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**Increase of availability of additional education of the children**

**in the Khabarovsk territory**

*In this article the development processes of additional education (further – AE) of children in the Khabarovsk territory, according to the main program documents are analyzed. The model of formation of the state (municipal) task for the maintenance of additional education of children taking into account specifics and priorities of the regional development is offered. Development and realization of the regional model are carried out in the long term through an increase in coverage of children, irrespective of geography of accommodation and a level of income. There is a creation of special mechanism of financial support of the right of children for participation in the programs of additional education, irrespective of the family economic and social situation, and also the status of health through the personified obligations. It is specified an improvement of quality of additional education as a result of changes of technological and social way. Realization of availability of additional education of children is considered as a multilevel open, dynamic system when ensuring the following principles: state and public nature of management, partnership, state and business, interdepartmental integration, network information exchange.*

*В статье анализируются процессы развития дополнительного образования (далее – ДПО) детей в Хабаровском крае, в соответствии с основными программными документами. Предлагается модель формирования государственного (муниципального) задания на содержание дополнительного образования детей с учетом специфики и приоритетов регионального развития. Разработка и реализация региональной модели осуществляются в перспективе через увеличение охвата детей, независимо от географии проживания и уровня доходов. Происходит создание особого механизма финансовой поддержки права детей на участие в программах дополнительного образования, независимо от социально-экономического положения семьи, а также статуса здоровья через персонифицированные обязательства. Указывается на повышение качества дополнительного образования в результате изменений технологического и социального уклада. Реализация доступности дополнительного образования детей рассматривается как многоуровневая открытая, динамическая система при обеспечении следующих принципов: государственно-общественного характера управления, партнерства, государства и бизнеса, межведомственной интеграции, сетевого информационного взаимодействия.*

***Keywords***: *system of additional education, concept of development of additional education of children, factors of effective development of additional education, regional government by additional education, educational institutions of additional education of children, financial, methodical, staffing of additional education, model and formation of the state task for the maintenance of additional education of children, priorities of regional model.*

***Ключевые слова:*** *система дополнительного образования, концепция развития дополнительного образования детей, факторы эффективного развития допобразования, региональное управление дополнительным образованием, образовательные учреждения дополнительного образования детей, финансовое, методическое, кадровое обеспечение дополнительного образования, модель и формирование государственного задания на содержание дополнительного образования детей, приоритеты региональной модели.*

The vector of development of education in the modern Russian society is aimed at providing its continuity, multi-level character, variability and systemacity. However increase of the status of the competent worker, highly educated cultural person in the modern community contradicts the growth of educational level which isn't allowing the increasing number of people to adapt successfully to the modern society, to realize itself in the conditions of intensive development of new technologies.

In Russia there was historically a unique social institute of additional education of children having special potential in the solution of the above-named problems. Social and economic reforms in the Russian society have caused high-quality changes in all education. There was a transformation of domestic system of the out-of-school work in a system of additional education on a set of legal acts and program documents. For the first time in the history of our state additional education of children has been selected as an independent link.

Growth of the social status of additional education in the Khabarovsk territory is followed by its updating at the new institutional level. Against formation of the social order, the system of additional education reconsiders traditional approaches to the out-of-school work, activity, amateur performance of educational institutions variability grows in the maintenance and organization of their activity. At the same time, since 2014 excessive intensity of reorganization of the establishments of additional education is observed that leads to the problem situations connected with the methodical, personnel, financial and resource providing.

The main directions of restructuring of additional education are proved by the set of documents adopted during the period since 2014 and which have determined the main directions of modern development of the studied system in our country. The Concept of development of additional education of children adopted on September 4, 2014 No. 1726-r concerns them. Mission of the concept – realization of providing a human right on development and free choice of the different types of activity in which there is a personal and professional self-determination. According to the program document, additional education of children in the short term can compete with the other its types in the following characteristics: free personal choice of activity determining individual development of the person, variability of contents and forms of the organization of educational process; availability of global knowledge and information to everyone; adaptabilities to the arising changes. The removed regularities have predetermined the need of carrying out the complex analysis of additional education for the territory.

Empirical base of the analysis are the legal normative documents concerning the questions of organization of AE institutions of children, documents of the current archive department of the administration of Khabarovsk, and also the Palace of children and youth "Severnoe siyanie" in Khabarovsk.

The considerable part of conclusions relies on the results of research of the Assessment of efficiency of additional education in Khabarovsk within which a survey of 180 parents whose children are trained according to the programs of AE is conducted. Also the results of expert poll of teachers of MAUDOD "DTDiM" in Khabarovsk in number of 41 persons were used.

The analysis of attracted set of the materials connected with the realization of availability of additional education of children allows conclude, in general, that the modern system since the period of adoption of the main program documents (since 2014), passes a stage of formation of the system as a social institute through creation of the own regulatory legal and resource base, formation of a network of the specialized enterprises, organizations, establishments, organizational and administrative structure, the own system of personnel and opportunities of their reproduction, special corporate culture. The current state and further development of additional education is realized now through:

- increase in the coverage of children services of additional education, irrespective of geography of accommodation and the level of income;

- improvement of the quality of additional education;

- contents updating, according to the problems of development of the state, interests of children and requirements of a family, changes of technological and social way;

- creation of the mechanism of financial support of the right of children for participation in the programs of additional education, irrespective of the place of residence, family economic and social situation, and also the status of health through the personified obligations;

- formation of effective interdepartmental control system;

- creation of conditions for participation of a family and the public in management of the system development of additional education.

After adoption in 2014 of the concept and the other program documents the situation in the system of additional education of children in the region began to improve considerably: insignificant growth of specialized institutions is observed, quantitative and variable indicators of programs and the children who are trained grow.

Now the possibility of receiving additional education is provided with the regional state (municipal) organizations of different departmental accessory (education, culture, sport and others), and also the non-state (commercial and noncommercial) organizations and individual entrepreneurs.

In recent years the growth of interest of the families in additional education of children, including on a paid basis is noted. The number of children of preschool age involved in the additional general education programs, teenagers and youth grows, the modern resources are used. Educational initiatives are actively offered by the museums, libraries, new public cultural and exhibition platforms, public organizations, etc. At the same time, often after increase of a number of participants of educational program there is a decrease in productivity of the educational results. The number of persons interested to earn on rendering of services increases, without bearing responsibility for their quality, not all have licenses for conducting educational activity. Current situation is connected with the lack of full state and public control both over the quality, and a ratio of directions of educational services. These tasks are the main and in the light of implementation of the Concept of development of additional education of children where as the main mechanism of realization the open state and public nature of management of the sphere of additional education of children realized via mechanisms of participation of the public, expert and professional community in making decisions on the support of these or those programs and projects of additional education, in the quality control of implementation of the programs, distribution of the budgetary resources is considered [3. P. 15 – 17]. It is important to trace the key parameters of rendering educational services by individual entrepreneurs (Art. 32 of FL-273). The key socio-cultural role of additional education consists in that the motivation of internal activity of self-development of children's and teenage subculture became a task of all society, but not separate organizational and administrative institutes: kindergarten, school, technical school or higher education institution. In the 21st century transformation of vital space into the motivating space determining the self-updating and self-realization of the personality where education of the person begins with the formation of motivation to knowledge, creativity, work, sport, familiarizing with the values and traditions of multinational culture of the Russian people has to become a priority of education. Refusal of the state of the solution of this task can lead to the risks of spontaneous formation of identity in peripheral (sub-cultural) spaces of socialization.

Analyzing the possibilities of increase of availability of additional education of children on the activity directions in the Khabarovsk territory, we note, first of all, a huge number of directions of additional education of children. It, in particular, causes difficulties in the organization of available educational environment for the child. The sphere of additional education has no uniform submission (different establishments are in the department of the Ministry of Education, culture, sport), with what a variety of approaches both to the organization, and to financing is connected. Besides, the structures which don't have, in principle, an educational focus also are involved in the process of additional education of children (forest, fire services, etc.). At the level of public administration still there is no uniform approach to the organization of additional education of children. The insufficient systemacity of management which is shown in the insufficiency of connection between the structural elements of the object of management whereas the government bodies of management have to guarantee the quality of additional education and the unity of cultural and educational environment in the conditions of multinational society, general availability and adaptability of education [1. P. 19 – 22]. Therefore it is necessary to stir up the activity in this direction for implementation of the Concept of development of additional education of children where one of the main mechanisms are the interdepartmental and inter-level cooperation, integration of resources, including organization of the network interaction of organizations of different type, departmental accessory within the cluster systems, creation of the integrated (or complex) organizations of the social sphere [4. P. 34 – 38] and, respectively, one of the important directions is "… formation of the interdepartmental model of management of the sphere of additional education of children, including the elimination of departmental barriers of financing of the organizations" (The order of the Government of the Russian Federation from 9/4/2014 No. 1726-r).

A number of the factors interfering the effective development of additional education of children at the level of the territory is revealed:

- insufficient formation of financial mechanisms of development of the system of additional education;

- lack of the uniform educational standards (requirements) to implementation of the additional general education (all-developing) programs and the uniform system of the state and an independent assessment of the quality of services;

- insignificant influence of the state and municipal tasks for improvement of the quality of services and providing the regional order for development of the educational programs in the areas reflecting the prospects of regional development;

- poorly expressed interaction between the educational organizations in the solution of general tasks as the most important characteristic of the network organization of educational space;

- insufficient level of development of material and technical resources of the organizations of additional education, lack of the available environment for disabled children, equipment of information and communication resources;

- increasing deficiency of professional and competent experts connected with updating of the content of additional education of children.

Besides, the outlined tendency of increase of the level of a salary of additional education teachers hasn't suspended the outflow of the most qualified personnel yet and hasn't led to the mass involvement of talented young specialists.

According to the Federal law from 12/29/2012 No. 273-FL "About education in the Russian Federation", granting additional education of children, generally is within the competence of regional level. Taking into account the economic, social, demographic situation which has developed in the Khabarovsk territory development of the branch of additional education is possible on the condition of creation of its effective organizational model which has to promote further development without the involvement of considerable additional budgetary resources.

Many questions are raised by such concepts as the regional model and formation of the state (municipal) task for the organization and the maintenance of additional education which aren't always formed taking into account features of the region, specifics of socio-cultural, mental, geographical resources at present. In these models not always the priorities of development of this type of educational services truly are determined.

Development of the network forms of realization of educational programs, introduction of variable models of financing, including giving of certificates on the services of additional education can become the priority of regional model giving it a chance to come to the required functioning level. [4. P. 34 – 38].

A set of educational programs including having the regional status not always allows specify the state (municipal) task, to determine financing priorities according to the contents of programs, and also to form the budget of directly educational activity and the budget of necessary infrastructure. The main risk of introduction of regional model as a basic consists in a lack of qualification of pedagogical personnel in the field of development of modular educational programs, and also the organization of intensive forms of education and a network maintenance.

The priority (in the majority) at the level of constructing of the regional model can become the additional general education programs which are classified on: to the recipients of services; orientations on targeted support, maintenance and vocational guidance of exceptional and motivated children, on socialization of the children requiring special attention of the state and the society (children from the group of social risk, children with the limited opportunities of health (further – LOH), children of migrants); according to the contents and orientation of training.

Management of additional education will be more effective if the instruments of state and public regulation and the management of development of additional education become:

- at the regional level: regional council of the heads of the organizations of additional education; regional educational and methodical association of professional community of teachers and heads of the organizations; regional competitions of the grants on implementation of the projects of social and pedagogical orientation; competitions of the programs and projects of development of the new directions of this type of education of children;

- at the municipal level: municipal councils on the development of education; municipal professional communities of teachers and heads of the organizations of additional education; competitions of the programs and projects of development of the new directions;

- at the level of educational institutions: management boards of the organization, boards of trustees, funds of the institution development and other forms of the state and public management.

Development of the mechanisms of increase of the personnel potential of additional education of children will be promoted by a system of stimulation of professional and personal growth of the teachers, attraction of the young personnel, volunteers, development of the competitions of pedagogical skill, various forms of training of the specialists of additional education.

Here especially significant is a problem of due financing. The problems of development of the system demand double increase in financing by 2018, but an increase only by 25% is possible today. It is necessary to improve the forms of reports, to introduce the systems of monitoring and control of services rendering, to start the mechanism of control over bringing the means to the service provider, efficiency of use of the allocated finance. Money can be distributed for everyone trained who will be able to choose where it is interesting to him to be trained. Thus, the conditions for healthy competition of private and state sectors will be created, at the same time the involvement of private service providers in the system of additional education assumes a possibility of obtaining budgetary funds by them. Besides, support of the qualitative programs has to be carried out with assistance of the parents including financial.

The solution of financial problems can be implemented through the development of non-state sector in additional education for the solution of the national educational objectives.

Widening of this form of rendering services is promoted:

- the market of private services filling the shortage of main education (leisure clubs, educational parks and the science and technology parks, centers of youth innovative creativity, museums, etc.);

- "informal pedagogic": youth and teenage movements (scout movement, role-playing games, historical reconstruction); informal creative communities; communities of fans of extreme sports; volunteer, educational, ecological projects;

- informal education: media projects, network educational programs.

These movements can become both the prototypes, and the organizational basis for deployment of the system of the mass social and educational projects.

Besides, the state (municipal) services of additional education can be provided on a paid basis. Such services have the right to carry out the educational organizations at the expense of means of natural and (or) legal entities if they aren't provided by the established state (municipal) task.

The following problem which is the most often declared in the professional community are the all processes connected with the development, the analysis and the realization of educational programs.

At the same time, there are the problems of creating of individual space in which the free choice, innovation, practical orientation, mobility and variability is guaranteed to the children. The value of additional education of children is obvious, but in the presence of a large number of variable programs, owing to the lack of consistent standards it is impossible to determine accurately their quality, financial and methodical opportunities of evaluation. At the same time, the feeling is created that the system of additional education of children is tried to be built as a comprehensive school at which the main role is played by the program. Such formalization attracts the resources, but causes at the same time the outflow of specialists – "not the teachers". In this sense implementation of the Concept in the form in which it exists now, can be connected with the certain risks and obstacles.

Forming of the organizational and financial mechanisms in additional education of children around the educational program can have also negative consequences. There is a risk of loss of variability and restriction of freedom of the child in the choice on the own initiative of different types of activity. The educational program in this sense seriously narrows possibilities of the implementation by children of the tests and an opportunity to build specific space of unlimited opportunities of the choice. This circumstance will lead to the toughening of control, standardization of programs, decrease in variability, emergence of a need for the child to master the program entirely, need to develop the formalized system of estimates of the results upon termination of the program. Otherwise, the concrete educational institution won't receive budgetary funds or will receive them not in full.

At the same time, results of the research have shown the low level of professionalism of considerable number of authors of the programs in the field of pedagogic, first of all, of pedagogical creating and forecasting. It is explained by the absence at developers of the programs of corresponding experience and special preparation for pedagogical creating, and also the fact that many teachers have no pedagogical education.

Now there was a need of judgment not so much of conceptual and theoretical data on updating of the program content of additional education how many the practical results achieved in this direction, identifications of the social and pedagogical conditions of improvement of the process of programming of the content of additional education, realization mechanisms.

Proceeding from the carried-out analysis, it is possible to carry to such means:

- activization of "educational" work among the teachers, strengthening of promotion of the competitions of educational author's programs at all levels (institutions, districts, regions);

- increase of the level of readiness of the additional education’s teachers for pedagogical designing through the system of increase of their qualification.

The need of specification of the conceptual framework connected with the programming in the field of additional education, designation of the principles of its updating, justification of requirement to the programs of new generation, definition of algorithms of creation of the program documents is revealed.

The ethno-pedagogical component, regional specifics began to be expressed in the programs more brightly. Educational component which is expressed in a definiteness of valuable orientations and personal qualities of the graduate of the establishment of additional education, concrete circle, club, section has considerably amplified.

As a result, the opportunity to determine approaches to the typology of programs of additional education was given. Considering all discussions which have taken place in the environment of professional community and the results of expert work it is obviously possible to formulate separate positions and to offer the following classification of the program documents. Here can be the main types of educational programs: all-developing, focused on younger age, special (on interests), addressed to teenagers, pre-professional training of seniors, for exceptional children, correctional compensating.

It is necessary to specify that the last two types of programs can be selected in independent for two reasons. First, their contents has to differ significantly even from "the standard programs", not to mention the realization of individual approach to the child. Secondly, programs of these types exist for all age – from preschool to youthful. The matter is that endowments come to light at the younger school age, and in the teenage the sphere of its greatest manifestation is determined. At the advanced school age it is realized in the professional self-determination. Correctional work for achievement of the optimum result is most actively carried out with the younger children.

When developing the state requirements to implementation of the additional general education all-developing programs and the differentiated system of assessment of the quality of services taking into account the social order and labor market it is necessary to consider the following provisions:

1. The uniform interdepartmental state quality control of the provided services of additional education of children, obligatory passing of the procedures of licensing and the regular control of compliance of the quality of education to the requirements (first of all, the commercial organizations) can become a solution;

2. The programs of additional education for teenagers and the senior school students have to have obligatory continuity "school – vuz/ssuz", the results of additional education (for example, in the form of portfolio) to be considered at the entering vuz/ssuz since the role of additional education in the professional orientation work is very high. Interaction of the preschool educational institution and the school with different organizations as the social partners will also be very actual. Interaction of DOU and the school with the different organizations of social orientation (civil services, fire services, etc.), development of the different target programs of their interaction with schools, development of the network forms are the most perspective.

3. Conversion of the schools in an operating mode in one shift or the 5-day educational week (for carrying out the out-of-class work, granting rooms to the partner institution of additional education of children). And also public financing of the out-of-class work at school is necessary (as it was originally supposed at introduction of FGOS of the primary general education).

4. Widening of a range of project activity on the basis of schools is expedient, including at the interaction of different social partners. Development of the system of target mini-grants for the school project groups and the children's associations is expedient. Organization of a large number of the professional focused competitions, etc. of different level, the state support of participation in the competitions for the socially unprotected segments of population (single mothers, large families, families with a low income level, disabled children). Activization of youth and the teenage movements (scout movement, role-playing games, historical reconstruction), informal creative communities, communities of fans of extreme sports, volunteer, educational, ecological projects, media projects, network educational programs, etc.

5. Encouragement of transition of the schools from extensive (at the expense of temporary resources, the number of additional hours on preparation, etc.) forms of preparation for USE to the intensive (on the basis of new technologies, non-standard, competence-based, innovative methods). Professional development of teachers in this direction is carried out. Revision of the organization of carrying out USE in the direction of decrease in psychological load of the pupils is made.

6. Increase of the psychology and pedagogical competence of all participants of educational process (teachers and the administration of preschool educational and the institutions of additional education of children (including realizing educational programs on a commercial basis). Development of the mechanisms of increase of the personnel potential of additional education of children will be promoted by a system of stimulation of professional and personal growth of the teachers, attraction of the young personnel, volunteers, development of the competitions of pedagogical skill, various forms of training of the specialists of additional education, development and implementation of the personified programs of professional development of teachers.

7. Improvement of the mechanisms providing an increase of financial position and the social status of the additional education teacher of children including by the means of mass media and widening of the practice of use of the administrative, organizational and the other resources is necessary.

Thus, widening of the availability of additional education to the children of different geography of accommodation and the levels of income is possible at further development of this type of educational activity as the multilevel dynamic open educational system providing preparation of the children for vital and professional self-determination in the course of various creative, social and personal and significant activity (informative, information, art, ecological, tourist and the local history, health saving, etc.), at the organizational and administrative, standard, legal, personnel, material financial security of the following principles: continuity, openness, state and public nature of management, partnership of the state and business, interdepartmental inter-level integration of the network and modern information exchange.

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