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**MANAGING THE PROCESS OF SELF-ORGANIZATION OF THE PEDAGOGICAL COLLECTIVE  
AT A SUPPLEMENTARY EDUCATION ESTABLISHMENT FOR CHILDREN**

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**Abstract**

The research topicality is due to the inconsistency of organizational and personal goals and values of pedagogical staff at institutions of supplementary education for children. This inconsistency, on the one hand, negatively influences the image of an institution, decreases its potential for innovations, and impedes development strategies and the quality of functioning in general. On the other hand, it serves as a source of creativity, non-standard structures, and openness of the institution for varied demands and social groups interested in supplementary education for children. The article presents an approach to managing the process of self-organization of the pedagogical collective at a supplementary education establishment for children. Taking into account the ongoing discussions and recurrent debates, special attention is paid to interpretation of the “self-organization” notion. A pedagogical collective is viewed not as an object of management, but as a procedural phenomenon which should be not only guided towards cooperative activity but also maintain its orientation towards self-development, integrity, and responsibility.

**Keywords**

Extra-curriculum learning – Pedagogical collective – Self-organization – Management – Facilitation

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## Introduction

The discourse of the problem of self-organization of individual people, collectives, or social establishments under objective uncertainty and competition, characteristic of the contemporary Russia, allows for various implications. The focus of most of the disputes coincides with the suggested topic – under objective uncertainty and competition within social educational systems, it is the ability of the pedagogical collective for self-organization, based on a conscious choice, not just a response to an external stimulus, that becomes the main resource of development of supplementary education establishments for children. The research objective is to identify the features of managing the pedagogical staff self-organization at an institution of supplementary education for children and to elaborate an algorithm (procedure) of adjusting the teacher's right for choosing the form of their pedagogical activity to the duties which restrict this choice. The research hypothesis is based on the conviction that self-organization in a pedagogical collective of a supplementary education establishment for children will surmount the spontaneous and declarative character if:

- the collective has clear milestones for the future and definite goals and meanings of their activity, uniting all the staff members;
- there is managerial support of each pedagogical staff member involvement in solving the “today's problems” and everyone's preparedness for solving the “tomorrow's problems”, i. e. preparedness for the conscious positioning of oneself in the future;
- there is a broadening practice of cooperative innovative projecting by pedagogues as developers of supplementary educational programs, methodologists, psychologists, administration, children and parents – the actual participants of educational activity, leading to mutual learning.

The research approach relies on the interpretation of a collective in the theory of extra-curriculum learning (P. P. Blonskiy, A. S. Makarenko, S. T. Shatskiy), which emphasizes the quality of a collective as a socially active living organism with the inherent authorities, responsibilities, and interdependence<sup>1</sup>; on the provisions of humanistic branch of the theory of social interaction, presented in the works by M. Parker Follett and Ch. Barnard<sup>2</sup>; on the methodology by Prof I. Adizes, with its key idea that the head of any organization must be competent in making and introducing managerial decisions<sup>3</sup>, and works on management by H. Mintzberg which help to comprehend leadership as an indispensable element of managing and developing communities<sup>4</sup>.

The ideas by R. Verganti on design-driven innovations were productive for researching the management of self-organization in a pedagogical collective of a supplementary education establishment for children<sup>5</sup>.

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<sup>1</sup> V. M. Boguslavskiy, *History of pedagogy and modernity* (Moscow, 1987) y A. S. Makarenko, “Legacy and modern reforms in pedagogical theory and practice”. Ph.D. Theses. (Nizhniy Novgorod: NGPI, 2006).

<sup>2</sup> A. V. Zolotareva, “Integrative-variation approach to managing a supplementary education establishment for children”. Doctoral (Pedagogy) thesis (Yaroslavl, 2007).

<sup>3</sup> I. Adizes, *Mastering Change: The Power of Mutual Trust and Respect in Personal Life, Family Life, Business & Society* (Moscow: Mann, Ivanov i Ferber, 2014).

<sup>4</sup> H. Mintzberg, *Managing*. (Saint Petesburg: Piter, 2011).

<sup>5</sup> V. G. Afanasyev, *Society: system, cognition, management* (Moscow: YUNITI, 2007) y Roberto Verganti, *Design-Driven Innovation. Changing the Rules of Competition by Radically Innovating* (Moscow: Delo, RANKHIGS, 2018).



The notion of self-organization was also studied by representatives of synergy school A. Samarskiy and S. P. Kurdyumov<sup>6</sup>.

Analysis of scientific works in the spheres of pedagogy, sociology, psychology allows concluding that there are numerous researches devoted to various aspects of self-organization and managing self-organization of pedagogical collectives of education establishments of various types (V. G. Afanasyev, T. I. Konarzhevskiy, R. L. Krichevskiy, A. E. Levintov, M. M. Potashnik, A. I. Prigozhin, Yu. A. Shamova, and many others).

Despite that, insufficient attention is paid to the issues of managing self-organization of the pedagogical collective of a supplementary education establishment for children. Most of the works are devoted to the features of management at supplementary education establishments for children and the intra-organizational norms of pedagogical activity (A. I. Zolotareva, A. I. Shchetinskaya, etc.), to the issue of self-organization of children within the supplementary education system, or pedagogical support of children's self-organization as organization of learning, upbringing and development along the principles of self-cognition (V. P. Golovanov, T. N. Gushchina).

## Materials and method

Self-organization of supplementary education establishments for children takes place along a universal code. As is known, this type of education and corresponding establishments started with the practice of voluntary activity of the Russian intelligentsia aimed at enlightening and educating adults and children in the end of the 19<sup>th</sup> – beginning of the 20<sup>th</sup> cc, which further developed into *extracurricular education*. According to M. V. Boguslavskiy, the credo of the Russian pedagogical community of that time was the following:

- a child is the supreme value of pedagogical activity;
- education and upbringing should be aimed at self-actualization, self-development and self-organization of a student in various kinds of activity (cognition, labor, esthetic);
  - the interests of a developing personality are interpreted as priority educational goals characterized by “self-sufficient uniqueness”;
  - orientation towards subject-subject relations between a pedagogue and a student;
  - accentuating the importance of broadening the boundaries of freedom of a developing personality, taking into account the changing rights and prospects of a growing-up person;
  - emphasizing the active role of a student in the diverse process of learning and teaching, inclusion of a holistic child's personality, in its spiritual, intellectual, will, and emotional manifestations, into cognition activity<sup>7</sup>.

The first practices of extracurricular education brought some chaos into the formal system of Russian education, but also facilitated social self-organization of the participants

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<sup>6</sup> V. V. Vasilkova, Order and chaos in the development of social systems: synergetics and theory of social self-organization (Saint Petersburg: Lan, 1999); A. E. Levintov, Organization and self-organization, 2006. Retrieved from: <http://www.redshift.com/~alevintov/> y Synergy in solving the problems of humankind in the 21st c: dialogue of schools. Works of International symposium “Strategies of dynamic development of Russia: integrity of self-organization and management” (Moscow: Prospekt, 2004).

<sup>7</sup> V. M. Boguslavskiy, History of pedagogy and modernity (Moscow, 1987)

of pedagogical activity on the basis of new rules and norms (today it would have been called civil initiative) and the related processes of self-management of informal children-adult collectives, participation in which was motivated by personal convictions, communication needs, and desire for self-actualization.

That was the beginning of a special type of a pedagogical community self-organization under the contingent slogan “We are pedagogues of extracurricular education!”, which is now institutionalized as a subject of supplementary education system under the general status “We are pedagogues of supplementary education for children!”.

However, the institutionalized supplementary education for children inevitably contradicts with the collective consciousness of pedagogues of supplementary education establishments for children (“We are not teachers”, “We are not school pedagogues”, etc.) and still more with the group and individual recognition of each pedagogue’s right for independent choice of the content of the supplementary educational program, the forms and means of the actual educational activity organization, the relationships within the informal associations, and the achievement and presentation of the results of all participants of these associations. Elaborating and presenting their supplementary educational programs, each pedagogue in an establishment declares their right for personal and professional self-organization in compliance with their own scenarios of “integrating spontaneity and discipline”<sup>8</sup>.

These programs are the basis for the overall activity of the informal associations, as well as for forming the primary collective or, to be more exact, the unique model of a children-adult collective. The quantitative composition, character of activity and relationships, the degree of integrity, the style of pedagogical governance and many other factors determine the specific features of each collective, making it unique.

Besides the children-adult collectives, the institutional entity of an establishment is the formal pedagogical collective. However, the activity of supplementary education establishments for children initially was and still is determined by the formally unregulated conduct of community (group) members, interpersonal communications, common interest, joint activities and events.

The internal self-organization of the informal associations, guided by the pedagogue who elaborated the supplementary educational program and, at the same time, by the head of the association, “collides” with department it belongs to and other departments, which are to ensure methodological, program and other normative organizational functions. That is quite natural, as the purpose of informal associations is to implement the desire of people (both adults and children) to unite and organize, while acquiring the individual status of its subject, implementing the right for independent goal setting and achieving.

In turn, all these structural divisions face the organizational-managerial requirements of the administration. The essence of such self-organization is in spontaneous expression of the internal protest of each pedagogue against using them as a means of achieving the establishment’s goals combined with the persistent promotion of their right for self-regulation.

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<sup>8</sup> J. Grotowsky, *From poor theatre to the art-conductor* (Moscow: Artist. Rezhisser. Teatr, 2003).

To be called a collective, the pedagogical staff of supplementary education establishments for children often lacks the following key features:

- they do not participate in elaborating and adopting the uniting educational goals, as well as in their further mutual achieving;
- the goals of a collective self-development are either not set at all or just declared in official documents;
- the relations of mutual responsibility and connection between the members of the collective and between the collectives rather depend on the situation than are steady and constant.

There is no need to give special evidence that many supplementary education establishments for children act like those within the territorial system of education. Most often the large or small, single-profile or multi-profile establishments position themselves as unique educational establishments possessing:

- a special educational environment, open and accessible for all categories of children with various educational needs and for many subcultures (age-related, social, ethnic, confessional, etc.);
- a stable creative pedagogical collective with high qualification and personal qualities;
- a self-created cultural environment as an integrity of stable and autonomous micro-environments (informal associations), which it constructs by implementing programs and projects (self-created or borrowed).

At this level, self-organization of pedagogical collectives is confirmed by such expressions as: “We are a state budgetary professional educational establishment “Vorobyevy Gory” in Moscow”, “We are a municipal autonomous supplementary education establishment “Rifey” Children and Youth Center in Perm”, etc.

Due to all the above-mentioned manifestations of the internal and external collisions between the processes of organization and self-organization of supplementary education establishments for children, they are able to function and change, adapting to the constantly changing patterns of reforms and modernization of education. However, according to a Russian writer M. M. Prishvin, “when adapting, people wish to preserve themselves and, at the same time, they lose themselves”<sup>9</sup>. Not denying the constructive function of the “collisions”, we should note that the excessive self-organization based on them is dangerous, because:

- absolutization of endless resistance leads to self-destruction, thus giving room to some other organization established by external orders or guidelines;
- the skill of independently working with the future is lost, which always creates conditions for manipulation;
- mismatch and “scattering of goals along the organizational structure” are inevitable<sup>10</sup>, which leads to self-isolation of pedagogues and departments, and decreased exchange of information, experience, and ideas;

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<sup>9</sup> Mudrye mysli. Retrieved from: <http://epwr.ru>.

<sup>10</sup> T. M. Dridze (ed.) Predictive social projecting: theoretical and methodological issues (Moscow: Nauka, 1994).

- the interest for innovations is lost, while one's own influence on the students, other people, and events is exaggerated.

With the account of the above, one should emphasize that:

1) self-organization is a potential way of each pedagogical collective of a supplementary education establishment for children towards orderliness through internal dynamics and coordinated interaction. More than that, it occurs and is possible only in a certain context, in a specific situation. It cannot be copied or reproduced, or simply transferred from one establishment into another, moreover, to an establishment of a different type (general educational establishment, preschool educational establishment, higher educational establishment, etc.);

2) self-organization must be based not on enthusiasm, creativity and creative potential actualization of each pedagogue or an association collective, not only on acceptance of humanistic principles, but through development of everyone's ability for constantly solving contradictions between the externally set goals and one's own ideas, for independent goal setting and achieving. Due to these abilities, the life of a supplementary education establishment for children acquires perspectives, becomes more consolidated and efficient.

## Results

Implementation of these provisions became the basis for elaborating the concept and program of managerial activity aimed at self-organization of the pedagogical collective at the "Na Komsomolskoy" Children and Youth Center of Kaliningrad (supplementary education establishment for children). The activity consisted in elaborating the cooperative actions to overcome spontaneity and declarative character of self-organization of the pedagogical collective.

Conceptually, first of all, we relied on the primary importance of a network of internal and external business relations for the pedagogical collective. A. S. Makarenko called them the relations of responsible dependence<sup>11</sup>. The formal and all informal structures of the collective are its equal but interdependent characteristics, which determine the need for special managerial impact on them. They should be balanced and coordinated both within business, emotional-psychological, and value-orientation relations for the establishment to become a holistic organization.

Such interpretation of a collective is related to the level of development of a pedagogical collective as its ability to formulate and accept the topical and realistic common goals, to construct and, based on the situation, flexibly change the system of interactions and interrelations providing the achievement of the set goals<sup>12</sup>. Accordingly, we actualize a number of semantic orientations of interpreting *management*, which, in our opinion, are useful for the modern supplementary education establishments for children to transfer to the level of self-organization in management and guidance of their activity:

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<sup>11</sup> A. S. Makarenko, Legacy and modern reforms in pedagogical theory and practice. Ph.D. Theses (Nizhniy Novgorod: NGPI, 2006)

<sup>12</sup> V. G. Afanasyev, Society: system, cognition, management (Moscow: YUNITI, 2007); M. M. Potashnik, Managing school development (Moscow: Novaya shkola, 1995) y T. I. Shamova; P. I. Tretyakov and N. P. Kapustin, Managing educational systems (Moscow: Vlastos, 2002)

- management is *guidance* of an organization, including constructing and streamlining of its functioning, routine control in compliance with the adopted regulations, forming the organizational structure and control system. It is guidance that distinguishes management from control;
- management is the *process of optimization* of human, material and financial resources to achieve organizational goals<sup>13</sup>;
- management is not a science or profession, but *practice*, which can be mastered from one's own experience and which depends on the context<sup>14</sup>;
- management is *an activity* aimed at transforming the initial situation into a desired one. Thus, manager's actions are actions aimed at projecting in order to create or change something (projecting of a strategy, a new program, a new product or service, etc.).

Then, special attention was paid to three *contents of management*, which are essential for supplementary education establishments for children, under the modern conditions of market economy and deepening competition.

The first of them is *research*. It has become axiomatic that research activity should constitute not less than 30% of a manager's working time and efforts (both the head of an establishment and a leader of an informal association). In future, supplementary education establishments for children should increase the share of research activity (research component of a pedagogue's activity, marketing research, monitoring, etc.), but performed more professionally, according to the formula: a pedagogical collective should be guided through improving and self-improving not as much by introducing new ideas and creative proposals as by long-term research, enabling the establishment to achieve the goals for which it exists.

In this regard, we aimed at mastering *participative design*<sup>15</sup> as an approach based on:

- the collegial acceptance of the principles of activity, stating that development should transfer from external situational needs to internal sources of inspiration of the pedagogical collective; that the most important thing is not the number of programs, profiles, levels, and students, but a conscious awareness that "if there is a firm *what for*, one may overcome any *how*" (F. Nietzsche);
- developing the strategy of "design-driven innovations – i. e. the strategy of radical innovations of meanings"<sup>16</sup>; there is clear understanding that, as for the children – participants of informal associations – and their parents, "the meaning cannot be given, but it should be found. The meaning may be revealed to all, but it is individual for everyone. The meaning is revealed only in a specific situation"<sup>17</sup>;
- the further projecting of educational relations and functioning of the supplementary education establishment for children by gradually involving all stakeholders

<sup>13</sup> I. Adizes, *Mastering Change: The Power of Mutual Trust and Respect in Personal Life, Family Life, Business & Society* (Moscow: Mann, Ivanov i Ferber, 2014).

<sup>14</sup> H. Mintzberg, *Managing* (Saint Petersburg: Piter, 2011).

<sup>15</sup> K. Halskov and N. B. Hansen, "The Diversity of Participatory Design Research Practice at PDC 2002–2012". *International Journal of Human-computer Studies*. num 74 (2) (2015): 81-92.

<sup>16</sup> Roberto Verganti, *Design-Driven Innovation. Changing the Rules of Competition by Radically Innovating* (Moscow: Delo, RANKHiGS, 2018).

<sup>17</sup> V. Frankl, *Man's Search for Meaning* (Moscow, 1990).

as equal partners into the elaboration of supplementary education programs, terms of their implementation (rendering services), and results.

The partners of the supplementary education establishment in projecting the specter and, to some extent, the content of supplementary education programs and their results were the parents of children and adolescents who stated their needs, the heads of general schools, preschool and higher educational establishments, and other stakeholders.

It was noted that, while acquiring the experience of participating in an informal association and the establishment in general, while developing the ability for self-organization of their learning, children and adolescents move from the level of educational services' consumers to the level of internal partners possessing the right for self-organization in their educational activity and, of course, its results.

It is still hard to determine how the children and parents (end users) should be organizationally and technically included into the process of elaborating a new supplementary educational program or an innovative idea, how broad this circle of participants should be; however, it is clear that the solution should be elaborated collectively by all the pedagogical staff members<sup>18</sup>.

Another aspect is the *interaction* between:

- the personnel of the establishment who work together, share pedagogical values and consciously accept the common target attitudes;
- the actual participants of informal associations, united by the educational program and common pedagogical goals, but building their own trajectory within it;
- the administration of the establishment, parents and participants (pedagogues and children) of informal associations, matching their ideas about what the establishment, its functioning, results and achievements are and should be;
- various intra-organizational teams (temporary and constant, profile-related, mixed, children of different ages, parents, etc.), embodying innovations and turning management into mutual management;
- the participants of a social network broadening communication with focus groups, advertising, gaining favor of potential clients of supplementary education for children;
- the users exchanging information and communicating at specially designed Internet platforms (virtual communities or online communities).

The third factor is facilitating the abilities for research and interaction in the pedagogical collective of the supplementary education establishment – managerial support, or *facilitation*, interpreted as the process, the set of skills, and the tools which enable:

- to identify each pedagogue with the establishment, thus creating a single community;
- to establish effective professional and personal communications within the pedagogical collective of the supplementary education institution;
- to activate the potential of all participants and to create a complementary atmosphere where opinion of everyone matters;

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<sup>18</sup> U. Briefs and C. U. Ciborra, Systems Design For, With, and by the Users: Proceedings of the Ifip Wg 9.1. Working Conference on Systems Design For, With, and by the Users (Riva Del Sole, Italy, 20-24 September 1982).

- to work creatively and efficiently as an integral pedagogical collective (be it an informal association or the supplementary education establishment as a whole);
- to make optimal organizational decisions, entailing independent work mutually influencing the efficiency and success of the establishment;
- to elaborate new values and goals, forecasting the vectors of changes in the external environment and “tuning” to them, changing the environment and one’s own ideology to achieve the set goal.

The program of managerial activity aimed at self-organization of the pedagogical collective of the “Na Komsomolskoy” Children and Youth Center for 2019-2021 was based on the research using a 12-factor questionnaire on professional activity motivation by E. A. Klimov<sup>19</sup>; an adapted “Sociometry” technique by J. Moreno<sup>20</sup>, which allowed researching the formal and informal professional relations within the pedagogical collective, pattern of social statuses of the collective members and their actual impact on the functioning of the establishment, and the directions and intensity of informational exchange between them; a “Career anchor” questionnaire by E. Schein, adapted and translated into Russian by V. A. Chiker and V. E. Vinokurova<sup>21</sup>, to diagnose the value component of professional activity; techniques for measuring the “group cohesiveness index” by Seashore<sup>22</sup>.

The obtained results, on the one hand, confirmed the high degree of trust in the interpersonal relations, which is inherent in pedagogical collectives of supplementary education establishments for children, and revealed the suspicious and/or negative attitude to such characteristics as competitiveness of a pedagogue, a program, or an establishment. On the other hand, it was found that pedagogues are more oriented towards the students’ achievements and less – to their own achievements or enhancing their status. Besides, pedagogues are actually not oriented towards interacting with the collective in their pedagogical activity; they do not cooperate with their colleagues or discuss their results, problems, and plans for professional development.

The group cohesiveness index by Seashore revealed groups with high, intermediate and low level of cohesiveness. The “Sociometry” technique allowed identifying the professional relations within the pedagogical collective, patterns of social statuses of the collective members and their actual impact in the establishment, as well as the intensity of informational exchange between them. These data served as guidelines in choosing the forms of work aimed at elaborating the program of managerial activity for self-organization of the pedagogical collective.

In general, the carried out research showed that:

- self-organization of the pedagogical collective at a supplementary education establishment for children is a continuous and dynamic process of qualitative changes;
- the key features of self-organization of the pedagogical collective are: research character of professional activity, creativity and value-orientation of the collective; motivation

<sup>19</sup> E. A. Klimov, “Psychology of a pprofessional” (Moscow: Institut prakticheskoy psikhologii. Voronezh: MODEK, 1996).

<sup>20</sup> J. L. Moreno, Sociometry, Experimental Method and the Science of Society (Moscow: Akademicheskij projekt, 2001).

<sup>21</sup> M. V. Gamezo; E. A. Petrova y E. M. Orlova, Age-related and pedagogical psychology (Moscow: Pedagogicheskoye obshchestvo Rossii, 2003).

<sup>22</sup> J. L. Moreno, Sociometry, Experimental Method...

for professional self-organization and self-development, collective pedagogical reflection and high level of integrity.

Thus, the program of managerial activity aimed at self-organization of the “Na Komsomolskoy” Children and Youth Center pedagogical collective at the studied period contained:

- the system of *mutual learning (networked learning, peer-to-peer learning)*, based on *cooperation* and *mutual creativity* as a specific strategy of coordinated interaction of the pedagogical collective and a source of pedagogical innovations.

In this respect, we consider the conception of “radical meaning innovations” to be promising for all children’s supplementary education establishments. Its essence is not in “servicing the clients” or “satisfying their needs”, but in “offering an idea not yet demanded... how people may attribute a certain sense in the changing context of life?”<sup>23</sup>;

- the managerial team with special authorities for elaboration, comprehension, and formulation of the *mission* of the “Na Komsomolskoy” Children and Youth Center, informing all staff members about it and achieving general concord. Elaboration and development of the establishment’s mission is perpetual and obligatory for the administration. Taking into account the internal and external factors of influence, the mission of the supplementary education establishment is represented in the integrity of the following groups of values and attitudes shared by the pedagogical collective: “The mission in regard to the state, the society, and the city”; “The mission in regard to the local community and the district population”; “The mission in regard to the partners in the sphere of education”; “The mission in regard to the families”; “The mission in regard to the staff of a supplementary education establishment”; “The mission in regard to the children, adolescents, and youth”.

The mission in regard to the staff of a supplementary education establishment determines the overall orientation of management towards:

- providing the Constitutional right for labor, social security, implementation of professional and personal qualities, advancing of qualification and skills;
- observing the principle of approaching the staff as the basis and main value of an establishment, the source of its well-being and success;
- maintaining and developing the cultural pattern of activity based on humanistic pedagogical values;
- harmonizing the formal and informal, organizational and interpersonal relations, which promote the formation of a true pedagogical “ensemble”, as interpreted by V. I. Dal’ – “community, solidarity, general concord, mutual coordination and well-proportioned completeness”<sup>24</sup>.

As practice showed, participation in elaboration and further implementation of projects became an impulse for self-organization of the supplementary education establishment’s collective through coordination of individual goals and actions of all its members;

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<sup>23</sup> Roberto Verganti, Design-Driven Innovation. Changing the Rules of Competition by Radically Innovating (Moscow: Delo, RANKHiGS, 2018).

<sup>24</sup> Mudrye mysli. Retrieved from: <http://epwr.ru>.



- new forms of managerial events, which embody the conceptual ideas in the sphere of self-organization and determining the horizontal structure of management at supplementary education establishment. These are:

- “*Creativity center*”, combining the functions of a research laboratory which analyzes the cultural and social changes taking place in the children and youth community and other processes; a “design office” which elaborates and proposes well-grounded solutions taking no account the laboratory research and the resources of the supplementary education establishment;

- “*Project seminar*” analyzing the existing problems, elaborating new ideas and projects, and coordinating their implementation with the forming and summative assessment of the results.

- “*Methodology association*” arranging search and implementation of innovative techniques through organizing pedagogical quests (“Searching for the meanings”, “Formula of success”), the intra-organizational competition for the award “The Best Pedagogue of the supplementary education establishment”, the competition of methodological works and ideas (“Collection of pedagogical works of the supplementary education establishment”).

## Discussion

One may assert that there is a lack of research of pedagogical collectives of supplementary education establishments today. More attention is focused on various aspects of individual pedagogical art, growth, competence, etc., while it is the pedagogical collective that creates the specific unparalleled image of a supplementary education establishment for children. Today, the phenomenon of “a pedagogical collective of a supplementary education establishment for children” still requires researching, as well as the prospects of managing its development under the conditions of emerging new types of educational establishment (quantorium, techno-park, commercial club, summer school, hack space, maker space), increased activity of schools, cultural and sports establishments in creating their own infrastructure of supplementary education and many other social events enhancing competition in this sphere.

## Conclusion

As research shows, the issues of a pedagogical collective self-organization are of interest for many scholars in Russia and abroad. This paper highlights certain important aspects of managing the self-organization process of a pedagogical collective of a supplementary education establishment for children. The authors discuss one of the trajectories of their solution, while the topic is much broader. More attention should be paid to both the phenomenon of “a pedagogical collective of a supplementary education establishment for children”, its inherent links and relations, and interdisciplinary research of the regularities and mechanisms influencing its self-organization.

It is necessary to deeper research all aspects of involving stakeholders and children (as the end users) into the process of the programs projecting. It is essential to know what meanings they attribute to the existing programs of supplementary education, as well as the offered forms, modes, and results of educational activity.

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