

THE ROLE OF PUBLIC ASSOCIATIONS IN THE IMPLEMENTATION OF OUT-OF-SCHOOL EDUCATION

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INTRODUCTION

If school education allows you to get the necessary scientific knowledge, then out-of-school education contributes to the diversified development and formation of the personality. By attending institutions that specialize in out-of-school education, your child will have the opportunity to discover new talents or develop opportunities that already exist. Teachers who work in such institutions try to maximize the creative potential of everyone who enrolled in a circle or studio.

Today, out-of-school education provides a wide choice and allows you to choose sections, studios and classes that will not only contribute to the development of the child, but also bring her joy. It can be both sports and creative. By visiting an applied arts studio or drawing circle, the child will develop an artistic taste, learn to understand art and will be able to please his parents and loved ones with interesting works. Sports sections are also very popular - the physical development of a child is extremely important. Eastern martial arts or football, gymnastics or swimming - the choice of the section depends only on the child's inclinations and the level of his physical fitness.

In the history of mankind, there have been many attempts (theoretical and practical) to find the most adequate way of life for a person in society, a state in which the needs and interests of citizens could be most fully realized. In real life, there were various communities - communities, communities, orders, societies, brotherhoods, which were

built mainly on a solid ideological foundation, on the same interests and needs. However, these were small communities in terms of their size (compared to the size of the state), but they were very stable formations. So, the basis for the emergence of a more or less stable community is the presence of common interests, values, goals, ideology, way of thinking. In the state there are a large number of such communities with their own values, from here it is difficult to find a point of contact, therefore problems of social relations arise, and the state is forced to maintain its unity through laws based on fear. Civil society is also trying to balance the often polar interests of its members, but again, this requires knowledge in various fields (i.e., building a civil society requires an integrated approach). Here, knowledge of the historical traditions, norms, customs of a particular people is of great importance, since they are an essential factor in the unity of citizens, and the very life of society is supported by "... factors of social life - customs, morals and religion."

The reasons for the non-participation of citizens in the activities of public organizations can be determined by distrust of politics and the perception of public organizations as political structures that cannot change anything and exist only for their own benefit; limited funding and poor material base of public structures are due to the protracted recovery from the economic crisis; insufficient educational work with citizens, which was aimed at realizing the need for her participation in the social and political life of the country, etc.

The peculiarities of the out-of-school education system are its integrity, structuredness, hierarchy, variety of forms of work organization, interconnection with the environment. The main system-forming element in the system of out-of-school education is the activity of the individual in his free time. The system of out-of-school education includes state, communal, private institutions of out-of-school education; other institutions as centers of out-of-school education in extracurricular and extra-curricular time (institutions of general secondary education, regardless of subordination, types and forms of ownership, including schools of social rehabilitation, interschool educational and production complexes, institutions of vocational and higher education of I-II levels of accreditation) circles, sections, clubs, cultural and educational, sports and recreation, scientific and search associations based on institutions of general secondary education, educational and production complexes, institutions of vocational and higher education of I-II levels of accreditation; clubs and associations at the place of residence, regardless of subordination, types and forms of ownership; cultural and educational, health and fitness, sports and other educational institutions, institutions; foundations, associations whose activities are related to the functioning of out-of-school education; corresponding bodies of management of out-of-school education and scientific and methodological institutions.

METHODOLOGY

To achieve the goal, which is presented in the form of a study of the role of public associations in the development of out-of-school education, we used a number of methods. The study was carried out using the following theoretical methods: systems analysis and synthesis, induction and deduction, comparison, classification, generalization and systematization, idealization and abstraction.

RESULTS AND DISCUSSIONS

Today, out-of-school education is an integral part of the lifelong education system, as it gives the child additional opportunities for intellectual, spiritual and physical development, contributes to the actualization of creative and educational needs. That is why out-of-school institutions are in demand in modern society. Their work differs markedly from the organization of other socio-cultural and educational centers. The relevance of out-of-school education lies in the development of social and communicative competence in children, in the formation of their social maturity and responsibility

The activities of public organizations as associations acting in the direction of satisfying and protecting their legitimate social, economic, creative, age, national-cultural, sports and other common interests, and have the right to influence the adoption of managerial decisions in the country. The influence of public organizations on public education by attracting children, youth, adults to projects, initiatives, cooperation, charity, etc.

Public organizations are a community of responsible citizens. Educational activities among children and young people presuppose an understanding of the essence of democracy, initiative, activity, observance and defense of their rights and responsibilities, the acquisition of an appropriate worldview and experience of behavior.

Areas of cooperation in the upbringing process: sponsorship for children's health improvement, for the purchase of pedagogical periodicals and fiction, etc. ; support of the educational process and extracurricular activities (work as organizers of excursions, hikes, leaders of circles, etc.).

The role of public organizations in the formation of citizenship as an integrated personality characteristic is the process and result of the formation of knowledge about human rights and obligations, the formation of the socio-political competence of the individual in the public sphere, presupposes political, legal and economic education and the ability to be guided by relevant knowledge in the context of a radical transformation of society. The content and forms of civic education implemented in public organizations.

Public organizations, as organizers of the educational environment, provide for the formation of national identity, a sense of patriotism, social activity and the development of critical thinking, the foundations of political culture, a tolerant attitude towards other cultures, fostering a negative attitude towards any forms of violence, and the like are laid.

There are appropriate forms and methods of national education in public organizations (JAYASHREE, 2017; IVANOVA, MOSENKIS, STROKAL, 2020; WANG, 2017).

Children's and youth organizations as a type of public organizations do exist. The forms and methods of work of children's and youth organizations provide for ensuring the social formation of the individual, involving her in socially useful affairs, the formation of an active life position, satisfaction of interests and needs, further development and improvement. Forms of out-of-school education presented in Table 1.

Table 1. Forms of out-of-school education

№	Forms
1	Classes and circle work
2	Club work, lesson, lecture and individual lessons
3	Conference and seminar
4	Reading, quiz, concert, competition and training
5	Excursion, expedition, practical work in laboratories

Source: Search data.

Civil society is an integral part of the mechanism that ensures the functioning of democratic institutions and the stability of the political and socio-economic system of any country, contributing to the development of a reliable and balanced state policy and education system. Successful cooperation between authorities and civil society organizations is due to the creation of favorable conditions for the development of civil society (FEDORENKO, SHKILNA, ZHURBA, REIPOLSKA, TRETIAK, LYTOVCHENKO, 2021; KRYSHANOVYCH, KOTYK, TIURINA, KOVREI, DZHANDA, 2020; VALEEVA, KOROLYEVA, SAKHAPOVA, 2016).

It should be noted that each state has a certain potential for cooperation of public organizations with the education system in organizing out-of-school education. It consists of a regulatory and legal framework that enables registered public organizations to provide charitable, educational, professional assistance to persons with disabilities, preliminary positive experience of synergy between the educational and public sectors in this direction, the need to involve public organizations in funding programs and activities of extracurricular education, an informal "spirit" that expands the circle and composition of its organizers, the reform of decentralization, promotes greater inclusion of the public sector in the non-formal education of children with special needs, the further development of the volunteer movement in the country as an indicator of the inevitable development of civil society (SENTHILKUMAR, KANNAPPA, 2017; SYNORUB, MEDYNSKA, 2019; KRYSHANOVYCH, BILYK, SHAYNER, BARABASH, BONDARENKO, 2021).

Further strengthening of this synergy between education and the public sector is inevitable in the presence of certain conditions, of which we will single out the following:

1. Raising the level of awareness by authorities and local governments, heads of educational institutions, including special and extra-curricular ones, heads of public organizations, parents, active citizens of the national creativity and human-creative function of non-formal education as a form of organizing a child's free time for his social and communication skills and competencies .
2. Strengthening the information campaign in society about the social, psychological, physical, everyday needs of people with limited vision, through the introduction of social advertising, innovative public actions, social projects with the aim of a wide public resonance with the involvement of more volunteers in organizing leisure activities among children.
3. Creation of platforms for scientific and practical interchange between members of public organizations and teachers of groundwork, experience, discoveries, research results, both foreign and domestic on the issues of socialization, rehabilitation, development and education of children with visual impairments in the extracurricular time.
4. Amendments to tax legislation in order to attract financial charitable assistance to the specified activities of public organizations from the business side (creation of

institutions of a new direction - public benefit organizations with the possibility of transferring 1% of income tax in favor of some organization, provision of tax preferences or benefits).

5. Amendments to the regulatory framework for the organization of out-of-school education and special education in order to expand the possibilities of social and pedagogical influence on children with visual impairment from public organizations, provided that their members pass special advanced training courses.
6. Participation of the state in national grant programs for the public sector in the development of out-of-school education in order to attract more volunteers and expand their educational and socialization opportunities.

This list of conditions does not exhaust the entire potential for the development of cooperation between education and the public sector. However, in the presence of a constant and systemic movement of the state, education and public organizations to the so-called point of social singularity under the above conditions, I reveal broad prospects for expanding and deepening such cooperation (creating social hubs, public educational consortia, a bank of social capital, etc.).

Many active and conscientious citizens are ready today to organize themselves, create and register public associations to assist in organizing and optimizing non-formal education for children. The current state of the system of out-of-school and special education (cuts in funding from local budgets, the closure of out-of-school education institutions in rural areas, the lack of leadership and teaching staff, the presence in society of the myth of free time from school, etc.), especially in a pandemic (global financial crisis, social distance, quarantine measures), need active involvement (conditions of the state movement, the education system and active citizens to the point of social singularity) of the public sector (human resources, financial capabilities, knowledge, skills and competencies of leaders and members of "specialized" public organizations) to the establishment of extracurricular activities for children with special needs (ZAKIROVA, MASALIMOVA, NIKOGHOSYAN, 2016; KRYSHANOVYCH, KRYSHANOVYCH, STECHKEVYCH, IVANYTSKA, HUZII, 2020; DARLING, STEINBERG, 1993).

Modern out-of-school education is presented in such areas as artistic and aesthetic, environmental and naturalistic, local history, scientific and technical, experimental, recreational, social rehabilitation. Thus, developing together with society, out-of-school institutions, like schools and other socio-cultural institutions, are now in a state of certain destabilization and deformation, which is associated with the socio-economic conditions of the development of our country. Although out-of-school institutions have gained relevance in the new society, they are in demand among students, and the material and technical condition of these institutions remains rather difficult. Financial issues are largely entrusted to the administration of out-of-school institutions. Prospective are the issues of the development of modern out-of-school education, methods of organizing art classes in out-of-school institutions.

CONCLUSIONS

Modern out-of-school education and the role of public organizations is an open multilevel, multidisciplinary educational system, the development of which is based on innovations. Their implementation improves the content of out-of-school education in accordance with the new educational socio-cultural needs and demands of society, determined by the socio-political and economic challenges of the 21st century.

Of particular importance are innovations on the part of public associations that ensure the competitiveness of out-of-school education institutions, the quality of educational services, equal access of children and students of all social groups and strata of the population to high-quality out-of-school education, interaction of out-of-school education institutions with local authorities and the public to preserve and develop the system. extracurricular education, increase the level of professional competence and social responsibility of teachers. The development of out-of-school education depends on the level of professional and methodological activity in out-of-school education institutions, provides for the development, testing, and dissemination of integration methods and technologies;

systemic, structural and organizational, methodical and pedagogical design and modeling; conducting scientific research; implementation of methodological support for social-pedagogical and psychological-pedagogical activities; formation of a system for raising the professional level of teaching staff, and the like. In the context of the above, it is important to introduce innovations into the educational activities of out-of-school education institutions, should be one of the factors to expand the range and improve the quality of educational services, upbringing and teaching of children and students; creation of favorable psychological and pedagogical conditions for personal self-realization, socialization and self-determination.

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The role of public associations in the implementation of out-of-school education

O papel das associações públicas na implementação da educação extraescolar

El papel de las asociaciones públicas en la implementación de la educación extraescolar

Resumo

O objetivo principal do estudo é analisar o papel das associações públicas na implementação da educação extraescolar. O sistema de educação extraescolar é caracterizado pelo funcionamento proposital de ensino, formação, desenvolvimento e socialização do indivíduo em seu tempo livre, com suas estruturas especiais, conexões e relações entre os elementos. A educação fora da escola é um objeto sistêmico tanto em seu conteúdo quanto em seus aspectos procedimentais. Os componentes semânticos da educação fora da escola são cultura, sociedade, natureza, pessoas. Os componentes procedimentais da educação fora da escola incluem a família, instituições educacionais, bibliotecas, clubes, crianças, estudantes e organizações, sociedades e a mídia. Como resultado, foi determinado o papel das associações públicas na implementação da educação extraescolar.

Palavras-chave: Pedagogia. Educação. Educação fora da escola. Associações públicas. Formação.

Abstract

The main purpose of the study is to analyze the role of public associations in the implementation of out-of-school education. The system of out-of-school education is characterized by the purposeful functioning of teaching, upbringing, development and socialization of the individual in his free time, with its special structures, connections and relationships between elements. Out-of-school education is a systemic object both in its content and in its procedural aspects. The semantic components of out-of-school education are culture, society, nature, people. The procedural components of out-of-school education include the family, educational institutions, libraries, clubs, children's, student and organizations, societies, and the media. As a result, the role of public associations in the implementation of out-of-school education was determined.

Keywords: Pedagogy. Education. Out-of-school education. Public associations. Training.

Resumen

El objetivo principal del estudio es analizar el papel de las asociaciones públicas en la implementación de la educación extraescolar. El sistema de educación extraescolar se caracteriza por el funcionamiento intencionado de la enseñanza, la educación, el desarrollo y la socialización del individuo en su tiempo libre, con sus estructuras especiales, conexiones y relaciones entre elementos. La educación extraescolar es un objeto sistêmico tanto en su contenido como en sus aspectos procedimentales. Los componentes semánticos de la educación extraescolar son la cultura, la sociedad, la naturaleza, las personas. Los componentes de procedimiento de la educación extraescolar incluyen la familia, las instituciones educativas, las bibliotecas, los clubes, los niños, los estudiantes y las organizaciones, las sociedades y los medios de comunicación. Como resultado, se determinó el papel de las asociaciones públicas en la implementación de la educación extraescolar.

Palabras-clave: Pedagogía. Educación. Educación fuera de la escuela. Asociaciones públicas. Formación.