

Extended Education of Teenagers in the Republic of Tatarstan

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ABSTRACT The issue of organizing teenagers' free time has gained special significance in connection with increased risks of their socialization. The purpose of the present study was to identify the most attractive directions for extended education programs for high school students. Accordingly, parents, students, and teachers were interviewed from the position of the educational effectiveness of these institutions. It was revealed that varieties of educational services providing conditions for the personal, professional, and creative development of students were not still fully used by institutions of extended education. This type of education also had great potentials in organizing socially significant activities and leisure ones for teenagers. Namely, in the system of extended education, there was an individual approach to children with any abilities, different levels of knowledge, and limited possibilities. Still, there were not enough programs that would acquaint them with the range of existing professions.

INTRODUCTION

Changes in personal values and priorities are taking place in modern society. In this regard, issues of human communication are of particular importance. Modern teachers in Tatarstan also attempt to use the maximum of the educational potentials of each activity of children and teenagers. Moreover, human existence in the world implied active cooperation with other people and organized spontaneous activities that connect a person as a free and independent individual with the whole world (Richards et al. 2017). The importance of institutions of extended education in the upbringing of teenagers is also dictated by the changes occurring in society and within the sphere of education, that is,

1. Change in the demographic situation;
2. Deterioration of health status among young people (according to the Ministry of Health, the current health status of children and young people has been deteriorated by 22 percent over the past ten years);
3. Cultural imbalance in society (sociological studies show that schoolchildren read less good literature) (Polukarov 1998).
4. Digitization as a substitute for live communication;

5. The decline in intra-family connections.

Besides, it is necessary to take into account the changes in economic conditions that have led to a distortion of moral values (Mulford 2008; Demakova 2016; Zakirova et al. 2016).

All these factors are reflected in the revision of issues related to the upbringing of children and students. Now, there are several types of extended institutions which can modify the problem of organizing leisure time for young people. Most of them are private, but only state-regulated ones were examined in this study (Fakhrutdinova 2015; Richards et al. 2016).

So, the purpose of the present study was to identify the most attractive areas and programs for extended education, targeting secondary and high school students. Since the socialization of students of a given age is closely related to the choice of their future career and professional self-determination; monitoring of programs was also carried out from this position (Ukhimenko et al. 2017; Tovar-García and Podmazin 2018).

Objectives

In the current study, it was tried to identify the most attractive directions for extended education programs for high school students.

METHODOLOGY

To conduct this study on extended education, information was collected from several certified institutions in Tatarstan in 2017. To this end, the documents of ministries which included institutions of extended education (Ministry of Education and Science of the Republic of Tatarstan 2002) in the city of Kazan, as school regulations on the procedure of certification and state accreditation of institutions of extended education of children in the Republic of Tatarstan were used (Ministry of Education and Science of the Republic of Tatarstan 2000).

To determine the percentage of students' involvement in supplementary education programs, a survey was also performed among students in Tatarstan. The survey involved 700 schoolchildren from the city of Kazan and 300 students from Vysokogorsky, Baltasi, and Mendelevsk districts. The smaller number of rural school students participating in this study accounted for the fact that the total number of residents in rural areas is small. However, calculations presented in the study are based on a percentage analysis of the data. The sample for schools and districts of the Republic of Tatarstan was selected randomly (Russell et al. 2016; Evgrafova et al. 2019).

The survey was conducted in March-April 2017, indicating the constant nature of the involvement of children in the system of extended education, since the participants in the activity of extended sectors and clubs leave them in October-November. To determine the most attractive directions and programs for extended education, the survey included 45 teachers and parents as well as 1000 children studying under supplementary education programs to identify the most attractive areas of additional education (Makhmutov 1997; Mukhamedyanova 2000).

RESULTS AND DISCUSSION

The present study, along with the analysis of the work of leading researchers of the problem, made it possible to determine the role and the place of organized free time in the life of a modern Russian schoolchild. It should be noted that current Russian institutions of extended

education for children seem to be an essential part of not only the system of professional education but also organizational educational-cultural leisure time. These institutions are multi-level and multistage for their target audience, which can be divided:

1) By Content

- Multifunctional (creativity, sports, spiritual and moral education, musical education, etc.)
- Adaptive-hierarchical (readiness of students)
- Significantly-conditioned (flexible structure, selection, content which response to public and modern challenges)

2) By Organization

- According to the location (walking distance)
- Multi-structure (age division)
- Multi-varietiveness (child centers and interest clubs)
- Wide accessibility (state institutions and private clubs)

Today, in Tatarstan, there are 11 republic and 341 public institutions of extended education. The analysis of infrastructure development, as a whole, showed that the Republic is among the leaders in this area. Currently, 11 percent of the extended education institutions of Russia work in the Republic of Tatarstan. Such institutions provide training for children and youth in sports, artistic-aesthetic, musical, professionally-oriented, technical, and patriotic spheres. The activities of such institutions are also regulated by various ministries. Approximately 25 percent of them belong to the Ministry of Culture of the Republic of Tatarstan, 36 percent of such institutions are part of the Ministry of Education and Science of the Republic of Tatarstan, and the remaining 49 percent are affiliated with the Ministry of Youth, Sports, and Tourism of the Republic of Tatarstan (Lukmanova and Saitgalieva 2000; Russell et al. 2016).

The results of the present study reflect on the work of the institutions of extended education and demonstrate that there is a variety of directions that ensure the interests of children

of all ages. The number of adolescents involved in the work of these institutions exceeds 100,000 students from different social groups, including those from large families. This accounts for 30 percent of all children enrolled in the programs of the institutions examined in this study. This survey covers 1,000 schoolchildren, wherein only 20 percent of students attend supplementary education institutions for urban children, and only 9 percent of them are among rural ones (Table 1).

Table 1: Sample of students in the pilot study

<i>Living area</i>	<i>Number of students</i>	<i>Students attending institutions of extended education in the survey</i>	<i>Students' parents attending institutions of extended education in the survey</i>
City of Kazan	1000	146	70
Rural areas of the Republic of Tatarstan	300	29	29

The unexpected results obtained in the preparation of the sample are not that rural children are less likely to attend supplementary education institutions, but that 50 percent of students living in rural areas and close to the city of Kazan are visiting institutions of extended education in the capital of Tatarstan, and not at the place of their residence.

With regard to the questioning of parents, students, and teachers themselves from the standpoint of the educational effectiveness of these institutions; it can be concluded that with a possible variety of educational services creating conditions for the personal, professional, and creative development of children, institutions are not fully ready to do this. The survey conducted in March 2017 among 99 parents, whose children had attended supplementary education institutions, also showed the following results. Just under 50 percent of the respondents noted that visits to institutions of supplementary education had helped them to acquire actual knowledge, skills, and practical skills for children; 57 percent of parents had noted that studies had helped to identify and develop tal-

ents in their children; only a fifth of the interviewed parents indicated that the classes had provided a practical help in the vocational guidance; and 18 percent of them had learned the skills that were important for professional activity. Of particular interest were the students' responses (there were 177 students enrolled between the ages of 14 to 17 years) who were attending institutions of extended education, and such classes could positively affect their academic performance (in 60% of cases) by compulsory educational programs at school (Evgrafova et al. 2019).

Both parents and students noted that the system of extended education could make it possible to try their hand at developing their abilities and opportunities. At the same time, the largest number of teenagers was involved in artistic and aesthetic programs that is, 35 percent of the total number and 30 percent of them were enrolled in cultural-entertainment and sports programs, and some students were attending several other schools.

Since the socialization of teenagers is closely related to the choice of the future career, the role of extended education is essential for the framework of the class-lesson system in the educational process. In addition, this system can have great potential in organizing socially significant leisure activities for children and teenagers. Teachers working in the system of extended education noted that they had the opportunity to organize an individual approach to every child with any abilities, different levels of knowledge, and limited abilities due to fairly free organization of the forms of the teaching and educational process, but there were not enough programs to introduce the spectrum of the existing professions (Russell et al. 2016).

This allows the institutions of extended education to occupy a special place in the system of personality-oriented education, interacting with its general education component on the basis of the principle of supportiveness. Extended education in Russia (on the example of the Republic of Tatarstan) is thus characterized primarily by a flexible link between the social, educational, and cognitive motivation of students. Social motives for self-affirmation, self-expression, and self-realization are primary here in relation to the learning process, and they also un-

derlie the creation of a teenage creative group as an indispensable condition for personal self-determination of students (Ministry of Education and Science of the Republic of Tatarstan 2000).

The purpose of the institutions of extended education is to create conditions favorable for students to meet their diverse cultural and educational needs, to develop their abilities and talents with regard to their individual opportunities, and to contribute to moral, professional, and life self-determination of the developing personality, as well as its socialization. Institutions of extended education also aid in the development of children's personalities wherein training takes place simultaneously in several ways.

CONCLUSION

The study of this situation in the sphere of extended education in Russia allows for drawing the following conclusions. This sphere of education has an unquestionable superiority over general education schools in such an important matter as socialization and personal actualization of students from the position of socially useful value coinciding with interests and inclinations of students. It has long been known by numerous examples that many scientists, specialists, masters of arts, and other creative personalities started their way to vocations in extracurricular institutions and schools. The advantage of the institutions of extended education before the school is that after-school activities of students here take place in partnership and through dialogues with teachers, who, as a rule, are specialists in various branches of production, science, and culture. There are no strict school regulations in the institutions of extended education with their calls and hourly schedules, and more opportunities are provided for children with conditions for satisfying their interests and requests, taking into account individual characteristics. These institutions also create great opportunities for preparing children for professional self-determination. It is common knowledge that teenagers who have been engaged in technical or other spheres for a number of years can master their professional knowledge and skills that often allow them to enter

workplaces or higher education institutions with fewer difficulties and without any preliminary preparation.

RECOMMENDATIONS

The purpose of the present study was to identify the most attractive directions for extended education programs for high school students. It is suggested to have a case study to compare the overall results of the current study.

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