Innovative Processes in Modernization of Non-Formal Education: Focus on Creative Self-Expression of Primary Schoolchildren

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Abstract

The purpose of the article was to emphasize the importance of problem of modernization of non-formal education in the context of current educational reforms, to identify the main approaches of modernization of non-formal education (out-of-school education), to outline the creative self-expression of personality as a priority of non-formal education and the effective pedagogical conditions of creative self-expression of primary schoolchildren non-formal education.

The obtained data have shown that educational activity of out-of-school education should be modernized according to four scientific approaches: person-oriented, activity, axiological and competence approaches. Based on analysis of modern studies and legislative documents, we define the following pedagogical conditions of creative self-expression of primary schoolchildren non-formal education: motivating primary schoolchildren to express themselves in creative activities, creating a favourable environment in the system “institution of non-formal education – family”, developing skills of organization of creative activity, encouraging primary schoolchildren’s success in creative activities.

This article provides a good starting point for discussion and further research.

Key words: **creativity, creative self-expression**, competence, educational process, institutions of non-formal (out-of-school) education, modernization, New Ukrainian School, primary school children, 21st century skills.

Relevance of the research. The issue of modernization of non-formal education in Ukraine is being implemented in the circumstances of the renewal of European and world educational changes. It is associated with the recognition of the importance of knowledge as a driving force of social progress and prosperity.

Nowadays, new Law of Ukraine "On Education" [12] has launched the development of special legislation for improving not only general secondary education, but only non-formal education (out-of-school education). Additionally, within the context of this reform the updated Law of Ukraine "On Out-of-School Education" 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 [13]. The next important step to modernize education system was the concept of "New Ukrainian School" [4] that has focused on development of competences for life, a value-based education, and a partnership between educators, parents and schoolchildren.

Therefore, the problem of modernization of the system of non-formal education of Ukraine has been actualized and these changes concern the creation of new educational models, revision of the content of educational and didactic materials, forms and methods of teaching and educating the younger generation

The purpose of the research is to emphasize the importance of problem of modernization of non-formal education in the context of current educational reforms, to identify the main approaches of modernization of non-formal education (out-of-school education), to outline the creative self-expression of personality as a priority of non-formal education and the effective pedagogical conditions of creative self-expression of primary schoolchildren non-formal education.

Analysis of recent researches and publications. The study of creative self-expression of the individual is interdisciplinary in nature, as it takes place in philosophical, cultural, sociological, psychological and pedagogical aspects. Consequently, the main foundations to our research were the following scientific points of view on the essence of *creative self-expression* that has helped to determine the way how to solve the problem: 1) creative self-expression is the action that means "to reveal oneself, one's individuality; to express (mainly in artistic creativity, in artistic image) person's thoughts, moods, beliefs [7, p. 1098]; 2) external reaction of individuals' inner feelings, beliefs, guidelines, etc.; "any behaviour that occurs for the pure satisfaction of the person" [14, p. 142]; 3) the desire of the individuals to show their inherent psychological potential of individual uniqueness through the activities, creativity or other form of socially useful behaviour [15, p. 877]; 5) revealing personal thoughts, mood, beliefs by the means of – actions, behaviour, creativity, communication [16, p. 400]; 6) "free expression of personal thoughts, feelings and attitudes through words and actions" [1, p. 379]; 7) free expression of one's own thoughts, feelings, talents and attitudes through such means as communication, poetry, decorative and applied arts, dances and dramatization [3, p. 877].

Research methods. In order to solve the problem of the research, we used a set of following methods: theoretical methods as analysis, comparison, and classification; diagnostic

methods such as questionnaires and ranking; methods of systematization and generalization obtained findings. The empirical study was carried out among educators and primary schoolchildren in institutions of non-formal education in different cities [6].

Research results. Recently, researchers have shown an increased interest in non-formal education that is an important component of lifelong learning system. Most studies (V. Verbytskyi, A. Korniienko, O. Lytovchenko, O. Lypetskyi, V. Machuskyi, Pustovit, O. Prosina, etc.) have only been carried out in a small number of areas such as content, forms and methods of formation of basic competences and value orientations schoolchildren in institutions of non-formal education [17; 18].

However, theoretical analysis of conducted studies does not take account the relevance non-formal education to modern requirements. For that purpose, the survey of educators of non-formal education was conducted, and respondents were asked to evaluate the educational process of out-of-school education and by the set of different indicators [6]. Based on analysis of the survey results, we have identified three most essential indicators, that should into taking into for modernization of non-formal education. The results are presented in table below (Tab.1).

Table 1

Correlation between indicators of modernization of the educational process of non-formal education and educators' answers

Indicators	Respondents' answers, %
regulatory requirements, considering changes in the legislation in the field of education	41,3
orientation on psychological and pedagogical approaches (competence-based, person-oriented, axiological, etc.) and international achievements	36,9
requests of children and parents, needs of society, cultural traditions of the country	21,8
Total	100

This research data provided an important opportunity to advance the understanding that a special role belongs to the modern methodology of non-formal education, which should be based on a complex of four scientific approaches: person-oriented, activity, axiological and competence approaches:

1) *The person-oriented approach* is considered as an educational strategy, the essence of which is a set of interdependent social guidelines for the teacher's attitude to the pupil as a

self-conscious responsible subject of one's own development and as a subject of educational interaction.

2) *The activity approach* is defined as the orientation of the educational process on development of the individual's competencies and life skills through application pupil's theoretical knowledge into practice, formation of abilities for self-education and teamwork, successful integration into society and self-realization.

3) *The axiological approach* is an approach that makes it possible to determine the strategies of their presentation during study of various pedagogical phenomena and processes, development from the standpoint of certain humanistic values.

4) *The competency-based approach* as a set of general principles for determining the goals of education, selecting the content of education, organizing the educational process and evaluating educational outcomes. Such principles include the following provisions: the meaning of education is to develop students' ability to solve problems in various fields and activities based on the use of social experience, an element of which is students' own experience.

Furthermore, the concept of New Ukrainian School contributes 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. These competencies have the following skills in common, and the most important for 21st century learning are the following: the ability to logically justify a position taken, critical thinking, leadership, creativity, 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. [4, p. 12].

Due to fact that creativity is in the top of most important skill for 21st century behind complex problem-solving and critical thinking, K. Robinson & L. Aronica focus their attention on fostering creativity and the necessity to build an educational system that supports rather than undermines creativity. We completely agree to the researchers' idea: "The fact is that given the challenges we face; education doesn't need to be reformed – it needs to be transformed. The key to this transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an

environment where they want to learn and where they can naturally discover their true passions" [5].

Consequently, based on the abovementioned approaches to modernization of non-formal education and considering the developed components (cognitive, emotionally-valuable and behavioural), criteria and indicators, which determine the levels of formation of the creative self-expression of primary schoolchildren in institutions of non-formal education [2; 6; 8; 9; 10; 11; 19; 20], we have identify the following pedagogical of condition of creative self-expression of primary schoolchildren in non-formal education (Fig. 1).

Fig. 1. Pedagogical conditions of creative self-expression of primary schoolchildren in non-formal education.

We reveal in more detail the essence of the above pedagogical conditions:

The first pedagogical conditions "*Motivating primary schoolchildren to express themselves in creative activities*" provides for the expansion of their knowledge about themselves, stimulating to realize the need for self-expression in creative activity; creating atmosphere of cocreation as a favourable environment for children to express their self; providing freedom of choice of creative activities.

The second pedagogical conditions "*Creating a favourable environment in the system “institution of non-formal education – family”*" offers comfortable conditions that include interaction with family members through their inclusion in activities of institutions of non-formal education; creating a team of like-minded people (children and parents), taking into account their common interests and needs.

The third pedagogical conditions *"Developing skills of organization of creative activity"* supports independence of primary schoolchildren, development of their abilities to interact in a team, ability to set the goals and the expected result of creative activity.

The fourth pedagogical conditions *"Encouraging primary schoolchildren's success in creative activities"* helps all children with confidence in their abilities, a sense of self-worth, optimism through creative achievements.

Therefore, the technology of ensuring the processes of creative self-expression of primary schoolchildren in non-formal education should include: 1) involvement of various social institutions that can influence the process of creative self-expression of primary schoolchildren; 2) inclusion of adults (parents or close relatives) in the creative activity of primary schoolchildren; 3) creating a situation of success necessary for successful self-expression; 4) focus both on teamwork and individual work to achieve a quality result.

It is important to note that the technology of ensuring the process of creative self-expression of primary schoolchildren in non-formal education consists of the following elements: defining the purpose and objectives of the organization of creative activities, developed taking into account the pedagogical conditions of creative self-expression; adequate choice of methods and means of its implementation; creating a diagnostic system that allows educators to assess the effectiveness of technology.

Conclusions of the research and perspectives of further research. We can conclude that the comprehensive modernization of non-formal education is an imperative and main strategic direction of Ukraine's educational policy at the present stage. The extensive system of institutions of non-formal education in terms of content and direction of its activities today is becoming an important educational centre for creative self-expression of children of primary school age.

For achieving this goal in effective way we propose the following pedagogical conditions of creative self-expression of primary schoolchildren non-formal education: motivating primary schoolchildren to express themselves in creative activities, creating a favourable environment in the system "institution of non-formal education – family", developing skills of organization of creative activity, encouraging primary schoolchildren's success in creative activities.

The study does not cover the whole range of problems of creative self-expression of primary schoolchildren in institutions of non-formal educational requires further study.

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Бойко Анна. Інноваційні процеси модернізації позашкільної освіти: орієнтація на творче самовираження молодших школярів.

Стаття присвячена проблемі модернізації позашкільної освіти в умовах сучасних освітніх реформ, акцентується увага на творчому самовираженні особистості в освітньому процесі закладів позашкільної освіти та визначено ефективні педагогічні умови формування творчого самовираження дітей молодшого шкільного віку

На основі аналізу теоретичних досліджень та отриманих емпіричних даних встановлено, важлива роль належить сучасній методиці позашкільної освіти, що має базуватися на застосуванні особистісно орієнтованого, діяльнісного, аксіологічного та компетентнісного підходів. Автор статті представляє педагогічні умови, що сприяють творчому самовираженню молодших школярів в закладах позашкільної освіти: мотивація молодших школярів до самовираження в творчій діяльності, створення сприятливого середовища для реалізації молодшими школярами потреби виразити себе на основі спільної творчої діяльності в системі “заклад позашкільної освіти – сім’я”, формування навичок організації творчої діяльності, заохочення успіхів молодших у творчій діяльності.

Ключові слова: творчість, творче самовираження, освітній процес, заклади позашкільної освіти, модернізація, Нова українська школа, молодші школярі, навички 21 століття, педагогічні умови творчого самовираження.

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