**Lecture 2. System of extracurricular work at schools**

1. Concepts of the system of extracurricular work, extracurricular work system, system of extracurricular(upbringing) work. Management of extracurricular work system at school.

2. Goals, objectives, functions of the extracurricular work system of the class. 3. Technology of modeling of the upbringing system.

**1. Concepts of the system of upbringing, upbringing system, system of** extracurricular **(upbringing) work. Management of extracurricular work system at school.**

In recent years, the concept of "school extracurricular work system" has entered into pedagogy. Its appearance is due to the influence on the theory and practice of upbringing of the ideas of the system approach, which are widespread in modern science, management, technology.

In 1970, on the pages of the journal "Soviet pedagogy" appeared the first scientific publications of I. V. Kurakin, F. Korolev and L. Novikova on the application of a systematic approach in pedagogical research and extracurricular work. The first small brochure "The extracurricular work system of school: problems and searches" devoted to consideration of this concept and upbringing system as a phenomenon of pedagogical reality was published in the publishing house "Znanie" in 1989. Subsequent years of development of the theory of upbringing systems have shown the fruitfulness, relevance of its ideas.

In the scientific literature, there are several definitions by which researchers try to reflect the essence of this phenomenon. So, L. I. Novikova and her colleagues N. L.Selivanova and V. Karakovsky propose the following definitions:

"The extracurricular work system is an integral social organism that arises in the process of interaction of the main components of upbringing (goals, subjects, their activities, communication, relationships, material base) and has such integrative characteristics as the way of life of the collective, its psychological climate."

"The extracurricular work system is a complex of interrelated components developing in time and environment: the purposes for which the system is created; the joint activities of the people implementing it; the people themselves as subjects of this activity; the environment they have mastered; the relations arising between the participants of the activity; the management ensuring the viability and development of the system."

St. Petersburg researchers I. Kolesnikova and E. N. Baryshnikov believes that" the upbringing system reflects a specific way of organizing the upbringing process at the level of a particular institution" (16). E. N. Stepanov believes that the main purpose of the upbringing system is to provide pedagogical support and promote the development of the child's personality, therefore, identifies in the definition of this purpose, along with other essential characteristics of the extracurricular work system.

In his opinion, "the extracurricular work system is an ordered integral set of components, the interaction and integration of which determines the presence of the educational institution or its structural unit of the ability to purposefully and effectively promote the development of the personality of students." The General ability to contribute to the development of the child's personality is presented to the researcher as a whole, consisting of individual (private) abilities, such as:

-ability to diagnose the development of the student's personality, children's and pedagogical collectives;

-ability to put forward and justify the purpose of the upbringing process;

- the ability to organize the life of the community of children and adults to the maximum extent favorable for self-realization and self-assertion of the child, teacher and parent;

-the ability to integrate the efforts of the subjects of the upbringing process, to make them the most effective;

- the ability to create in the educational institution and beyond the developing environment, morally favorable and emotionally rich;

-the ability to carry out a scientifically based analysis of the current socio-pedagogical situation, the results of extra-curricular activities, etc.

What is a modern school? Modern school is a different school. For both teachers and students. Different because, as there, at school they live, work or study. And it depends on a lot: the type of school, and its purpose, and the regional and national characteristics, and the material base, and on the basis of its concept of upbringing, and from the selected team of teachers and learners, and the skill of pedagogues…

In modern conditions of big changes in politics, economy, social life of society, the school should change radically, the teacher-educator should change.

The process of extracurricular work should be updated on the basis of a qualitatively new idea of its status, taking into account domestic traditions, achievements of advanced pedagogical experience; include the formation of a variety of extracurricular work systems.

Each good school, purposefully implementing not only educational, but also upbringing function associated with the personal development of learners, should have its own upbringing system.

The extracurricular work system of the school has a complex structure. Its components:

\* goals expressed in the original concept (i.e. the set of ideas for which it is created);

\* the activity providing achievement of target reference points (the content of extracurricular work) the subject of activity, its organizing and participating in it;

\* system environment mastered by the subject;

\* management, ensuring the integration of components into the whole system and the development of this system.

(This internal structure of the educational system offers by academician L. I. Novikova).

In the process of creation and development of the system should be solved a number of tasks:

1. Formation students ' integral system of scientific knowledge about nature, society, man.

2. Formation of civic consciousness.

3. Introduction of children to universal values.

4. Development of creative abilities of the child, his inclinations and talent.

5. The formation of the educational institution team as a favorable environment for the development and livelihoods of children and adults.

6. Development of students ' desire and ability to self-cognition, self-improvement, self-realization and self-assertion.

For their decision various forms, approaches, methods of pedagogical activity are used. The results of solving these problems indicate the effectiveness of the upbringing system.

The nature of the targets can serve as a basis for determining the type of extracurricular work system. The system is humanistic if it is focused on the personality of the child, on the development of his natural inclinations and abilities, on the creation of a school environment of social protection and creative community of subjects of the system: children, teachers, parents. If the system is focused on the constant, scrupulous presentation of requirements, on the education of obedience, and discipline – the purpose and the main educational tool, then such a system is inhumane.

The extracurricular work system is a developing phenomenon. It never achieves particularly high degrees of integrity. And this is natural, because there is a rapid change of generations of children. At the same time, each generation should feel itself a subject of the system's development, bring something new into it. The process of development of the extracurricular work system is contradictory and non-linear. There are ups and downs, periods of stability, and regressive phenomena, when the system seems to be moving backwards, losing its positive gains in activity, relationships, creativity. This should not be afraid, it is necessary to know and analyze the causes, consequences of the phenomena occurring in the system.

**Management of the extracurricular work system of the school** takes place both inside and outside. *Management outside* is carried out by the public education authorities in order to create criteria suitable for the emergence, development and improvement of the extracurricular work system of the school. This is a theoretical armament of teachers, familiarization with the best experience of the real and past, support for the first achievements of schools that have embarked on the path of systematization, the creation of a benevolent cause to their experience. *Management from the inside* is the organization of joint activity and communication of children and adjustment of the relations arising in the children's environment. The main functions of the management of the extracurricular work system of the school are assigned to the *Deputy Director for extracurricular work*-a representative of the school administration, the head pedagogue-educator, organizing and directing the upbringing activities of adults and extracurricular activities of children. *The main goal of the Deputy Director for extracurricular work* is to create a system of extracurricular work with learners. The implementation of this goal is carried out in the process of solving subsequent problems:

1) asserting the person's identity as an absolute value;

2) introduction of conceptual foundations of humanistic upbringing to the school;

3) definitions of educational (upbringing) environment;

4) the creation of programs for the upbringing of school learners;

5) providing new approaches to the organization of the upbringing process (system-structural, humanistic, cultural, organizational-activity, personality-oriented, all-encompassing, etc.);

6) the organization of the activities of the team, working with local authorities;

7) identify the level of upbringing of the personality of a learner. The multifunctional duties of the deputy director for extracurricular work include the implementation of a number of functions: analytical and controlling, organizational and coordination, methodical, and integration.

 In the process of performing the analytical and controlling function, he:

a) analyzes the extracurricular work at school;

b) analyzes the nature of the development of the school team, the level of upbringing of students, identifies together with the stunning leaders the "risk group";

b) analyzes and monitors the work of the tremendous managers in order to determine the content and properties of the work according to the adopted aspects;

d) analyzes and keeps control of the work of school associations (sections, studios).

In the process of performing the coordination function:

a) plans and organizes various extracurricular activities of the school team;

b) assists tremendous leaders, tutors of the extended day group, subject teachers, teachers of additional education in the preparation and coordination of extracurricular work plans;

c) together with the deputy director for academic affairs, coordinates the work of subject teachers on the organization of extracurricular educational activities;

d) organizes the work of the school student government;

e) together with the administration and teachers prepares and conducts pedagogical councils and psychological and pedagogical consultations;

e) coordinates the work of teachers of additional education. In the process of performing a methodical function:

a) advises tremendous managers, educators of the extended day group, teachers of additional learning on the method of conducting extracurricular activities;

b) compiles and selects methodological developments of extracurriculart hours, holiday scenarios and other school activities;

c) participates in the development and approval of criteria for evaluating the activities of managers and teachers of additional education. In the process of performing the integration function:

a) communicates and attracts various institutions and organizations to cooperate with the school;

b) maintains constant communication with state authorities on the organization of educational activities with students;

c) attracts parental assets and public organizations.

 Deputy director for extracurricular work has the right to:

1) to create the extracurricular work system of the school on the basis of the theoretical concept developed by the teaching staff;

2) to participate in school management, advise the purpose of creative and experienced teachers for the position of managers, educators, managers of children's associations;

 3) to coordinate the extracurricular work of managers, educators, counselors, teachers, organizers;

4) to choose and freely use in the work variative pedagogical technologies (to define tasks, content, means, forms and methods of upbringing);

5) to participate in the certification of teacher-educators;

6) to strive for the creation of suitable criteria for professional activities (the possibility of a permanent increase in qualifications, a methodical day, your own office, independent planning of working time at school and outside it);

7) to wait for an impartial assessment of their own work based on the following criteria: the compliance of professional properties with qualification requirements; responsibility for high-quality performance of tasks and obligations; creativity and skill in organizing activities. The deputy director for extracurricular work should:

1) protect the health, interests and rights of children;

2) know the regulatory documents of higher education authorities;

3) know the bases of management, economics and sociology, pedagogy, pedagogical technology, psychology, hygiene and physiology of children, theory and methods of upbringing work, rules and norms of labor protection, safety engineering;

 4) provide methodological assistance to educators, parents, student assets in the organization of extracurricular work;

5) to involve parents and the public in its implementation;

 6) to maintain links of the school with out-of-school institutions, enterprises, organizations and creative teams for the realization of joint activities for the upbringing of learners;

7) to promote the creation of a suitable moral and psychological climate at school, cooperative relations and benevolence in the pedagogical and learners groups;

8) to regulate the work of circles, clubs and other children's associations, to coordinate their activities;

9) to direct the creation and functioning of a creative laboratory for extracurricular work (a methodical complex of materials on the organization of activities).

**1.Goals, objectives, functions of the upbringing system of the class.**

Upbringing without a goal does not happen, since the essential characteristics of this process are practicability, purpose, purposefulness. Designing a model of the upbringing system of the classroom, we can distinguish three target grounds.

 1) *the Ideal goal* is the development of a developing person's ability to choose an individual life path, to realize the purpose of a person in life: to think ("homo sapiens"), to promote ("homo movalis"), to create ("homo faber").

 2) *Procedural goal*-the design of the upbringing process, optimal for the formation of the desired qualities of the graduate (the formation of an active life position, the implementation of their own intellectual and creative potential, the development of ethical and communicative qualities of the individual).

3) *the Result goal* is a predicted intermediate result, which is planned to be achieved for a certain period of time (corresponds to the stages of development of the educational system of the class collective).

**The purpose of the established upbringing system**-the formation of the creative personality of the learner, possessing and showing their intellectual, ethical and communicative culture.

 **Objectives:**

1. Create the necessary conditions for the manifestation of creative individuality of each learner.

2. Contribute to the formation of the foundations of constructive communication, the construction of friendly interpersonal relations.

3. To develop cognitive and intellectual activity of learner.

 4. To promote the formation of moral and active life position.

5. To promote the development of independence of learners, the formation of their skills and abilities of self-analysis, self-assessment.

***The main components and elements of the educational system.***

1. *Individual-group component includes:*

• Class teacher;

• Learners of class;

\* Parents of learners; \*

 Social environment involved in the upbringing process and the life of the classroom.

The upbringing system of our class community is distinguished by a humanistic orientation, based on the self-value of each member of the class team, as well as the desire to bring up the learner's ability to think independently, have an active life position, be able to defend their interests and beliefs, which should not run counter to public Be law-abiding citizens of their country, honor and respect its historical heritage.