
Original article

Additional Education for Children in the Spatial Development of the Region

Pavel G. Sidorov¹, Kristina I. Speka²

^{1,2} The Russian Presidential Academy of National Economy and Public Administration, the Far-Eastern institute of management – branch of RANEPa, Khabarovsk, Russia,

¹ sidorov-pg@ranepa.ru, <https://orcid.org/0009-0005-0511-5696>

² speka-ki@ranepa.ru

Abstract. *The article considers the additional education of children as part of the educational environment of the Khabarovsk Territory. The paper analyzes role of influential subjects (government bodies, teachers, parents, etc.) in the personal and career-oriented development of the younger generation, reflected in the ideas of schoolchildren of 8-11 grades. The study is actual due to the need for a deeper understanding of the influence of socio-cultural factors on the choice and effectiveness of additional educational programs, as well as their role in the socialization and personal development of children. The study is based on the analysis of data of representative sociological surveys of parents and schoolchildren of the Khabarovsk Territory. The structure of additional education of schoolchildren is analyzed both within the framework of school extra-school education. The results of the analysis indicate that there is a correlation between the effectiveness of how the additional education is arranged and its functioning and motivation to attend clubs. The research has revealed the interrelation between the positive attitude of schoolchildren to studying in secondary schools, attending classes within the framework of additional education and motivation to continue education in educational institutions of special and higher education. It has also revealed the positive impact of additional education on students' determination of their future professional trend. This study analyzes how additional education programs contribute not only to the development of competencies and skills in children, but also to the formation of their intentions to stay in their native region. At the same time, the survey results demonstrate differences in the motivation of schoolchildren attending additional education classes at school and outside of school to continue their education in the system of special or higher education, as well as in relation to the region of study (to continue their education at an educational institution in the Khabarovsk Territory or the central regions of Russia, Moscow or St. Petersburg).*

Keywords: *additional education of children, educational environment, personal and professional development, sociological research, Khabarovsk Territory*

For citation: Sidorov P. G., Speka K. I. (2024) Additional Education for Children in the Spatial Development of the Region *Vlast` i upravlenie na Vostoke Rossii* [Power and Administration in the East of Russia], no. 4 (109), pp. 114–124. <https://doi.org/10.22394/1818-4049-2024-109-4-114-124>