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**ECOLOGICAL AND NATURALISTIC DEVELOPMENT WORK IN SUMY
EXTRACURRICULAR INSTITUTIONS SINCE UKRAINIAN INDEPENDENCE (ON THE
EXAMPLE OF SUMY CITY CENTER OF YOUTH ECOLOGICAL AND NATURALISTIC
CREATIVITY)**

The article is devoted to the ecological and naturalistic work development in extracurricular education institutions in Sumy. It is established that the ecological and naturalistic work development in the institution has come a long way of development and reform – from the young naturalists' station to a comprehensive institution. In the extracurricular education development during the times of Ukrainian's independence there are two main stages of development, each of which is characterized by its own content and organizational principles of ecological and naturalistic work.

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

Introduction. In the conditions of national educational system and educational activity democratization development the efforts coordination of authorities, local governments, scientific, cultural institutions, industrial enterprises, public organizations and families on further formation and development of extracurricular education institutions of all types and forms of ownership are of great importance nowadays. Extracurricular education institutions have always played an important role in the student youth educational system and have greatly contributed to their values, moral and professional orientations formation. Institutions of ecological and naturalistic direction have occupied a special place among these institutions.

Analysis of relevant research. A number of dissertations are devoted to the problem of formation and development of extracurricular education in Ukraine, which explain the activity periods of extracurricular education institutions. In particular, the developments, the process essence of modern educational activity of general secondary and extracurricular education institutions were studied in the works of E. Barbin, P. Georgiev, V. Kuzya and I. Mitin. The researches of V. Bereka, N. Zaveryko, O. Iogolevych, S. Orlov, N. Ponomarchuk, G. Pustovit, V. Redinoi, T. Sushchenko and V. Verbytsky.

However, the historical and pedagogical literature study and results analysis of the above research allowed us to find out that the problem of the extracurricular environmental and natural science education development in Sumy region was not previously the special study subject. All above necessitated the

peculiarities analysis of the extracurricular education institutions development, the dependence of their work content on different conditions, the identification of the real state of educational activities led to the choice of the research topic.

Objective analysis of the formation and development of extracurricular education institutions of ecological and naturalistic direction, theoretical generalization of valuable experience, its creative use taking into account the state's requirements and capabilities allow to qualitatively update and improve the educational work of extracurricular education institutions. The use of natural profile circles, effective methods and forms of interaction with students creates favorable conditions for their abilities and talents development. Therefore, the study of theoretical, semantic and organizational principles of ecological and naturalistic work in extracurricular education institutions in historical retrospect is currently relevant.

The research aim is to study the theoretical, substantive and organizational principles of ecological and naturalistic work of Sumy extracurricular education institutions development on the example of Sumy center of student youth's ecological and naturalistic creativity since independence of Ukraine.

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 of ecological and naturalistic direction; historical and pedagogical, comparative and statistical analysis of facts and phenomena; documentation study (curricula, programs, manuals) in order to identify the didactic system features of the extracurricular environmental and naturalistic work.

Results. There are two main stages in the development of ecological and naturalistic work in the Sumy center of student youth's ecological and naturalistic creativity during the times of independence of Ukraine: I – from 1991 to 2006 (functioning of the Sumy station of young naturalists (hereinafter – SYUN)), 2006 to the present (reorganization of SSSUN and creation of the Sumy center of student youth's ecological and naturalistic creativity (further – CENTUM)).

Since the 90's of the XX century, in the conditions of the independent young state, market relations formation, in the ideological and educational crisis period which has arisen as a result of the termination of work of the pioneer and Komso-mol organizations, the role and value of extracurricular education in the younger generation life decreases and seizures of these education institutions formation (Krasniakov, 2014, p. 18). During this difficult time, SSSUN managed not only to remain in the list of extracurricular education institutions of the city, but also to preserve the material and technical base and structural institution organization.

Moreover, SSYUN, as an institution of extracurricular education of ecological and naturalistic direction, provides children and youth, aged 6 to 18, with additional education aimed at acquiring knowledge, skills and interests, provides for the individual's need for creative self-realization, prepares students for active professional and public activity, creates conditions for social protection and organization of meaningful leisure, in accordance with the abilities, pupils' talents and health.

Legal, socio-economic, organizational and educational principles of extracurricular education of this period were determined by the Law of Ukraine "On Education" (*Law of Ukraine...*, 1991) and the State National Program "Education" ("Ukraine of the XXI Century"). The institution is gradually switching to the Ukrainian instruction language.

At this period beginning, much attention is paid to the modernization of the institution structure, strengthening the material, technical and methodological base, 5 departments are created: organizational and mass work, methodological work, biological, ecological, agricultural. The number of clubs gradually increases to 120. At the period end, more than 2,000 students have studied there. A network of specialized creative student associations (hereinafter – CSA) has been developed. The naturalistic researches school "Future biologist", club of aquaristics "Neon" have been opened, the ecological expedition movement has begun. An important structural unit has been created in the network of the institution clubs – student forestry "Sprout", which combined theoretical and practical activities components with children and career guidance work. Significant work has been done to create collections of ornamental animals, houseplants, and open-ground plants. Selection work of farm birds and animals has been carried out.

At the end of the 1990s, a new department has been created in the structure of the institution to carry out ecological and naturalistic work in the SSYUN. Thus, there were 6 departments that provided the educational process in the institution reaches.

Among the forms of ecological and naturalistic work in SSYUN of this stage it is necessary to note: individual (work with various information sources, preparation of reports, abstracts, presentations, messages), group (SCSA – sections, clubs, circles, ecological and naturalistic schools, student forestry), mass mobile (hikes, expeditions, travels, excursions) and mass stationary (actions, relay races, conferences, competitions, work of agitation brigades, tournaments, etc.).

Special attention in the content of extracurricular education has been paid to excursions and expeditions. Their main purpose was to survey the

ecological condition of coastal strips and water protection zones of small and large rivers of Sumy region, nature reserves forests, to identify places of plant growth and habitats of animals of different conservation status, especially those listed in the Red Book of Ukraine.

The main organizational forms of ecological and naturalistic work in this period were circles. Their network was expanding, new non-traditional forms of work have been introduced, such as: the folk crafts laboratory, the club "Defenders of the Green Treasury", the Museum of Bread, the Museum of Ethnology, the training and livestock farm. The number of clubs has been grown to 128. The pupils' network of specialized associations has been grown to 20. Pupils took part in actions, operations, competitions, considerable attention was paid to research work. The zootechnics and food technologies laboratory were created together with higher education institutions.

It should be noted that most groups at that time worked only on educational programs recommended by the Ministry of Education of the USSR (*Programs for...*, 1983) and the Ministry of Education of the USSR (*Programs of circles...*, 1991), and later the Ministry of Education of Ukraine (*Programs of circles...*, 1992). And only in 1993 author's programs, mainly in the field of nature protection, have been developed and successfully tested. The common feature of these programs was the environmental approach, focusing on the formation of environmental culture and thinking. Considerable attention was paid to the correct views development on the relationship between man and nature, the protection and enrichment of flora and fauna, participation in mass conservation activities. The group work used knowledge of biology, ecology and agriculture obtained in secondary school, as well as interdisciplinary links.

The adoption of the Law of Ukraine "On General Secondary Education" (*Law of Ukraine...*, 1999) and, in particular, the Law of Ukraine "On Extracurricular Education" (*Law of Ukraine...*, 2000) provided an impetus to the development of organizational and program support in the early 2000s, functioning of extracurricular education institutions, formed directions of purposeful work on ensuring its quality.

During this period, the institution took into account the following priority areas: environmental; experimental; rehabilitation and health; career guidance. Ecological-naturalistic and research activities have been organized by the institution through clubs, sections and technical and interest organizations, practical work in the greenhouse, on educational and research land plots, using its own material base, as well as the base of the town education institutions. In 2006, the number of clubs increased by 15 % compared to 1997 (*Report 1998*, 1998).

The floriculture department included the section "Sprout" (circles "Floriculture", "Botanists-florists"), "Green hedgehog" (circle "Cactus") and "People's treasury" (circles "Folk craftsmen", "Ethnology", "Plants – symbols of Ukraine"). The biological department included the naturalistic research school "Future Biologist" (groups: "Advanced study of biology" for middle school age, "Lovers of ornamental animals", "Young zoologists", "Naturalistic alphabet", "Ornithology") and the aquarium club "Neon" (circles: "Young aquarists"; "Beginner aquarist"). The agricultural department included the school "Young Master" (groups: "Pet Lovers", "Young Animal Artists", "Rabbit Breeding", "Young Naturalist", "Advanced Study of Biology" for senior school age). The ecological and local lore department included the student forestry "Sprout" (circles: "Student forestry", "Young friends of nature") and the club "Defenders of the green treasury" (circles: "Young inspectors of nature protection", "Green patrols", "Young local historians", "Ecological agitation brigade", "Valeology", "Photonaturalists"). As can be seen from the list, among the circles and CSA of ecological and naturalistic direction at this time the number of artistic and aesthetic circles has begun to grow.

In accordance with the time requirements, social order, children's and adolescents' interests in extracurricular education the new educational programs of CSA on the basis of programs, recommended by the National Ecological and Naturalistic Center for Youth of the Ministry of Education and Science of Ukraine (Curricula..., 2013) has been improved and developed. Thus, during this time a number of educational programs have been improved and brought up to the state standard requirements, which provided for the study of theoretical issues in biology, floriculture, dendrology, as well as mastery of relevant practical skills.

Work continues on the implementation of the scientific and methodological problem of the institution "Formation of national self-consciousness of students and student youth by means of ecological and naturalistic education". In this regard, in 2002 a new unit has appeared in the institution structure – the decorative and applied arts department, the purpose of which is educating a nationally conscious person through the folk art study, application of masters and craftsmen, children's mastery of certain skills and abilities.

The main work form in this period have been also circles. The institution has organized the work of two, and later three levels. The first (initial) level has included circles: "Naturalistic alphabet", "Natural science for preschoolers", "Young naturalist". These creative associations have been generally developed. They helped identifying the children's creative abilities. All other SSSUN circles belonged to the II (basic) level. They developed a lasting interest in creative

activities, expanded and deepened professional interests, skills and abilities in children and adolescents. Level III (higher) – has been a circle, CSA in the young talents' interests to meet the needs of pre-vocational training. These include CSA "Erudite" and the Center for pre-university training of schoolchildren, which unites the groups "General Biology with the basics of research", "Advanced study of biology". Circles "Naturalistic Alphabet" has been a structural unit of the naturalistic research school "Future Biologist".

During this period, there have been groups of the following profiles in SSYUN: floriculture, cactus growing, in-depth study of biology (for middle and high school students), lovers of decorative and domestic animals, naturalistic alphabet, science for preschoolers, ornithology, young zoologists, young aquarists, young aquarists, pet lovers, geneticists-breeders, rabbit breeding, young naturalist, student forestry, young friends of nature, ecological agitation brigade, young inspectors of nature protection, green patrols, young local historians and valeology.

It should be noted that in 2004 new profiles of clubs were launched in accordance with the social order – the institution has a school of early child development "Crane" (for preschoolers), which aim was creating favorable conditions for each child's personal development and creative self-realization.

The second development stage of ecological and naturalistic work in the institution began in 2006. The decision of the session of the Sumy Council of the fifth convocation of September 27, 2006 № 179-MR changed the name of SSYUN to Centrum and approved the Charter of the institution in a new edition. Such changes were caused by the need to bring the constituent documents of SSYUN to the modern requirements of the legal framework of extracurricular education.

The charter, which the institution had been working on so far, was approved in 1993 before the adoption of the Law of Ukraine "On Extracurricular Education", Regulations on extracurricular education institutions, Regulations on the center, building, club of ecological and naturalistic creativity. With the change of the name of SSYUN to CENTUM, the priority direction of activity had been changed from naturalistic to ecological-naturalistic, from the profile institution it became complex. New directions and forms of ecological and local lore, ethnographic, valeological, nature protection, research work were created.

The main divisions where ecological and naturalistic training and education had been carried out in the CENTUM structure were departments: information-methodological, organizational-educational, ecological-local lore, floriculture, biological, agricultural, decorative-applied arts.

Compared to previous years, the positive changes in the work of CSA were evidenced by the intensification of search creativity of club leaders who

had abandoned stereotypes of thinking, outdated methods and techniques of educational work. Evidence of the latter was almost 100 % use of author's educational programs.

In addition, most group leaders actively use various forms of work aimed at enhancing mental activity for the students' key competences formation provided by the programs, namely: group work (classes in clubs, sections); pupils' independent activity (experimental work, labor activity), participation in All-Ukrainian competitions, sections, exhibitions; seminars, conferences, etc. It should be noted that the number of mass mobile forms of organization of ecological and naturalistic work (hikes, expeditions, excursions) had been decreasing.

The lack of practical environmental activities in the institution was compensated by creation of a nature reserve fund on its territory – a botanical garden of local significance on the territory of which there was an arboretum, a rockery, a nursery of ornamental trees and shrubs, an orchard farm, modern greenhouse. The collection of the botanical garden included about 3,000 species, including plants listed in the Red Book of Ukraine, rare, relict, tropical and subtropical.

CENTUM has been conducting educational, organizational-methodical and organizational-mass work in the main activity areas: biological, ecological-environmental, local lore, decorative-applied, artistic-aesthetic, research-experimental, career guidance.

In 2016, CENTUM received the status of an experimental extracurricular education institution of the All-Ukrainian level. Research and experimental work has started on the topic "Formation of pupils' life competence in extracurricular education institution – School of Health Promotion". In connection with implementation in the institution of the new pedagogical problem in addition to its work areas, valeological, rehabilitation and psychological and methodological continued developing.

It should be noted that the second stage is characterized by an increase in circles of artistic and aesthetic, humanitarian and health, along with circles of ecological and naturalistic direction. Thus, compared to 1998, the number of circles of ecological and naturalistic direction in 2007 decreased by 20 %, in 2014 – by 44 %, and in 2020 – by 69 % (*Sumy Report, 2014*).

Ecological and naturalistic work at the second stage was organized by the institution through clubs, sections, CSA, practical work in the greenhouse, on educational and research land plots, etc. Currently, circles remain the main form of work of creative student associations. Each department has an extensive network of various clubs, the number of which has increased to 190. The number of pupils in the institution has been increased from 2006 to 2020

by 26% (2995 people) in this regard CENTUM has been included in the List of largest extracurricular education institutions of state and municipal form owned by the system of the Ministry of Education and Science, Youth and Sports of Ukraine (*Communal Report*, 2020).

At the same time, despite the increase in the number of pupils of the institution in the second stage, there has been a decrease in their filling with circles of ecological and naturalistic orientation. Thus, in 2007 the number of clubs decreased by 19.8 %, in 2014 – by 32 %, in 2020 – by 68 %. In addition, the pupils age composition has been changing – the number of pupils of preschool and primary school age in 2020 has been increased by 34.6 % and 4 % compared to 2007 (*Report on...*, 2007). The contingent of middle and high school students has been decreasing by 36.4 % and 3 %.

The experience of extracurricular education institutions of Sumy region confirms the reality of natural education forming models in the modern educational space (Tykhenko, 2009, p. 25). However, due to the reorientation of educational work areas, there has been a decrease in the biologization of the educational space of education institutions. We agree with the opinion that ecological and naturalistic work in extracurricular education institutions should achieve the general goal – student youth's ecological, natural-scientific worldview formation, providing pupils with deep knowledge about environment, formation and development of practical competence on agricultural objects, research activity, individual's ecological culture, to gain environmental experience and solve environmental problems (Verbytsky, 2004, p. 18).

Conclusions and prospects for further research. The ecological and naturalistic work development in the CENTUM during the independence of Ukraine has come a long reform way – from SSYUN to a comprehensive institution. For the first stage, the priority in the institution work were biological, ecological and agricultural directions. At present, the circles of ecological and naturalistic direction have made up 100 % of their total number. The aim of their work lies in forming cognitive and, especially, practical competence in natural sciences, such as biology, ecology and agriculture. Among the forms of ecological and naturalistic work mass mobile – excursions, expeditions and stationary – actions, agitation brigades work, tournaments occupied a special place at that time. Their purpose was ecological propaganda, survey of the ecological condition of territories and its monitoring. However, in the 1990s and early 2000s, the number of arts, aesthetic and humanitarian circles had gradually increased.

A positive evidence of the comprehensive extracurricular education institution creation has been the methodological base improvement and

diversification of educational work forms, evidence of the latter has been the increase in the number of pupils. At the same time, it is necessary to note the negative tendency to decrease the number of clubs of natural profile due to the increase of artistic, aesthetic, humanitarian and other profiles clubs, which have currently made up 69 % (68 % of pupils). In addition, their age composition has changed significantly – the contingent of the primary level in the institution structure (school of early child development) has increased. At the same time, the number of basic level clubs has been developed in which the students' stable interests in natural sciences, the needs for vocational guidance have been met, additional education has been obtained, as well as higher level clubs where specialized education and pre-university training has been providing.

The reason for such negative situation, when the number of middle school students decreased every year despite the introduction of modern pedagogical techniques and methods, in our opinion, the lack of motivational component in pupils of this age group, as well as the spread of other widely available forms of additional and non-formal education.

Obtaining a reasonable answer to these complex questions, in order to solve this pedagogical problem, further research is needed on the conditions, software and organization forms of ecological and naturalistic work in other extracurricular education institutions of ecological and naturalistic direction in Sumy, northeastern part of Ukraine.

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РЕЗЮМЕ

Вертель Владислав. Развитие эколого-натуралистической работы в учреждениях внешкольного образования в г. Сумы во времена независимости Украины (на примере Сумского городского центра эколого-натуралистического творчества учащейся молодежи).

Статья посвящена развитию эколого-натуралистической работы в учреждениях внешкольного образования г. Сумы. На примере Сумского городского центра эколого-натуралистического творчества учащейся молодежи рассмотрены условия, программно-методическое обеспечение и формы организации эколого-натуралистической работы в заведении внешкольного образования за время

независимости Украины. Установлено, что развитие эколого-натуралистической работы в заведении прошло долгий путь развития и реформирования – от станции юных натуралистов к комплексному заведению. В развитии заведения внешкольного образования в независимой Украине выделены два основных этапа развития, каждый из которых характеризуется собственными содержательными и организационными принципами эколого-натуралистической работы.

Ключевые слова: эколого-натуралистическая работа, заведение внешкольного образования, учащаяся молодежь, город Сумы.

АНОТАЦІЯ

Вертель Владислав. Розвиток еколого-натуралістичної роботи в закладах позашкільної освіти м. Суми за часів незалежності України (на прикладі Сумського міського центру еколого-натуралістичної творчості учнівської молоді).

Стаття присвячена розвитку еколого-натуралістичної роботи в закладах позашкільної освіти м. Суми. З метою обґрунтування перспектив використання інноваційного потенціалу еколого-натуралістичної роботи в закладах позашкільної освіти у процесі модернізації системи освіти України досліджено розвиток еколого-натуралістичної роботи в закладах позашкільної освіти м. Суми на прикладі Сумського міського центру еколого-натуралістичної творчості учнівської молоді. Розглянуто змістові та організаційні засади еколого-натуралістичної роботи, а саме умови, програмно-методичне забезпечення та форми організації еколого-натуралістичної роботи в закладі позашкільної освіти за часів незалежності України. У розвитку закладу позашкільної освіти за часів незалежної України виділено два основних етапи: I – функціонування Сумської міської станції юних натурастів, II – створення Сумського міського центру еколого-натуралістичної творчості учнівської молоді. Для I етапу пріоритетними в роботі закладу були біологічний, екологічний та сільськогосподарський профілі. Їх робота була спрямована на формування пізнавальної та, особливо, практичної компетентності з природничих наук. Серед форм роботи особливе місце в цей час займають масові пересувні – екскурсії, експедиції та стаціонарні – акції, робота агітаційних бригад, турніри тощо. Наприкінці 90-х та початку 2000-х років поступово збільшується кількість гуртків художньо-естетичного та гуманітарного профілів. Для II етапу основними формами роботи є групові та масові стаціонарні – секції, гуртки, акції, конкурси тощо. Збільшується контингент вихованців, проте наповнюваність гуртків природничого профілю зменшується у зв'язку зі збільшенням гуртків художньо-естетичного, гуманітарного та інших профілів. Зменшується кількість гуртків основного рівня, у яких розвиваються стійкі інтереси вихованців до природничих дисциплін, задовольняються потреби в професійній орієнтації, отримується додаткова освіта, а також гуртків вищого рівня, де здійснюється профільне навчання та довузівська підготовка. Вважається, що останнє є свідченням відсутності мотиваційного компонента у вихованців зазначеної вікової категорії.

Ключові слова: еколого-натуралістична робота, заклад позашкільної освіти, учнівська молодь, місто Суми.