

THE BREEDING OF INDEPENDENCE BY CHILDREN OF PRIMARY AGE

The purpose of the article is to isolate the problem of formation of independence as an educational task in the process of upbringing of a harmoniously developed personality, which is formed at the preschool age and is decisive in the process of formation of a harmonious personality, capable of evaluating one's own abilities, striving for self-development and self-realization. The article deals with the problem of formation of independence of preschool children as an educational task.

During the writing of the article, a paradigm method was used to reveal the educational potential of the educational foundations of the development of independence as a personality trait from the standpoint of pedagogical science; Synergetic method for argumentation of pedagogical ideas of teachers by means of nonlinear connections between theories and concepts of modern education.

The author analyzes the problem of research in psychological and pedagogical science, outlines issues that are posed in the development of a child of preschool age. The author stresses the need to develop a strategy for modern education, which should create a special development environment, methodological conditions for the formation of independence by children of preschool age in the process of a child's development. As a psychological precondition, the emotional component that contributes to the manifestations of the socially useful affairs of a preschool child enables it to master self-directed activities, develop communicative skills in cooperation with coevals.

The role of teachers in the creation of a specially organized developmental environment and the initiative of children in the game, free activities, in didactic classes are defined as a prerequisite for the formation of the independence of preschoolers.

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The content of educational work with children of preschool age should meet the basic requirements and conceptual principles of the Basic component of pre-school education of Ukraine (2012): "Mastering the content of preschool education during the whole period of preschool childhood, recognizing the value of each age step in personal development with their full realization of potential potential.

The problem of activating the independence of preschool children in the process of educational work is one of the urgent problems of pedagogical science and practice. In pedagogy, self-activity is one of the willed spheres of personality, the ability not to be influenced by various factors, to act on the basis of their views and motives. Independence - independence, freedom from external influences, coercion, from outside support, assistance.

To successfully form autonomy in the process of child development, it is necessary to support the manifestations of socially useful affairs of the preschooler, to enable the child to master self-directed activity, to develop communication skills of interaction with peers. Without experience of independent activity in the further process of self-improvement in the child, problems of uncertainty, passivity, indifference may arise. The basics of independence are formed at preschool age through a pedagogically appropriate organized development environment, the means of pedagogy are to promote children's initiative, to provide opportunities for practical use of their own experience, participation in socially useful activities, mental development, in creative affairs, etc. Educating independence is important in the formation of positive traits (responsibility, accuracy, commitment, commitment, ability to bring the case to completion, be useful to people, etc.), communication skills (communication, self-presentation, ability to express their own thoughts), developing an active social position as an individual (to have own beliefs, to be socially initiative, to develop a stable citizenship, etc.).