

SOCIAL EDUCATION OF CHILDREN AND ADOLESCENTS IN THE INSTITUTIONS OF ADDITIONAL EDUCATION

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Abstract: The relevance of the study is due to the importance of the implementation of social education of children and adolescents, during which they are involved in active work for the benefit of people and society, the development of models and norms of social behavior, the formation of positive value orientations. Additional education plays a special role in the implementation of social education of children and adolescents, which creates optimal conditions for the organization of socially active and socially significant work of students. In this regard, this article is aimed at identifying the theoretical and methodological foundations of social education of children and adolescents within additional education. The methodological guidelines were complex, dialectical, comparative, logical, hypothetical-deductive approaches.

Keywords: social education, children, adolescents, socially active work, additional education.

1 Introduction

In modern society, socially active and responsible citizens who are able to participate in positive and socially significant affairs are in demand. A special place in the process of formation and making up of a socially active personality is played by the social education of children and adolescents, during which they are involved in active work for the benefit of people and society, the development of models and norms of social behavior, the formation of positive value orientations. Purposeful social education stimulates positive socialization of the younger generation, which is necessary for the successful integration of an individual into society, for early professional orientation (Antonova et al., 2019).

A special role in the organization of social education should be played by additional education of children – "a type of education that is aimed at comprehensively satisfying the educational needs of a person in intellectual, spiritual, moral, physical and (or) professional improvement and is not accompanied by an increase in the level of education" (Federal Law "On Education in the Russian Federation", 2020). In the Concept of the development of additional education for children (2020), it is noted that "additional education becomes the leading channel of socialization, ensuring the adaptation of the individual to changes".

Additional education, as V. P. Golovanov (2017) notes, should be aimed at organizing the social life and real life activities of children and adolescents, social education, social protection of childhood. The educational potential of additional education has a socio-humanitarian orientation, since the teacher helps the child to make the right moral, social, professional choice, therefore, in additional education not the solution of the problem for the child is important, but pedagogical support of his choice. Therefore, the organization of social education of children and adolescents in institutions of additional education is the most urgent problem of modern pedagogical science.

2 Literature Review

The problem of social education of children and adolescents is becoming universally relevant today. According to A. V. Mudrik (2009, p. 51), "social education" is understood as a type of education aimed at ensuring the socialization of a person by

including him in the system of socio-cultural relations through the assimilation and reproduction of culture, and at the same time there is a development, self-development, "self-change" of a person in this process.

In the course of social education, socialization is actively carried out, which, according to F. G. Giddings (1897), is "... the development of the social nature or character of the individual, the preparation of human material for social life" (p. 16). In the scientific literature, there are two approaches that interpret the role of the person himself in the process of socialization in different ways. The first approach is "subject – object", in which a person takes a passive position in the process of socialization, and socialization itself is considered as a process of adaptation to society (Durkheim, 1982). The second approach is called "subject – subject". Ch. Cooley (1922) believed that the individual "I" is acquired in communications, in interpersonal communication within the family, peer group, neighborhood group. The formation of a person's "I" is the process of summing up the "mirror selves". According to J. Mead (1934), a person who interacts with other people, as if he takes their place, evaluates himself from their point of view, and then acts in accordance with the presented assessments of the "generalized other". According to N. Smelzer (1988), socialization is aimed at human interaction based on various social roles and the preservation of society based on the assimilation of its members' beliefs and patterns of behavior.

The focus on social education in institutions of additional education is considered in the works of Berezina V. A. (1998), Golovanov V. P. (2017), B. V. Kupriyanov (2009), etc. Social education of students of institutions of additional education has its own characteristics, in particular, it provides assistance to the student in adapting to society through various forms of communication, cognition, subject-practical activities, ways of life; providing all students with additional opportunities for early professional self-determination, providing students with the opportunity to carry out social tests (Kupriyanov, 2009). At the same time, it should be borne in mind that, as the survey results show, the most popular areas of additional education for schoolchildren are sports, artistic, aesthetic and technical areas, and this fact determines the features of social education of students (Zolotareva et al., 2016).

In institutions of additional education, active social education of students, their social development is organized. Entering the socio-educational environment, the system of social ties contributes to the assimilation of the necessary norms, values, rules of behavior by students (Karpushina et al., 2020a).

A special role in the social education of students in the institutions of supplementary education can be played by their involvement in volunteer activities. Thanks to the participation of children and adolescents in social actions, they form important socially significant qualities - kindness, mercy, diligence, patriotism, social and civic activism, asceticism (Baranova, 2020a, 2020b). At the same time, it is important for us that I. S. Kon's opinion (2003) that society should teach gifted children to take care of other people and mutual assistance, since they have all the opportunities to make other people's lives better.

The above shows the importance and necessity of social education of children and adolescents in the course of additional education, which is a specially organized in institutions of additional education, the process of formation of a socially active, responsible person who possesses civic stand, value system, socially significant qualities, skills, socially responsible and socially positive behavior, capable of socially active work, participation in socially important projects for the benefit of people and society.

Additional education is an effective factor in the socialization of students, the organization of socially active, culturally productive and personality-developing activities of children in institutions of supplementary education (Karpushina et al., 2020b).

Additional education of children in the terms of social education of children and adolescents plays an important role in the formation of patriotism, in the "cultivation and use of positive values and attitudes" by all participants in the educational process (Glanz & Nikièma, 2011), which is important for the formation of a citizen of Russia, a socially responsible person, a representative of the ethnos and the world (Karpushina, 2012). In the modern socio-cultural situation, institutions of additional education should become a place where cultural consciousness is strengthened and positive cultural identity is developed (Seeberg & Minick, 2012), social and household orientation is formed (Barcaeva & Ryabova, 2020).

3 Research Methodological Framework

The purpose of the study is to identify the theoretical and methodological foundations of social education of children and adolescents in institutions of additional education. Tasks: 1) to determine the pedagogical foundations of social education of children and adolescents in institutions of additional education; 2) to characterize the components of scientific and methodological support of social education of children and adolescents in the course additional education.

Methodological guidelines were complex, dialectical, comparative, logical, hypothetical-deductive approaches, theoretical analysis of scientific literature, generalization, systematization, classification of research results.

4 Results and Discussion

The pedagogical foundations of social education of children and adolescents in the course of additional education include the purpose, objectives, principles, content.

The purpose of social education of children and adolescents in institutions of additional education is the formation of a socially active, responsible person with a civic stand, value orientations, socially significant qualities, skills of socially responsible and socially positive behavior, capable of socially active work, participation in socially significant affairs for the benefit of people and society.

As tasks of social education of children and adolescents in the course of additional education, the following can be distinguished: to educate children and adolescents an active civic stand, socially significant qualities (patriotism, value orientations, charity, responsibility), to promote the assimilation by students of universal, ethnic and basic values, socio-cultural norms, socio-cultural knowledge, to form skills of socially responsible and socially positive behavior, interaction and cooperation, participation in socially significant affairs for the benefit of people and society, respect for ethnic groups and their cultures.

The principles of social education of children and adolescents in institutions of additional education are the involvement of children in various forms of socially significant activities and personally significant relationships; focus on the formation of positive value relationships; activation of socialization and social self-realization of the child; inclusion in social activities of teachers, students, parents, public organizations. It is very important to take into account the emotional mood of students who are involved in active communication and interaction, which determines the success of educational influences (Mindes, 2015).

The content of social education should take into account the social processes of school life, therefore, special importance should be given to the "hidden curriculum" in which the goals of social education are realized (Giroux & Penna, 1979). As an

example of the implementation of the content of social education in institutions of additional education is the introduction of them to participate in volunteer activities. For example, it is worth noting the successful experience of implementing this direction in Municipal Budgetary Institution of Supplementary Education Children's Art School No. 2 named after V. P. Trifonov" in the city of Vologda, where the comprehensive education program "The Republic of a Young Volunteer" is being tested, which includes three stages: "Realizing myself, I help another person!" (the first stage, 7-9 years old); "Give good without demanding a reward" (the second stage, 10-12 years old); "It's not easy to be kind" (the third stage, 13-15 years old) (Karpushina & Baranova, 2021). This program is a holistic image of the social formation of a child's personality as a subject of his own life and social practice within the framework of the Concept of the development of additional education for children (2020) and the implementation of the federal national project "The Success of Every Child". The meaning and purpose of the program lies in the self-organization of the personal system of students, implemented in the disclosure of the social potential of children's participation in various types and forms of activities with a social orientation.

During the implementation of various directions (social, patriotic, environmental, cultural and educational, event, sports, media-informational) of the comprehensive education program "Republic of a Young Volunteer", the following social actions are carried out: research (conducting surveys, participating in social and educational routes); advertising (poster contest "Clean Coast"); charity (implementation of concert programs "Children to children"; action to collect animal food in cooperation with the center for assistance and protection of animals "Veles", action "Paw of Friendship", collection of hygiene products, handmade gifts for the orphanage "Baby House"); event actions (conducting a "Lesson of Kindness", cooperation with the social center for veterans "Care"); patriotic (participation in All-Russian actions "Victory Train", "All for Victory", "Blockade Bread"), environmental (participation in eco-quest, cleaning the school, city, planting friendship trees).

During the implementation of the program, the following social and pedagogical events are held: a volunteer rally, initiation into volunteers, classes at a volunteer school (talks and discussions, lectures, practical classes); trainings, a rally, a volunteer gathering, excursions to volunteer centers, round tables and conferences; thematic film and video screenings; events within the framework of the All-Russian contest "Volunteers of Russia", the Federal program for the development of children's volunteerism "You decide!"; participation in the rating "League of Volunteer Detachments", in the ambassadors' competition "League of 15 volunteer detachments", in federal volunteer shifts in the All-Russian children's centers "Artek", "Orlyonok" and "Ocean"; socio-pedagogical events - charity concert, subbotnik, social events, socio-cultural excursions; visits to boarding schools; meetings with veterans; concert for children from orphanages; creation and maintenance of the website of the republic; development of the Charter of the republic; Vows of a young volunteer, visits to virtual exhibitions and presentations; *socio-pedagogical games* - fair of the good, travel game, parade, role-playing and business games, cognitive and educational game; quiz-search (a quiz with elements of searching for answers to entertaining questions on the content of books, facts of the biography of heroes, significant social events), a story quiz (based on an entertaining plot in which questions are interwoven, while the plot can be any: a journey into history, overcoming obstacles, a heroic saga, adventures in search of treasure, etc.), quests (environmental, event). The most important thing that a teacher should understand is that an event is an event of a child, not for a child.

The education program "Republic of a Young Volunteer", implemented in the course of cooperation with municipal authorities, public voluntary organizations, encourages children, adolescents, parents, teachers, all participants in volunteer activities to be active subjects of socially significant activities (Baranova, 2020a, 2020b).

Scientific and methodological support of social education of children and adolescents in the course of additional education includes methods, forms, pedagogical conditions.

Social education of children and adolescents in the course of additional education involves the use of various methods: *the formation of consciousness* (the creation of educational situations, the method of success, problem-value conversations), *the organization of activities and the formation of experience of social behavior* (socially significant research project, the method of problem situations, social test), *stimulating of activities* (the method of assignments, encouragement, competition), *control, self-control and self-assessment* (observation, portfolio protection) (Baranova, 2020a, 2020b).

Social education of children and adolescents in the course of additional education involves the use of the following forms, such as a conference, a social action, a socio-pedagogical game, a socio-pedagogical event, a socio-pedagogical activity, a flash mob, a concert, a creative encounter, a traditional gala concert, a festival, excursions, weekend club classes, an Olympiad, a competition, a recital, a collective creative work, etc.

Social education of children and adolescents in the course of additional education involves the use of the following pedagogical conditions:

- creation of a social and educational environment in organizations of additional education;
- organization of volunteer activities in order to involve students in socially significant and socially active work;
- inclusion of students, teachers, administration, parents in active socially significant work;
- the use of digital educational tools and content to stimulate the social education of children and adolescents in the course of additional education.

5 Conclusion

Thus, it is worth noting that the social education of children and adolescents in the course of additional education should be carried out comprehensively, taking into account the social policy of the state, the demands of society, socio-cultural reality, modern educational needs.

The organization of social education of children and adolescents in the course of additional education should be aimed at the formation of a socially active, responsible person with a civic stand, value orientations, socially significant qualities, skills of socially responsible and socially positive behavior, capable of socially active work, participation in socially significant affairs for the benefit of people and society.

The realization of the goal of social education of children and adolescents in the course of additional education will be provided by content that takes into account the social processes of school life, encourages children, adolescents, parents, teachers to be active subjects of socially significant and socially active work.

Social education of children and adolescents in the course of additional education involves the use of various methods (formation of consciousness, organization of activities and formation of experience of social behavior, stimulation of activity, control, self-control and self-esteem), forms such as a conference, social action (research, advertising, event actions, patriotic environmental), a flash mob, a concert, a creative encounter, a traditional gala concert, a festival, excursions, weekend club classes, an Olympiad, a competition, a recital, collective creative work, as well as appropriate pedagogical conditions involving the creation of a socio-educational environment in supplementary education organizations; organization of volunteer activities in order to involve students in socially significant and socially positive activities; inclusion of students, teachers, administration, parents in active socially significant work; the use of digital educational tools and content

to stimulate the social education of children and adolescents during additional education.

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