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## THE EDUCATION CONTENT OF OUT-OF-SCHOOL EDUCATION INSTITUTIONS

*The article considers the issue of the content of students' education in institutions of extracurricular education. It is the content of education that ensures the formation of personal competencies, improving the quality and accessibility of extracurricular education in the process of education, upbringing, development and socialization of students.*

*The interpretation of the concept of «content of education» is formulated, which is defined as a holistic process of assimilation of the experience of previous generations, which is enriched and transmitted to subsequent generations; a variable historical category.*

*It is indicated that the content of extracurricular education is a scientifically substantiated system of didactically and methodically designed extracurricular education material for various profiles and levels of education.*

*Particular attention is paid to the main provisions regarding the formation of the content of extracurricular education, in particular: purposefulness; universal human values; scientificity; multiculturalism; integration; unity of the content and procedural aspects of education; implementation of a competency-based approach; consistency; nature-conformity; quality and accessibility of the content of education.*

*It is noted that the key regulatory document that determines the structure and outlines the list and scope of areas of extracurricular education with the distribution of the number of hours of weekly and annual workload is the curriculum. In accordance with it, the work of circles, sections, studios and other creative associations is planned for the academic year. The curriculum is also used to develop educational programs.*

*The structure and components of the curriculum, the features of the organization and the basic norms for studying the program material are described. The age groups and the number of students for whom the program is designed are indicated. The main forms and methods of conducting classes are presented.*

*It is proved that the content of education is the basis for the development of forms, methods and means of extracurricular education, modern organization of the educational process in institutions of extracurricular education.*

**Key words:** content of education, extracurricular education, institution of extracurricular education, educational process.

(статтю подано мовою оригіналу)

Nowadays, out-of-school education as a component of the education system plays an important role in the development of an individual, community, state and society. Content takes an essential place in the implementation of out-of-school education and the activities of out-of-school education institutions. This is due to the fact that, first of all, it is the content of out-of-school education that is to ensure the competence of the individual, improve the quality and accessibility of out-of-school education in the process of training, education, development and socialization of learners in out-of-school education institutions.

The state policy in the field of out-of-school education is defined in the Constitution of Ukraine, the Laws of Ukraine «On Education», «On Out-of-School Education», «On Childhood Protection», etc.

Conceptual ideas and views on the development of out-of-school education are presented in the National Doctrine of Education Development, the Strategy for the Development of Out-of-School Education, the Concept of Out-of-School Education under Martial Law, etc.

A significant contribution to the development of the theoretical basis of modern out-of-school education and its content was made by the scientific works of scholars, including: I. Bekh, V. Bereka, O. Bykovska, T. Bykovskiy, Y. Bykovskiy, O. Yegorova, L. Kovbasenko, M. Kosylo, O. Lytovchenko, I. Melnykova, H. Pustovit, O. Semenov, T. Sushchenko, L. Sushchenko, T. Tsvirova, and others.

Meanwhile the problem of the out-of-school education content requires constant improvement due to the arising challenges. Accordingly, the issue of content remains relevant for both pedagogical theory and practice.

It is especially important to define, select and shape the content of out-of-school education.

It is well known that the content of education is a holistic process of assimilating the experience of previous generations, which is enriched and passed on to the next generations. The content of education is a constantly changing historical category.

At each stage of the society evolution, the content of education is brought in line with social, economic and political conditions, the result of which is reflected in the regulatory acts of state authorities, local governments, and out-of-school education institutions.

The content of education is structured and implemented into a system of clubs, academic disciplines, subjects, courses. It is presented in the relevant curricula, programs, textbooks, manuals, teaching materials, didactic aids, etc. (fig. 1).

Thus, the out-of-school education content is a scientifically based system of didactically and methodologically designed out-of-school education material for different profiles and levels of education.

The analysis of a large number of domestic and foreign sources allows us to identify the main provisions for the formation of the out-of-school education content, including: purposefulness, human values, scientificity, multiculturalism, integrative nature, unity of the content and learning procedure, implementation of the competency-based approach, consistency, naturalness, quality and accessibility of the education content.

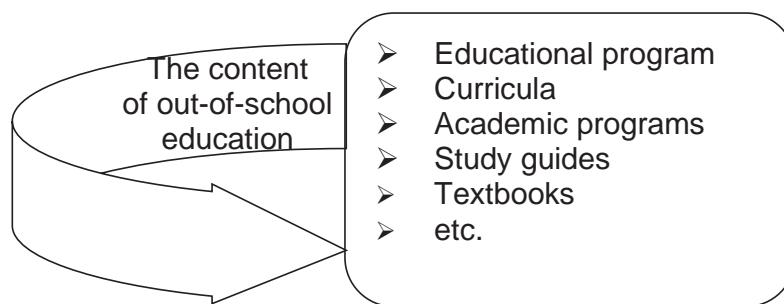


Fig. 1. The structure of the out-of-school education content in terms of the educational and methodological complex

Let us consider them in more detail.

1. Purposefulness.

The leading role in determining the content of education belongs to the goals and objectives set for education by the society. Thus, the purpose for out-of-school education is defined and specified in Article 14 of the Law of Ukraine «On Education»: «The purpose for out-of-school education is to develop the abilities of children and youth in the field of education, science, culture, physical culture and sports, technical and other spheres of creativity, to acquire primary professional knowledge, skills and abilities necessary for the socialization of children, their further self-realization and/or professional activity.»

2. Universal human values.

The provision promotes the correspondence between the content and the modern needs and capabilities of the individual; the priority of universal values of human health and free development.

3. Scientificity.

The Law of Ukraine «On Education» emphasizes the scientific and secular nature of education.

This stipulates that the content of education should only include the sustainable scientific facts and theoretical positions; materials corresponding to the current stage of development of science and its possible achievements; and clear conclusions on the development of nature and society. Accordingly, each topic under study should highlight relevant worldview, moral, aesthetic, and environmental ideas.

4. Multiculturalism.

It consists of a combination of humanitarian, natural, mathematical and career guidance components, classical heritage and modern achievements of scientific thought, and ensuring an organic connection with national history, culture and traditions.

5. Integrative nature.

It means focusing on integrative courses, searching for new approaches to structuring knowledge as a means of holistic understanding and cognition of the world.

6. Unity of content and process aspects of learning.

When forming and structuring the content of educational material, cognitive and practical transformative activities are required. In this regard, learning is not only a way of acquiring knowledge, but also a means of equipping students with methods of gaining new knowledge, independent acquisition of skills.

7. Implementation of the competency-based approach.

The conceptual idea of the learning content development in the modern context is the formation of a competent personality, which involves the acquisition of cognitive, practical, creative and social competencies.

These competencies are the basis for the implementation of the competence-based approach in out-of-school education and are the structural elements of the learning content for the learners in out-of-school education.

8. Consistency.

It consists in content planning that develops in an upward direction, where each new task builds on and follows from the previous one.

9. Naturalness.

Relevance of the education content to the learners' age and level of training. The quality of education is often reduced if learners have to learn highly overloaded or theoretically complicated material. At the same time, if the material is too easy, knowledge and skills, and cognitive powers, grow slowly, unproportionally to the learners' capabilities.

10. Quality and accessibility of the education content.

It is determined by the structure of curricula and programs, the way scientific knowledge is presented in educational publications, as well as the order of introduction and the optimal number of scientific concepts and terms to be learned.

It should be noted that, according to Article 16 of the Law of Ukraine «On Out-of-School Education», «the sole set of educational components planned and organized by an out-of-school education institution for the achievement of learning outcomes (acquisition of competencies) by learners, attendees, and trainees» is an educational program.

Herewith, «an educational program contains requirements for attendees, learners, trainees who can start studying under this program; a list of educational components and their logical sequence; the total amount of academic load and expected learning outcomes of education applicants».

It is worth noting that the main regulatory document that defines the structure and outlines the list and scope of out-of-school education areas with the distribution of the number of hours of weekly and annual workload is the curriculum. According to the curriculum, an out-of-school education establishment plans the work of clubs, sections, studios and other creative associations in accordance with their classification by levels for the academic year.

It has been found that the curriculum is used to determine the list of clubs and to develop academic programs.

Thus, the next document reflecting the content of education is the academic program, which we consider to be an educational publication that defines the content, scope, and procedure for studying and teaching a particular discipline, course, and work of a club.

It is established that the content of the program should correspond to the specialization of the club, modern requirements for the educational process and be unified, i.e., organized into a certain form, system.

At the same time, every academic program must ensure accessibility and proper quality of out-of-school education;

- the possibility of the out-of-school education content modernization;
- sufficiency of theoretical explanations and empirical data in the educational material, specificity and expediency of the scientific concepts introduction, generally accepted terminology and symbols, disclosure of scientific provisions in accordance with the achievements of modern science;
- compliance of the volume of educational material to the norms of workload and the number of class hours;
- focus of the educational material on the development of cognitive and creative abilities of learners, trainees, and attendees;
- consideration of the possibilities and expediency of using computer technology, other teaching aids, standard equipment, illustrative material, etc;
- use of knowledge gained by learners under the academic program of general education institutions in the main and related subjects;
- use of interdisciplinary connections.

It is determined that the structure of the academic program should include the following components: explanatory note, thematic plan, program content, projected result, bibliography, and an indicative list of equipment for organizing classes.

Thus, the explanatory note of the program reveals the educational concept of the course (club, discipline, subject), its goals and objectives.

It provides a brief description of the structure and individual components of the program, peculiarities of organization and the basic norms of the program material learning. The age groups and number of learners for whom the program is designed are indicated. The main forms and methods of conducting classes are presented.

Thus, the presented learning content is the basis for the development of forms, methods and means of out-of-school education, the up-to-date educational process organization in out-of-school educational institutions.

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**Биковська О. В., Биковський Т. В., Макаренко Л. Л. Зміст навчання учнів у закладах позашкільної освіти.**

У статті розглянуто питання змісту навчання учнів у закладах позашкільної освіти. Саме зміст навчання забезпечує формування компетентностей особистості, підвищення якості й доступності позашкільної освіти в процесі навчання, виховання, розвитку і соціалізації здобувачів освіти.

Сформульовано тлумачення поняття «зміст навчання», що визначено як цілісний процес засвоєння досвіду попередніх поколінь, який збагачується і передається наступним поколінням; змінна історична категорія.

Вказано, що зміст позашкільної освіти – це науково обґрунтована система дидактично й методично оформленого матеріалу позашкільної освіти для різних профілів і ступенів навчання.

Особливу увагу акцентовано на основних положеннях щодо формування змісту позашкільної освіти, зокрема: цілеспрямованість; загальнолюдські цінності; науковість; полікультурність; інтегрованість; єдність змістового та процесуального аспектів навчання; реалізація компетентнісного підходу; послідовність; природа відповідність; якість і доступність змісту освіти.

Зазначено, що ключовим нормативним документом, який визначає структуру й окреслює перелік і обсяг напрямів позашкільної освіти з розподілом кількості годин тижневого та річного навантаження, є навчальний план. Відповідно до нього планується робота гуртків, секцій, студій та інших творчих об'єднань на навчальний рік. Також навчальний план використовується для розробки навчальних програм.

Описано структуру і компоненти навчальної програми, особливості організації та основні норми вивчення програмного матеріалу. Вказано вікові групи та кількість учнів, для яких розрахована програма. Представлено основні форми та методи проведення занять.

Доведено, що зміст навчання є основою для розробки форм, методів і засобів позашкільної освіти, сучасної організації освітнього процесу в закладах позашкільної освіти.

**Ключові слова:** зміст навчання, позашкільна освіта, заклад позашкільної освіти, освітній процес.