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## THE MAIN WAYS OF MODERNIZATION OF OUT-OF-SCHOOL-EDUCATION OF HUMANITARIAN DIRECTION IN UKRAINE

**Abstract.** *The government has declared educational reform one of its top priorities in the coming years. The recent New Ukrainian School concept outlines a revolutionary vision of education with a focus on development of competences for life, a value-based education, and a partnership between students, teachers and parents. Therefore, the problem of modernization of the system of out-of-school education of Ukraine has been actualized in current social situation.*

*The purpose of the article was to analyze new educational legislative documents, find out the major challenges and identify key priorities of out-of-school education in the context of modernization. The obtained findings have shown that educational activity of out-of-school education should be modernized according to pupils' individual styles, pace, ability to be stretched difficulty and educational trajectories through creative and innovative tasks. It was noted, that educational curriculum out-of-school education should be modernized in accordance of students cross-disciplinary abilities, which are essential for personal fulfillment, development, an active role in the community, social involvement, employment, and self-actualization throughout life.*

*Based on analysis of modern researches and legislative documents, we indicate that the main ways of modernization of out-of-school education are the following: development and introduction of new modern education standards in that have a competence-based approach and provide for the competences people need in the 21st century; revision of the national curriculum according to new education standards; involvement children with special educational needs in introduction of a teacher certification procedure and new certified programs for enhancing professional qualifications in order to motivate teachers to develop professionally.*

*Future investigations are necessary to validate the kinds of conclusions that can be drawn from this study.*

**Key words:** *competence, curriculum, educational process, institutions of out-of-school education, modernization, New Ukrainian School, values, 21st century skills.*

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## ОСНОВНІ ШЛЯХИ МОДЕРНІЗАЦІЇ ПОЗАШКІЛЬНОЇ ОСВІТИ ГУМАНІТАРНОГО НАПРЯМУ В УКРАЇНІ

*Одним з головних пріоритетів на найближчі роки в Україні було визначено реформування освіти. Запровадження концепції «Нова українська школа», головним акцентом якої є освіта, що базується на цінностях, на розвиток життєвих умінь і на партнерстві між вихованцями, вчителями та батьками, актуалізувало проблема модернізації і системи позашкільної освіти України у сучасній соціальній ситуації.*

*Метою статті було проаналізувати нові законодавчі документи у сфері освіти, з'ясувати основні проблеми та визначити ключові пріоритети позашкільної освіти в контексті модернізації. Отримані результати показали, що освітня діяльність позашкільної освіти повинна бути модернізована відповідно до індивідуальних стилів, темпів, здібностей учнів, труднощів та навчальних траєкторій за допомогою творчих та інноваційних завдань. Крім того, з'ясовано, що потрібно оновити навчальні програми з позашкільної освіти, націлених на розвиток у дітей умінь, які необхідні для особистої реалізації, особистісного розвитку, активної ролі в суспільстві, соціальної участі, зайнятості та самореалізації протягом всього життя.*

*На основі аналізу сучасних досліджень та законодавчих документів ми вказуємо, що основними шляхами модернізації позашкільної освіти є: розробка та впровадження нових сучасних стандартів освіти, що базуються на компетентнісному та аксіологічному підходах та забезпечують компетенції, що необхідні підростаючому поколінню у 21-му столітті; перегляд навчальних програм відповідно до нових стандартів освіти; залучення дітей з особливими освітніми потребам у заклади позашкільної освіти; запровадження процедури сертифікації педагогів та нових сертифікованих програм підвищення кваліфікації.*

***Ключові слова:** компетентність, навчальний план, навчальний процес, інститути позашкільної освіти, модернізація, нова українська школа, цінності, навички 21 століття.*

**Introduction.** Today, Ukraine is undergoing a period of transformation in all social spheres building a new Ukrainian modern state. The education reform envisions a systemic transformation of the Ukraine's education sector into an innovative environment in which students develop skills to independently acquire and apply knowledge to real world situations and directly influence the country's socioeconomic situation.

In order to modernize the Ukrainian education system, the new Law of Ukraine "On Education" was adopted in 2017. Moreover, within the context of the "Action Plan for Implementing the National Qualifications Framework for 2017–2020" (2016) of the Ministry of Education and Science of Ukraine was approved. It has launched the development of special legislation for improving not only general secondary education, but only the out-of-school (non-formal) education, which is declared as an essential part of Ukrainian education system.

Nowadays, out-of-school education is identified as open and accessible to any child and is a truly socializing system. Furthermore, it is the most democratic and flexible environment that combines the efforts of families, schools and community to shape child's development and education. These condition leads to effective and successful children's intellectual, moral, spiritual and physical development, development of skills and self-determination. (On Out-of-school education, 2017).

**Aim and tasks.** The aim of the article is to outline the main ways of modernization of out-of-school-education of humanitarian direction in accordance of current educational reform in Ukraine.

The tasks of this article are: to analyze new educational legislative document to understand role and place out-of-school education in the context of modern educational reforms; to find out the major challenges that have been faced by the out-of-school education; to identify key targets, organizational and pedagogical priorities of out-of-school education.

**Research methods.** In order to achieve the aim of the article and do the tasks of this research, we used a number of methods. To clarify the notion and role of out-of-school education, we used such theoretical methods as analysis, comparison, and classification. In order to find out the present state of researched issue, we used the following diagnostic methods: questionnaires, testing, and ranking. Methods of systematization and generalization obtained findings were used to make conclusions and determine the main ways of modernization of out-of-school-education of humanitarian direction.

Participants in the data collection were 347 educators of out-of-school-education in three regions (Kyiv, Rivne, Vinnytsia).

**Research results.** The research is based on understanding the essence of out-of-school education as a system, which is an essential element of the system of continuous education. Out-of-school education by its nature is a complex system belonging to systems of social type, the evolution and orientation of which is determined by socio-economic factors, the hierarchy of value orientations of the individual, life of society. Previous studies was dedicated the content, forms and methods of formation of basic competences for pupils of institutions of out-of-school education (Verbytskyi, Boiko, Korniienko, Lytovchenko, Lypetskyi, Marynych, Machuskyi, & Pustovit, 2015).

The success of reforms in Ukraine is possible in terms of intellectual, spiritual and cultural development of the people, increasing its professional and creative potential in reforming of the educational system, based on the priorities of common human and national values, with the access to a new level of humanitarian culture of the society (Tarasenko, 2018). Therefore, value orientations in the educational process of institutions of out-of-school education were developed and actively implemented in pedagogical practice (Boiko, Korniienko, Lytovchenko, Liubych, Machuskyi, Prosina, & Tykhenko, 2017). At the same time, the results of the conducted studies have indicated that there is a need to modernize the content of the educational process in institutions of education and to create on this basis its methodological support.

In addition, the international literature offers data in support non-formal education as a way to fill the growing gap that results from today's more advanced and heterogeneous educational needs. Compared with formal education, non-formal education is less focused on the general and overall public needs of large groups in a society. It has been described as a complementary "educational activity carried on outside the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children". Non-formal education has different functionalities. A major one is participant functionality. This means that non-formal education brings direct benefits for its participants, such as skills, experiences and personal networks (Willems, 2017).

Today, there are both positive and negative trends in development of out-of-school education in Ukraine According to the Ministry of Education and Science of Ukraine, 1395 out-of-school educational institutions function in the system of education, that attract more than 1.2 million children, which makes 33.3% of school age children. In recent years, increasing a network of

centers for military patriotic education has been a positive tendency for current social situation. Unfortunately, for the last year, the number of clubs, groups and other creative associations decreased overall (by 4.649); reducing the coverage of out-of-school education by 2016 compared to 2015 (58.382 children) (Resolution, 2017).

In order to determine the main ways of modernization of educational process in institutions out-of-school education, we conducted the survey of educators (directors, methodologists, teachers, etc.) that provided us for information about their attitude toward this problem. For this purpose, 347 pedagogues were interviewed from Kyiv, Rivne and Vinnytsia regions. Respondents were asked to assess the relevance of the educational process of out-of-school education in Ukraine as a whole and in their institution of out-of-school to modern requirements based on 10-point grading scale.

The results of research have shown that the majority of teachers (88.6%) in institutions of out-of-school education believed that educational process of out-of-school education in Ukraine is relevant to modern requirements.

Moreover, the respondents evaluated the relevance of the educational process in out-of-school education by the following *indicators*:

- 1) regulatory requirements, taking into account changes in the legislation in the field of education;
- 2) achievements of psychological and pedagogical science;
- 3) psychological and pedagogical approaches (competence approach, person-oriented, etc.) ;
- 4) needs of society as a whole;
- 5) requests for children and parents;
- 6) cultural traditions of the country.

As a result, we have found out that more than two thirds respondents (76.3%) gave an affirmative answer in this respect.

On the other hand, answers on the questions “What ways, in your opinion, are top priorities for modernization of the educational process of out-of-school education”, have shown that over the half interviewees reported that out-of-school education should be modernized. The table below (Tab.1) presents the results of the most important indicators for educators in this context.

*Table 1*

**Priorities for modernization of the educational process of out-of-school education**

<b>Indicators</b>	<b>Respondents' answers, %</b>
creating new modern clubs within certain direction of out-of-school education	46.7
updating the content of out-of-school education	23.3
teachers professional development	14.1
organizational changes in forms, techniques, etc.	12.4
orientation at international experience	3.5
Total	100

Based on analysis of the survey results, we have identified that there is a significant contradiction between teachers' opinions and requirements of current legislative documents, as well as contradiction within teachers' own opinions. We speculate that this might be due to the internal teachers' fear of change, the loss of the workplace, the unwillingness to change the consistent pedagogical style, the inertia of finding new techniques adequate to modern challenges, etc. This may be the reason why teachers have shown self-censorship in their answers. However, an explanation of these assumptions and motives requires a separate study that will be revealed in detail when we develop relevant diagnostic test.

Nonetheless, we believe that the highly qualified and highly skilled specialists will determine the effective curriculum implementation. Accordingly, one of the essential ways of modernization of the out-of-school education system is a need adequately trained and motivated teachers in order to achieve mentioned targets.

Curriculum implementation is a network of varying activities involved in translating curriculum designs into classroom activities and changing people's attitudes to accept and participate in these activities (Okello & Kagoire, 1996). Nevertheless, curriculum implementers are faced with barriers which hinder the successful implementation of the curriculum.

In Ukraine, in order to transform out-of-school education to personalized, student-centered learning systems, we need to modernize educator's training and development systems to become learner-centered, personalized and competency-based. Today, teachers' preparation programs are exposed to strategies and methods with a heavy focus on delivering academic content within traditional seat-time learning models.

In the context of our researcher, it is important to transform teacher training development system in the following steps through:

- providing educators with opportunities to experience personalized, competency-based learning;
- exploring global best practices in contemporary theories of learning, evidence-based approaches, competency-based models, balanced systems of assessments and innovative instructional approaches for increasing learner agency and personalizing learning;
- preparing educators with the specific knowledge and skills they need to design and implement student-centered learning environments that meet the needs of every student;
- increasing diversity and representation within the teaching workforce to reflect the diversity of students and communities and to dismantle institutional bias against vulnerable subgroups of students (Patrick, Worthen, Frost, & Truong, 2017).

Therefore, the focus on content and knowledge acquisition are certainly important and they must be complemented with the other skills and competencies needed for educators to thrive in competency-based education systems. The framework document provides for a New Ukrainian School (2016), which will contribute to a competence-based approach in education and to improved values and attitudes of graduates, through more focus on key competences. Key competencies and cross-disciplinary abilities and skills are equally important and interrelated. Children acquire each of them consistently, gradually, and when studying at every stage of education. All competencies

have the following skills in common: critical thinking, leadership, creativity, the ability to logically justify a position taken, the ability to modulate emotions in a constructive manner, to apply emotional intelligence, the ability to work together in a team, the ability to resolve problems, estimate risks and make decisions, etc.

The next important way of modernization of out-of-school education is to implement inclusive education for children with special educational needs in the institution of out-of-school education. After the ratification of the United Nations Convention on the Rights of Persons with Disabilities (2016), Ukraine is undergoing radical changes in education system in order to implement inclusive education and ensure quality education to children with special educational needs.

The ways of implementing of inclusive education in Ukraine are defined by the Law of Ukraine “On Education” (2017) that guarantees “comprehensive development of the human being as a personality and as the supreme value of the society, development of its talents, intellectual, creative and physical abilities, formation of values and competences necessary for successful self-realization, raising responsible citizens capable to make a conscious choice and channel their activities for the good of other people and, and enriching the intellectual, economic, creative, cultural potential the society and personality” (On Education, 2017). Moreover, the state guarantees that every person has a right to high-quality and affordable education in Article 3, which states that “No one can be restricted in their right to obtain education” (On Education, 2017), including in institution of out-of-school education.

Implementing inclusive education in Ukraine is regulated by modern subordinate legislation which manages organization of inclusive education in educational institutions, its personnel, programs, educational and methodological support, psychological and pedagogical support, etc. (Kolupaieva, & Taranchenko, 2018). At the end of 2018, the project of “Procedure for the organization of inclusive education in the system of out-of-school education” (2018), which is aimed at legal regulation of the organization of educational process in the system of out-of-school education for children with special educational needs, have been developed. This project provides for requirements for the organization of inclusive education in the system of out-of-school education in order to ensure equal rights for children with special educational needs for high-quality non-school education, in particular:

- compulsory creation of inclusive and/or special groups or other organizational forms of education in the system of out-of-school education in case of addressing parents (legal representatives) of a child with special educational needs;
- adaptation of the educational process to the needs and capacities of children with special educational needs;
- involve, if necessary, the teacher's assistant to the educational process, in order to optimize the educational process and achieve its effectiveness (Procedure, 2018).

At this stage of understanding, we believe that the system of out-of-school education provides broad potential for the socialization and integration of children with special needs in peer groups. Indeed, in fulfilling, students with special needs may be more successful engaging in

collective developmental and creative tasks, than during academic activity, where the result of learning is more individualized, and it can be difficult for such children to succeed or to express themselves.

**Discussion.** The development of out-of-school (non-formal) education today is hampered by objective and subjective reasons and unresolved problems: neglecting by local authorities and education management of the Law of Ukraine “On Out-of-School Education” (2017) on preserving and expansion of the network of out-of-school state, municipal and private schools; gradual reduction in the number of clubs and art groups and therefore children who are enrolled in the out-of-school secondary education institutions in all regions of Ukraine; poor financial and technological support of the out-of-school secondary education at the local levels (especially at regional and rural); insufficient scientific and methodical level of training of the future teachers in the field of out-of-school education in higher education institutions – all these factors in the near future will lead to a significant shortage of qualified teachers (Kremen, 2017).

As a result, a growing gap between the traditional educational system and desirable social outcomes has led us to determine the future of out-school education in Ukraine, asking the questions: What skills and competences are needed for individuals to lead successful and responsible lives in a society that can successfully face the challenges of the present and future? However, we acknowledge that there are considerable discussions among researchers as to this issue.

The studies of the experts have shown different possible solution of these problems: increase of personal responsibility of the heads of local executive bodies and education institutions at all levels on the provisions of the Law and, above all, maintaining and expanding the network of these institutions; modernizing the legal framework of out-of-school education institutions and bringing them to the requirements of present nomenclature; providing financial support to publish the required standards and amount the corresponding educational and didactic materials, manuals and textbooks, periodicals of out-of-school education; development of target training programs and increase of the professional level of the out-of-school secondary education institutions personnel for the higher education institutions and in-service teacher training system (Boiko, Korniienko, Lytovchenko, Liubych, Machuskyi, Prosina, & Tykhenko, 2017).

The government has declared school reform one of its top priorities in the coming years. The recent New Ukrainian School concept (2016) outlines a revolutionary vision of education with a focus on development of competences for life, a value-based education, and a partnership between students, teachers and parents. The Law of Ukraine “On Education” (2017) opens the way for the decentralization of governance and a new structure of education with new content and new outcomes.

**Conclusion.** This aspect of the research suggested that one of the major challenges that have been faced by the out-of-school education is the practical implementation of the basic principles of new educational legislative documents. Overall, comparative analysis of scientific approaches and the obtained results indicate that important ways of modernization of out-of-school education are optimization of the network of out-of-school educational institutions, the improvement of facilities and

modernization of teaching methods and techniques, upgrading curriculum, the support children with special educational needs, etc.

Furthermore, the impact of the modernization of out-of-school education will take decades, however we expected the long-term benefits. Through the improved quality of out-of-school education, students will gain competencies, skills and values needed for the development of today's generation and the growth of Ukraine. In addition, modernized content of out-of-school education and training will contribute to a competitive labor force that meets the needs of Ukrainian economy and labor market. This provides a good starting point for discussion and further research.

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