesizing these theories into a cohesive framework. For instance, while developmental theories describe stages of the growth, social learning theories focus on environmental influences, necessitating a more integrated approach that encompasses both intrinsic and extrinsic factors in responsibility development.

The scholarly work by Grace A. Chen, Samantha A. Marshall & Ilana S. Horn [2] emphasizes various pedagogical strategies such as service learning and

character education for cultivating responsibility. However, empirical evidence on the efficacy of these strategies is varied. Research conducted by P. Limone & G.A. Toto [12] indicates favorable results in moral and ethical growth, whereas findings from A.A. Jahan-shahi, M.I.R. Mendoza & O.A.V. Rodriguez [8] show limited effects on sustained responsible conduct. This suggests a need for more longitudinal studies to assess the long-term effectiveness of these pedagogical approaches.

The methodological approaches in responsibility research [5; 6; 12; 13] are diverse, ranging from quantitative surveys to qualitative case studies. While this diversity allows for a broad exploration of the concept, it also presents challenges in terms of comparability and generalizability of findings. Furthermore, much of the research relies on self-reported measures of responsibility, which can be subject to bias. There is a need for more innovative and triangulated research designs that can provide a more holistic understanding of responsibility.

The examination of research findings by W. El Zaatari & I. Maalouf [4] highlights the significant role of environmental factors in shaping responsibility. Cultural, social, environmental factors play a significant role in how responsibility is perceived and practiced. This highlights the importance of considering cultural and contextual nuances in responsibility research, moving beyond a one-size-fits-all approach.

The review of contemporary challenges and perspectives [16] points to emerging trends, such as the impact of digital technology on perceptions of responsibility. The literature suggests a growing concern over how digital environments influence responsible behavior, particularly, among youth. However, research in this area is still in its infancy, indicating a need for more focused studies on the intersection of technology and responsibility.

In conclusion, the analysis of literature on responsibility in psychological and pedagogical contexts reveals a dynamic and complex field with diverse theoretical and methodological approaches. While there have been significant advancements in understanding and fostering responsibility, there remain gaps and challenges that need to be addressed in future research. These include the need for more integrated theoretical frameworks, longitudinal studies on effectiveness of pedagogical strategies, methodological innovations and a deeper exploration of the impact of technological and cultural determinants on responsibility.

The purpose and objectives of the study is to thoroughly examine the theoretical and methodological approaches to studying responsibility within modern psychological and pedagogical frameworks. The objectives include: 1) analyzing various psychological theories like developmental, social learning, and moral development theories to understand how they collectively shape the concept of responsibility; 2) exploring different pe-

dagogical strategies employed to foster responsibility in educational settings; 3) examining the methodologies used in responsibility research, including their strengths and limitations; and 4) assessing the impact of contemporary factors such as digital technology on perceptions and practices of responsibility.

Materials and methods. The research involves a detailed analysis of sociological, philosophical, psychological and pedagogical literature. Comparative analysis of methods like deduction and induction is employed to examine psychological theories. Abstraction and concretization are applied to elucidate the essential features of pedagogical strategies for developing responsibility. Furthermore, content analysis of scientific publications plays a crucial role in organizing and summarizing theoretical and practical facts, particularly regarding the formation of responsibility using digital technologies. These methods aim to explore various dimensions of responsibility, assess the impact of digital technology and guarantee a detailed and nuanced comprehension of the topic within modern psychological and pedagogical frameworks.

Research results and their discussion. Responsibility is a fundamental aspect of all human interactions and it affects various areas of activity. It plays a key role in shaping both relationships and individual actions, emerging through the deliberate and voluntary selection of appropriate forms of prosocial behavior. The dictionary of the Ukrainian language interprets responsibility as “the subject’s ability to bear responsibility for someone, something” [15, 53]. A similar explanation is given in the new explanatory dictionary of the Ukrainian language, namely, “responsibility” means “an obligation entrusted to someone, or assumed by someone, to be responsible for a certain area of work, business, someone’s actions, deeds, words” [11, 42]. This term is considered in the scientific literature [14] in the context of the culture of the people and is understood as: “necessity, obligation to be aware of actions and deeds. ... To be responsible means: to have rights and responsibilities in any field, to have a highly developed sense of duty, to be vigilant about duties” [14, 83]. In the encyclopedia edited by V. Kremen [10], responsibility is defined as the awareness of the need to align own behavior with societal norms and attitudes. This interpretation underscores the connection between individual actions and the expectations or standards set by society [10, 106].

We are impressed by the opinion of P. Gornostay [7, 30] that it is the most expedient to add three positions to the interpretation of the concept of “responsibility”, namely: assumed obligation; the readiness of the individual to assume obligations and fulfill them; the ability to realize feelings and needs, to understand values and defend them. The scientists believe that “the highest stage of development is an internal recognition of individual’s responsibility for his actions” [1, 170].

Based on the generalization of the works of the leading Ukrainian scientists, it can be argued that each of the scientists puts his own vision into the scientific category “responsibility”. However, all of them are convinced that a person should have an appropriate level of responsibility and outline ways of its formation.

Thus, there is a consensus on the integral role of psychological development in shaping an individual’s sense of responsibility. Developmental psychological theories, such as those proposed by Jean Piaget and Erik Erikson, focus on the stages of cognitive and emotional growth throughout an individual’s life. These theories indicate that as individuals grow and pass through different stages of development, their ability to exhibit responsible behavior gradually develops and matures. Each stage is characterized by specific cognitive abilities and emotional understanding, which influence how individuals perceive and enact responsibility [5, 15]. For instance, Piaget’s theory outlines stages of cognitive development from simple motor reflexes in infancy to complex abstract reasoning in adulthood, impacting how responsibility is understood and practiced [6, 324].

Social learning theory, developed by Albert Bandura, highlights the importance of studying through investigation and imitation in a social context. This theory suggests that individuals can get new behaviors and attitudes by observing the consequences and actions experienced by others [3, 5]. It underscores the role of modeling, suggesting that people, especially children, learn about responsibility and other social behaviors by observing and mimicking teachers, parents, peers. The theory emphasizes the significance of the social environment in shaping an individual’s understanding and practice of responsible behavior [13, 22].

Moral development theories, notably those by Lawrence Kohlberg and Carol Gilligan, focus on the evolution of ethical comprehension. Kohlberg’s theory proposes a stage-based model, where moral reasoning progresses from a pre-conventional level focused on self-interest, through a conventional level where societal norms are central, to a post-conventional level emphasizing abstract principles of justice and rights. Gilligan, critiquing Kohlberg’s model for its male-centric bias, introduces an ethics of care perspective, highlighting relationships and compassion as key components of moral development. These theories highlight how our comprehension of morality and ethical behavior evolves, impacting our sense of responsibility [9, 24].

Together, these theories give a thorough view, suggesting responsibility is shaped by a blend of cognitive maturation, social influences and ethical reasoning. This understanding has led to the development of diverse pedagogical strategies to foster responsibility in educational settings: character education, service learning, experiential learning, classroom management, curriculum design, role modeling by educators, peer-led initiatives,

digital citizenship, collaborative learning, inquiry-based learning, problem-based learning, reflective practices.

Character education is a pedagogical strategy that involves educating students about core values and ethical behavior. This technique aims to develop students' moral compass and sense of responsibility by integrating principles like honesty, respect, empathy into the curriculum. Via lessons, discussions and activities that emphasize ethical decision-making and character development, students learn the importance of responsible behavior in both their personal lives and as members of a community. The goal of character education is to foster well-rounded individuals who are not only academically proficient but also socially and morally responsible [2, 380].

Service learning is an educational approach that combines classroom instruction with meaningful community service. This method emphasizes experiential learning where students apply academic skills to address real-world problems in their communities. It fosters a sense of civic responsibility and enhances learning experiences of students by engaging them in socially relevant projects. This hands-on technique not only reinforces academic content but also teaches students the value of contributing to society, understanding social issues and developing empathy and a social responsibility's sense [2, 390].

Experiential learning is an educational method that focuses on learning through experience. It emphasizes active participation and hands-on experiences, where students engage directly in activities related to subject matter. This technique allows learners to apply theoretical knowledge in practical settings, encouraging them to reflect on their experiences to gain more profound understanding. It's effective in developing critical thinking, problem-solving skills and a sense of responsibility, as students are actively involved in the learning process and outcomes [12, 10].

Classroom management refers to the strategies used by teachers to create a productive and respectful learning environment. Effective classroom management involves establishing clear rules and expectations, promoting positive behaviors, and dealing with disruptive behaviors in a constructive manner. It aims to foster a sense of students' responsibility by encouraging them to adhere to classroom norms, participate actively in their learning and respect others. Good classroom management is crucial for making learning easy and guaranteeing that all learners feel safe and supported in the classroom.

Curriculum design in the context of fostering responsibility suggests integrating themes of ethical behavior, social responsibility and personal accountability across various subjects. This approach ensures that concepts of responsibility are not isolated to specific lessons but are woven into the fabric of the educational experience [10, 45]. A well-designed curriculum can include discussions

on moral dilemmas in literature, ethical implications in science and historical examples of responsible actions, thereby encouraging students to think critically about responsibility in diverse contexts.

Role modeling by educators is a critical pedagogical strategy where teachers and school staff serve as exemplars of responsible behavior. Educators who demonstrate ethical conduct, reliability, empathy, and respect in their interactions and decision-making effectively model these values for their learners [12, 11]. This technique is based on understanding that students often emulate the behaviors of adults they admire. By consistently displaying responsible behavior, educators can implicitly teach students about the responsibility's importance in both personal and professional contexts.

Digital citizenship in education focuses on educating learners how to interact safely, responsibly and ethically in the digital world. It covers a wide range of topics including online safety, privacy, communication etiquette, digital footprint management and critical consumption of online information. The goal is to prepare students to navigate the complexities of the digital age with a sense of responsibility and ethical understanding, ensuring they become respectful and informed digital citizens [8, 415].

Collaborative learning is an educational strategy where learners work together in groups to solve problems, complete tasks or learn new conceptions. This strategy promotes effective participation, communication and teamwork. By working collaboratively, students find out how to take responsibility not only for own learning but also for contributing to the group's success [8, 420]. It encourages diverse perspectives, fosters mutual respect and enhances problem-solving skills through collective brainstorming and decision-making.

Inquiry-based learning is an educational strategy that encourages learners to learn by asking questions, investigating and exploring topics of interest. This method promotes curiosity, critical thinking and independent research skills. Learners take responsibility for their own learning by formulating questions, seeking out resources and drawing conclusions based on their findings. It shifts the focus from teacher-led instruction to student-driven discovery, fostering a more engaged and active learning environment.

Problem-based learning (PBL) is an educational approach where students learn by engaging in problem-solving. Students are presented with real-world problems and work in groups to find solutions. This method develops critical thinking, collaborative skills and self-directed learning. PBL encourages students to take initiative and responsibility for their learning, as they research, discuss and apply knowledge to solve complex issues [10, 50]. It gives an opportunity for learners to apply what they learn in a practical context, enhancing their understanding and retention of knowledge.

Reflective practices in education involve students captivated in activities that encourage them to think

about learning behaviors, experiences and attitudes. This can include journaling, self-assessment, and discussions where students reflect on what they've learned, how they've learned it, and how it applies to their lives. Such practices foster self-awareness, critical thinking, and personal responsibility, as learners are encouraged to contemplate their role in their educational journey and beyond. Reflective practices help students internalize lessons and understand the implications of their actions, bringing to more thoughtful and responsible behavior.

In the field of responsibility research, various methodological approaches are employed, such as: qualitative and quantitative methods, experimental designs, longitudinal studies, mixed methods.

Qualitative methods in responsibility research, such as in-depth interviews, focus groups and case studies are instrumental for gaining deep insights into how individuals perceive and experience responsibility. These methods allow researchers to explore the nuanced, personal and context-specific aspects of responsibility, providing a rich, detailed understanding that might not be captured through quantitative approaches. They are particularly useful for exploring attitudes, beliefs and motivations related to responsible behavior in various contexts.

Quantitative methods in responsibility research, such as surveys and statistical analyses are valuable for collecting data from large groups of people. These methods enable researchers to identify trends and patterns in responsible behavior across diverse populations. They are particularly useful for testing hypotheses, measuring variables related to responsibility and providing a broad overview of how responsibility is understood and practiced in different groups or societies. Quantitative data offers the advantage of generalizability and can often be statistically analyzed to draw more objective conclusions [14, 83].

Experimental designs in responsibility research are pivotal for examining cause-and-effect relationships. In these studies, researchers manipulate specific variables related to responsible behavior and observe the effects of these manipulations. This approach allows for a controlled examination of how certain factors influence responsibility, providing clearer insights into causal relationships. It's particularly effective in testing theoretical models and hypotheses about responsible behavior under different conditions.

Longitudinal studies in responsibility research are designed to track and analyze changes in responsible behavior over time. This method involves repeated observations of the same variables and subjects across different points in time, which can range from months to years. Longitudinal studies are particularly useful for understanding how responsibility develops and evolves in individuals or groups, revealing patterns and trends that may not be apparent in cross-sectional studies [14,

84]. They are crucial for examining the long-term effects of various factors on responsible behavior.

Mixed methods in responsibility research combine qualitative and quantitative approaches, offering a comprehensive study of the topic. This approach integrates the depth of qualitative data with the breadth of quantitative data, allowing for a more nuanced understanding. It is particularly useful in exploring complex research questions where both the statistical trends and deeper individual or contextual insights are important [3, 4]. Mixed methods research can provide a more complete picture of responsible behavior by validating qualitative findings with quantitative data and vice versa.

Each methodology has its strengths and limitations, influencing the depth, breadth and applicability of the research findings. This is particularly evident in the context of rapidly evolving digital landscapes, where the influence of technology adds complexity to the study of responsibility. The substantial impact of digital technology on responsibility perceptions and practices is multifaceted. It has drastically changed how we communicate, interact, and access information, significantly influencing our understanding and enactment of responsibility. Key areas affected include: online ethics, digital footprints, privacy, misinformation [16].

Online ethics in the context of digital responsibility encompasses the moral principles guiding behavior in digital spaces. It involves understanding and respecting the rights and dignity of others online, maintaining honesty and integrity in digital interactions and being mindful of the impact of one's actions in the virtual environment. This includes issues like cyberbullying, digital harassment, respecting intellectual property and engaging in civil discourse [16, 325]. A responsible attitude to these ethical challenges is crucial in today's digital age, where online interactions have significant real-world consequences.

Digital footprints refer to the trail of data that individuals leave behind when using digital technology. This includes social media activity, search histories, online purchases and any other form of digital interaction. Managing one's digital footprint responsibly is crucial, as it can have long-term effects on privacy, reputation and personal security. It involves being aware of what personal information is shared online, understanding privacy settings and recognizing the potential future implications of current online behaviors [16, 327]. Responsible management of digital footprints is essential in the digital age.

Privacy in the digital context refers to the right and ability to control one's personal information online. It encompasses understanding how personal data is collected, used and shared by digital platforms and taking steps to protect it. This includes being aware of privacy settings on social media and other online services, understanding the terms of service of digital platforms, and

being cautious about sharing sensitive information online [16, 328]. Responsible handling of privacy is increasingly important due to the pervasive nature of data collection and the risks associated with data breaches and identity theft.

Misinformation refers to the spread of false or inaccurate information, often unintentionally, in digital spaces. In the age of social media and instant communication, misinformation can spread rapidly, impacting public opinion, behaviors and decision-making. Responsibility in this context involves critically evaluating the credibility of information, verifying sources before sharing and being aware of biases in media. Combating misinformation necessitates the development of digital literacy skills that enable individuals to distinguish between reliable and unreliable information. It also needs an ethical commitment to avoid spreading information that is not verified or is false [16, 329].

This evolution in digital technology has introduced new challenges in managing personal and public information, necessitating the development of new educational strategies and a reevaluation of traditional concepts of responsibility to foster responsible digital behavior.

Conclusions. The study on responsibility within modern psychological and pedagogical contexts reveals it as a multi-dimensional construct shaped by various theoretical and methodological approaches. Developmental, social learning and moral development theories offer complementary perspectives on how responsibility develops and in what way it is expressed. Pedagogical strategies (from character education to digital citizenship) highlight the role of education in fostering responsible behavior. Methodologies ranging from qualitative to experimental designs provide diverse insights, while contemporary factors like digital technology significantly influence the responsibility's perception and practice. This comprehensive understanding underscores the importance of an integrated approach in studying and educating responsibility.

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“Розкажи – і я забуду, покажи – і я пізнаю, дай зробити самому – і я зрозумію”.

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