



SOCIAL ASPECTS OF EXTRA CURRICULAR ACTIVITIES FOR YOUTH

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ABSTRACT

In essence and content, extra-educational activities are unique and unique in comparison to other types of activities. This uniqueness and uniqueness is due to specific domain of its features. Extracurricular educational activities contribute to the greatest extent to ensure continuity of educational process, and hence to its greater efficiency. Therefore, it is often identified not only as one of the best Helpers for the young generation for its formation and development but also as a guarantee for a closer link to its real needs with the realities and trends in society. Compared with other types of activity it gives much richer opportunities to organize life and work of children in their free time from school, to address the national and universal values, to form a national consciousness and create positive attitudes to work ; to combine private and public interest. Relying on the fact that extra-educational activities are kind of educational activity, it gives us reason to consider them as a form of social activity. Pedagogical science has irrefutable evidence that reveal different aspects of its social extra-educational activities. Some of them are related to the occurrence of initial education as a public (social) need to prepare the younger generation to work activities and social life. In order to understand better the social aspects of this type of educational activity, we consider deeper the concepts "Social community", "Small group", "Leisure".

Key words: educational activities, extra-curricular, social phenomenon, social work, social community, small group, leisure

INTRODUCTION

In essence and content, extra-educational activities are unique compared to other types of activities. This uniqueness is due to the specific domain of its features that stands out in terms of extracurricular educational institutions, namely:

- extra-educational activities are carried out by specialized work in the leisure time of children after-school educational institutions: Centers for working with children, children united complexes, school sports schools, etc.;
- extra-educational activities meet the specific needs of children and interests in science and technology, artistic, sports and tourism, education and civic education, etc.;
- extra-educative activities to develop more dynamic and more flexible, according to

public matters, since it is not limited by strict rules and regulations;

- extra-educational activities included in the content current and advanced time knowledge and skills that form the attitudes and values and develop children's ability to adapt to the outside world, to a changing environment;
- extra-educational activities are managed and implemented by representatives of different social environment;
- extra-educational activity provides a free choice of forms, methods, means sufficient to fully reflect all aspects of educational activity, place and time for its realization;
- extra-educational activities aimed at studies of the free time of children;
- extra-educational activities are characterized as voluntary;
- extra-educational activities stimulate the development of amateur and self-government;
- extra-educative activities are carried out on different teaching approaches, but primarily of the complex, individual, and integral characteristically oriented;

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- extra-educational activities meet a wide range of needs and interests of each child;
- extra-educational activities shall comply with age and individual characteristics of participating children;
- extra-educational activities providing continuity and connection between generations;
- extra-educational activities free access to their forms for all children irrespective of gender, age, religion, preparation, social status, etc.

METHODS AND RESULTS

Listed specific features of extra-educational activities, give us full reason to consider and determine as poly systematical specific and complex educational and social phenomenon which, in our opinion, contributes most to ensure continuity of educational process, and hence to its greater efficiency. Therefore, we accept fully appropriate and acceptable not only to identify her as one of the best “Helpers” the younger generation in the process of its formation and development, but also ensuring a close link between its real needs with the realities and trends in society as a whole than it can do other factors such as family and school. This is because compared with the activities organized by other educational factors, extra-disposed much richer opportunities for understanding the lives of children during their free time from school, to address the national and universal values, to form a national creating awareness and positive attitude to work; to combine private and public interest, etc. This work gives much greater assurance and chances of the child to develop personal initiative and entrepreneurship to create and performance. Extracurricular educational activity provides a much more favorable condition for the upbringing of children in humanism, discipline and responsibility, independence, tolerance, capacity for risk-taking, critical, communication skills and cooperation. Based on similar reasoning, we come to the logical conclusion that extra-educational activities and has the function of forming and growing, ie it can be determined and considered as a condition and as a factor in the formation and development of children’s personality, in its entirety. Relying on the fact that extra-educational activities is a kind of educational

activity, gives us a reason to consider it as a form of social activity.

Pedagogical science offers compelling evidence that reveals its various social aspects. Some of them are related to the initial emergence of education as a public (social) need to prepare the younger generation to work because it is through educating the transmission of acquired work experience from one generation becomes irrevocable and confirmed in the educational component of (a socializing) process. Therefore, most often the emergence of education as a social phenomenon refers to the Beginning of civilized human development. Social significance of educational activity is associated with the preparation of the younger generation of public life. This gives grounds to be argued that education (educational activity) is connected with the social development of youngsters; the mark of enriched human spirituality is related to cultural awareness because it is through this activity made possible the realization of the spiritual connection between generations, between young people and adults. Moreover, Education is the guarantee of the social existence of people. So is the fact that the broadest and most thorough examination of education is precisely considered as a social phenomenon. And that is because it is this circumstance allows for tracking the evolution of the phenomenon in different social structures and changes occurring in them, for the recovery of force against its emerging adolescent generations to actively participate in the creation of material goods and moral renewal society. Ultimately, the result of the realization of education as a social phenomenon in practice is the active participation of individuals in the process of continuous humanization and democratization of life (1).

For more insight into the problem in order to detect extra-social aspects of educational activity, we consider the essence of the concept of Social work. Like the concepts Educational activity and extra-curricular educational activities the meaning of social work is too broadly interpreted, and therefore ambiguous. Among scientists it is described as Social pedagogical activities, others as a Social services and third parts as having a social integration etc. This variety of interpretations

is due, in our view, to major constituent concepts, namely the concept of Social (from Latin - Socialist), which means literally public. (Pertaining to people's lives to individual groups closely associated with public relations, inducing changes in production relations) (2).

According to N. Petrova, social work is Activity of society, State activity, an integral part of social, institutional and political life of a democratic state Its distinguishing feature is its integrative nature, which is justified by the diversity and complexity of aid considered necessary. The aid, according to the author, is always a simultaneous creation, organization, activation, processing and others. Capacities of individual personality and social resources, based on similar reasoning, logical N. Petrova reached the conclusion that social work, in its essence is deep helping activity is aimed at people with problems, it helps develop, increase or restore their individual, group or public capacity; implemented as a process of interaction, partnership, cooperation, assistance is voluntary and it appears in the dignity and self-determination of the client, it is deemed to be the right of a customer (3). The main purpose of social work is actually a change in personal thoughts, feelings, attitudes and behavior of individuals. Its successful implementation requires various tasks whose content is determined by the specific focus of the upcoming problem solving and effective forms and methods to be used for this purpose.

Another author, I. Kusev, social activity is a range of activities of various kinds aimed at social protection of certain groups for their optimal adaptation to the surrounding social environment and successfully overcome the predictable and unpredictable risky situations. Among the major groups who have a real user of this type of activity, according to the author, a special interest is the group of the children. Quite rightly, he stressed the need for consideration of children as a single value with their own interests and rights that should be protected as such, namely (4).

If we interrelate specificities of social services to the nature and specifics of extra-educational activities we will find sufficient grounds to consider and define her as a kind of social activity as a social phenomenon. In particular it relates to the institutionalized-school

educational activity that can be observed, analyzed, evaluated, and contributing largely to: formation of attitudes and values that help the faster adaptation of adolescents to rapidly changing social environment; create conditions for cooperation and communication between adults and children and between children (interpersonal, group, community , between groups and on community level); provide an opportunity for personal expression and self-development; create the conditions for preventive and corrective action, etc. (1).

To those features of extra-educational activities as a social phenomenon, we treat more:

- allowing free participation of children in its forms;
- ensuring accessibility for every child, regardless of sex, age, religion and social origin, health status (with the exception of children with severe mental and physical illnesses, etc.),
- providing a variety of options for activities and performance of children desired by them;
- providing example opportunities for prevention and correction of negative phenomena among children and youth and others.

Clarifying the issue of extra-educational activities, as a kind of social activity, we connect with the essence of the concept of disclosure to "social community". Seen in the broader sense, it means at all body of people united by history and put sustainable social connections and relationships, having a number of common attributes (traits that impart unique originality) (5). Since every community in nature, dimensions and features have historically driven variable characteristic in clearing the concept we took into account the immanent to community dynamics in terms of its content and in terms of its structure. In this sense, adopted the definition of child community out of school terms of activity, as a kind of social community, as it, like any other community of people, participants are united in common goals, interests and norms of behavior. As a result, in each child creates a certain feeling for belonging to that community as any other is characterized by its dynamics and mobility, organization and method of implementation, content and business relations. The basis of joint activity of children in the

community stands to a unifying idea. It is first based on universal values- humanism, compassion, freedom, equality, and on the other social status of the child, the characteristics of community needs and interests of individuals and it is defined as the basis for the formulation of the main objectives of community. The main effort in building the child's community are directed primarily to the humanization of relations in it.

To understand better the nature of child social community, we might consider as a small group, because in terms of extra-educational activity, it is most common in practice and as a method and form. We should emphasize that in the pedagogical theory is still no single, universally acceptable definition of this phenomenon. As a criterion for determining the essence of the concept "Small group", a number of Western psychologists see: frequency and duration of interactions between individuals and the number of its constituent members. Other authors agree that small group is a social cohesion, whose members are linked with each other in a much defined direction, and are dependent on one another to some degree. For instance, small groups are part of the immediate social environment of man and usually consists of 2-3 to 40-45 people (6).

The group is distinguished by its more universal form of his life, work, and communication between its members because every man is born in a group, socialized in a group and spent a significant part of their lives in them (7).

The small group as a kind of human community is distinguished by its specific features:

- direct contact (without excluding the forms of indirect contact between the constituent individuals, interaction and mutual influence between them;
- common purpose and activities (experience common feelings, the existence of common interests, motives and propulsion systems of values and norms, customs and habits;
- separation of internal functions and group roles; specific localization of space and some stability over time.

In our view, the author rightly acknowledges the fact that an exception of internal and

functional roles, which may occur at a later stage of the existence of the group are any other specific features in whole or in part, to a greater or lesser extent inherent in the small group forms the time of its occurrence until its dissolution (6).

Moreover, L.Desev revealed some common features of group and team, proving the linkage between them. First, he said, standing and communication /contact and contagioznost/ which it "describes as mechanisms of influence, suggestion, imitation, etc. in the process of direct communication" (7). Secondly, the author sets the overall objective of the group members and staff, their common feelings and experiences. Thirdly, he ranks psychological similarity, which represents the community as a community attention on the grounds of values and norms of manners, customs, habits. The fourth place is for features characterizing collective and small group as microenvironments for socialization and identity formation. The fifth place spots at approximately the same number of constituent members.

Based on similar reasoning, we rightly come to the conclusion that small groups are actually a wide margin for "social education" and "learning" as a meaning for socialization. This is because each child grows up in a group to study social behavior in a group, build capacity to form the group and to test it in the rules of life flowing in the community, such as tolerance, consideration of others, and to hold responsible other social characteristics (8).

It is permissible to consider the problem of social aspects of extra-educative activities, without being in touch with the essence of the problem of leisure, as notions of time and space remain among the most complex and abstract ideas for someone who had worked only in advanced stages of development (9).

In literature there are a variety of opinions on clarifying the nature of this phenomenon. One of the guidelines for this distinction is a "free" (occupied) "non-free" (employee) time. In this regard, we believe, represent the interests of reasoning J. Parushev as they relate to leisure time of children (students). As established by it, the "budget time per student", he considers

these two categories: “Employed” and “Unoccupied” – as for time - as appropriate- “training time” and “non training time”. In the scientific literature and found distinct concepts employed and occupied time, is considered as: “public need time” and “individually instructed time”, which formed the basis of understanding that non training forms school while it is in fact based on human freedom to choose activities to participate (10).

There is compelling evidence that between leisure and educational process, there is a correlation. In a democracy it is expressed in the common purpose of which the subject, and educational and leisure activities, namely: formation of free, independent and relatively autonomous individuals who are able to realize. Available detect such dependence between observations of the educational budget and the budget of free time. This relationship is inverse, i.e. more extended teaching time, more freedom decreases.

Leisure is located in such dependence and the overall organization of the educational process. This means that the better organized this process, the more time left for leisure and recreation. Key factors for achieving similar efficiency of the educational process are the level of qualification and the organizational culture of teachers and school management, quality of textbooks and didactic materials, educational level of science the equipment and so on.

In the scientific literature is found other interesting views of leisure as a social and pedagogical problem. For example, L. Todorova, D. Teddys and P. Zhiryakova considering the problem of leisure in the context of the problem. Pedagogical as a social environment is defined as “pedagogical space” (11).

For A. Balkan, Leisure is “not just that amount of time that remains after school jobs, school and prepare for satisfying physiological needs”, but it should be understood as a “Space ie as something that occurs outside of us” or something “empty” which may be arbitrarily filled because of the free time ... one person, indicate the author, is “freely specified age and individual characteristics”. Therefore, its

consideration should take into consideration two basic human needs. Need for “entertainment” and the need for “excellence”(12).

Leisure is located in close connection with the overall planning process and implementation of extra-curricular activities and opportunities for children to use at their discretion, to satisfy their spiritual and material needs. Its major functions essential complement the appearance of extra-curricular activities as it relates to a large extent, “to recreation, entertainment, and development of skills and realized personality” (13).

These other observations that reveal leisure as a social and pedagogical phenomenon, give us grounds to assume assertion that actually preserve of carrying out extra-educational activities with children and youth. Hence our finding and others, namely, that really an extra-educational activities are diverse, a complex of integrative phenomenon, winner of a huge social charge and that free time is a huge scope for its practical implementation, which makes it practically measurable space, and that actual measurability of the educational impact of extra-educative activity is child community team, the group (14)

CONCLUSION

In conclusion, we believe that the evidence offered, albeit in more limited volume of production, reveal extra-essential aspects of educational activities as a social phenomenon and justify it to be considered, determined, studied, planned, organized and evaluated exactly as a significant kind of social activity.

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