

INTERACTION OF GENERAL INSTITUTIONS SECONDARY AND OUT-OF-SCHOOL EDUCATION IN VECTORS OF DEVELOPMENT

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Pedagogical interpretation of the interaction of general secondary and out-of-school education is realized in objective conditions-vectors, which are applied in scientific circulation and objectively reflect the specified interaction in aesthetic education of teenagers. These are vectors of interaction (we present six of them – conditionally, although there may be more, less depending on what pedagogical goals will be set in the educational process), which operate in the aesthetic environment and allow to illustrate the process of dynamic interaction of general secondary and out-of-school education in the aesthetic education of adolescents.

First of all, allow to consider ideas of essential influence on creation of system of interaction of establishments of general secondary and out-of-school education in aesthetic education of teenagers. Such vectors ("from the Latin vector – the bearer, a segment of a straight line of a certain length and direction") (Nechvolod, 2008, p. 96) direct actions in the aesthetic environment of interaction, namely:

– Vector A (mandatory) goes from the subjects of pedagogical interaction (adolescents) to the subjects of pedagogical interaction in of general secondary education institutions, violates the subject-subject relations in of general secondary education institutions;

– Vector B (additional) – from the subjects of pedagogical interaction (adolescents) to the subjects of interaction in out-of-school education, indicates the subject-subject relations in out-of-school education;

– Vector B (unifying) combines the subjects of pedagogical interaction general secondary education and subjects of pedagogical interaction out-of-school education, combines (integrates) subject-subject relations in general secondary and out-of-school education;

– Vector C (inter-environment), which operates between (within) aesthetic environments of pedagogical interaction and allows to trace the relationships between all subjects of educational activities and the environment (nature, architecture, production, the Internet, etc.);

– Vector D (social), which considers the relationship with other institutions (subjects and objects) (creative associations, unions, museums, philharmonics, theaters, studios, galleries, exhibitions, photo galleries, parks of culture and recreation, public organizations, libraries, Internet-cafes, etc.) pedagogical interaction of general secondary and out-of-school education institutions in aesthetic education of teenagers;

– Vector E (initiative) is directed from (subjects of interaction) teenagers, parents of teenagers to all subjects of pedagogical interaction of institutions of general secondary and out-of-school education and violates and supports subject-object and subject-subject relationships in the aesthetic education of adolescents (Sierykh L., 2017; 2018).

Thus, the analysis of the potential of the aesthetic environment of interaction of general secondary and extracurricular institutions in certain areas-vectors, allowed outlining the semantic components of the system of interaction general secondary and out-of-school education, joint actions of participants in the educational process to create an environment of pedagogical interaction in aesthetic education.

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