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**HISTORY OF THE CONCEPT OF RESPONSIBILYTY**

As a theoretical framework of our research accepted scientific works of scientists, which analyze in detail the concept of responsibility, its types and levels, the methodological approaches to the structure of responsibility are developed. The origin and development of the concept of "responsibility" are investigated in the article; key regulators of the phenomenon in philosophy, psychology and pedagogy are clarified; the chronology of content addition of responsible behavior in different sciences from ancient times to the present is showed; the causes of responsibility components are revealed, that reasoned of the specifics of each science.

The author showed that in modern philosophy the responsability is interpreted as a measure of responsibility of personality, team, group, based on social norms, has subject and object of responsibility.

In psychology, "responsibility" is a mental state of personality which is controlled by social norms, has the object and the subject of responsibility, the time period; can be external and internal; provides for the sanctions; characterized by voluntary, initiative, independence, understanding of raised requirements. Considering the understanding of responsibility in philosophy and psychology we will add that in pedagogy responsibility is an integral quality of the teacher personality, providing the execution of his teaching duties that are subordinated to the internal (conscience) and external (staff, management, parents, students) sanctions.

Theoretical study of the phenomenon of responsibility in terms of philosophy and psychology gave the possibility to expand the scientific approaches to requirements and characteristics of responsibility in pedagogy and provide an opportunity to clarify the requirements for the content and method of professional responsibility of future teachers.