

**Ключевые слова:** учащиеся основной школы, исследовательская деятельность учащихся по экологии, экологическая воспитанность личности.

**Summary.** In the article the ways of acquire by pupils of the secondary school experience of co-relations with nature objects and forming their ecologically expedient behaviour in the environment which is defined with the system of values and activity in the environment. The conditions for effective forming of creative personality scientific outlook and ecological type of thinking, pupils' moral development, responsibility for their own actions and behavior of others in relation to the environment are being created. In the article the author defined the status of the problem in pedagogical theory and practice areas, characterized theoretical solution of the problem – the formation of ecological breeding in the research process on ecology in general educational institutions.

In it concluded that the result of the implementation of ecology research in pupils of secondary schools is forming ecologically educated person. Environmental breeding of a person as a pedagogical category consists of three main components: intellectual, value-emotional and regulative.

**Key words:** pupils of secondary school, pupils' ecology research activity, environmental breeding of a person.

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### THEORETICAL AND METHODOLOGICAL BASES OF PEDAGOGICAL ANALYSIS OF ACTIVITY OF CHILDREN'S PUBLIC ASSOCIATIONS

**Summary.** The article deals with theoretical and methodological bases of pedagogical analysis of activity of children's public associations. In the article the essence of the notions "children's public association, "pedagogical analysis" are presented; theoretical bases of organization of pedagogical analysis of activity are considered in children's public associations.

Criteria of children's public associations and criteria which help to organize pedagogical analysis in children's public associations are characterized. On the basis of certain goals and tasks of pedagogical analysis character of analysis is distinguished: complex (result, global), thematic, self-reactance (selective), his

regularity (periodic, permanent, operative, current and others like that) is taken into account also.

**Key words:** "children's public association, pedagogical analysis, the leader of the "children's public associations, criteria, algorithm.

**Statement of the problem.** Nowadays social meaningfulness of the public institutes, which are directed at the creation of conditions for socialization of personality, rising a true citizens of independent state, grows considerably. Among such institutes the special role belongs to public organizations and associations, the activity of which is built foremost taking into account interests of children and envisages development of their initiative and public activity. To educe the level of efficiency of organization their activity is impossible without the pedagogical analysis of the activity of public associations.

**Analysis of the last researches on issue.** The analysis of modern scientific psychological and pedagogical literature in relation to the problem of organization of the process of education in children's public organizations and associations, certifies about a presence the number of scientific works where aims and tasks are examined, educating possibilities of children's organizations and associations in rising of growing personality are considered (Yu. Zhdanovych, Zh. Petrochko); the role of children's organizations and associations in forming of civil position of their members (N.Karpach, O. Shamyh); social and pedagogical conditions of socialization of children and teenagers in the children's associations (O. Bezpalko, V. Moskalenko and others).

Psychological and pedagogical aspects of training leaders of general educational establishments to analytical activity are exposed in the scientific works of H. Yel'nikova, M. Potashnik, V. Kooper, Yu. Konarzhevskiy, L. Danylenko and others. However, the problem of the development the ability of leaders of children's public associations to work on the analysis of pedagogical activity is nor well worked out and remains to be actual.

**Exposition of basic material of research.** Children's associations conditionally are distributed on state and public ones.

Different children's organizations and associations which are formed with the aim to realize the government educational, educative and developing programs belong to state children's associations. They are schools, out-of-school educational-educative establishments, sections, studios and others like that.

Children's public associations are the voluntarily forming of citizens at the age from 6 till 18 to, the aim of which is realization of the activity, which is directed to realization and protection of their rights and freedoms, creative capabilities, satisfaction of own interests. The children's public associations are formed on the basis of the Law of Ukraine "On youth and child's public organizations".

Children's public organizations and associations assist to provide of the following in development of society, to enlist members of public associations to the cultural values, their moral and physical development, and they also create necessary conditions for realization the rights of their members on social work, opening and statement each personality, for forming of high civil qualities, national consciousness, pride, patriotism [2, p. 3].

Criteria of children's public associations:

1. The pedagogical system which can be realized in the educational process of this association.

2. A leader of children's association is a pedagogue, leader is an adult member of the association; they are responsible for the lives and health of their members before their parents and other state establishments. They are transmitters and realizers of the special type of pedagogical technology.

3. Availability of regulation and programmatic documents, which represent the directions of the activity of the associations, they are worked out according to the main laws of Ukraine, they are accepted by all the members of the associations at the constituent conference.

4. The finance base of association, created by his founders, sponsors, parents, members of association with the aim of realization of regulation and programmatic activity.

5. Availability in children's public associations some category of adults (profile children's association, religious associations and others like those).

6. Signs of distinction, symbols, rituals, attributes of the members of these associations.

7. System of internal interpersonality and group mutual relations and co-operation, including the control system, self-government, structure of association.

8. Voluntarily of entry, activity and exit from the association [7, p. 55].

To children's public associations belong federations, organizations, leagues and others like those.

The efficiency of educative process in children's public associations in a great deal depends on the activity of their leaders – the subject of the process, who directly and many-sided influence on each its component. To do this influence more effective their leaders have to possess a reliable state information about the real activity in children's public associations, to carry out constantly pedagogical analysis of the organized educative activity.

Pedagogical analysis is defined as methodologically and in theory correctly carried out process of cognition of structure, elements and functioning of the pedagogical object, phenomenon and problem.

As Konarzhevsky states, "Pedagogical analysis is an important function of management, directed to the study of the state, progress trends, objective estimation of the results of pedagogical process and making on this basis of recommendations in relation to arrangement of the system or transition it in the higher quality state" [5, p.24].

Exactly it gives an opportunity to the leaders of children's associations to see and estimate changes in educational process. Analysis helps to forecast the ways of development of children's associations, to accept the most effective decisions. It is the mighty means of education of pedagogical and student's collectives.

Pedagogical analysis, on the Potashnik's point of view, is a process of cognition, reflecting certain part of the reality - pedagogical, having its own distinctive features [8, p.32].

Pedagogical reality is totality of existing in a public environment structures, elements, relations, terms and types of activity, influencing

on attaching to life in the society and transmission to the new generations of the accumulated social experience. It is the pedagogical organized and modeled habitat of members of the children's associations.

Pedagogical analysis in children's public associations is a special type of administrative activity of leaders of children's public associations, and their structural subdivisions, which is directed to the receipt professionally of meaningful information with the aim of increase of efficiency of vital functions of children's public associations [1, p. 3].

In the process of pedagogical analysis it is necessary to take into account two sides of this process :

- selection, comprehension and jiggling of achievements of all children's public association as well as its separate structural elements, its advantages and defects;

- exposure of problems of functioning, which require a correction or even drastic alternations.

Pedagogical analysis in the children's associations provides for:

- analysis of pedagogical reality from position of pedagogization of environment (research object);

- analysis of vital functions of public associations with adults working in the associations or with their members on the basis of partnership taking into account the pedagogical orientation of the goals of rising members of public associations (research subject).

To the features of pedagogical analysis of activity of children's public organizations and associations belong:

- orientation on two interactive spheres: subjective (intellectual potential, emotional mood, organizational capabilities, activity, conviction, physical maturity etc.) and objective (features of environment, society, region etc.);

- necessity to study and take into account co-operation of developing and health processes at the analysis of any phenomenon of life of children's associations;

- penetration in essence of co-operation of two directions of purposeful activity : educations and rising, from one side, and

meaningful changes which are held in the developing of the members of the associations, with other;

- necessity of penetration for processes which are held in two collectives - pedagogical and children's, especially, if an association is based at school;

- obligatory recognition of specifically showing up connections and relations, as children's public associations having distinguishing from a school (class) collective features and features is analyzed;

- complication of selection some features in development of personality potential of a member of association by facilities of child's public association, as they are not the only institute of affecting at its members [4, p. 86].

**The aim of pedagogical analysis** is the analytical providing of the process of management children's public associations which can be solved by the decision of such tasks :

- analysis of the state of organization (association) and its structural subdivisions (detachments, societies, clubs, groups and others like that);

- determination of the ways of the development of association on a certain period;

- study of ways of achievement of concrete results;

- excretion of factors, that influence on the process of socialization the members of associations, forming of their common to all mankind and civil internals;

- determination of reasons of inconsistency in activity of structural constituents, rule-making on their removal;

- analysis of co-operation inside association as well as with other public organizations, associations, motions;

- study of efficiency of informative connections of the association and pedagogical management in informative space;

- selection and stipulating of internal backlogs of increase of efficiency of activity of the members of any public association, from one side, and pedagogical guidance by its, from the other one;

- analysis of experience of some leaders, pedagogues of association and its propaganda;

- making of concrete recommendations on results of an analysis;
- establishment of dependences between pedagogical influences and given results of the educational process [4, p.87].

A certain goal and task fold maintenance of pedagogical analysis. Criteria after which the pedagogical analysis of children's public associations come true have to be up to the requirements of their aim, tasks, features and operating conditions, its age-related composition and etc. Large meaning must be given to the character of analysis: complex (result, global), thematic, self-reactance (selective), and also its regularity (periodic, permanent, operative, current and others like that).

The analysis of activity of leader of children's public association must begin with self-examination and self-appraisal by him the personal pedagogical activity: what aims in the educational process with an association (group, society, fraternity, by a club and others like that) were put and which of them exactly and why; if all the tasks are successfully solved; which difficulties in the process were arisen up and if they were solved successfully; what problems have to be solved in the analyzing period; on what the attention applies presently and why; what pedagogical measures of influence influence more effective on behavior of members of association; which problems of the members of association are able to work out themselves; what problems require a help and intervention from leaders of the associations [3, p.259].

The algorithm of pedagogical analysis of activity of children's public associations can be presented thus:

- determination of aims and tasks to the analysis;
- selection of criteria and indexes for determination of effectiveness of process of vital functions of association;
- choice of methodologies of study;
- preparation of diagnostic tool;
- research, actually analysis;
- treatments of results and their interpretation;
- conclusions.

Accomplishing a pedagogical analysis it is necessary to take into account such its descriptions:

1. What is analyzed (object and object of analysis):

- analysis of work of associations; analysis works of its structures;
- analysis of the work of their leaders, teachers-organizers;
- analysis of terms, environment, facilities etc.

2. Who analyses (subject) :

- administrative organ;
- executive power;
- organs of self-government;
- leaders, teachers-organizers etc.

3. Aims of analysis :

- objective estimation of performance indicators;
- working out the totals of work for certain period and determination of prospects;
- adjusting and adjustment quality and quantity development of association;
- determination of quality of new knowledge and skills of all the members of the associations, degree of creative activity.

4. Character of analysis:

- complex (result, global);
- thematic (local);
- self-reactance (elective).

5. Regularity: periodically repetitive; non-permanent; operative or current.

Discussion of efficiency of educational work in public associations is a global analysis of their leaders with participation of some members of the associations, comparison of points of view and estimations of different sides.

**Conclusions and prospects of further researches.** Pedagogical analysis is the mighty means of education of collective of children's public associations. It helps to see their weak points and define the ways of increasing of efficiency of rising process and professional mastery of leaders of children's associations.

A pedagogical analysis helps to find concrete answers for a question about the needs to be changed for the members of association to become more interesting, to operate more active and with higher results, to execute their functions better than nowadays.

A pedagogical analysis can be seen as a “push”, “engine” of ideas and new directions, it is the generating of new ideas, development of strategy and tactics in managing of children's public associations.

Perspective of our further work is to make up diagnostic material for the quality analysis of activity of children's public associations.

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**Анотація.** У статті розкрито сутність понять “дитяче громадське об’єднання”, “педагогічний аналіз”; розглянуто теоретичні основи організації педагогічного аналізу діяльності в дитячих громадських об’єднаннях. Схарактеризовано критерії

дитячих громадських об’єднань, а також критерії, за якими здійснюється педагогічний аналіз дитячого громадського об’єднання. На основі визначеної мети та завдань педагогічного аналізу вирішено характер аналізу: комплексний (підсумковий, глобальний), тематичний, параметричний (вибірковий), враховується також його регулярність (періодичний, постійний, оперативний, поточний тощо).

**Ключові слова:** дитячі громадські об’єднання, педагогічний аналіз, керівник дитячого об’єднання, критерії, алгоритм.

**Анотація.** В статті раскрыта сутність понять “детское общественное объединение”, “педагогический анализ”; рассмотрено теоретические основы организации педагогического анализа деятельности в детских общественных объединениях. Охарактеризованы критерии детских общественных объединений, а также критерии, за которыми осуществляется педагогический анализ детских общественных объединений. В соответствии с целями и задачами педагогического анализа определен его характер: комплексный (итоговый, глобальный), тематический, параметрический (выборочный), учитывается также его регулярность (периодический, постоянный, оперативный, текущий).

**Ключевые слова:** детские общественные объединения, педагогический анализ, руководитель детского общественного объединения, критерии, алгоритм.

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#### ЧИТАЦЬКИЙ ІНТЕРЕС ЯК ПЕДАГОГІЧНИЙ ФЕНОМЕН: ІСТОРИКО-ПЕДАГОГІЧНА РЕФЛЕКСІЯ

**Анотація.** У статті акцентовано увагу на аналізі досліджень вітчизняних та зарубіжних вчених щодо проблеми розвитку інтересу до читання. Розкривається сутність поняття «інтерес», «читацький інтерес», що є ефективними засобами успішного навчання й виховання. Розглянуто класифікацію інтересів, представлену у філософській літературі. Схарактеризовано читацький інтерес як педагогічне поняття, що органічно