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**EXTRACURRICULAR EDUCATION IN THE VECTORS OF MODERN
DEVELOPMENT IN UKRAINE**

Today, the system of the national extracurricular education is based on the historically determined tradition created by the representatives of various Ukrainian communities and the experience of the many generations of educators, as well as on social and family values, ideas, attitudes, beliefs, and ideals. It is implemented by extracurricular educational establishments, children and youth organizations, local clubs, and different organizations and institutions during children's leisure time.

Exactly these psychological and social pedagogical features of extracurricular educational environment create the conditions for the development of the creative potential of children, their abilities and talents in the scientific, technical, artistic, ecological and biological, sports, technical, tourism and regional studies, rehabilitative, military and patriotic, social educational, natural sciences, and other educational activities. Today, 1.493 state and municipal extracurricular educational institutions operate under the aegis of the Ministry of Education, Youth and Sports of Ukraine, 658 youth sports schools among them. More than 1.242 thousand children attend these establishments, which is 35% of all school-aged children. Most popular among them are artistic clubs, groups, and other creative children and youth associations, which serve 33.740 children; 15.960 children participate in science and technology associations, whereas 8.475 are members of environmental and naturalistic extracurricular groups and 6.932 – of those focused on tourism and regional studies. The distinctive features of the modern extracurricular education is the free choice of the field of study for each child (the trajectory and the form of children's own educational, research, experimental, and practical work), course of

study, desired level of achievement and the time needed to reach it, which satisfies various interests, inclinations, and needs of the child [1].

Therefore, teaching/learning is not the only priority of this unique pedagogical area (though it is undoubtedly one of its important goals); equally important here are overall personality development, primarily as a citizen, as well as the development of child's talents, creativity, spirituality, skills of socially relevant, morally encompassed, and responsible community work.

In this context, the main generalizing vector of the modern development of extracurricular education is the introduction to it of the recent achievements of the overall national educational system reform, which is implemented as part of the renewal of the European and global humanistic educational paradigms and is associated with the recognition of the importance of knowledge as the driving force of the social progress and well-being [2].

These changes relate to, in the first place, the modernization of the existing educational paradigms across each of the tiers of the national system of education, the creation of new educational models, and the revision of the content, didactic principles, forms and methods of education. The acquisition by young people of knowledge, intellectual and practical skills, their subsequent transformation into the experience of coming to know the world, as well as the search by children of their own place in it requires the validation, development, and implementation of the contemporary theoretical foundations of education. Furthermore, it is particularly important to determine the nature of these foundations as important constructs of educative interactions with the child precisely during the time he/she spends out of school, particularly in extracurricular educational establishments. The content of education in these institutions is based primarily on the personal interests and needs of the child, hence the educational process involves personality-oriented approach to its construction following the principles of multiculturalism, integration, unity of education and personality development, humanism, democracy, while maintaining its scientific and systematic nature. The key element in these processes is the formation of scientific world outlook, civic stance on environmental issues, and the ability to

actively put the acquired knowledge into practice. That is why it is important to actualize and study the philosophical and culturological, social, psychological and pedagogical aspects of the theory of cognition as the methodological basis for extracurricular education [3, 4].

In this context, the components of this vector are:

- validation and implementation of new approaches: (a) *personality-oriented approach* – aimed at the introduction of *situations of success* into teaching process in extracurricular education institutions; (b) *approach stimulating activity of the personality* – targeted to attract children and youth to the participation in practical socially relevant activities; (c) *approach emphasizing the significance of personality's values and motivation*, which, in this context, is focused on the formation of child's moral values and positive motives to comply with socially acceptable behavior and activity; and (d) *approach promoting social adaptation*, which provides conditions for the efficient adaptation of the child to a variety of social challenges. In our opinion, this integrated approach should ensure the intellectual, spiritual, and physical development of children, development of skills and abilities of self-education and self-determination, as well as the fulfillment of the individual potential and creativity;

- introduction into extracurricular educational establishments of the innovative model of the holistic curricular and extracurricular educational framework built on the basis of humanistic (culturological) paradigm, *where the child with his/her needs, motives, desires, interests, beliefs, ideas and ideals, identity is defined as the center of the system*; this framework should be organized systematically, be focused on the self-actualization and self-determination of the child, his/her creative and socially active learning, social and practical activity as the highest values;

- development and implementation into practice of multilevel and multidisciplinary content of extracurricular education in these main areas: physical sciences and engineering/technology, arts and aesthetics, ecology and natural sciences, physical culture and sports, physical therapy and rehabilitation, military and patriotic studies, etc.;

- development and implementation into practice of modern didactic and methodological foundations of the improvement of the content of education at all educational levels with the relevant scientific and methodological support; and
- development and implementation into practice of the theoretical and methodological foundations of the social adaptation and formation of the personality in extracurricular educational institutions by enhancing his/her creativity and spiritual growth.

In order to determine the next important vector of the further development of extracurricular education, it is necessary to take into account the current trends and priorities of the European education, which, in turn, should help young generation to acquire knowledge about the common European cultural heritage and to form practical skills and relevant competencies to live in the European Union. Important in this regard is the accumulation of political and legal, as well as social and economic knowledge, the formation in children of democratic culture, ability to communicate and defend their rights.

In this context, the components of this vector are:

- introduction into the revised content of education of the national and European social and cultural, as well as knowledge components taking into consideration the trends of the development of the European and global educational environment. To ensure the practical implementation of the strategic course of advancing the extracurricular education in Ukraine toward the European integration, it is necessary to boost educational initiatives directed, in the first place, to the interaction of secondary schools, extracurricular establishments, universities, families, and the community in resolving topical issues of extracurricular education, initiating educational projects and state programs aimed at developing the system of extracurricular education, developing and implementing the integrated educational content of the course intended for all ages “European Studies”, which should prepare younger generation for quality life in Europe [5, 6, 7].

- integration of European issues into the content of scientific and methodological support of extracurricular education, which, in turn, should ensure the

formation of personal and social systematic knowledge, a set of vitally important skills for an *active life in the modern European Community*, where a sense of European culture is now cultivated, as well as the rapprochement and the establishment of a common European home as a unified historical and social, economic, cultural, and ecological systems. Therefore, one of the important tasks of the national extracurricular education is the formation of a clear understanding of the common European identity in the minds of the younger generation, development of a sense of responsibility for our common future and a sense of European citizenship;

- formation of the *active self-determination* of the growing personality, its ability to choose its own trajectory of development and achievement of citizenship by means of assimilating the main ideas and values of the European society as a necessary element of European integration; introduction of teachers to the techniques of the development of value orientations and skills necessary for life in today's European community; and the widespread introduction of new interactive forms and methods of teaching/learning, advanced information and communication technology; and

- formation in the growing personality of *active life stance* as a citizen of Ukraine combined with the understanding of the European identity, by means of: encouraging the participation of extracurricular educational institutions in the international education programs of the European Union and the Council of Europe; organizing extracurricular educational work so as to create an atmosphere conducive to the development of active citizenship, raising the awareness of students' personal association with European values and European citizenship through participation in national and international educational programs, school clubs, children and youth community-based organizations; developing a series of game simulation projects aimed to ensure the formation in youth of their own point of view on the prospects of Ukraine's European integration; designing projects that encourage extracurricular student governance and bring in students to participate in the resolution of real life relevant to students problems, thus acquiring skills of democratic debate and action within the legal framework of the modern state.

The third leading vector of the development of extracurricular education is the development and adherence to the normative legal, social economic, and material and technical foundations of the proper functioning and, what is most important, further transformation of this unique educational field. The components of this vector are:

- increasing responsibility of local authorities as to maintaining and expanding the network of clubs, classes, etc. of engineering/technology, arts and aesthetics, ecology and natural sciences, physical culture and sports focus organized by extracurricular educational establishments; protection of these establishments' property rights and the status as institutions of extracurricular education;
- updating and standardizing the types of extracurricular educational establishments and including them along with other educational institutions in the National programs “Computerization of Educational Institutions” and “School Bus”;
- introducing innovative educational techniques and effective instruments of managing the extracurricular educational establishment as a state institution that is called to deal with the following important social policy issues: developing the morally-encompassed, cultured, spiritually aligned, and physically fit personality capable of creative self-realization in the society, ensuring professional self-determination and pre-professional training, and preventing negative behavior patterns in children and youth;
- financially supporting the publishing in sufficient quantity and range of educational and scientific literature and periodicals that have already been prepared, but remained unpublished due to lack of state financial support; and
- developing the State program of the professional training of teachers for extracurricular educational institutions, creation of appropriate conditions for young professionals-employees of extracurricular educational establishments (state support of the loans for youth, special housing arrangements, subsidies for young teachers of extracurricular educational institutions stipulated in the Law of Ukraine “On Extracurricular Education” with regard to the payment of various utility bills, etc.).

The achievement of the objectives set above for each of the vectors of extracurricular education development is to be ensured by:

- taking into account the unique features of teaching/learning in extracurricular educational establishments: children are willing to use their free from school time to more fully develop their potential. It is important to note that “willingness” in this context excludes any form or even the slightest attempt to force the child in this or that direction, as it is based exclusively on their own interests and desires, as well as those of their parents;

- using educative interventions to teach children enjoy active after-school life as opposed to aimless leisure. Such approach to leisure time, as suggested by the analysis of the current pedagogical practices of the organization and use of leisure time, is gaining popularity. This is due to several reasons: disproportion between the quantity and quality of the in- and after-school time, escalation of negative social and economic factors, decrease of the general cultural level of the society, various destructive factors of the child’s immediate environment (urban counterculture, various short-term peer or multi-age groups), degradation of social values promoted primarily by the media, especially by television and periodicals. On the other hand, modern children possess quite a variety of interests and needs, which gradually acquire positive dynamics due to the enriched information space and which are not considered by the formal leisure industry [8]; and

- overcoming the contradiction between children’s view on their free time as a time of relaxation and the efforts of extracurricular educational establishments to use it for educative interventions.

Thus, the need to improve the content of extracurricular education is justified by the fact that this system is focused on the free choice of the types and forms of activity by the individual, formation of his/her personal ideas about the cultural and natural environment, development of learning motivation and creativity. Therefore, extracurricular education today should be looked for to reveal the near future prospects of personality development in different social and educational institutions, with extracurricular educational establishments becoming the centers of motivational personality development, its self-realization, and professional self-determination [9].

This is precisely why extracurricular educational establishments and the organization of child's activity in their precincts have acquired certain social pedagogical features: it allows adding pedagogical dimension to children's leisure activities, introducing children to the organized forms of leisure in socially cohesive groups, such as classes, clubs, camps, fleet, etc. Thus, this educational pattern is an alternative to children's unorganized leisure.

In this regard, it is important to note that, to achieve better learning outcomes, educational process in extracurricular educational establishments should be organized considering the unique features of children's leisure time. This said, the task of determining the place and the role of extracurricular education comes to the fore in the contemporary national education system, within which extracurricular educational establishments along with secondary schools, vocational and higher educational institutions across Ukraine should compose a multilevel, but coherent educational system, which individualizes the intellectual, spiritual, and physical development of children within common socio-cultural space of the state [10].

This article identifies and characterizes only selected vectors of the operation of extracurricular education in Ukraine, as well as its development in the coming years; this issue is multilevel and much more complex. This publication is, therefore, only a roadmap to help academic administrators and teachers of extracurricular educational establishments find the regulatory, legal, scientific, methodological, or instructional material to improve the educational process in their institutions.

Unfortunately, the format of the journal publication does not allow for the full coverage of the compelling issues of extracurricular education. Those of them that were not addressed will be the focus of our future research.

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Пустовіт Г. П. Позашкільна освіта та виховання в Україні у векторах сучасного розвитку

У статті розкрито основні психолого-педагогічні та соціально-педагогічні особливості позашкільного освітньо-виховного середовища, які найбільш повно забезпечують умови ефективного розвитку творчого потенціалу дитини, її здібностей і талантів у контексті сучасного розвитку освітнього простору держави. Актуалізовано провідні напрями подальшого розвитку позашкільної освіти й виховання, а також проблему визначення місця й ролі позашкільної освіти й виховання в сучасній національній освітній системі.

Автор визначає й характеризує окремі вектори функціонування й розвитку в найближчі роки системи позашкільної освіти в Україні, розуміючи тим самим багаторівневість розв'язання означених проблем та їхню складність.

Ключові слова: позашкільний навчальний заклад, вектори сучасного розвитку, особистість, освітньо-виховне середовище, самоактуалізація й самодетермінація особистості.

Пустовит Г. П. Внешкольное образование и воспитание в Украине в векторах современного развития

В статье раскрыты основные психолого-педагогические и социально-педагогические особенности внешкольной образовательно-воспитательной среды, которые обеспечивают условия эффективного развития творческого потенциала ребенка, его талантов в контексте современного развития образовательного пространства в государстве. Актуализовано основные

направления дальнейшего развития внешкольного образования и воспитания, а также проблему определения места и роли внешкольного образования и воспитания в современной национальной системе образования.

Автор определяет и характеризует отдельные векторы функционирования и развития в ближайшие годы системы внешкольного образования в Украине, понимая тем самым многоуровневость решения указанных проблем и их сложность.

Ключевые слова: внешкольное учебное заведение, векторы современного развития, личность, образовательно-воспитательная среда, самоактуализация и самодетерминация личности.

Pustovit H. P. Extracurricular Education in the Vectors of Modern Development in Ukraine

The article reveals the basic psychological and social pedagogical features of the extracurricular educational environment, which provide conditions for the effective development of the creative potential of the child, his/her talents in the context of the contemporary development of the educational space in the state. The main directions of the further development of extracurricular education are highlighted, as well as the need to define the place and the role of extracurricular education in contemporary national system of education.

The author defines and characterizes the vectors of the operation and development of the system of extracurricular education in Ukraine in the coming years, acknowledging its complexity and the existence of multilevel solutions to address its challenges. Educational establishments offering extracurricular activities along with secondary schools, vocational and higher educational institutions in the regions of Ukraine should act together as a multilevel, but coherent educational system, which is able to individualize the intellectual, spiritual, and physical development of children in the sociocultural space of the state.

Key words: extracurricular educational establishment, vectors of modern development, personality, educational environment, self-actualization and self-determination of the individual.

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