



SCIEMCEE
PUBLISHING LONDON

THE POTENTIAL OF MODERN SCIENCE

London 2019

Volume 3

**THE POTENTIAL
OF MODERN SCIENCE**

volume 3

London 2019

of

te
v,

of
al

of
of

of

of

nt

of

of
c.

of
al

es

The Potential of Modern Science

volume 3

Copyright © 2019 by Bielienska G., Belyanovskaya E., Boichenko B., Burya A., Chernyshova I., Danchuk O., Gaidukevych S., Grigoryeva V., Grinyak O., Harashchenko L., Karpovskyi V., Kobernitska A., Kolodiichuk L., Kondratets I., Konovalenko I., Koshova V., Kurach T., Maliarova V., Marchuk V., Molchanov L., Moshynska A., Mykhalevskiy D., Omelchenko A., Osadchuk A., Osadchuk I., Osadchuk V., Osypchuk S., Petkun S., Pidlisetska I., Polovina O., Polovko N., Postoi R., Prokopishyna O., Savchuk T., Semenova N., Solodovnikova Kh., Stadnik N., Storozhenko L., Sylenko N., Synchin I., Sytar V., Tomina A.-M., Uryvsky L.

ALL RIGHTS RESERVED

Editor: Babych Mykola Mykolayovich

Published by Sciemcee Publishing.

LP22772, 20-22 Wenlock Road

London, United Kingdom

N1 7GU

Sciemcee Publishing is part of SCIEMCEE.

It furthers the SCIEMCEE's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

No part of this publication may be reproduced in any manner without the express written consent of the publisher, except in the case of brief excerpts in critical reviews or articles. All inquiries be address to Sciemcee Publishing, LP22772, 20-22 Wenlock Road, London, N1 7GU or publishing@sciemcee.com.

First Edition: 2019

A catalogue record for this publication is available from British Library.

Sciemcee Publishing has no responsibility for the persistence or accuracy of URLs for external or third-party internet referred in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Every effort has been made in preparing this book to provide accurate and up-to-date information which is in accord with accepted standards and practice at the time of publication. Nevertheless, the authors, editors and publishers can make no warranties that the information contained herein is totally free from error. The authors, editors and publishers therefore disclaim all liability for direct or consequential damages resulting from the use of material contained in this book. Readers are strongly advised to pay careful attention to information provided by the book.

Sciemcee Publishing also publishes its books in a variety of electronic formats. Some content that appears in print may not be available in electronic books.

Sciemcee Publishing books may be purchased for educational, business, or sales promotional use.

For information, please e-mail the Sciemcee Publishing at publishing@sciemcee.com.

ISBN 978-1-9993071-3-4

Includes bibliographical references and index.



SCIEMCEE
PUBLISHING LONDON

Editorial Board of the Sections of the Collective Monograph:

Datsenko L.M. – Professor, Dr. of Geographic Sciences, Head of Department of geodesy and mapping, Taras Shevchenko National University of Kyiv, Ukraine.

Hrabovska O.O. – Associate Professor, PhD of Juridical Sciences, Associate Professor of Department of Justice, Taras Shevchenko National University of Kyiv, Ukraine.

Koval L.V. – Professor, Dr. of Pedagogical Sciences, Dean of Department of psychologist and psychological education and arts, Berdiansk State Pedagogical University, Ukraine.

Shakhraili V.M. – Associate Professor, Dr. of Pedagogical Sciences, Head of Laboratory of Upbringing in family and group home, Institute of Upbringing Issues of National Academy of Pedagogical Sciences of Ukraine, Ukraine.

Bielienka H.B. – Professor, Dr. of Pedagogical Sciences, Head of Department of Preschool education, Borys Grinchenko Kyiv University, Ukraine.

Nikiforova L.Ye. – Professor, Dr. of Technical Sciences, National university of bioresources and natural use of Ukraine, Ukraine.

Shyian P.L. – Professor, Dr. of Technical Sciences, Deputy Head in Scientific, Patent and Licensing Affairs, National University of Food Technology, Ukraine.

Osadchuk O.V. – Professor, Dr. of Technical Sciences, Head of Department of radiotechnics, Vinnytsia National Technical University, Ukraine.

Kucheruk V.Yu. – Professor, Dr. of Technical Sciences, Professor of Department of metrology and industrial automatics, Vinnitsa National Technical University, Ukraine.

Kovalchuk I.I. – Senior Research Worker, Dr. of Veterinary Sciences, Head of Laboratory of ecological physiology and production's quality, Institute of Animal Biology of National Academy of Agrarian Sciences, Ukraine.

Zhuk S.Y. – Professor, Dr. of Technical Sciences, Head of Radio Engineering Devices and Systems Department, Igor Sikorsky Kyiv Polytechnic Institute, Ukraine.

CONTENTS

INTRODUCTION	8
GEOGRAPHICAL SCIENCES	
Kurach T., Pidlisetska I.	
VISUALIZATION OF GEODATA.....	15
Conclusion.....	24
Bibliographical references.....	25
LEGAL SCIENCES	
Maliarova V., Savchuk T.	
PREVENTION OF CORRUPTION-RELATED OFFENCES: POSSIBILITIES AND REALITIES.....	26
Conclusion.....	33
Bibliographical references.....	33
Prokopishyna O., Sylenko N.	
LEGAL AND REGULATORY FRAMEWORK FOR ACCOUNTING OF INTELLECTUAL PROPERTY.....	35
Conclusion.....	48
Bibliographical references.....	49
Solodovnikova Kh.	
INTERNATIONAL STANDARDS IN the RIGHT TO LIFE AND UKRAINE: PROBLEMS AND PROSPECTS.....	50
Conclusion.....	57
Bibliographical references.....	58
PEDAGOGICAL SCIENCES	
Bielienska G., Kondratets I.	
THE FORMATION AND DEVELOPMENT OF A CHILD'S SKILLS TO BE FREE IN THE CONDITIONS OF KINDERGARTEN.....	61
Conclusion.....	68
Bibliographical references.....	69
Grigoryeva V., Omelchenko A.	
METHODOLOGICAL PRINCIPLES OF POLY-ARTISTIC EDUCATION OF A PERSON IN THE INTEGRATED EDUCATION SYSTEM.....	70
Conclusion.....	78
Bibliographical references.....	79

Marchuk V., Stadnik N.	
VALUE ORIENTATIONS AND THEIR PRACTICAL IMPLEMENTATION IN VARIOUS SPHERES OF THE HUMAN LIFE	80
Conclusion.....	91
Bibliographical references.....	92

Polovina O., Harashchenko L.	
ECO-EDUCATION OF CHILDREN OF PRE-SCHOOL AGE: HEALTH-SECURITY APPROACH.....	93
Conclusion.....	103
Bibliographical references.....	104

PHARMACEUTICAL SCIENCES

Konovalenko I., Polovko N.	
MARKETING RESEARCH OF THE PHARMACEUTICAL MARKET OF MEDICINAL PRODUCTS FOR CORRECTION OF MENOPAUSE DISORDERS.....	106
Conclusion.....	116
Bibliographical references.....	117

PHILOLOGICAL SCIENCES

Chernyshova I.	
NEGATIVE EVALUATION OF "ALIEN" SPACE IN THE ENGLISH BIBLE TEXT.....	119
Conclusion.....	127
Bibliographical references.....	127

Grinyak O.	
IMPLICATIVE SPACE EXPLORATION ON THE TEXT LEVEL OF THE AMERICAN VERSE OF THE XX CENTURY.....	131
Conclusion.....	141
Bibliographical references.....	142

SOCIAL COMMUNICATION AND CULTUROLOGY

Storozhenko L., Petkun S.	
THE SYSTEM OF DISTANCE LEARNING AS A FORM OF MODERN EDUCATIONAL COMMUNICATION IN HIGH SCHOOL: DIDACTIC PRINCIPLES, FEATURES OF USE, ADVANTAGES (a case study of training students majoring in «Information, librarianship and archiving»).....	144
Conclusion.....	154
Bibliographical references.....	155

Bielienska Gahna

Doctor of Pedagogy, Professor, Boris Grinchenko Kiev University, Ukraine

Kondratets I.

PHD in Education, Boris Grinchenko Kiev University, Ukraine

THE FORMATION AND DEVELOPMENT OF A CHILD'S SKILLS TO BE FREE IN THE CONDITIONS OF KINDERGARTEN

Introduction. The institution of preschool education, or simply, kindergarten is a state, communal or private institution for children, mostly from two to six (seven) years, in which teachers are engaged in their training and education. The stay of children in kindergarten varies from four to ten hours, depending on the mode of operation of the institution. The organization of life activities of preschool children in kindergarten is governed by a clear schedule of the day which provides for various activities. This contributes to the development of moral and volitional qualities of the child, discipline, organization. However, in modern society, more and more attention is paid to the formation of such personal qualities as creativity, the ability for critical thinking, creative orientation. These qualities cannot form and develop under conditions of strict regulation of all types of activities. Freedom is a prerequisite for the development of a healthy, socially active and creative person, the axiom of self-realization. For the first time, a conversation about freedom in a person's life does not arise in his adolescence, as it is often thought, but much earlier - at the age of two and a half to three years, when the child announces to the parent that he will now do everything himself.

Therefore, teachers of modern preschool education institutions have to find ways to eliminate this contradiction, manipulating between the requirements of educational programs, the demands of parents, the needs and desires of the children themselves.

An analysis of recent research and publications suggests that increasing attention is being paid to the quality of modern childhood. The authors raise questions regarding the organization of the life of a modern preschooler (A. Belenkaya, N. Gavrish, E. Krutii), its successful socialization (O. Bayer, S. Ladyvir, V. Romenkova), the development of independence as a prerequisite and condition for acceptable independence (Iu. Lutsik), gaming freedom (V. Agiliar-Tukler, E. Staennaia), dependence on electronic gadgets (O. Petrunko, S. Semchuk, L. Chuprii), intellectual overloads (N. Veraksa, N. Denisenkova, Nensi and Tom Birakri).

The preschool period of a person's life differs significantly from all subsequent ones, not only by the dynamism of development and significant influence on the formation of personality, but also by relative freedom: the activity in which the child is engaged is mainly chosen according to his wishes, it is emotionally saturated, gives room for imagination and creativity. Recently, with changes in the family structure, the environment of the child, the requirements of the primary school and the parents of

preschool children to the quality of knowledge at the first stage of the education system, the child's freedom began to narrow.

Restrictions on the freedom of children of preschool age are due to objective changes in society. The beginning of the third millennium is characterized by such features as: transformation of the space and living conditions of people, informational saturation of all spheres of life, changing worldviews, revising the value system, accelerating the rhythm of life, worsening criminality, changing direct communication of people by distance and virtual, sedentary lifestyle and deteriorating health of children and adults of society.

With the change in the social space of childhood, the children change accordingly. The paradox of the XXI century is that the conditions for the development of children do not meet the needs of society for the younger generation. Excessive regulation of the life of a modern child, over-care by adults, early dependence on gadgets, lack of free time and communication do not contribute to the formation of such important personal qualities as self-reliance, initiative, self-confidence.

At the beginning of the twentieth century, M. Montessori voiced the idea that "... the more freely a child develops, the faster and more perfect he reaches full development ..." [7, p. 8]. At the beginning of the 21st century, teachers thought more actively that at the initial stages of socialization, it is society, through social institutions (kindergarten, school), should create external and internal prerequisites for a painless adaptation of the personality, the formation of a personal culture of freedom through the educational system and content of educational programs that cultivate the elements of its formation [2, p. 39].

The formation of a culture of personal choice as one of the ways of applying / realizing freedom is presented in the studies of Iu. Gabermas, O. Koshelivskaia, M. Kul'taeva, Dzh. Gatto and a number of other authors. The following relevant aspects are defined in the concepts of this problem: individual position / principles and internal need / motivation, personal vision of freedom and awareness of choice, the impact of a networked society on a person and ideas of rational choice, reflection / self-analysis and the formation of a freedom culture in a child [2, p. 40].

According to psychologists [1, 6, 9], at the stage of in communicating with peers preschool childhood an active need of a child is formed. If in the period of early childhood the peer was perceived as an object of the surrounding reality, now the child treats him as an equal subject with whom it is interesting to play or to engage in other activities. In the game the child realizes his freedom of action, focusing on the desire, the possibilities of the environment, personal experience. When another child enters his gaming reality, he tries to defend his rights to toys ("Give it, this is mine!"), space (pushing away another), game plan ("Not so!"). Thus there is a violation of the freedom of another person.

Teaching children to act together without violating each other's freedom, but only by complementing and coordinating their desires and needs, can and should an adult. These questions are raised in their works by T. Pirozhenko, S. Ladyvir, O. Bayer, V.

Romenkova. The authors, on the basis of autonomous research, including comparative studies [10], come to the conclusion that the determining factors of successful socialization of a child in society, that characterized by personality confidence and morality, are the goals of education and values determined by the culture of society, influence of adults on the activities of children [3, 4, 6, 10].

In particular, in the works of S. Ladyvir [6] it is emphasized that even within the family, the same values acquire certain personal-semantic shades. In the peer group, under the conditions of collective upbringing in kindergarten, it is quite difficult for the educator to form the initial value system in the children. For this, it is necessary to take into account the individual characteristics of each child, the specifics of upbringing in the family, and the gained experience. The teacher should teach them to correctly distinguish and evaluate good and evil, right and wrong, useful and harmful. Understanding the meaning of these abstract categories, learning how to evaluate the actions of people, and understanding children's actions based on a discussion of the actions of literary characters, actions of specific people, and game situations can help the child understand the causes.

Ways to acquaint children with moral values may be different. Teachers identify the most effective among them: listening and discussing fairy tales read, discussing and modeling real life situations in dramatizations, examining painting samples and creating your own works, etc. It is at these moments that the child actively learns moral standards and expresses his attitude to the actions of the heroes, thereby acquiring a certain moral experience. It is the moral experience that determines the socially competent behavior of the child.

Features of the formation of free socially competent behavior of a child of senior preschool age are characterized by O. Bayer [1]. The main directions of social development of the child, in her opinion, should ensure the assimilation of the rules of interpersonal communication and interaction with the objects of the surrounding world. The rules have a positive effect on children's relationships. Zhan Piazhe once spoke of this, on the basis of the proposition that morality is a system of rules, the assimilation of which constitutes morality. "Practical norms and rules of behavior developed by people in the process of their material and spiritual activity are reflected and fixed in the formation of moral ideas". [8, p. 28].

Based on these postulates O. Bayer highlights such conditions of successful social development of a child as adult mediation, equal partnership with peers, enriched educational space, saturated with activities and interaction with peers and adults on terms of cooperation. Bayer also stresses the need to adhere to the principle of systematic work in this direction [1].

Based on the characteristics of preschool age scientists believe [5, 6, 9] it is necessary to take into account the significance of the emotions and emotional attitude of the child to the world in the context of the mastered values. The most natural way of forming the value sphere is the direct introduction of a child into new life

circumstances for him, in which these values naturally turn out to be not just close and necessary, but also, if possible, pleasant.

Thus, we can single out the most significant pedagogical conditions for the formation of the ability of children to be free in a regulated preschool educational process: the presence of a developing game object environment, the acquisition of a system of knowledge about the norms and rules of interaction with the outside world, the interaction of teachers and parents in the context of targeted formation of basic values in child.

The purpose of the article: the presentation of data from the study of the effectiveness of pedagogical conditions for the formation of a child's ability to be free in kindergarten.

Research results. In order to study the conditions for ensuring the freedom of the child in various activities, a case research was organized by students and teachers of the Boris Grinchenko Kiev University Pedagogical Institute. It involved several stages.

Preparatory:

1. Acquaintance with the realities of the free will of the child in kindergarten:
 - interviews with pupils of preschool institutions "How would you like to see A kindergarten?";
 - questionnaire of teachers of preschool institutions and parents; "Creating conditions for the freedom of child's choice".
2. Monitoring by the organization of different types of activities of children in kindergarten and the possibilities to realize their freedom of choice.

Creative-active:

1. Preparation of didactic and literary material that illustrates situations of choice.
2. Formation, on the basis of acquired knowledge and empirical experience, the initial system of children's moral values.
3. The use of games that encourage children to choose, take responsibility, argue their choice.
4. Modeling pedagogical situations in which the freedom of choice is ensured by the child.

Reflexively-generalizing:

1. Assessment of the level of development of children in terms of activity, readiness and willingness to take responsibility, to form their own thought, position, deed.
2. Reflection of impressions and emotions of children (adults) after the gained experience.
3. Assessment and analysis of the effectiveness of the implementation of pedagogical conditions, methods and techniques of direct and indirect influence on children.

4. Analysis of research results.

The study involved 220 children of preschool age, pupils of kindergartens, 214 parents, 68 kindergarten teachers in Kiev, Brovary, Novohrad-Volynskyi.

Of the 220 children to the question "How would you like to see a kindergarten?" the overwhelming majority answered the following: a huge, bright, filled with beautiful toys and interesting games.

To the question "What would you add to your group room and playground on the street?" we received different answers: Lego, toy robots, many musical instruments, a theatrical scene; trampoline, sports hall for each group, hammocks, swings, etc. Some answers came as a complete surprise: for example, "build an underground tunnel home", "make a glass roof to look at the stars".

Among the things that pupils "wanted to remove from kindergarten" were suddenly the doors. The children explained: they would like more free space and open doorways, in which could be seen immediately when the parents arrive. Traditional flower pots on window sills also interfere with children, because they interfere with the approach to the window and close the view.

"What would you like to do more often? And can you do it freely? ", - the last question from an interview with children showed some differences between the answers of pupils from the younger and older groups. The first dreamed of painting with paints on wallpaper, walls, easels. Disassemble and assemble furniture. To experiment with adults, to cook food, using electrical appliances. While the latter, the elders, were not particularly distinguished by a wide repertoire of claims. It was enough for them what the educators offer: designers, coloring books, board games, materials for plot-role-playing games. This, in our opinion, indicates that older children of preschool age have ceased to strive to change the environment to fit their desires and interests, but, on the contrary, have fit in, adapted and accepted it.

To determine the level of influence of adults on the development of children's independence and ensuring freedom of choice, we conducted a survey of educators and parents. First, we asked to define the concept of "freedom of choice". Teachers, first of all, noted: spontaneity, foresight, lack of pressure from adults, upholding their own point of view, the right to an independent, deliberate decision. Parents believe that freedom of choice is the readiness of an adult not to restrict a child in making judgments; give the child the opportunity to sort out his disputes with his peers and solve "his problems", choose the games that he wants to play, the clothes he wants to wear, and make decisions on his own.

The next question was about retrospective reflection, namely, adults were asked to assess from today's position how many percent their parents gave them freedom: in what situations; what feelings were experienced? In the group of teachers, the parameters ranged from 30 to 100%, and in the group of parents from 60 to 100%. This testified to the greater freedom of childhood of the parents, which consisted only in the choice of toys, clothes, dishes, but evoked a feeling of gratitude.

In the answers to the question "When and how often is it advisable to give freedom to choose to a child?" the respondents were unanimous: when it does not harm his health, when adults (parents) are nearby; when the child is well aware of what is possible and what is not.

To the question "What exactly are adults ready to ensure free choice for pupils?" we received the following answers from teachers: in the choice of independent pastime, play and visual activity, logical and mathematical knowledge of the surrounding world. Parents are ready to give freedom to their own child in his desires, if they are available and do not, in their opinion, contradict the interests of the child; in everything, but to guide the child (to correct and imperceptibly control).

Answers to the question "Formation of what qualities and character traits will help to ensure children freedom of choice?" among teachers and parents were about the same: raising a healthy, socially active creative person who has respect for their choice and responsibility for their actions; personality, ready to defend their own point of view; bold, confident, attentive, clever; self-standing and independent.

The last question of the questionnaire was formulated in the form of a task: "Continue the sentence: "If the child is given freedom of choice in everyday life, then ... ". The answers showed: teachers believe that the child will be an independent full-fledged person, independent from anyone, self-confident, responsible for his words and deeds, fully adapted to life. According to the majority of parents, he will not be notorious and fettered in adulthood, he will grow up good, will have his point of view, will be able to be independent in later life, will thank you in the future.

As we see, adults understand that freedom of choice for a child is important for its development and are ready to create certain conditions for this, albeit very limited. Children see their freedom and independence in a slightly different quality, and this is primarily due to emotional comfort and sensory experiences.

As part of the experiment, we observed the organization of various types of activities and the ability of children to exercise freedom of choice, namely, in communication with adults and peers, in independent games, artistic activities, in the learning process and labor activities.

It should be noted that freedom of choice for children was mainly limited, dosed. For example, during studies in the visual arts, educators rarely created the conditions for children to show independence of judgment, initiative, individual vision, and make a choice of artistic means. Instead, standard samples were used, which did not leave the child room for imagination, fantasy and imaging, making children passive and dependent on the taste and will of an adult.

In everyday situations and games there was practically no training of children in skills without systematic external control, without help and encouragement from an adult, independently and rationally organizing their activities in order to achieve their goals, to exercise self-control and self-assessment. Very often, teachers did for the children what the latter themselves could have done.

It follows from the above that adults are not yet ready to give freedom to the child to the extent that it provides the opportunity for the formation of independence, self-organization and self-sufficiency of assessment.

In order to change the existing practice of dominating the will of an adult in organizing various types of children's activities, as well as ensuring the formation of independent thought forms and positions, firstly didactic and literary material was collected that illustrated the situations of choice. Then, games were developed and used in interaction with children, encouraging them to choose, take responsibility, and argue their choice. Thus, the knowledge gained from interaction with an adult was consolidated in independent activities.

The most popular methods for establishing a positive relationship with the teacher, and as a result positively emotionally perceived information, were: "Greeting" (children were offered drawings, symbolic signs, etc. with different types of greetings with adults and with each other shake hands, touch noses (elbows, knees), hug, wave, kiss); "Think up your own way" (game exercise with elements of TRIZ (theory of the resolution of invention-related tasks); "Create a masterpiece" (use of non-traditional techniques in the arts class).

During the experiment, individual and group counseling was conducted for teachers and parents: "How to develop independence in a preschool child?", "How does a child's independence manifest?", "How to create conditions for the child's self-organization?", "How to gradually educate readiness in a child to make a choice and be responsible for it?", "The values of the family are the values of the child".

As a result of working with parents recommendations were developed in the form of a decalogue (Greek "ten statements") - the ten commandments.

Decalogue "Yes"

1. Provide the child with the right choice (toys, equipment, type of activity, emotions, etc.).
2. Encourage your child to take initiative and creativity.
3. Support in your child the desire for independence, let him take the responsibility.
4. Consider the physiological and psychological characteristics of the child, his interests and desires.
5. Form the child's ability to defend. The ability to defend in the dispute own opinion.
6. Encourage your child to solve problems without the help of other people.
7. To teach children to define the goal of the activity, to carry out elementary planning, to realize the conceived and get the result, adequate to the goal.
8. Model search situations with a probable result prediction or a decision by the child.
9. Create situations where self-reliance and adulthood are prestigious and become attractive.
10. Be patient and give the child as much time to solve the problem as he needs.

Decalogue "No"

1. Ignoring the emotions and feelings of the child.
2. Neglect of the child's desires to act independently.
3. Emphasizing and demonstrating the child's complete dependence on an adult.
4. Speculation by numerous "no", bans.
5. Criticism and conviction of a child for mistakes.
6. The manifestation of inattention to children's interests, needs, creative ideas.
7. Overprotection (the decision just for the child).
- 8.

The randomness of education (unjustified combination of strict orders with permissiveness). 9. Lack of trust to the child. 10. Inability to motivate, encourage and praise a child.

The generalization of the research results gave grounds to identify the main pedagogical conditions necessary to ensure the freedom of choice of the child:

1) the organization of the relevant subject-game environment and developmental space;

2) support and positive assessment of the activities, initiatives, efforts that the child has made to achieve the desired result;

3) a clear definition of the boundaries of what is permitted, the children's understanding of where freedom begins and ends.

In general, assessing the results of the study, we note the increased level of activity of children, their readiness and willingness to take responsibility, to form their own thought, position. The systematic inclusion of children "in independence" in various activities led to the formation of self-organizing skills, the development of intellectual, volitional and emotional areas of the child's personality. We emphasize that the children, who were given the opportunity to show independence and freedom of choice, liked this very much and they sought to continue to experience feelings of pleasure, mixed with pride and self-confidence.

The study made it possible to determine the vectors of the subsequent work on the formation and development of the child's ability to be free: the trust of adults in children's position and choice; creating situations in which the child exerts his or her will and takes responsibility for it; conducting reflexive circles in which the analysis and evaluation of what was done and felt by children and the teacher would be carried out.

CONCLUSION

In order to promptly and correctly cultivate in a child the ability to be free in the conditions of a reality regulated by society, appropriate conditions are necessary: adequate for the age of children, subject-play environment that stimulates action; support and positive evaluation of the child's activities by adults; a clear definition of the boundaries of what is permitted and the formation of value orientations of behavior.

A child of preschool age can be called free to choose if his behavior is characterized by a complex of such basic indicators: independence, initiative and activity; dedication and responsibility, willingness to rely on their own strength and answer (to defend if necessary) for their words and deeds; elementary criticality and self-criticism; optimism and confidence. It is obvious that an indicator of freedom of choice for a child is not just independent actions as such, but only meaningful and socially accepted. Therefore, it is very important to simultaneously form the moral and ethical sphere of the child's personality, an element of which will be the culture of desires and aspirations.

BIBLIOGRAPHICAL REFERENCES

1. Bayer O. Features of the formation of social confidence of the child / O. Bayer // Practical psychologist. Kindergarten. - 2013. - №4. - P. 45-47.
2. Bezena I. M. Development of the culture of freedom of the child in the educational environment of primary school: current trends and the philosophy of the problem / "Formation of value-content sphere of preschool and junior school age children": materials of the regional scientific and practical conference March 28, 2018 - Dnipro. - 531 pp.
3. Bekh I. D. Personality in the space of spiritual development: scientific manual / I. D. Bekh. - K.: Academic Edition, 2012. - 256 pp.
4. Bieliienka H. The area of freedom of a modern preschool child through the prism of the challenges of the society // Actual problems of pedagogical education: European and national dimension: Materials of the II International Scientific and Practical Conference (May 16-17, 2017) - Lesya Ukrainka Eastern European National University. - Lutsk, 2017. - P. 21-25.
5. Train the basic qualities of the person of the senior preschool child in the conditions of the kindergarten: methodical manual / H. Bieliienka, N. Havrysh, S. Vasyliieva, V. Marshytska, S. Nechai, H. Orlova, O. Ostrianska, O. Poliakova, V. Ragoza, O. Reipolska, N. Shkliar; edit by N. Havrysh. - Kh.: Madrid, 2015. - 220 p.
6. Ladyvir S. O. The field of valuable orientations of senior preschoolers / S. Ladyvir // Educator-Methodist. - 2015 - №8. - P. 11-15.
7. Montessori M. Self-raising and self-education in elementary school. - K., 1995. - 108 p.
8. Piazhe Zh. Selected psychological works / Zhan Piazhe. - Moscow: International Academy of Education, 1994. - 680 p.
9. Pirozhenko T. O. Socially significant values in the life of the future student: methodical recommendations / T. O. Pirozhenko, L. I. Solovyova, O. Yu. Khartman; ed. by T. O. Pirozhenko. - Kyiv: Publishing House "Word", 2017. - 32 p.
10. Romenkova V. Model of child's socialization in different cultures / V. Romenkova // Actual Problems of Psychology. Collection of scientific works of the G. S. Kostiuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine. Book IV. Edition 11. - P. 185-191.