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## **SELF-MANAGEMENT OF A EXTRACURRICULAR EDUCATION TEACHER UNDER WAR CONDITIONS**

An educational product, like any product, needs management to attract the consumer attention. Educational management is a management decisions complex regarding of a certain educational institution, which involves arranging activities for planning activities directions and structure, it organization, motivation and control of the educational process. This especially applies to institutions for which the students number depends on the achieved rating, the educational services quality, the information dissemination about the institution in all possible ways, which creates direct or indirect advertising. Such institutions include institutions of higher and professional education, extracurricular centers for children's creativity, and culture houses.

On the one hand, management and advertising for an extracurricular educational institution are complicated, since it does not provide professional education, but only creates prerequisites for choosing a future profession. But on the other hand, there is greater freedom and implementation directions number. If in an institution of higher and professional education a certain rating is acquired by the institution itself and the graduation department, then in an extracurricular institution – each circle leader joins the entire institution management by implementing their own educational and creative project. Moreover, the success of the institution depends, firstly, on the methodological work organization by its head, the circles system, their interaction structure and realizing creative achievements ways, and secondly, on each circle head self-management. Successful self-management increases the rating of both the circle and the extracurricular educational institution.

Self-management, including for the process of leading a circle, has many components [1] based on planning and self-control [2]. The such work following main components can be distinguished: activity field definition, organization and quality of the educational process, advertising activities, activity motivation and self-management organization self-control. The main factor here is the quality and "highlight" of the educational process, as a system that produces a competitive product. This can be an author's feature of the educational process construction, its elements, the partnership pedagogy application [3]. The one circle successful work helps the other circles management, because the advertising of the extracurricular education entire institution is implemented.

During the war, the self-management relevance and complexity increases. But the involving children importance in the circle work is also increasing. Extracurricular institutions, as institutions for the creative self-realization, have more means of the psychological relief for the child. And the circle system is easier to adapt to measures for psychological and educational assistance to children, as it has more flexible educational programs [4].

The educational process quality is the self-management basis, as it is the goal for both the teacher and the service consumer; it is determined by: 1) acquired knowledge, abilities, skills, competences of the acquirer; 2) the circle leader professionalism and charisma, which creates the

trust of children and parents, improves interaction; 3) a feature of the educational process construction, the use of advanced educational technologies, STEM education, etc. [5]. It works like network marketing, where parents and children spread positive information, which is more effective than the promotional events system. The competition presence for a place in the circle only "heats up" this process. At certain stages of the work of a popular circle, this turns out to be enough, but there is a danger of missing the emergence of a competitive project.

The self-management second factor is a developed advertising campaign: circle branding, advertising activities in the mass media, on people's movement paths, business cards distribution, informational posters in the educational institution, information dissemination in social networks, one's own website maintenance, YouTube channel, pages on certain Internet sites; informing about circle members and the leader awards or other successes, information regular updating and active feedback.

The self-management next component is the motivation formation and the self-control measures implementation, which together work as an add-on to an advertising company. Such work includes the following groups of activities: 1) regular professional development by the circle head at courses and during conferences, seminars, webinars, etc.; 2) scientific and methodical work of the head of the circle in the form of publications, participation in contests, other publicity means; 3) opening a scientist's profile in the ORCID, Google Academy networks; 4) circle members regular participation in exhibition-concert-competition events, open-door days, public holidays at the city, district, and regional levels; 5) development of the author's curriculum and methodical support; 6) public creative projects creation with the participation of circle members and their parents.

The following activities were carried out within the framework of the "Barvinok" circle activities in the Public institution "Kharkiv City Council Center for Children's and Youth Creativity №1". The activity direction is determined – the development of intellectual, creative and technical abilities of children aged 4–6 years. To organize the educational process, an author's program "OPAL" was developed in the form of an integrated course for the abilities development of older preschool children for the circle conditions, which was re-approved in 2021 under the name "Krugozir". Its feature is a block system of integrated tasks in various areas of activity. Initial prescriptions for older preschool age children have been developed; partnership pedagogy is involved - parents take an active part in the educational process together with the child, in volunteer and eco-projects. The parents presence also makes it possible to reach children who need an inclusive approach with education. With distance education, parents become an additional teacher, help in the training organization, can be the video conference administrator, turn off the sound or video of the hyperactive children behavior, if it interferes with the lesson course. And the teacher can prevent forceful methods in some parents approach to raising a child. An additional educational effect is provided by the fact that parents spend more time communicating with their children. A public eco-project "Picturesque Yard" for planting flowers is held annually with the participation of circle members and their parents; joint events with leaders and pupils of other circles, which improves the educational process quality and creates mutual marketing. The elements of STEM education are taken into account: learning to work with gadgets, software environments; advanced educational technologies and multimedia support are involved; a distance learning system for preschoolers has been developed.

The educational process quality is a factor in the circle popularity: parents see the success and children developed abilities, spread appropriate positive information about the circle, which causes competition among consumers. The education quality is ensured by the application of an innovative educational program and the personality of the educational process head; the teacher have to be professional, creative, active, comprehensively knowledgeable.

Advertising activities for the circle are carried out: a name and unique symbols that are easily recognizable has been developed – a circle brand is created, groups and pages of the communication in social networks are supported; business cards are distributed at circle open

events and the Public institution "Kharkiv City Council Center for Children's and Youth Creativity №1"; a color advertising poster was developed with information on directions for the older preschool age child creative and technical abilities development; an advertising video was developed, which is posted on the YouTube channel; the "Barvinok" circle own website is supported, which informs about circle's activities directions, opportunities for parents to work with children, provides the history of the circle and the circle's leader scientific and methodological work, informs parents about the current activities and achievements of the circle members, provides the opportunity to organize mixed distance learning; during the shelling, classes were held in bomb shelters with the children who were there. Advertising activities can also include the enrollment system in a group, when during the study first month (September) classes are held for an children expanded contingent – all those who signed up. At the same time, classes are conducted in an introductory, simplified mode and in a shortened format. During such work, the teacher manages to determine the child's readiness sufficiency (psychological, physical, intellectual) to study according to the circle program. Children who are not ready at the moment are transferred to the lists for the next recruitment, and explanatory and advisory work is carried out with parents with recommendations – what to pay attention to during this year and what exercises to perform with the child.

The circle's activity motivation is updated: although the circle is not applied, many techniques from decorative and applied art are used to develop creative abilities; the such children's creativity results are made public at exhibition events of the circle, Public institution "Kharkiv City Council Center for Children's and Youth Creativity No. 1", district, city and regional competitions for appropriate age category children; within the framework of national and patriotic education, the actions "Letter to the Defender" are held in the creative children's works form, "Embroidery Day", "Virtual tour of Ukraine" and open events on the calendar holidays "Pumpkin Walks in the Garden", "Glove", "Spring Come", "Valentine's Day", "Ukrainian Cossacks Day". At the end of study two years in the circle, graduation takes place in the festive class form, at which children receive "diplomas" from the educational institution and an interesting book as a gift.

Self-monitoring of self-management organization results is carried out by participating in planned and ongoing training activities; received the "circle head of the methodist" title; regularly published articles in professional journals and abstracts at conferences; the circle head regularly participates in competitive professional events, which highlight the practical developing experience the older preschool children abilities; researcher profiles in ORCID, Google Academy environments are supported. The mentioned activities complex promotes information about the circle and the educational institution, which increases the competition for a place in the circle.

All children now have a war psychological trauma, that requires the rehabilitation measures introduction into the educational process. With the hostilities beginning on the Ukraine territory, the conducting offline classes possibility in Kharkiv disappeared, distance learning became the main form for a long time. This made it possible to involve in the developing environment children who remained in Kharkiv, evacuated to country other regions or abroad. There was a need to introduce an online work system with older preschool age children in synchronous mode. But the standard methods are not quite suitable for this, they need transformation for their adaptation to remote work, communication complications during the war and solving new educational problems [4].

This problem was solved within the framework of the "Barvinok" circle in the Public institution "Kharkiv City Council Center for Children's and Youth Creativity No. 1". The group deals with the multi-faceted development of the preschool children creative abilities. At first glance, the possibility of conducting developmental work online with children aged 4–6 years who have no experience in educational work, including using gadgets, is very difficult to implement.



For the distance learning organization, a mixed synchronous-asynchronous delivery of the information was chosen, where online classes are complemented by a system of recommendations and accompanying visual materials on web resources. The difference between such training under war conditions and training under quarantine restrictions is that the teacher and most children in front-line regions work not at the workplace and at home, but in bomb shelters, basements, corridors, subways, etc. In addition, during shelling, air raids, and power outages, the asynchronous materials role increases to such an extent that they must duplicate online classes.

At the beginning of the 2022/2023 school year, parents were informed online about the format and mode of classes, the features of using certain web resources. Many did not have the opportunity to find the necessary notebooks, books, didactic materials. Therefore, a system of methodical and demonstration training materials was developed with a significant amount of recommendations and video materials with master classes on the individual exercises performance, creative and some other work types. This significantly facilitates independent completion of the lesson asynchronous part, especially if it was missed due to military circumstances.

For 4-year-old children, the presence of an adult at a remote lesson is mandatory, even if the child is able to work on a gadget, because it is necessary to monitor the work safety with educational materials, to respond to alarm signals. The interaction between the teacher, the child, and the parents under such conditions becomes stronger, the family is involved in the child's education, cooperation becomes one of the main priorities of education, on which the modern new Ukrainian school is based.

Experience has shown that children aged 4-6 are capable of online learning, which has some advantages. Yes, children can study at the same time, although they are in different parts of the country or the world. The group interaction positive effect compared to individual training is preserved. Children master the computer literacy basics, which is a STEM education element, develop fine hand motor skills and solve standard problems using non-standard methods [5]. Parents help support the educational process and communicate more with their children.

The main components for the distance learning organization with older preschool age children under war conditions were the availability of a material and technical base at home: a modern laptop, a multifunctional magnetic board, its own website, an author's curriculum, a YouTube channel, the use of web resources "google-photo" and "google drive".

Children's interest in learning is supported by online exhibitions, photo and video reports on children's creative and educational activities, children participate in various charity distance festivals, volunteer projects, charity events in defenders support: "To My Guardian Angel", "Shirt for the Defender". But the teacher must be technically literate in order to independently provide this complex of photo, video, IT and other work types.

The classes organizational basis is the psycho-emotional comfort creation for process participants. But the educational process cannot take place as if the children had not experienced the war. Therefore, in addition to New Ukrainian School provisions [3], "stress flexibility" is added to the child's key competencies, and "partnership pedagogy" reaches a new level - both in relationships with children and with parents. It is necessary to involve kinesiology exercises, develop compensatory abilities, have a personal approach that will allow children to be effective.

The change in the educational process construction involves the activation of the child's creative abilities development in order to save and direct the generation to a full-fledged life, which is a resource for revival in the near future. Therefore, the volume of exercises and techniques for artistic work, sculpting, and drawing increases. This allows the child to get rid of anxiety and negative experiences, to plunge into the world of creativity, fantasy and freedom.

With distance learning, it is more difficult to involve the game component. But the need for this during the war increases to create a positive mood, because certain traumatic consequences are imposed on the child's ability to develop. According to the "Krugozir" ("OPAL") program, the

lesson begins with psycho-gymnastics, when children greet each other and communicate. Each lesson game background is a "guest" – a toy with which children willingly communicate, and therefore more effectively get involved in the educational process. This is important for shy children and children with psycho-emotional trauma. Children involve their toys in such communication, so the class takes place in the format of a "puppet theater". Moving tasks within the room also have a game component: measure the sofa length in steps, count the chairs number, find an object, etc. Learning through play distracts children from war and draws them into the positive. It is necessary to increase the practical tasks share and reduce theoretical explanations. Children's educational work should have an outlet for communication and a creative component: to assemble, disassemble, build, cut, color, invent, show, draw, sculpt, etc. For children to rest from the screens, dynamic minutes, mobile games, working by ear with musical accompaniment are mandatory: listening to stories on the lesson topic while drawing at the same time.

In order to get rid of the negative experience, it is necessary to focus on the movement to victory: there are Ukrainian tanks and planes, defenders, help from other countries, friends do not abandon us. If the teacher is emotionally close to the children, puts himself not separately, but together with them, then the class takes place in a positive working style, which teaches to respond constructively to aggressive reality. Communication helps to understand and adequately perceive the surrounding events, gives the child a signal that adults (parents, teachers, military, president, friendly world society) are in control of the situation, because children produce their own behavior based on the adults example.

**Conclusions.** The extracurricular education self-management organization, especially during wartime, is a difficult but very rewarding business. The main competence, which is given to the education students within the circle "Barvinok", is "the ability to learn". This makes it possible to develop innovative, competitive youth capable of the self-development.

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