CHARACTERISTICS OF THE LEVELS OF INTERACTION OF GENERAL SECONDARY AND OUT-OF-SCHOOL EDUCATION INSTITUTIONS IN THE AESTHETIC EDUCATION OF TEENAGERS

Sierykh Larisa
Candidate of Pedagogical Sciences, Associate Professor, Senior Lecturer at the Department of Theory and Methods of Educational Content
Sumy Regional Institute of Postgraduate Pedagogical Education, Sumy, Ukraine
https://orcid.org/0000-0001-5290-8596

The content and structure of interaction of general secondary and out-of-school education institutions determine the parameters (criteria) of its formation as a leading condition of aesthetic education of teenagers. Diagnostic criteria to determine the level of formation of the educational system of any educational institution, researchers use two groups of assessments: the criteria of fact and quality criteria (Selivanova, 2010). The first group of criteria allows us to answer the question of whether an educational institution has an educational system. The second - gives an idea of the level of its formation and effectiveness. The second group of criteria, in our opinion, is manifested in determining the level of formation of aesthetic education of adolescents (formation of motives, goals, etc.), which is achieved through the use of certain activities of general secondary and extracurricular education (analysis of regulatory information, efficiency and linking tasks, introduction of forms, methods, methods of activity, functioning of practical activities).

According to the results of the study, we summarize: the aesthetic education of adolescents in the interaction is characterized by dynamic integrity, because:

- *perceptual-emotional* criterion determines the intensity of contact of adolescents with artistic and aesthetic activities;
- *cognitive-cognitive* criterion determines the content orientation of the value attitude of adolescents to art and artistic and aesthetic activities;
- *activity-creative* criterion determines the clear direction of adolescents, motivation and the most creative active artistic and aesthetic activities (Sierykh, 2015).

Thus, in the research search in determining the levels of interaction of general secondary and out-of-school education in the aesthetic education of teenagers, we focused on personal, cognitive, ideological, reflective features of interaction. In scientific discourse there is no level differentiation of interaction of general secondary and out-of-school education institutions in aesthetic education of adolescents, so there is a need for theoretical substantiation, development and testing of interaction of general secondary and out-of-school education institutions in aesthetic education of teenagers (Sierykh, 2015).

In characterizing the levels of interaction of general secondary and out-of-school education in aesthetic education of adolescents we are guided by the position of personality-oriented strategy aimed at improving the educational system and aesthetic

education of teenagers, which in modern educational space is more declared than implemented. Thus, the levels of interaction of general secondary and extracurricular education institutions in the aesthetic education of adolescents are hypothetically determined on the basis of the content, scope, nature and capabilities of general secondary and extracurricular education institutions, as well as the degree of mastery of adolescents values, attitudes, abilities, knowledge, skills personal formations of the psyche, providing the implementation of various activities in general and artistic and aesthetic in particular.

We depict the process of their manifestations, first in the form of a statistical slice, namely: the specific interaction of the adolescent as a subject of activity with certain tasks – the object of aesthetic activity; secondly, in the personal development of the adolescent as a creative person aimed at acme success, namely: in the implementation of multilevel creative tasks that form and expand the aesthetic education of teenagers (Sierykh, 2015).

For pedagogical diagnostics of the levels of interaction of general secondary education institutions in the aesthetic education of teenagers according to the criterion of the level of aesthetic education of teenagers, the appropriate diagnostic tools were concluded. The choice of diagnostics was guided by the thesis that the individual-personal position of teenagers can be manifested in a specific situation in which the teenager appears especially important and contradictory. This has led to the creation of numerous role-playing situations in which adolescents could express themselves. The developed set of diagnostic procedures for determining the levels of interaction in the aesthetic education of adolescents is consistent with its structure, which allowed the formulation of objective characteristics of each level (Sierykh, 2015).

Based on the theoretical analysis of works in the field of basic and complete general secondary and extracurricular education, certain criteria and indicators of interaction of general secondary education and extracurricular education in aesthetic education of adolescents, components of the interaction system, we distinguish levels of interaction of general secondary education in aesthetic education of teenagers: high (creative, dynamic), sufficient (search-cognitive), low (reproductive, insufficient) (Sierykh, 2015).

The interaction of general secondary education institutions in the aesthetic education of adolescents at a high (creative, dynamic) level fully corresponds to the content, scope, nature and capabilities of general secondary education and extracurricular education institutions. A dynamic system of interaction between general secondary education and out-of-school education institutions in aesthetic education of adolescents has been developed, which, taking into account the successful acquisition of competencies by adolescents in accordance with the invariant component of the educational process of general secondary education and out-of-school education institutions, extracurricular and extracurricular activities (Sierykh, 2016).

The plans of educational work of class teachers of general secondary education institutions are coordinated and coordinated with the plans of group work of heads of clubs of out-of-school education institutions, they are complementary and integrated. There are common goals and objectives of pedagogical teams of general secondary and extracurricular education, which allows involving adolescents in general secondary

education in joint educational activities both in general secondary education and in extracurricular education (Sierykh, 2016).

Teenagers at this level of interaction are characterized by a strong ability to aesthetic activities, seek to make a positive impression on others; are able to present themselves, creating a certain image; express a value attitude to works of art, show admiration for them; objectively evaluate works of art, drawings, compositions of peers, the results of their artistic and creative activities (Sierykh, 2016).

Respondents have developed competencies: they successfully analyze and interpret works of art, using appropriate terminology. Actively, with pleasure study subjects of art and aesthetic profile, show interest in art, argue the answer. Want to attend art events. The main purpose of art is considered to be the ability to arouse a person's desire to create. Teenagers are proud of their own creative success, show certain signs of skill; have a positive attitude to the study of school subjects of other profiles and attendance at extracurricular educational institutions; understand, appreciate, enjoy the harmony, aesthetics of the world around them, use their own opportunities to improve it.

Able to transform the interior and territory of an educational institution according to the laws of beauty; Aesthetically educated person in the general mass of people is distinguished not only by gait, posture, clothing, but also by behavior, manner of speaking, and so on. They want to see education in general secondary and extracurricular education institutions interesting, and the teacher - a professional; are happy to participate in group, collective creative work both in general secondary education and in extracurricular education (Sierykh, 2016).

The interaction of general secondary education institutions in the aesthetic education of teenagers at a sufficient (exploratory-cognitive) level corresponds to the content, scope, nature and capabilities of general secondary education and extracurricular education institutions. The developed system of interaction between general secondary education and out-of-school education is perceived adequately, taking into account the successful acquisition of competencies by teenagers in accordance with the invariant component of the educational process of general secondary and out-of-school education (Sierykh, 2016).

The plans of educational work of class teachers are sufficiently coordinated and coordinated with the plans of group work of heads of clubs of out-of-school educational institutions, they partially complement each other. There are relevant goals and objectives of pedagogical teams of general secondary education and extracurricular education, which allows to involve teenagers of general secondary education in joint educational events both in general secondary education and in extracurricular education (Sierykh, 2016).

Teenagers at this level of interaction are characterized by a sufficient ability to aesthetic activity, seek to make some impression on others, although without a conscious purpose; (self-presentation); seek to express themselves, to create a positive image of their own. Have sufficient artistic and creative training, its results are manifested in a more simplified form; their works are compositionally indistinct, etc.; have special skills; have a sufficient personal sense of success in art. Insignificant for

teenagers is the environment in which they are, study, communicate, relax (Sierykh, 2016).

The main purpose of art for teenagers is to create objects of beauty; they quite clearly analyze and interpret works of art, using appropriate terminology; called a favorite artist, but without argument. Aesthetically educated personality among people is distinguished by several (two or three) indicators. There are beautiful and ugly in works of art, but the analysis is superficial, vague. Respondents are willing to attend art events; have "clip" thinking – a mosaic fragmentary figurative perception of reality; indirectly relate to the study of disciplines of both artistic and other profiles; teenagers admire the objects of the world around them; show sufficient interest in art; they want to see the teacher in the educational process as experienced; at the request of the teacher participate in collective creative work (Sierykh, 2016).

The interaction of general secondary education institutions in the aesthetic education of teenagers at a low (reproductive, insufficient) level partially corresponds to the content, scope, nature and capabilities of general secondary education and extracurricular education institutions; The developed system of general secondary and extracurricular education is not taken into account when planning educational activities, so the relationship with classroom, extracurricular and extracurricular activities is unsatisfactory, in some general secondary education it is not at all (Sierykh, 2016).

The plans of educational work of class teachers are uncoordinated and inconsistent with the plans of group work of heads of clubs of general secondary education and out-of-school education; they partially supplement the plans of educational work of these institutions. The existing goals and objectives of the teaching staff of secondary and out-of-school education institutions are not sufficiently consistent, which does not allow to involve teenagers of general secondary education institutions in joint educational activities both in general secondary education institutions and in out-of-school education institutions (Sierykh, 2016).

Teenagers at this level are characterized by a slight ability to aesthetic activity, these pets are phlegmatic, sedentary, slow, with reduced expression; their abilities for artistic and creative activity are not developed; have "typhlo" perception – the inability to see and appreciate the manifestations of aesthetics in nature, art; "Infantile" motives – motivation to master aesthetic reality, based on lack of awareness, underdeveloped aesthetic experience; indifference in the perception of works of art and the surrounding reality (Sierykh, 2016).

Respondents superficially show interest in art; they lack analytical activity, poorly developed skills of evaluative judgments of aesthetic values; creating an aesthetic environment does not matter to them; they did not think about their own image. Confused modern arts; unsatisfactory analysis of works of art, appropriate subject terminology is not used; the means of expression of art do not name, but indicate meaningless things.

They treat well only those school subjects in which teachers give them positive grades; do not understand the value of the world around them, are indifferent to works of art, but show interest in visiting discos, computer games, etc .; very rarely participate in creative work (Sierykh, 2016).

Thus, the educational process in accordance with the developed system of interaction of general secondary and extracurricular education should prove the effectiveness of aesthetic education of teenagers, enable the process of self-development, and promote the development of new methods, algorithms, techniques and means of aesthetic tasks, interaction, communication, active creative activity.

Список літератури:

1. *Воспитание в современной школе: от теории к практике* (2010). Состав. Н. Л. Селиванова. Москва: УРАО «Институт теории и истории педагогики».

2. Сєрих Л. В. (2015). *Взаємодія загальноосвітніх та позашкільних навчальних закладів в естетичному вихованні підлітків*: монографія. Суми: НІКО.

3. Сєрих Л. В. (2016). *Естетичне виховання: середовищний підхід: навчально-методичний посібник*. Київ-Суми: НІКО.

References:

1. *Education in the modern school: from theory to practice* (2010). Composition. N.L. Selivanova. Moscow: URAO "Institute of Theory and History of Pedagogy".

2. Sierykh, L.V. (2015). Interaction of secondary and out-of-school educational institutions in aesthetic education of teenagers: monograph. Sumy: NIKO.

3. Sierykh, L.V. (2016). Aesthetic education: an environmental approach: a textbook. Kyiv-Sumy: NIKO.