

## РОЗДІЛ І. ПРОБЛЕМИ ІСТОРІЇ ПЕДАГОГІКИ

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### ECOLOGICAL AND NATURALISTIC WORK DEVELOPMENT IN EXTRACURRICULAR EDUCATION INSTITUTIONS OF SUMY REGION

*The article is devoted to the ecological and naturalistic work development in the extracurricular education institutions of Sumy region. The conditions and forms of organization of ecological and naturalistic work in extracurricular education institutions of Sumy region in the second half of the XX – beginning of the XXI century are considered. It is established that ecological and naturalistic work in the region has come a long way of development and reform – from general secondary education to young naturalists stations and complex institutions. In the ecological and naturalistic work development in extracurricular education institutions of the Sumy region, two main periods are conditionally distinguished, each of which is characterized by its own substantive and organizational principles of ecological and naturalistic work.*

**Key words:** *extracurricular education institution, ecological-naturalistic work, student youth, Sumy region.*

**Introduction.** Ukraine's integration into the world and European community is impossible without educational system reforming, the national education content updating, the main purpose and task of which is to affirm the ideals of humanism, individual freedom, democracy, social and spiritual progress, the universal and national values benefits. One of the directions of the national education system reforming is the ecological worldview formation, readiness for active environmental activities and, ultimately, ecological consciousness. In the current environmental crisis, when human life is in danger, environmental education of the younger generation, remains an urgent pedagogical problem.

Extracurricular education institutions in Ukraine have always played an important role in the state's educational system. The state has created and continues to improve the extracurricular ecological and naturalistic work system, which is implemented through the activities of young naturalists stations, ecological and naturalistic centers, creative student associations, the Minor Academy of Sciences, ecological and naturalistic departments.

Objective analysis of the ecological and naturalistic work development in extracurricular education institutions, theoretical generalization of valuable pedagogical experience, allow to qualitatively update and improve their educational work content. The effective methods and forms use in the

clubs' work and other creative student associations creates favorable conditions for the development of students' abilities and talents. It should be noted that if the theoretical, semantic and organizational principles of ecological and naturalistic work development of extracurricular education institutions of Ukraine in general have already been explained, the issue of this work development in Sumy region, in particular, has not received adequate theoretical or applied reflection.

**Analysis of relevant research.** The scientific sources analysis has shown that the issues of ecological-naturalistic work formation and development are covered in the works of V. Verbytsky, G. Pustovit, V. Bereka, V. Kremen, I. Riabchenko, O. Sukhomlynska, T. Sushchenko and others. However, the historical and pedagogical literature study and research results analysis allowed us to find out that the problem of extracurricular environmental and naturalistic work development in Sumy region was not previously the subject of a special study. This necessitated the analysis of the peculiarities of the regional extracurricular education institutions development, the dependence of their work content on different conditions, the identification of the real state of their educational activities.

**The aim of the article** is to reveal theoretical and content principles of ecological and naturalistic work development in extracurricular education institutions of the Sumy region.

**Research methods:** search and bibliographic method of identifying archival and bibliographic publications; classification and systematization of literary sources related to the activities of extracurricular education institutions; historical and pedagogical, comparative and statistical analysis of facts and phenomena.

**Results.** Analyzing the ecological and naturalistic work development in extracurricular education institutions of Ukraine, it can be argued that its gradual development corresponded to certain forms and methods of the educational process organizing, and its relationship with historical, socio-economic and political changes in society (Verbytsky, 2018, p. 4). The latter led to appropriate changes in the content, purpose and objectives of educational technologies of extracurricular education institutions. Extracurricular education institutions of Sumy region are not exception.

The ecological and naturalistic work development in extracurricular education institutions of the Sumy region can be divided into two main periods: I – the Union of Soviet Socialist Republics (hereinafter – the USSR), II – formation and development of the Ukrainian state.

The history of ecological and naturalistic work in Sumy region began in the 1930s. The first naturalistic circles were created on the executive authorities' and local governments' initiative in regional general secondary education institutions. At the end of the 1930s, detachments of nature conservationists and biological groups were established in other settlements of the district. These student unions' purpose was helping agricultural enterprises, planting gardens and landscaping. Thus, the first detachment of young naturalists was created in 1935 at the Vozdvyzhenska seven-year school of Yampil district. Over time, there was an urgent need for methodological assistance to general secondary education institutions in the ecological and naturalistic work organization. To this end, the Regional Department of Public Education in 1946 opened the first extracurricular education institution in the region – the Regional Young Naturalists Station, which had its own educational and research site and a wildlife corner. Creation of this institution became the starting point for the ecological and naturalistic work development in the region (*The Yunnat movement in Ukraine*, 2015, p. 24).

The station's pedagogical staff organized circles work in the basic schools in each district at which research land plots, fruit and ornamental plants orchards were laid. In order to improve the material and technical base, didactic material was produced by hand – natural visual aids. In 1949, the Konotop young naturalists' station was established, which employed groups of young gardeners, agronomists and beekeepers.

In 1955, the Regional Young Naturalists Station coordinated the work of 997 groups of young naturalists, in which 39,000 pupils studied. In the 70's and 80's the institution worked on the development of the town and district institutions network of extracurricular education of ecological and naturalistic direction. During this period, 11 district young naturalists' stations were organized on a voluntary basis in rural areas on the support basic schools.

In 1963, for the first time in Ukraine, a district young naturalists' station was established on a voluntary basis of Stepno Secondary School of Yampil district, which became the center of the youth movement in the district. The station's young people established close ties with scientific institutions of the country, conducted meaningful research and selection work, worked student production teams, created rabbit farms, production teams. Later, in 1971, the first budget district young naturalists' station in the region was opened in Yampil, which reached a special development in the 80s. At its administration initiative, nature lovers' clubs were established in each general secondary education institution, and a number of district

nature protection clubs were established at the institution. In addition, there were film lectures on environmental issues, numerous mass events, lectures on popular science films and so on.

In 1971, the Lebedyn District Youth House began its work, with a wildlife corner, a photo laboratory and an aquarium fish farming office. There was a training and research area with departments of vegetable growing and floriculture, where research work was carried out. The institution promoted the student school forestry activities, carried out work on afforestation and care of young plantations, created the first forest ecological trails, conducted various environmental actions and operations.

In summer students participated in research work on educational and research sites, worked in student production teams, made field trips around the country.

Sumy young naturalists' station was founded in 1973, which became the center of naturalistic and environmental work in the town. In 1979, the institution had 80 clubs (floriculture, aquarium fish farming, animal physiology and entomology, etc.).

Velyka Pysarivka district young naturalists' station was established in September 1978, in order to assist general secondary education institutions in the ecological and naturalistic organization. The main direction of the circles work was agricultural research. Subsequently, the ecological and environmental work direction became popular among the pupils. Circles of young ecologists and green patrols began their work.

The town department of education in 1979 created the Romny young naturalists' station. The institution organized the work of 15 groups for 382 pupils of different profiles – ecological, biological, agricultural, decorative and applied, ecological and local lore. In the groups' work, considerable attention was paid to ecological trails, the purpose of which was educational environmental work, research of biological diversity (*White Book*, 2020, p. 155).

In the 80's there were 581 youth sections, 698 detachments of green patrols, 330 – blue patrols, 180 clubs of nature lovers. These student associations' work was aimed at protecting and attracting animals, combating soil erosion, protecting water bodies and saving their aquatic bioresources, creating plantations, and ensuring their protection and reproduction.

In 1990, the first clubs were opened in the newly created Shostka young naturalists' station. The main content of the groups' work was aimed at obtaining additional education in biology, ecology and natural sciences, at the same time, considerable attention was paid to environmental protection.

Among the forms of ecological and naturalistic work of this period should be noted individual and group creative student associations – clubs and circles, as well as mass mobile and stationary – excursions, competitions, work on research sites, etc. The groups worked only on educational programs recommended by the Ministry of Education of the USSR and the Ministry of Education of the USSR.

At the end of this period, the share of excursion and expeditionary forms of work increased in the extracurricular education content, the purpose of which was to examine the ecological condition of Sumy region rivers, forest massifs, nature protection objects, identify rare wildlife. Much attention was paid to environmental work, including landscaping of schools and settlements, forest planting, harvesting of medicinal raw materials, attracting and protecting birds.

It should be noted that the content and activity of ecological and naturalistic work in these years were influenced by various factors of socio-economic nature. Conduct and ensure the development of youth stations network, naturalistic circles, environmental, agricultural profiles and relevant national events. For this period in Sumy region, as well as in the whole territory of Ukraine, it was characteristic that in schools labor training, industrial practice and socially useful work were introduced, much attention was paid to research work on plant and animal husbandry, in rural and separate town schools there were student production brigades, school forestry. As a result, environmental issues were becoming increasingly important in the extracurricular activities system. In the Yunnat movement of biological and agricultural directions there were established research circles of one-branch orientation – young geneticists-breeders, plant physiologists, agrochemists, microbiologists, young physicians, space biology, etc. (Verbytsky, 2004, p. 36).

Thus, in these years there was a tendency to create student units, production teams in the process of which there was a lot of ecological and naturalistic scientific work direction, in which extracurricular education institutions of the relevant direction have been directly involved.

Analyzing the state of the extracurricular educational system of the first period, it should be said that its main achievement was creation of a multilevel (palaces, clubs, stations, clubs, etc.) extracurricular institutions system, which covered a large number of school-age children. Given that the primary task of extracurricular institutions was supplementing the secondary schools educational process, it should be noted that their attitude and development took place quite separately and allowed to talk about extracurricular education as a significant educational component in general (Milenin, 2013 p. 16).

In the period of the Ukrainian state formation and development, the Ukrainian educational system has been being reformed. At present, new conceptual approaches to the ecological and naturalistic work organization have been formed in extracurricular education institutions of the region, especially those of ecological and naturalistic direction, changes in their structures have been made, their forms and methods have been improved, profiles and age groups have been adjusted as well as other creative associations.

At the beginning of this period, new extracurricular education institutions were opened and reorganized. Thus, in 1993 the Krolevets district young naturalists' station was established, the development of which was facilitated by the placement next to it of the object of nature reserve fund of national importance – the botanical natural monument “Apple-colony”. In 1996, the ecological and naturalistic circle work was started at the Hlukhiv young technicians' station. Subsequently, their number has increased to 4. The educational groups programs provided for the participation of students in exhibitions, competitions, environmental actions, hikes, excursions and so on.

Radical changes in the ecological and naturalistic work organization in the region took place in 1997, when as a result of reorganization of three regional specialized institutions of extracurricular education, Sumy regional center of extracurricular education and work with talented youth was created. An ecological and naturalistic department was created in the institution structure. Its purpose – coordination of ecological-naturalistic, nature protection, methodological work in education institutions of the area. More than 50 groups of 18 profiles have been organized, covering about 800 pupils. In cooperation with scientific and pedagogical workers of higher education institutions of the town the work on involvement of pupils in research work, carrying out of regional scientific and practical conferences, competitions, excursions were carried out. Thanks to this cooperation, a collection of ornamental plants was formed and experiments were conducted on the introduction of rare and endangered wild species of flora of the Sumy region (*The Yunnat movement in Ukraine*, 2015, p. 28).

The complex institution of extracurricular education carries out educational process methodological support; raising the teachers' professional level, teachers' information and methodological support on education, pedagogy, environmental and naturalistic work. In addition, it develops and publishes teaching and methodological manuals based on generalized materials of promising pedagogical experience. The program-methodological providing of circles activity is carried out, establishes cooperation with the state establishments, education institutions of all levels, and also various public organizations.

The sphere of the extracurricular world entered an important development stage and acquired a better state with the adoption of the Law of Ukraine “On Extracurricular Education” in 2000. The importance of ecological and naturalistic work in the extracurricular educational system, which was based on the principles of humanism, continuity, diversity and variability, voluntariness, accessibility and practical orientation, is growing both for the individual and for the country as a whole (Verbytsky, 2008, pp. 5).

In 2006, Sumy Youth Station was reorganized into a comprehensive extracurricular education institution – Sumy Center for Ecological and Naturalistic Creativity of Student Youth, which later has become one of the largest extracurricular education institutions of ecological and naturalistic direction in Ukraine.

Currently, ecological and naturalistic work is carried out in specialized extracurricular education institutions – Shostka, Krolevets and Konotop young naturalists stations, Sumy center of ecological and naturalistic students’ creativity, Yampil, Velyka Pysarivka young naturalists’ stations of local settlements. At Bilopillia district center for children and youth creativity there is a department of ecological work and agricultural research, ecological and naturalistic department, Hlukhiv extracurricular educational center, Lebedyn district house of children and youth creativity, Romny extracurricular educational and work center with talented young people, Putivl extracurricular work, the naturalistic and local lore department works center.

During the Ukrainian state formation and development, various forms of ecological and naturalistic work are diversified, including: individual and group, mobile mass and stationary – preparation of reports, essays, presentations, work of creative student associations (sections, clubs, student forestry and naturalistic schools), travel, campaigns, expeditions, excursions, conferences, actions, relay races, tournaments, competitions-defense of research works, agitation brigades work. Most of the groups work according to the author’s educational programs, as well as those recommended by the National Ecological and Naturalistic Center for Student Youth of the Ministry of Education and Science of Ukraine.

It should be noted that the groups work in the first period was aimed at the practical competence formation in natural sciences, such as agriculture, ecology and biology. The latter is due to political and ideological factors. The second period is characterized by a change in the circles profile in accordance with the social order and taking into account the pupils’ motivational components.

Powerful experience of ecological camps and schools on organizing, conducting ecological expeditions and field training practices is accumulated and generalized. An example of the latter is the interaction with higher

education institutions and institutions of the region nature reserve fund – the camp “Desnianski Zori” is held on the national nature park territory “Desniansko-Starohutsky” and summer biological school “Vakalivshchyna”, on the territory of the biological educational and scientific site of Sumy State Pedagogical University named after A. S. Makarenko.

In the quarantine conditions caused by the epidemic of the COVID-19 virus, distance learning is widely introduced into the practice of ecological and naturalistic work.

This contributed to the diversification of forms of scientific and methodological work of extracurricular education institutions. On their official websites, separate sections have been created, which contain various guidelines for distance learning, theoretical and practical video lessons, recommendations for students on various issues related to the educational process in quarantine. In addition, the extracurricular project activities have been intensified (*Education in Ukraine, 2020*).

During this period, the priorities of extracurricular ecological and naturalistic work changed. Personality development, career guidance and early profiling, prevention of negative childhood manifestations, helping each child to believe in their abilities and discover their own potential, provide additional knowledge and practical skills necessary for successful self-realization in adulthood come to the fore.

**Conclusions and prospects for further research.** The ecological and naturalistic work development in Sumy region during the Soviet era was determined by socio-political, economic and pedagogical factors. Among them, the most significant were the political and ideological, which determined the activities of schools and extracurricular education institutions, the education purpose, the state and features of the organization of the educational process. The ideas of reforming the educational space had a special influence during this period. Ecological and naturalistic work in extracurricular education institutions was carried out by applying forms and methods that corresponded to the attitudes of the ruling party and initially had a predominantly agricultural inclination. Ecological and naturalistic work during the Ukrainian state formation has passed the path of development and reform – from stations of young naturalists to complex extracurricular education institutions in which the circles profile changes according to the social order and pupils’ motivational components.

During this period, the priorities of extracurricular ecological and naturalistic work have changed. At the forefront are – personal development,

career guidance and early profiling, prevention of negative childhood manifestations, helping each child to believe in their abilities and discover their own potential, providing additional knowledge and the life skills formation.

In the future, prospects for further research are seen in revealing the peculiarities of organizing programs and using methods of the ecological and naturalistic work of other regions of Ukraine – Chernihiv and Kharkiv.

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## РЕЗЮМЕ

**Вертель Владислав.** Развитие эколого-натуралистического работы в учреждениях внешкольного образования Сумской области.

*Статья посвящена развитию эколого-натуралистической работы в учреждениях внешкольного образования Сумской области. Рассмотрены условия и формы организации эколого-натуралистического работы в учреждениях*

*внешкольного образования Сумской области во второй половине XX – начале XXI века. Установлено, что эколого-натуралистическая работа в регионе прошла долгий путь развития и реформирования – от учреждений общего среднего образования к станциям юных натуралистов и комплексных учреждений. В развитии эколого-натуралистической работы во внешкольных учреждениях Сумской области условно выделены два основных периода, каждый из которых характеризуется собственными содержательными и организационными принципами эколого-натуралистического работы.*

**Ключевые слова:** заведение внешкольного образования, эколого-натуралистическая работа, учащаяся молодежь, Сумская область.

### **АНОТАЦІЯ**

**Вертель Владислав.** Розвиток еколого-натуралістичної роботи в закладах позашкільної освіти Сумської області.

*Стаття присвячена розвитку еколого-натуралістичної роботи в закладах позашкільної освіти Сумської області. Розглянуто умови та форми організації еколого-натуралістичної роботи в закладах позашкільної освіти Сумської області у другій половині XX – початку XXI століття. Установлено, що еколого-натуралістична робота в регіоні пройшла тривалий шлях розвитку та реформування – від закладів загальної середньої освіти до станцій юних натурастів та комплексних установ. У розвитку еколого-натуралістичної роботи в позашкільних установах Сумської області умовно виділено два основних періоди, кожен із яких характеризується власними змістовними та організаційними засадами еколого-натуралістичної роботи. Установлено, що розвиток еколого-натуралістичної роботи на Сумщині за часів СРСР визначався суспільно-політичними, економічними та педагогічними чинниками. З-поміж них найсуттєвішими були політико-ідеологічні. Особливий вплив у цей період мали ідеї реформування освітнього простору. Еколого-натуралістична робота в закладах позашкільної освіти здійснювалась шляхом застосування форм і методів, які відповідали установкам правлячої партії і мали спочатку переважно сільськогосподарський напрям. Еколого-натуралістична робота за часів становлення Української держави пройшла шлях розвитку та реформування – від станцій юних натурастів до комплексних освітніх позашкільних установ, у яких змінюється профільність гуртків відповідно до соціального замовлення та мотиваційних компонентів вихованців. У цьому періоді змінилися пріоритети позашкільної еколого-натуралістичної роботи. На перший план виходять: розвиток особистості, профорієнтація та рання профілізація, попередження негативних дитячих проявів, допомога кожній дитині повірити в свої здібності та розкрити власний потенціал, надання додаткових знань та формування життєвої компетентності.*

**Ключові слова:** заклад позашкільної освіти, еколого-натуралістична робота, учнівська молодь, Сумська область.