

Additional education in the self-development of teenagers

Elmira F. Nasyrova

*Surgut State University, Department of
Pedagogics of Professional and Further
Education,*

*Regional Model Center for Continuing
Education for Children of Khanty-Mansi
Autonomous Area - Ugra,*

Surgut, Russia
elm.n@mail.ru,

<https://orcid.org/0000-0001-8395-9679>

Mariam R. Arpentieva

*Tsiolkovskiy Kaluga
State University
Kaluga, Russia*

mariam_rav@mail.ru

<http://orcid.org/0000-0003-3249-4941>

Anastasia V. Demchuk

*Department of Pedagogics of Professional
and Further Education, Surgut State
University*

Surgut, Khanty-Mansi Autonomous Area -
Ugra, Russia

dem_anastasiya82@mail.ru,

<https://orcid.org/0000-00003-2256-8420>

Abstract — The article is devoted to the problem of self-development of adolescents (teenagers) in conditions of modern education in the Russian Federation. As an educational environment with pedagogical potential for solving the problems of self-development of the younger generation, the authors defined additional (continuing) education. The authors distinguish the basic subjective functions of the additional education of children in the development of subjectivity of the individual. The authors give us the theoretical analysis of the works of Russian and other educators allows us to conclude that additional education for children has specific characteristics that are necessary for the self-development process. The problems of self-development and self-realization of the individual in creative activity are associated with the impact of the socio-cultural environment on the individual (both positive and negative); with the search and selection of pedagogical techniques aimed at the formation of creative abilities; with the organization of conditions for the creative development of the individual. They are also associated with the definition of criteria for the socialization of the individual in creative activity; with the development of methods for studying the creative potential of a teenager. The problems of self-development and self-realization of the individual in creative activity are associated with the impact of the socio-cultural environment on the individual (both positive and negative); with the search and selection of pedagogical techniques aimed at the formation of creative abilities; with the organization of conditions for the creative development of the individual.

Keywords — *self-development, modernization of education, continuing education, freedom, responsibility, subjectivity, individualization.*

I. INTRODUCTION

The problems of self-development and self-realization of the individual in creative activity are associated with the impact of the socio-cultural environment on the individual (both positive and negative); with the search and selection of pedagogical techniques aimed at the formation of creative abilities; with the organization of conditions for the creative development of the individual. They are also associated with the definition of criteria for the socialization of the individual in creative activity; with the development of

methods for studying the creative potential of a teenager. The idea of self-development is one of the most important in the modern theory of pedagogy and educational practice. Today, the category of self-development is the subject of numerous pedagogical studies. The development of areas of self-development in domestic (continuing, global or additional) education is devoted to the research of many scientists: Sh.A. Amonashvili, V.I. Andreeva, G. Bardner, L.N. Kulikova, S.D. Polyakova, A.V. Prokhorov, M.I. Rozhkova, G.K. Selevko, A.N. Tubelskiy, I.A. Sharshova, M.P. Shchetinin, etc. [1; 2; 3]. The process of self-development in modern educational policy assumes a priority. It is present as the main target in almost every educational program. It is reflected in the articles of the Law of the Russian Federation "On Education". It is presented in the materials of the "Concept of the Federal Targeted Program for the Development of Education for 2016- 2020 years ". It is mentioned in the " Concept of Spiritual and Moral Development and Education of the Personality of a Russian Citizen "in 2009 and other basic documents on education in the Russian Federation. The materials of the "Strategy for the development of education in the Russian Federation for the period until 2025" indicate that today important attention should be paid to the education in children of the ability to make the right choice, the formation of positive life goals and plans for children, which is an indicator of self-development of the individual. Today the upbringing of a free personality, ready to bear responsibility for one's actions, thoughts and emotions, is important tasks of modern education [4; 5; 6]. This target benchmark involves the realization of the subject's position of the child. This benchmark also involves the construction of a cooperative relationship between the teacher and the teenagers.

II. MATERIALS AND METHODS

The article is devoted to the problem of self-development of adolescents in conditions of modern additional (continuing) education in the Russian Federation. As an educational environment with pedagogical potential for solving the problems of self-development of the younger generation, the authors defined additional education. The authors distinguish the basic subjective functions of the

additional education of children in the development of subjectivity of the individual. The authors give us the theoretical analysis of the works of Russian and other educators allows us to conclude that additional education for children has specific characteristics that are necessary for the self-development process. The problems of self-development and self-realization of the individual in creative activity are associated with the impact of the socio-cultural environment on the individual (both positive and negative); with the search and selection of pedagogical techniques aimed at the formation of creative abilities; with the organization of conditions for the creative development of the individual. They are also associated with the definition of criteria for the socialization of the individual in creative activity; with the development of methods for studying the creative potential of a teenager.

Becoming a subject of own development is a difficult task for a teenager, despite its relevance. Feeling the need for self-development, adolescents do not own the means of its implementation. In this problem, they need help and support from a psychologist, teacher, parents. At the same time, the analysis of the existing practice of education shows that the targeted development of the subject of self-development in adolescence is not given sufficient attention. In this regard, the actual is the task of studying the psychological conditions that ensure the formation of the ability to self-development in older adolescence. Currently, in science, there are certain theoretical prerequisites for solving the problem under study. At the moment, in psychological science, there are three areas of research on the problem of self-development: functional, regarding man as a purely functional being in all spheres of his life activity; subject-targeted, focusing on the value-semantic characteristics of the personality, placing it in the center of cultural ideals; systemological, combining the two previous approaches based on the principle of systemic determination of any phenomenon. The ability of a teenager to self-development is a complex integrative personal education, a complex of individual psychological personality characteristics that determine the success of self-development activities and characterize the teenager's subjective position in this process in the unity of motivational, axiological, evaluative and reflexive-effective components.

III. RESULTS AND DISCUSSION

The ability of a teenager to self-development - as a complex integrative personal education, a complex of individual psychological characteristics of the personality, determining the success of self-development activities and characterizing the teenager's subjective position in this process. The development of a model for the formation of the ability to self-development in adolescents should be carried out taking into account the psychological characteristics of the adolescent as a subject of self-development, namely: interest in self-development and self-identity; dissatisfaction with yourself; confidence in the possibility of positive changes in the self; individual experience gained in various activities; as well as lack of knowledge in the field of self-development, insufficient generalization and awareness of self-image as a subject of self-development, lack of a clear program of self-development.

Self-development is an important task for almost any person, at any age and condition. However, it becomes especially important in adolescence. As A.S. Sukhorukov, sensitive to self-development and the formation of "readiness to follow the call of the potential" is adolescence. During this period, a person is intensively forming a reflection [7, p. 67]. An indispensable condition and mechanism for self-development of a person is the man's striving for reflection, for understanding as revealing or giving meaning to what is happening inside and outside the person. Life begins to be interpreted as "solving problems for meaning" (A.G. Asmolov, J. Bujengtal, B.S. Bratus', F.Ye. Vasiluk, L.S. Vygotskiy, A.N. Leontiev, D.A. Leontiev, R. May, V. Frankl and others).

The realization in the pedagogy of the tasks of activating the processes of self-development presupposes the search and application of new approaches to the upbringing and education of children. A modern educational organization must be ready and capable of designing an environment that can create the prerequisites and conditions for children's self-development. This environment should give each child the choice of ways and means to achieve personally significant goals. In the self-development of students very important factor is specially organized pedagogical conditions [2, p. 51-52].

Reflecting on a purposeful, systemic movement towards solving the tasks of activating the self-development of the younger generation, modern scholars make a special emphasis on the realization of additional education. Additional education for children (and adults) is a kind of education that is aimed at fully satisfying the educational needs of a person in intellectual, spiritual, moral, physical and (or) professional development and is not accompanied by a formal increase in the level of education (attestation). Additional education is an essentially motivated education that allows the learner to acquire a stable need for cognition and creativity. It allows you to maximize yourself, to be self-determined professionally and personally. Many researchers consider the additional education of children as a purposeful process of education and training through the implementation of additional educational programs [8; 9; 10]. Additional education for students is often included in the system of continuing education. Training takes place in specialized institutions of additional education for children, as well as in circles and profile centers created directly in schools. Alternative education appeared up in response to the establishment of standardized and compulsory education over the last centuries. Specialists, Educators and other professionals, philosophers and other scientists including J.-J. Rousseau, J.H. Pestalozzi; A.B. Alcott, R.W. Emerson, and H. D. Thoreau; J. Dewey and F. Parker, F. Fröbel, M. Montessori and R. Steiner believed that education should cultivate the "developing child" and "self-developing child" on many aspects [3; 4; 5]: not only physically, but also psychologically, morally and spiritually. The Russian experience of extracurricular (additional) education is unique in world pedagogical practice. However, it is based on the advanced tradition of the pedagogical ideas of many other countries. In addition, this experience has become an example of the implementation of the practice of additional education in other countries, especially in Eastern Europe, China, Cuba, Vietnam, etc. Separate elements of the system

of out-of-school education are developing in the countries of Asia and Europe. For example, the experience of extracurricular education was postponed for the adaptation of former young Soviet citizens in Israel. In Japan, there is a free practice of compulsory participation of each student in additional classes. These lessons are not included in the school curriculum (optional). After World War II an alternative R. Emilia and L. Malaguzzi approach to childhood education was developed [13; 14; 15]. Usually, these are classes in physical culture, artistic creation, and national arts, etc. In most European countries, there is a system of clubs for interests. Usually, this system exists under the aegis of municipalities, public and religious organizations, and on parental means. In pedagogical practice, these activities are usually called "non-formal education", an alternative education ("open systems", "distance learning", "non-conventional studies", "autonomous learning" "homeschool", etc.). Alternative education encompasses many very different pedagogical approaches formally and meaningfully differing from mainstream pedagogy. Such alternative learning environments exist in government, charter and independent schools, as well as home-based learning environments. Families seeking alternatives for educational, philosophical, ethnocultural or religious reasons or if there is no nearby educational alternative may opt for home-based education. Some homeschool families form a cooperative, where parents with expertise in a subject may teach children from a number of families while their children are taught by other parents. Autodidacticism or self-directed inquiry is recognized at all levels of education, from the "unschooling" of children to the autodidacticism of adults. It may occur separately from (or with) traditional forms of education [16; 17]. Autonomous learning is a homeschool of education, which sees learners as individuals who can and should be autonomous. These schools are aimed at helping students. They provide an opportunity to develop self-consciousness, understanding and comprehension, practicality and freedom of discussion. Different indigenous cultural and historical educational alternatives suggest work in small class sizes, close relationships between students and teachers and a sense of community and psychological safety. "Natural learning" is a type of learning-on-demand. In this type, children pursue knowledge based on their interests. Parents take an active part in facilitating activities and experiences conducive to learning. However, parents do not rely heavily on textbooks or spend much time "teaching", looking instead for "learning moments" throughout their daily activities. Parents see their role as that of affirming through positive feedback and modeling the necessary knowledge and skills. The child's role as being responsible for asking and learning. There is also the term "unschooling" was coined by J. Holt. This term describes an approach in which parents do not authoritatively direct the child's education, but interact with the child following the child's interests, leaving them free to explore and learn as their interests lead [17]. "Unschooling" does not indicate that the child is not being educated, but that the child is not being "schooled", or educated in a classic school-type manner. J. Holt noted that children learn through the experiences of life. He encouraged parents "to live their lives with their child". Also known as interest-led or child-led learning, unschooling attempts to follow opportunities as they arise in real life, through which a child will learn without coercion.

Another proponent of unschooling is J.T. Gatto, he argues that public education is the primary tool of "state controlled consciousness" and serves as a prime illustration of the total institution — a social system which impels obedience to the state and quells free thinking or dissent [18]. The real function of classical pedagogy, he argues, is to render the common population manageable. This pedagogy (as "Weapons of Mass Instruction") inflicts is rational and deliberate and very often cripple imagination, discourage critical thinking, and create a false view of learning as a byproduct of rote-memorization drills. To that end, young and other age people must be conditioned to rely upon teachers as experts, to remain divided from specific alliances, and to accept disconnections from their own lived experiences. They must at all costs be discouraged from developing self-reliance and independence. Escaping this trap requires strategy J. Gatto calls "open source learning". This learning imposes no artificial divisions between learning and life. Through this alternative approach, children and other students can avoid being indoctrinated—only then that can they achieve self-knowledge, good judgment and world-understanding and courage.

The term "unschooling" was coined and used by educator J. Holt, "the father of unschooling" [17; 20]. Unschooling encourages exploration of activities initiated by the children themselves. Unschooling believing that the more personal learning is, the more meaningful, well-understood and useful it is to the student. Unschooling advocates learner-chosen activities as a primary means for learning. Unschoolers may question the school environment as one that is optimal for daily learning. According to Brain Rules by J. Medina, if we wanted to create an education environment that was directly opposed to what the brain was good at doing, we probably would create something like a classroom [21]. Unschooling students learn through their natural life experiences and personal interests and curiosity (play and household responsibilities, internships and work experience, books and elective classes, travel and mentors, family and social interaction). Critics of unschooling see it as an extreme educational philosophy, with concerns that unschooled children will lack the social skills, structure, and motivation of their schooled peers, while proponents of unschooling say exactly the opposite is true: self-directed education in a natural environment better equips a child to handle the "real world" [22]. Many other forms of alternative education also place a great deal of importance on student control of learning, albeit not necessarily of the individual learner. This includes free democratic schools. Schoolers sometimes state that learning any specific subject is less important than learning *how* to learn. They assert, in the words of J. Holt: "Since we can't know what knowledge will be most needed in the future, it is senseless to try to teach it in advance. Instead, we should try to turn out people who love learning so much and learn so well that they will be able to learn whatever must be learned" [17, p. 210].

In whole alternative pedagogical approaches may include different structures and concepts, as in the open classroom, different teacher-student relationships, as in the Quaker and free schools, and/or differing curricula and teaching methods, as in the Waldorf and M. Montessori schools.[1] Synonyms for "alternative" in this context include "non-traditional," "non-conventional" and "non-

standardized". Alternative educators very often use words such as "authentic", "developmental", "contextual", "holistic" and "progressive", "innovative", "creative", "decentralized education", "egalitarian, democratic, socially responsible program" [2]. Some elements of the system of extracurricular education were perceived in the countries of Asia and Europe. For example, the experience of extracurricular education was postponed for the adaptation of former young Soviet citizens in Israel. There is a free practice of compulsory participation of each student in additional classes in Japan. These lessons are not included in the school curriculum (optional). Usually, these are classes in physical culture, artistic creation, and national arts, etc. There is a system of clubs for interests in most European countries. Usually, this system exists under the aegis of municipalities, public and religious organizations, and on parental means also. In pedagogical practice, these activities are usually called "non-formal education", an alternative education [12]. In non-formal learning includes various structured learning situations. The learner's objectives may be to increase skills and knowledge, as well as to experience the psychological rewards associated with love for a subject or passion for learning [23].

The legal and formal framework for such education varies by locality and determines any obligation to orient with mainstream standard school tests and criteria (grades). It also oriented in culture, religious and other indigenous traits of the region / community. R. Miller has identified five elements common to educational alternatives (the transition from the modern institution of mass schooling to a postmodern network of diverse learning options available to all people): respect for the person, balance of the interpersonal relations, decentralization of authority, noninterference among the political, economic, and cultural spheres of society, a holistic and sacral worldview [11]. Modern educational transformation bridging the divide between conventional "liberal" and "conservative" educational policies, include grassroots movement for educational transformation, grounded in these principles, is spontaneously emerging. This is the Self-Organizing Revolution in mass and public schooling. This approach is the basis of transcendence of the specific methodologies used by different educational approaches.

Cl. Zaki wrote, that "Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology. A contiguous education process named characterizes it... "Modern education", which necessarily involves the teacher, the students and the institution" [24, p. 300]. "The methodology is basically expositive, scarcely relating to the desired behavioral objectives - as a matter of fact, it is but seldom that such targets are operationally established. The objectives aimed at the personal growth of students are negligence and, the basic principles of learning fail to be considered in the planning and the performance of education systems..." [24, p. 300-301]. A very important point is the simulation of education: in the case of formal education, for the most part the teachers pretend to teach; students pretend to learn; and, institutions pretend to be really catering to the interests of students and of the society. Thus, generally, formal

education cannot disguise its aloofness from the real needs of the students and of the community [24, p. 301].

Another definition (the CEDEFOP places) of classical, formal education is: "Formal learning: learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective" [25, p.32]. Compared with formal education, informal learning is "learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but in most cases it is not-intentional (or "incidental"/random)" [25, p. 32-33]. In whole, "It is difficult to make a clear distinction between formal and informal learning as there is often a crossover between the two." [26, p. 1, 19], "the terms informal and non-formal appeared interchangeable, each being primarily defined in opposition to the dominant formal education system, and the large individualist and acquisitional conceptualizations of learning developed in relation to such educational contexts". Moreover, he states, "It is important not to see informal and formal attributes as somehow separate, waiting to be integrated" [23, p. 314].

M. Eraut defines formal learning as taking place within a learning framework; within a classroom or learning institution, with a designated teacher or trainer; the award of a qualification or credit; the external specification of outcomes. Any learning that occurs outside of these parameters is non-formal [27; 28]. The EU places non-formal learning in between formal and informal learning. This non-formal learning is implemented by teachers in a formal setting with a learning framework and as an organized event but within a qualification. "Non-formal learning: learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's perspective." [25, p. 32-33]. S. Billet's definition states all human activity is learning, and that everything people do involves a process of learning. "all learning takes place within social organizations or communities that have formalised structures", and most learning in life takes place outside of formal education [29, p. 12; 30]. That, this is the dominant view in science and it is mistaken [31; 32; 33; 34]. However, their distinction is still important in the context of differences in ideas about the education of children and adults, the influence of the previous experience of education and life on the current process. The fields of adult education and human resource development have evolved from simply positing that adults learn differently from children continues to be quite evident in this revised edition. The Adult Learner reflects its subject matter by thoughtfully integrating new topics to the discussion. In addition, outside and before andragogic and gerontogic research, education for adults and the elderly was "alternative". In the education of children, the concept of "alternative education" emphasizes the freedom of choice and "complementarity" of selected extra-curricular and curricular (classroom) activities.

In Russia, additional training is not primarily an alternative, but in addition to teaching traditional. Until the mid-twenties it naturally complemented the development of students. However, because of destructive reforms (the abandonment of technology and teaching methods used in the Russian gymnasiums before the revolution and soon after), it tried to compensate for the gaps that have arisen in the process of standardizing education. This he did not quite succeed since the additional training itself was standardized. A new stage of additional training began with the end of the twentieth century: the next reform completed the collapse of education in Russia. Additional education, including in the forms described above (self-education, home education, etc.) has become an important aspect of compensating for the core gaps [35; 36; 37].

"Additional education," A.G. Asmolov believes, is a search, variational education that tests other, "not common" ways out of various vague situations arising in culture. This education, which gives the personality a fan of the possibilities of choosing one's destiny, stimulating the processes of personal self-development "[1, p. 6]. Modernization of the education system in the Russian Federation involves using the potential of additional education for children and teenagers as an important moment of creating an environment for the self-development of the learner's personality. The additional education of children is the most important component of the educational space that has developed in Russian society. It is socially in demand by children, parents, educators and society as a whole, combines the upbringing, education and development of the child's personality [8, p. 215]. However, compared with the Soviet period, especially the period until the middle of the twentieth century, it is much less qualitatively organized and with less success is used.

Pedagogical activity in the additional education of children and teenagers is aimed at supporting children and teenagers, searching in the pupil for individual abilities and talents. The activity of the teacher is aimed at activating the student's inner potential. It is also aimed at creating optimal conditions for development, self-realization. [8, p. 215-216].

Additional education for children and teenagers has acquired a new status today. The demand for additional education for children as the most important component of the educational space of the modern Russian society is reflected in the basic documents of the country's educational policy: the National Doctrine of Education in the Russian Federation, the State Program "Development of Education" for 2013-2020. The concept for the development of additional education for children of the Russian Federation (approved by the Government of the Russian Federation of September 4, 2014). In accordance with these documents, the main goal of modern education is the preparation of a multifaceted personality of a citizen, oriented in the traditions of national and world culture. The goal of modern education is the preparation a citizen, oriented in the modern system of values and the needs of modern life, capable of active social adaptation in society and an independent life choice, and the continuation of vocational education, self-education and self-improvement. The documents emphasize that additional education has a special role in the development of abilities and interests, personal, social and professional self-determination of children and youth.

The concept for the development of supplementary education for children of the Russian Federation (approved by the Government of the Russian Federation on September 4, 2014) notes the importance of creating conditions for self-realization of the interests and needs of children. This concept provides them with the opportunity to freely choose various forms and activities, participate in amateur activities, develop their social and creative activity, aspiration to participate in various socially significant projects, in socially useful activities together with teachers and parents.

This concept also provides them with the opportunity to receive additional education. It is very important for the Government to give children the opportunity to freely choose various forms and activities, participate in amateur activities. This requires the development of their social and creative activity, the support of teachers to the desire of children to participate in various socially significant projects, in socially useful activities in conjunction with teachers and parents [10]. For additional education of children, an indicative orientation toward creating conditions for the development of individuality, attention e to support the independence, self-determination of each child, personal growth and self-development [5, p. 49]. In the field of additional education, we give the opportunity to become a person, not just a choice of subjects. Additional education has always been truly variable: the child does not come to him from under the stick, here is not training, but the preparation of the opportunity to be. He is doing another; today the most important thing in life is to look for the meaning of life and the opportunity to be. He tries himself in different roles, and this is the great thing and the essence of additional education. In fact, additional education is a zone of proximal development for the formation of Russia [1, p. 8]. It is evident that scientists see the value of additional education for children in the development of the child's propensities, abilities, self-education, self-realization and self-determination, and also in mastering of the experience and emotional-value relations and inclusion of the child in creative search. Having arisen, the phenomenon began to live an independent life and turned out to be much stronger and broader than it was conceived at creation [6, p. 29]. To pedagogical possibilities of additional education of children and teenagers, contributing to children's and teenagers' self-development, modern scientists relates:

- the variability and non-standard content and forms of the organization of classes and activities, consisting in the organization of a variable educational process with non-standard, non-regulated topics, time frames and forms of teaching and educational work, the selection of individual educational programs, topics studied with different speed of assimilation;

- a variety of subjective educational interaction to meet the child's need for confidential communication, a comfortable environment for cooperation, co-creation and partnership of the teacher and student, ensure the implementation of an individual approach in socially significant activity, creating a trusted space for constructive interaction;

- the presence of original social samples that provide a targeted choice of various types of socially significant

activity, socio-cultural technologies that integrate pedagogical capabilities with the development of the child and his individual abilities to absorb social values, knowledge, and skills [9, p.35; 34; 35].

Relying on the distinctive, potentially competitive features of the additional education of children, it is possible to intensively activate the processes of self-realization and self-development of adolescents. The main aspects of this process are [4, p.137; 36; 37; 38]:

- creation of conditions for free choice by each child of the educational area, program profile, teacher;
- personally active character of the educational process, contributing to the development of motivation for cognition and creativity, self-realization and self-determination;
- personally oriented approach to the child, creating a situation of success for everyone;
- a variety of activities that satisfy the child's interests and needs; recognition of the right to trial and error in choice, revision of opportunities for self-determination.

The researcher identifies the following basic subjective functions of the additional education of children in the development of subjectivity and self-development of children:

- 1) the development of essential forces and abilities that enable the learner to choose the optimal life path strategies, including due to the variability and integrativity of complementary education manifested in the expansion educational space of the student;
- 2) education of the initiative and responsibility of students, including due to the value of additional education, such as children's self-government, which presupposes a responsible performance of various social roles;
- 3) provision of conditions for the life self-determination of the child, including through the practical orientation of additional education for the development of competencies in the chosen field of activity;
- 4) mastering the students' means of achieving a subjective position, including through the adaptability of additional education, which implies the possibility of mastering the totality of forms and methods of effective moral behavior, successful socialization;
- 5) creation of conditions for the development of the independence, the individuality of the trainee. These conditions are realized and thanks to this possibility of additional education, as an individualized social and pedagogical support of the student [3, p. 37; 39; 40; 41].

IV. CONCLUSION

Each stage of ontogenesis has its specific content, contributes to the development of a person's ability to self-development. A special role in this process, according to most researchers, belongs to adolescence. The need for self-development is a characteristic feature of a teenager. The accumulation of the necessary prerequisites throughout the entire preceding age development creates in the older teens a unique opportunity to form the ability to develop oneself. Self-development is an important step in the formation of personality. In adolescence, its most vivid manifestations

begin to appear. The person strives for new discoveries, the achievement of the highest results, the development of his abilities, which is a step for a teenager into a new reality, into an adult world where many new and unknown things await him. A person becomes the subject of self-development only when he more or less consciously and systematically begins to determine what he is moving to, what changes in himself and the world, or vice versa, does not wish to change in himself and the world.

A teenager as a subject of self-development is characterized by an interest in self-development and self-dissatisfaction with himself (with his qualities and level of self-government), confidence in the possibility of positive changes in his personality, individual experience (knowledge, skills, skills) acquired in various activities. At the same time, knowledge of adolescents in the field of self-development is incomplete, self-image as a subject of self-development is not sufficiently generalized and not always realized, there is no clear program of self-development. The older adolescent is inherent in the contradiction between the potential need for self-development and the unformed real ability to this activity.

The theoretical analysis of the works of Russian and other educators allows us to conclude that additional education for children has specific characteristics that are necessary for the self-development process, namely:

- additional education acts as vital activity, as an ongoing process of goal-setting, creativity and life choices (acts) of a person. The life-activity nature of additional education is carried out through the construction and realization of the relations of joint creativity (co-creativity) of all subjects of the educational process;
- additional education involves subjectivity, motivation for self-development through the creation of subject-subject relationships between participants in the educational process;
- additional education suggests the realization of activity, initiative, independence of the individual, the formation of an active life position through the personal orientation of the educational process, its focus on the maximum self-realization of the individual and the individuality of all subjects of the educational process;
- Additional education provides the opportunity for freedom of choice, awareness and realization of responsibility for the choice made before oneself and the world. Thus, additional education makes it possible to develop subjectivity. In the context of additional education, the student acts as an actor, a subject of activity, including educational activity;
- additional education creates the conditions for the formation of moral qualities of the individual, awareness of actions and deeds through the creation of an educational environment saturated with traditions and methods of work that maximally take into account the characteristics of the society, the region;
- additional education provides mastery of reflection and self-control in the course of carrying out creative and routine activities, in educational, professional, family and friendly interaction;
- Additional education contributes to the formation and development of the strong-willed personality. It

achieves this through the use of specific forms and methods of education and upbringing, correction and development peculiar to supplementary education.

Additional education creates the conditions for the development of congruence of the individual. It also creates opportunities for preventing the disadaptation of children in school and life. Prevention and correction of violations teachers carry out, structuring the strength and time of children. Teaching children creative activities that meet their needs and abilities stimulates the development of self-understanding. The use of health-saving educational technologies by teachers is included in the implementation of support and support for the development of each child. Thus, additional education is designed to meet the vital and diverse life and educational needs of children. It helps to reduce the negative consequences of unemployment of children in their spare time, teaches them to structure their lives in such a way as to realize their own goals and abilities, and not destroy themselves and their lives. Children are «supervised». Awareness of the presence of such “supervision” creates a state of psychological security, significance for the world. It helps to cope with difficulties and take steps into the unknown: into the unknown inner and outer world (M.I. Bolotova, V.P. Golovanov, A.V. Egorova, V. A. GorskyA.I. Shchetinskaya, etc.). The additional education of children today plays an important role in resolving the issues of education vital for the child, organizing leisure, choosing a circle of contacts, life values and landmarks, professional self-determination, self-development and personality. The special contribution is made by additional education in the upbringing and development of adolescents, who face the most important problems of professional self-determination and personal self-forecasting.

Socio-pedagogical activities in the organization of psychological and pedagogical support for the self-development of adolescents in the conditions of secondary school, it will be effective if the institution develops and implements a special program of psychological and pedagogical support for adolescent self-development, which:

- takes into account a psychological and individually-personal features of an older teenager as a subject of self-development;

- implemented on the basis of principles: reliance on the positive in the identity of an older teenager; activities and voluntary participation in the program; meaningful attitude to their behavior, through the reflection at the end of each lesson; goodwill and worthlessness.

- focused on the formation of components of readiness for self-development of adolescents (motivational, emotional-volitional, cognitive, effective, reflective).

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