

PSYCHOLOGICAL AND PEDAGOGICAL CHARACTERISTICS OF STUDENTS IN THE PROCESS OF DEVELOPING INDEPENDENCE

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Annotation: *The article deals with the pedagogical and psychological aspects of the development of independence among schoolchildren through the performance of independent work. Based on the views of scientists, the psychological possibilities and effectiveness of the organization of independent work are consecrated.*

Keywords: *student, independent work, independence, formation, independent activity, educational activity, educational material, self-control, self-assessment.*

Independent activity is formed by various means, of which the most common is independent work. Many scientists, teachers, psychologists and methodologists define independent work as a specific pedagogical means of organizing and managing students' independent activities.

Independent work is one of the main ways to increase the activity of students in the classroom, a means of lasting assimilation and consolidation of educational material. At each stage of the lesson, the teacher will find it possible to use such tasks that contribute to the development of students' independence.

In connection with the development of the student under the influence of training, the level of requirements for him should increase: the volume of independent tasks changes, their nature, the pace of the student's work, and the degree of independence increases.

The problem of organizing independent work is closely related to the question of the ability of students to self-organize learning activities.

The main factors of successful educational activity at school are increasingly moving from the sphere of reproductive education to the sphere of mental states and active consciousness, which are not accessible to either direct or indirect external coercion. In accordance with this, the student's control over his own actions, his full awareness of the goals and consequences of his activity, should be of decisive importance in the learning process.

In independent work, the application of the acquired knowledge in practical activities is most fully carried out.

One of the most important tasks is to develop the ability of students to work independently. The main part of independent work should be focused on the lesson. It is here that students master the methods and techniques of working with a book, with teaching aids, in a lesson under the guidance

of a teacher, children get used to learning meaningfully, observing, listening, talking about what they see and hear, not only gain knowledge, but also apply them in various conditions. In other words, in the words of K. D. Ushinsky, “Teacher” should teach children the ability to learn” (4).

In independent work, a combination of knowledge and skill, the work of the mind and hands, absolutely necessary qualities in the formation of an active builder of a democratic society, is ensured.

The purpose of independent work is to acquire fundamental knowledge, professional skills and activities in the profile, experience in creative, research activities. Independent work of schoolchildren contributes to the development of independence, responsibility and organization, a creative approach to solving problems of the educational and professional level, contributes to the optimal assimilation of educational material by students, the development of their cognitive activity, readiness and need for self-development.

The tasks of independent work are:

- systematization and consolidation of the received theoretical knowledge and practical skills of students;
- deepening and expansion of theoretical knowledge;
- formation of skills to use literature, use the Internet;
- development of cognitive abilities and activity of students: creative initiative, independence, responsibility and organization;
- formation of independent thinking, abilities for self-development, self-improvement and self-realization.

Speaking about the level of complexity of independent work, let's draw the teacher's attention to the fact that it should not be too simple, below the level of development of the mental abilities of students. The gradual increase in the difficulty of independent work takes place mainly in three directions:

- by increasing the volume of tasks and the duration of independent work of students;
- by complicating the content of the task;
- by changing the methods of instruction and gradually reducing the amount of assistance from the teacher.

1. As already noted, when organizing independent work in the classroom at school, it is necessary to take into account its volume. The discrepancy between the volume of work and the allocated time is one of the shortcomings of its organization. An overestimation of the amount of work causes a state of anxiety in schoolchildren, haste in actions, and dissatisfaction with the quality of assignments. When planning the amount of independent work, it is necessary to take into account the pace of work of students. Therefore, in order to save time in the lesson and better organize the work, V.K. Buryak suggests that the teacher preliminarily complete the task for students to work independently [1]. Then the time spent by the teacher to complete one task must be multiplied by 3 - this is how many minutes students will need to complete the task. During the task, the teacher will be able to understand what elements can slow down or speed up the work of students.

2. In order to exercise control and assist students, they suggest that the teacher prepare cards with samples of completing tasks offered to the student, or write down a sample solution on the board. After completing the task, the student will be able to check it independently according to the model [1]. An analysis of advanced pedagogical experience allows us to state that rationally organized independent activity of schoolchildren contributes to their mastery of deep and solid knowledge, the development of cognitive abilities for long-term intellectual activity, and teaching students rational methods of independent work.

One of the directions of development of the modern school is the rejection of the disciplinary model of education and the transition to a personality-oriented model. Thus, the teacher will have to solve the problem of assisting each student in organizing his personal independent activities at school hours. And this assumes that the teacher will take the position of coordinator, instructor of children's activities.

"The child needs amateur activity in order to know himself, to test his strength, to develop his abilities," said V^AD. Ivanov [2]. Indeed, the essence of self-activity should be sought in the semantics of the words - "I do it myself, actually my activity." This means that self-activity is an activity on one's own initiative, and independence is an activity performed on one's own, without outside help, this implies self-expression of the individual, is a means of its self-realization. The most favorable period for the formation of a child's readiness for self-activity and the development of independence is the age of 6-9 years. This age contains great potential opportunities for full-fledged versatile development. And due to the psychological neoplasms inherent in it, the features of social development, this age is sensitive for the development of self-activity and independence. The effectiveness of the development of amateur performance and independence in children of this age is ensured by the personality-oriented interaction of teachers and parents based on an individual approach.

The purpose of the recommendations is to make the child understand from an early age that everything is achieved by work, that there are no easy ways. So that the student does not lose interest in learning, it is very important for the teacher to organize an individual approach: to learn to work independently, develop imagination, creative thinking, the ability to observe, analyze, compare, generalize, take the initiative, differentiate one's interests, use time rationally. How consciously, with desire, creatively children will work in the classroom, even in elementary school, depends on how they will continue to think, reason, think independently and creatively, and apply knowledge in practical activities.

As you know, in recent years there has been a fact of a rapid growth in the total amount of knowledge that mankind has. The very process of acquiring knowledge, active, creative, does not come down to simple study, assimilation of information coming from the teacher, but so that students develop the ability to independently acquire knowledge from the very initial stages of education.

Independence, first of all, comes down to resolving contradictions between the familiar and the unfamiliar. The most effective solution to this contradiction is in the form of independent activity of students. As psychologists have established, self-solving the problem has a number of advantages:

It teaches to think logically, scientifically, creatively.

It makes the educational material more conclusive and convincing for students, forms not just knowledge, but knowledge - beliefs, which serves as the basis for the formation of a scientific, dialectical-materialistic worldview.

It contributes to the formation of solid knowledge, since the material independently obtained by students is firmly preserved, and if it is forgotten, it is very easy to restore it by repeating the course of reasoning and argumentation.

Forms elementary skills of search, research activity. In general, the student's independent work is based on the correct organization of his classroom learning activities from the point of view of educational activity. In particular, this refers to the connection and transition from the external control of the teacher to the self-control of the student and from external evaluation to the formation of his self-esteem. The ego, in turn, involves the improvement of its control and evaluation by the teacher himself. Accordingly, a positive answer to the question of whether a student can develop the ability for genuine independent work depends on the joint actions of teachers and the student, on his awareness of the features of this work as a specific form of learning activity that makes special demands on its subject and provides him with intellectual satisfaction. An analysis of the types of schoolchildren's educational work shows that independent work is characterized by their own cognitive need, self-control, their own mode of work, freedom to choose the place and time of this work.

To develop the skills of independent work of a student, it is necessary to fulfill the following conditions, these primarily include:

- the content of training tasks should combine practical, intellectual and emotional-evaluative activities in an inseparable unity,

- methods of managing the activities of schoolchildren should be aimed at creating problem situations that require students to independently navigate the task and find the necessary actions to complete it

- the system of educational tasks should be built on the basis of the gradual advancement of schoolchildren from actions in cooperation with the teacher to completely independent ones;

- in the classroom it is necessary to maintain an atmosphere that allows to give personal meaning to the search actions of students and provide them with positive motivation.

The independent work of a student should be as a purposeful, internally motivated, structured set of actions performed, aimed at achieving results.

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