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PLANNING AND ORGANIZATION OF WORK OF THE EXTRACURRICULAR EDUCATIONAL INSTITUTION AS A SOCIO-PEDAGOGICAL ISSUE AND THE BASIS OF DEVELOPMENT OF A CREATIVE PERSONALITY

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ABSTRACT

The article highlights the approaches to the study of planning and organization of out-of-school educational institution, which today is an important scientific issue and a necessary condition for the formation and development of a creative personality. Based on the analysis of the structure and content of planning the work of an out-of-school educational institution, the components and priority areas are presented, in which relation the educational policy of the institution is implemented. The theoretical bases of planning the work of an out-of-school institution are indicated. The requirements of the society to the development and upbringing of an individual in the work of an out-of-school educational institution are substantiated. The directions of work and functions which will promote successful realization of the programs directed on development of a creative personality of the child are defined.

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Formulation of the problem. In modern conditions, each type of out-of-school educational institution must develop its own concept, its own program of activities and its own vision of ways to form a creative personality. And at the same time has to remember, not to lose sight of its direction, its "space of activity", the main goal - to provide and preserve the opportunity for each child to develop themselves, their abilities, talents, - emphasizes O.V. Sukhomlynska.

Planning determines the sequence of actions to implement the interest, desires, needs, and ultimately the social order, which is reflected in the end result. The purpose of planning is embodied through interdependent functions, which consistent implementation forms the process of developing a plan, its adoption and implementation [4, 9].

The need for strategic planning is determined by the complex dynamics of processes occurring in the social environment. Thus, the development of new solutions for organization of out-of-school educational institutions is due to the need to find answers to social transformation processes. In most cases, strategic planning is a response to the challenges of social change.

Adaptation to the challenges of the social environment is a prerequisite for planning a strategic program, which is implemented on the basis of knowledge of all issues of the social situation and performs the following functions:

- cognitive one, which is manifested in the disclosure of the essence of the phenomena necessary for the development of strategic planning;
 - forecasting one, which consists in determining the prospects of activity, taking into account the factors influencing efficiency, political, social or economic situation.
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Presenting the main material. Currently, the requirements of society for development and education of an individual have changed significantly. Modern living conditions require a person who will be able to quickly adapt to social upheavals and troubles, be competitive in a variety of situations, focused on self-development, success and creativity.

Creativity is a norm of child development, organically inherent in a child from an early age.

Creativity is a human activity aimed at creating spiritual and material values - the desire for harmony, reflection, the spiritual.

According to the German psychologist Fromm, creativity is "the ability to surprise and learn, the ability to find solutions in unusual situations".

To develop creativity is to teach a child to understand the essence of the incomprehensible and find a cause-and-effect relationship. After all, a new idea arises only when a person has a certain choice of knowledge and at the expense of the already known can achieve the incomprehensible [5].

Creative personality is characterized by imagination. It is imagination that accelerates the creative process.

Psychologists identify the following basic features of a creative socially-oriented personality:

- courage of thought;
- intend to risk;
- fantasy;
- imagination;
- problem vision;
- ability to detect contradictions;
- ability to transfer knowledge and experience to new situations;
- independence;
- alternative;
- flexibility of thinking;
- ability to self-organization.

Today there is a need to create organizational forms that will form the readiness of an individual for self-improvement, creative understanding of social processes. In this situation, it is especially important to consider the experience of socio-pedagogical achievements in the field of extracurricular activities and its impact on the formation of creative, socially active personality.

As part of the social environment, out-of-school educational institutions throughout history have implemented the principles of the connection between education and life, actively responding to all changes in the needs of a child and society.

Problems of development of social and pedagogical bases of out-of-school education on formation of a child's personality were studied by P.P. Blonskyi, A.V. Lunacharskyi, Ye.N. Medynskyi, S.G. Shatskyi, I.A. Zyazyun, V.Ye. Bochelyuk, A.M. Volovyk, I.B. Petrova, N.M. Tsymbalyuk and others.

Most out-of-school educational institutions are able to develop children's creative activity, prepare them for various social transformations and upheavals. After all, it is the diversity of activities, the presence of multilevel ties with society, a rich arsenal of organizational and substantive aspects, humanistic attitudes of participants in the social and educational process allow children to realize themselves in practical and socially significant activities.

Socio-pedagogical creativity was present at all stages of the historical development of out-of-school education. However, the influence of socio-pedagogical creativity on the formation of socialization of an individual is considered to have occurred if: children have a constant interest in this activity; this group of children has creative achievements in a particular area; there is continuity in the work; new initiatives are constantly emerging.

And that is why work planning is an extremely important direction in the work of an out-of-school educational institution.

The main purpose, objectives and principles of out-of-school activities necessitate the modernization of the content, methods and forms of educational and socio-pedagogical work in the institution.

For the development of creative abilities of pupils the general principles of determining the new content of education are: humanization, differentiation, integration, science, widespread use of new information technologies, development of partnerships of participants in the educational process.

From a methodological point of view, the content of education in out-of-school educational institutions should be based on three main equal components:

- fundamentality (transfer of modern knowledge);
- humanistic orientation (education);

- productive practical and project orientation (development of competencies).

The content of education in out-of-school educational institutions is implemented taking into account the following priorities:

1. **Education for development of personal competence.** It is through out-of-school education that it is possible to form such components of human life as practical skills, critical thinking, norms of communication and the basics of a healthy lifestyle, the development of key life competencies.

2. **Education for learning and mastering the world around us and the processes that take place herein.** Education contributes to the formation of children's holistic scientific worldview, the development of social and communicative competencies based on the mastery of the practical application of the system of knowledge about nature, man, society, culture.

3. **Education for the development of creativity** provides mastery of the means of cognitive and practical creative activity.

4. **Education for future development** promotes the social integration of students in a dynamic world, provides their ability to transform.

5. **The quality of education** involves increasing the requirements for teachers, their skills, providing a variety of different programs and methods of work that meet the individual needs of a pupil and a teacher.

6. **Diversification of educational activities.** Educational activities must be innovative, diverse, flexible, able to respond quickly to changes in the world around us.

7. **Personification of learning.** The students should be encouraged in their desire to use a variety of internal resources, to have conditions for self-affirmation in the process of educational activities.

8. **Individualization of education and upbringing** provides individually oriented assistance to children in the realization of their needs based on the individual rhythms of development of each child; leaves the right for identity, uniqueness of a child, requires the creation of conditions for its positive development, psychological comfort, creative realization and achieving a mandatory positive result.

9. **Humanization of the whole sphere of education.** Education should be seen as the formation of a child, the development of its creative potential. This approach guarantees an optimistic attitude towards children, faith in their abilities, recognition of the right for independence, free choice, self-determination.

The organization of competency-based educational process in out-of-school educational institutions involves the development of teachers of technologies, which purpose is not the accumulation of knowledge, but the constant provision of life experience, competence, implementation of self-organization and self-realization of each student.

Curricula should be based on the conditions for mastering those activities that teach children to navigate in the system of subject-subject interaction, where they act as active creators of these relationships.

Conclusions. Planning and organization of work in out-of-school educational institutions should work in such a way that after graduation students are mobile and responsible in independent life, will be able to purposefully use their potential for self-realization in the personal plan and in the interests of society and state.

After all, only the educational process, which is based on the abilities, interests, values and life experience of a child, gives him/her the opportunity to realize in various spheres of creative activity, gives priority to individuality, self-worth, identity of a child as a carrier of active life and social experience; coordinate their activities with other social institutions, integrating them into a single educational space aimed at developing the creative personality of a child.

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