CHAPTER «PEDAGOGICAL SCIENCES»

INFLUENCE OF EXTRACURRICULAR EDUCATIONAL WORK ON THE FORMATION OF ADOLESCENTS' SOCIAL EXPERIENCE: EMOTIONAL AND VALUE ASPECT

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Abstract. We conducted a research on the level of formation of the emotional and value aspect of adolescents' social experience (N = 472). The preconditions of the research were significant changes in the educational system and social life of Ukraine which are connected with the European integration process. The research was carried out according to the following indicators: the unity of needs and interests of society and students as its members; the ability to adequately assess the values offered by society and to make them personal values; the formation of your emotional and evaluative attitude to yourself in social reality, awareness and understanding of other people's ideas about themselves. *The purpose* of the paper is to reveal the impact of extracurricular educational work on the formation of the emotional and value aspect of adolescents' social experience. In accordance with the goal, the following tasks must be solved: to determine the essential content of adolescents' social experience and the process of its formation; to clarify and substantiate the indicators of adolescents' social experience formation according to the reflection-evaluation criterion; to investigate the results of the survey regarding the determination of the levels of adolescents' social experience formation according to the reflection-evaluation criterion; to substantiate the content, methods and types of extracurricular educational work on the formation of the emotional and value aspect of adolescents' social experience. *Methodology* of the study is based on methods of systematic analysis of psychological-pedagogical and methodical sources on the specified problem, generalization of pedagogical experience,

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synthesis, comparison, systematization of theoretical and empirical data, survey, pedagogical observation, analysis of lessons and extracurricular activities in the context of the studied problem, pedagogical experiment, quantitative and qualitative analysis of research results. *Results*. The survey results revealed the following problems of adolescents: low motivation for the support of public interests, low ability to assess and interiorize the values offered by society. It is difficult for adolescents to realize if their behavior is correct, to understand their attitude to the surrounding reality and how they are perceived by others. *Practical implications*. We had improved the extracurricular educational work of several schools in Ukraine, after that a re-diagnostics was carried out which made it possible to trace the positive dynamics in improving the level of adolescents' social experience. We defined such types and methods of extracurricular educational work with adolescents as educational lessons, discussions, conversations, excursions, quizzes, Literature and Art Club. All of these should be focused on socio-cultural development according to their content.

1. Introduction

The basis for adaptation, self-realization and other processes necessary for the effective existence of individuals in society is the social experience acquired by them. The educational institution is the main institution that influences the formation of the adolescent's personality and the system of his social interactions; it is the place which must provide different activities for the formation of social experience. The positive climate of school is greatly important for the development of competent and capable students [17]. Students' relationships with each other and with teachers, as well as the experience they gain in spontaneous and specially created learning situations make school a place where adolescents can practice as citizens [21, p. 267]. However, adolescents are a very vulnerable social category when it comes to negative influence. Therefore, the adolescent's evaluative judgments about others and their behavior also require considerable attention from the educational institution. In particular, it is necessary to prevent the adolescent's uncritical attitude to the destructive ways of behavior which are offered by society, to teach them to assess these manifestations through the prism of social values and norms.

The social experience formed in a particular social environment affects the child and adolescent's attitude to the surrounding reality and environment. In particular, the scientific literature covers the impact of children and youth's social experience on the formation of some attitudes. H. McGlothlin and M. Killen studied the way social experience is connected with children's intergroup relations, their racial prejudices. They found that students attending heterogeneous schools (with students of different races) did not have racial prejudices about interracial friendship, unlike students attending homogeneous schools [15, p. 625]. J. A. Connolly and A. M. Johnson focused on the way adolescents' romantic relationships are connected with clear patterns of social experience. According to the researcher's opinion, romantic relationships are embedded in the adolescents' continuous social experience and demonstrate important links with the structure and quality of their relationships with parents and peers [4]. B. Maunah conducted a study proving that the students whose parents have high educational achievements demonstrate high social competence, social solidarity, and cultural competence [14]. Consequently, we can say that the students' social experience was based on the positive influence of their immediate environment. The influence of social experience in online games was studied by H. Qin, P.-L. P. Rau, S. Gao. These research works showed that social behavior in the gaming environment results in significant changes of the players' social behavior in the real world [18]. R. Banerjee, K. Weare and W. Farr studied the impact of school ethos and students' social experience on the key indicators of school performance [2]. The influence of extracurricular activities on the development of adolescents was studied by J. S. Eccles et al. [7], who discussed the mechanisms related to the formation of identity and membership in peer groups. Thus, adolescents' social experience comes from their interaction with the environment and determines their social values and norms, ideas, beliefs, attitudes, ways of thinking, patterns of behavior, feelings, emotions which form the basis of sensory cognition of social worlds.

A person "extracts" varied experience from contacts with other people, he/she compares his/her experience with the experience of relatives and acquaintances, summarizes it, deduces various life strategies from it in order to use them in everyday practice [19, p. 12]. Social experience can be used as a frame to help socially detached people create new membership in

a social group [5]. After all, social isolation can cause significant problems in adolescents and increase the risk of developing low self-efficacy, as well as low self-esteem and academic performance [12].

Hence, we can see that the issue that covers purposeful formation of social experience has not been studied well enough. More attention is paid to the consequences of already formed social experience, rather than to the reasons for its emergence and ways of social experience coordination. Out of doubt, the child gains experience from birth, but it is in adolescence that he/she is quite vulnerable to destructive influence and aggravation of depressive symptoms [16, p. 12]. Therefore, this time is the most important for adolescents to form a sense of belonging to society as an organized unity where all links are interconnected, as well as to develop their social intelligence and to prevent social isolation.

In this research, we are studying the emotional and value aspect of social experience, but not the activity one because before reproducing the acquired experience, the adolescent must learn to correctly assess social phenomena and get an attitude towards prosocially oriented behavior.

The purpose of the paper is to reveal the impact of extracurricular educational work on the formation of the emotional and value aspect of adolescents' social experience. In accordance with the goal, the following tasks must be solved: to determine the essential content of adolescents' social experience and the process of its formation; clarify and substantiate the indicators of adolescents' social experience formation according to the reflection-evaluation criterion; to investigate the results of the survey regarding the determination of the levels of adolescents' social experience formation according to the reflection-evaluation criterion; to substantiate the content, methods and types of extracurricular educational work on the formation of the emotional and value aspect of adolescents' social experience.

The motivated activity of adolescents and their ability to assess the phenomena of the social environment are mediated by the attitudes and value orientations which the adolescents possess. They determine what program of actions the adolescents choose, what decisions they make, how they evaluate social phenomena. The adolescents interpret social values in accordance with their individual lifestyle and interiorize them in the form of personal values. Values appear to be general guidelines of behavior; they are standards by

which certain actions are evaluated as good or desirable [6, p. 14]. As a result, they appear to be the source of the adolescents' current needs and interests, motives for activity which, in turn, are regulated by social norms.

Norms regulate social behavior; they are the rules that determine what people should or should not do taking into account their social environment and circumstances [8; 10]. Sanctions, which are not motivated by selfish motives, play a key role in ensuring the norm compliance. Sanctioning is inextricably connected with understanding the forces which are behind human cooperation [8]. The formation of the individual social experience is influenced by formal and informal, positive and negative sanctions. In particular, the emotional reaction of people to the behavior of an individual gives him an idea of the norms which are accepted in this society.

Values and norms make a single system that regulates the behavior of people and social groups in society. However, social norms are not always stable: over time, they may undergo shifts caused either by changes in objective circumstances or by subjective changes in perceptions and expectations [22]. The stability of the norm is determined by its positive social function. However, we should not forget about the moral context. An important aspect of orientation towards social relations is reflections on people's well-being and human rights, as well as concern for justice [20, p. 36].

Thus, the emotional and value aspect of social experience characterizes emotional experience, evaluative judgments, your attitude to yourself in the system of interpersonal relationships and the need to adhere to social norms; it also characterizes the adolescent's understanding of how he/she is perceived by others, his/her self-awareness as a member of the group, the adolescent's interest in the life of society (his/her positive attitude to the fact that he/she is part of society), the adolescent's need for interaction, and the value orientations that determine his/her social attitudes. The changes in behavior and perception of the world, which are characteristic of adolescence, determine the importance of research on this aspect of the adolescents' social experience.

2. Methods

In order to study the adolescent's emotional and value attitude to the surrounding reality, we used the reflection-evaluation criterion which demonstrates the formation of social experience and its indicators.

The author surveyed Ukrainian students aged 13–15 at Melitopol secondary school of I-III stages № 8 of Zaporizhzhia region (168 people), at Nizhyn secondary school of I-III stages № 1 of Chernihiv region (72 people), at Municipal educational institution "Educational complex № 72 School of I–III stages – preschool educational institution (kindergarten)" of Dnipropetrovsk region (76 people), at Bolotnyansky institution of general secondary education of I–III stages of Lviv region (18 people) and at Melitopol lyceum № 9 of Zaporizhzhia region (138 people). The total number of respondents was 472 students which included 240 students in the experimental group and 232 students in the control group.

To study the formation of social experience according to the reflection-evaluation criterion, the author's questionnaire and the diagnostic method of the personality reflection-evaluation indicators (a modified diagnostic method of the personality self-actualization by A. V. Lazukin in N. F. Kalina's adaptation, scales of "values", "a view of the human nature" and "self-understanding") were used.

Our questionnaire contains 21 judgments and allows determining the self-analytical skills of adolescents, students' motivation to adopt cultural patterns of their society, its customs, values, norms and behaviors; it also allows characterizing the axiological aspect regarding the personal perception of the basics of human coexistence and one's self-assessment as a social member.

The diagnostic method of the personality reflection-evaluation indicators (a modified diagnostic method of the personality self-actualization by A. V. Lazukin in N. F. Kalina's adaptation, scales of "values", "a view of the human nature" and "self-understanding") contains 30 pairs of statements where a respondent should choose one statement from each pair. According to the indicator of the unity of needs and interests of society and the adolescent as its member (a scale "a view of human nature"), a high result can be interpreted as a stable basis for positive and harmonious interpersonal relationships, natural sympathy and trust in people, honesty, impartiality, friendliness. According to the indicator of the ability to adequately assess the values offered by society, to make them personal (a scale of "values"), a high score shows that a person shares the values of a self-actualized person which include goodness, truth, beauty, uniqueness, perfection, integrity,

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lack of dichotomy, vitality, justice, order, accomplishment, simplicity, easiness without effort, game, self-sufficiency. According to the indicator which demonstrates the formation of your emotional and evaluative attitude to yourself in social reality, awareness and understanding of other people's ideas about themselves (a scale of "self-understanding"), a high result indicates a person's sensitivity to his/her desires and needs.

3. Results

The conducted surveys made it possible to determine the levels of adolescents' social experience formation according to the reflection-evaluation criterion and the following indicators:

– unity of needs and interests of society and the student as its member;

– the ability to adequately assess the values offered by society, to make them personal;

– the formation of your emotional and evaluative attitude to yourself in social reality, awareness and understanding of other people's ideas about themselves.

Table 1

The results of adolescents' social experience formation according to the indicator of the unity of needs and interests of society and the student as its member (before the experiment)

Level	Number of respondents			
	Experimental group (EG)		Control group (CG)	
	Number of respondents	%	Number of respondents	%
Low	69	28,7	62	26,7
Medium	155	64,6	156	67,2
High	16	6,7	14	6,1

The diagnostic results (Table 1) showed that there are a very small number of adolescents whose needs and interests are in unity with social ones. In particular, 62% of respondents believe that by nature people tend to care only about their interests. Also, a large number of adolescents (49%) believe that people who think only about their own interests do not understand other people. Probably, such opinions prove that a person fail

to distinguish which of the motives of human actions are only stimuli, and which of them are meaningful. According to A. Maslow, sometimes a person chooses what motivation can be attributed to the behavior he/she observes, and a person does so according to his/her worldview – either optimistic or pessimistic. Therefore, the development of adolescent motivation to follow the interests of society should be based on the formation of the ability to distinguish what motivations are behind certain actions, and to form the necessary value orientations.

If we consider this indicator with regard to the adolescents' ability to neglect their interests for the common good, then only 21% of respondents can give up their interests in favor of the team and 7% put public interests above their interests. We can hardly say that this position of modern adolescents is unequivocally negative, because to some extent it indicates the stability of character and independence of judgment. However, it also indicates an inability to look at the situation from another angle which makes actual coexistence impossible.

Table 2

The results of the adolescents' social experience formation according to the indicator of the ability to adequately assess the values offered by society, to make them personal (before the experiment)

Level	Number of respondents			
	Experimental group (EG)		Control group (CG)	
	Number of respondents	%	Number of respondents	%
Low	71	29,6	74	31,9
Medium	138	57,5	129	55,6
High	31	12,9	29	12,5

The survey revealed (Table 2) that adolescents have a positive attitude towards universal values, but their ability to make the values offered by society personal and to develop appropriate qualities on this basis is insufficient. In particular, 21% of respondents believe that they lack tolerance. It is also manifested in the fact that 34% sometimes ignore the tips of conscience, 46% believe that the goal justifies the means. Here, it is necessary to regard conscience as an important imperative of the

reflection-evaluation criterion. Conscience reveals the moral self-control of the individual, his/her ability to form moral values, since it is based on the correlation with other people and with the world, as well as on the sense of solidarity and collectivism. Only a developed sense of conscience makes it possible not only to perceive a value as something "important" and "necessary to imitate", but also to adhere to the value and the behavior that it envisages.

Based on the fact that some respondents consider it difficult to understand their feelings (58%), or they think that the state of inner harmony is unattainable (32%), or they do not know what feelings they are able to feel (43%), we emphasize that their emotional sphere is not developed well enough, which, in turn, complicates the ability to adequately assess the values offered by society.

Table 3

The results of the adolescents' social experience formation according to the indicator of the formation of your emotional and evaluative attitude to yourself in social reality, awareness and understanding of other people's ideas of themselves (before the experiment)

Level	Number of respondents			
	Experimental group (EG)		Control group (CG)	
	Number of respondents	%	Number of respondents	%
Low	70	29,2	62	26,7
Medium	141	58,7	146	62,9
High	29	12,1	24	10,4

Studying this indicator (Table 3), it was found that 41% of the respondents find it difficult to assess how well they behave, 39% of adolescents do not care how people treat them, and 16% do not consider the respect of others towards themselves important. All this indicates that the respondents fail to understand what they are like in relation to others, to the surrounding reality, what are the consequences of their interaction with members of the social environment. All the things mentioned make moving ahead, as well as realization of the adolescent individuality in relation to social systems, impossible.

The positive dynamics is seen in the fact that for 95% of respondents it is important to grow spiritually, to make the world a better place. At the same time, 73% of adolescents do not understand what they can do for society to make it better. That is, there is no awareness of opportunities for practical implementation – "I can, but I do not know what to do". A positively colored emotional attitude of the adolescent to himself as a subject of change provides an opportunity for teachers to work fruitfully in this direction.

Table 4

The results of the adolescents' social experience formation according to the reflection-evaluation criterion (before the experiment)

Level	Number of respondents			
	Experimental group (EG)		Control group (CG)	
	Number of respondents	%	Number of respondents	%
Low	70	29,2	66	28,4
Medium	145	60,4	144	62,1
High	25	10,4	22	9,5

Thus, from Table 4 we see that the formation of social experience according to the reflection-evaluation criterion is generally at the average level, and the percentage of respondents with a high level is quite small. Among the identified problems of adolescents we can name the following ones: low motivation for the support of public interests, low ability to evaluate and interiorize the values offered by society. It is difficult for adolescents to understand if they behave well, to realize their attitude to the surrounding reality and how they are perceived by others.

To increase the number of adolescents with a high level of social experience formation according to the reflection-evaluation criterion, we improved extracurricular educational work with students of the experimental group. The following types and methods of work were held: educational lessons, discussions, conversations, excursions, Literature and Art Club, quizzes.

In order to identify the feasibility of the implemented measures of extracurricular educational work it was necessary to carry out the control

assessment which corresponded to that at the ascertaining stage of the experiment in terms of organization and the diagnostic tools applied. The analysis and evaluation of the results allowed us to determine the quantitative expression of the qualitative changes in the formation of adolescents' social experience according to the reflection-evaluation criterion and to carry out a comparative analysis of the control and experimental groups. The conducted research work confirmed the accuracy of the identified positive changes in the formation of the emotional and value aspect of the adolescents' social experience.

Table 5

The results of the adolescents' social experience formation according to the reflection-evaluation criterion (after the experiment)

| Level | Number of respondents | | | |
| | Experimental group (EG) | | Experimental group (EG) | |
	Number of respondents	%	Number of respondents	%
Low	19	7,9	57	24,6
Medium	138	57,5	147	63,4
High	83	34,6	28	12

According to the reflection-evaluation criterion of the adolescents' social experience formation (Table 5), there were more positive changes in the EG than in the CG. We could notice such changes as: the development of adolescents' motivation to follow the norms and social interaction code which are accepted in society, loyalty to the traditions and customs of the country, skills of self-analysis and self-assessment, correlation of personal actions with social and personal requirements, their control on the basis of learned norms. A value attitude to the world around us was formed.

The participants of the EG compared to the participants of the CG demonstrated a better-developed ability to adequately assess the values offered by society, to make them personal. We could notice the progress in the following: adolescents' tolerance of others, positive attitude to family values, and respect for other people's opinion. The number of respondents who find it difficult to understand their feelings (6%), who

lack inner harmony (9%), who cannot come to terms with contradictions in themselves (11%) has decreased. The unity of needs and interests of the student with the social ones is also at a higher level. 41% of the respondents believe it is possible to give up their interests in favor of the team. Educational lessons, excursions, quizzes, Literature and Art Club and other types of work helped to develop students' respect for the traditions and customs followed by the older generation. The formation of your emotional and evaluative attitude to yourself in social reality, awareness and understanding of other people's perception of themselves were developed in students through training, discussions, conversations, newspaper publishing, etc. The results of the survey showed that 81% of adolescents do not find it difficult to assess how well they behave, 87% are always ready to take responsibility for their actions. The number of adolescents who do not understand what they can do for society to make it better has decreased (30%).

Table 6

Dynamics of the social experience formation in adolescents of the experimental (EG) and control (CG) groups according to the reflection-evaluation criterion (%)

Levels of social experience	EG			CG			General dynamics (EG-CG)
	Before the experiment	After the experiment	Dynamics	Before the experiment	After the experiment	Dynamics	
Low	29,2	7,9	−21,3	28,4	24,6	−3,8	−17,5
Medium	60,4	57,5	−2,9	62,1	63,4	+1,3	−1,6
High	10,4	34,6	+24,2	9,5	12	+2,5	+21,7

The increase in the number of students with high and medium levels of social experience formation according to the reflection-evaluation criterion occurred in both groups (Table 6) which is connected with the general development of students in the school environment. However, its dynamics in the control group is lower compared to the experimental group.

4. Discussion

In order to keep the high level of the adolescent's social experience and particularly its emotional and value aspect, it is necessary to solve the following tasks [1, p. 237]:

– acquaintance with the system of social knowledge, skills and abilities;

– development of consistency with the ideas, beliefs, attitudes accepted in society;

– formation of effective interaction skills;

– expansion of the individual worldview, its emotional, moral and volitional components;

– development of respect for universal values and formation of personal value orientations on their basis;

– the adolescent's motivation to independently get knowledge of the world around.

The school environment provides enough opportunities to form the emotional and value aspect of the adolescents' social experience, but the use of only educational activities for this purpose will not give positive results. Therefore, the contradiction between the objective need of society in socialized citizens and the current level of students' social experience formation can be resolved only by involving educational resources of extracurricular activities in this process. That is why, the educational process should be organized in such a way so that the learning information about the surrounding world could be obtained in a harmonious combination with the information aimed at personal development, as well as with the process of improving the adolescent's behavior, his/her moral consciousness.

Based on this, such types and methods of extracurricular educational work as educational lessons, discussions, conversations, excursions, Literature and Art Club, quizzes should receive a socio-cultural vector. The main purpose of these activities is to acquire knowledge about social norms, values, traditions of your nation, the structure of society and other social phenomena, the formation of a value-motivational basis in order to gain social experience.

We offer to consider the events that were held by us within the experiment.

The purpose of the educational lesson "Traditions of the nation – the experience and wisdom of generations" was to provide information about traditions, to reveal their meaning, to acquaint students with the traditions of

different cultures in the class. The adolescents were acquainted with some traditions, the significance of holidays and rituals was revealed, the features of the mentality of different nations were studied, the traditions of attitude to others and the importance of good relations in the family were covered.

The purpose of the educational lesson "Life Values" was to form a holistic view of students' universal and personal values, to develop critical thinking. The change of values that prevailed in society during the historical development was revealed; the emphasis was placed on the development of students' self-analysis skills. It makes sense to use metaphorical stories which are a good way to form meaningful aspects of consciousness and regulate the emotional atmosphere during the educational lesson. Students can compare the model presented in the story with their own life situations, as well as to move beyond individual experience engaging in the experience of a particular social community, cultural traditions.

The educational lesson "Norms in human life and society" was aimed at forming the idea of social norms and rules of conduct in society, to determine the importance of compliance with social norms, to develop responsibility for actions, to determine the norms to be observed in various social institutions, to form a positive attitude to norms and rules. The educational lesson deals with the issue of decency, difference between norms and law, essence of social norms, kinds of norms; we discuss the issues of inner force, instead of hope for the control from outside. Due to the fact that in adolescence there is a frequent tendency to oppose norms and rules, students are invited to listen to a parable which metaphorically teaches adolescents that norms are not always like a restriction or a prohibition to act. The humorous plot of the story helps to understand this idea in a relaxed atmosphere of mutual understanding.

As for the discussion as one of the methods of forming social experience, it contributes to the activation of students' thinking, demonstration of their views and formation of the necessary attitudes. Students were informed about the topics of discussions a few days before them so that they could analyze their attitude to the issue, to study the facts related to it, and to prepare arguments. The discussion on the topic "Your future is in your hands" dealt with the formation of man under the influence of various factors that could either positively or negatively affect his development. The discussion helped to solve the following tasks: development of self-

analysis skills, solidarity with social norms; formation of a value attitude to the surrounding reality.

The tasks of the discussion "Morally developed man – past and present" were to find out what morality meant in different historical epochs, to identify changes in the worldview, to determine the essence and meaning of morality in modern society, to motivate students to moral development. The students can find out whether it is necessary to adhere to the norms of morality, what determines a person's choice of morality as a life attitude, which moral norms of the past are still relevant, and which ones have disappeared.

A discussion "Do we need punishment?" solved the following tasks: to develop a responsible attitude to actions; to motivate socially acceptable ways of behavior; to form legal knowledge, ideas about the responsibilities of man and citizen; to identify students' attitude to their behavior and the behavior of other people in accordance with the law.

The following conversations were held with adolescents: "You and your environment" (to form a positive image of "I"; to learn to analyze and solve difficult life situations based on the social norms and moral values, to apply acquired skills in solving life problems and choosing appropriate models of behavior when interacting with other people), "Responsibility as a guarantee of success – mine, yours, ours!" (to develop adolescents' sense of responsibility; to provide information about the importance of anyone's responsible behavior for the whole society; to develop a sense of moral duty; to develop skills of self-control and self-analysis as for the consequences of personal actions), "I am in society" (to develop the desire to improve social processes, to reproduce the culture of society; to form a sense of belonging to a particular society; to provide an idea of social experience).

The excursion (as well as foot-quests) as one of the types of extracurricular educational work allows a teacher to provide students with a significant amount of information in a short time, to explain the importance of certain events, objects, to master the skills of independent observation, to develop harmony of feelings and views in students. The excursions helped to provide the students with information about the cultural heritage of their nation, to develop respect for the historical heritage of their nation, its traditions and customs, as well as a tolerant attitude towards other nations, to develop spiritual and moral relations between people. Adolescents were

also encouraged to go hiking, to take part in foot quests, to visit museums of folk crafts. Particular attention was paid to the intercultural nature of cities.

Students played a significant role in organizing and holding quizzes. During quizzes and competitions, children have the opportunity to gain experience of communication outside their usual social groups, they develop the ability to communicate their thoughts to others, they learn to make decisions and take responsibility for them. In this way, the adolescent himself gains experience by entering the socio-cultural environment, and reproduces the system of social ties through the realization of himself as individuality and through influence on other people. If there is a common goal, students' prosociality can have an impact on collective efficiency and motivation to achieve goals [11]. Students' cooperation in the collective contributes to their acquisition of positive experience and, consequently, to the formation of social skills.

The task of the quiz "How does society live?" was to develop understanding of events, phenomena and processes of modern society, its structure; to provide information on socio-economic processes in different countries; to find out the role of education in people's lives; to determine the forms of people's involvement in the life of society and country. The next quizzes were correlated with excursions and were held shortly after them. Thus, students first received information, and then, summarizing the facts, made a list of questions. The quiz "Folk Crafts" was held after the excursion "Folk Arts and Crafts" and contributed to the development of research skills expanding students' knowledge of folk crafts. After a hiking tour "Through the paths of the hometown" we held a quiz "Do you know your city?" whose aim was to raise interest in the native city, its prominent figures, to encourage involvement in socially useful activities. During the quiz "Cultural exchange between nations", which was conducted after the excursion "Ethnic groups of our native land", students were given information about the culture of different people living in the city and in the country. It should be noted that emphasis was placed on the development of the adolescents' tolerant attitude to different nationalities.

We consider it a good idea to organize the activities of Literature and Art Club which will satisfy the needs of adolescents through reading specially selected literature. Literary stories offer models or simulations of the social world through abstraction and simplification. They create a deep imitation

experience of social interactions for readers. Such modeling facilitates communication and understanding of social information and makes it more convincing, reaching a form of learning through experience. Involvement in the fiction experience of belles-lettres can facilitate understanding of other people who are different from the child, and can improve his or her capacity for empathy and social judgment [13, p. 173]. In addition to the educational function, children and youth's literature has a therapeutic effect on both children and adults [3]. With the right approach, fiction can be a catalyst for revealing the role of society in the formation of a harmonious personality. After all, the unity of culture, literature and society is manifested in an organized system that can develop social qualities of an individual, to make him socially competent. Here, we can observe not only the acquisition of behavior scenarios in typical social situations, but also the assimilation of values, awareness of norms and the formation of a person's attitudes towards oneself, others and the world.

When choosing what to read, a special place should be given to the literature of your country as a center of knowledge about the world, taking into account the local mentality. Works of art should be understandable to teenagers. After all, they will be interested only in the literature which corresponds to reality, in tune with their needs, reflects the modern world, but also acquaints them with folk traditions. These works should stimulate reflection. During the discussion of literary works, the teacher encourages students to give a moral assessment of the traits, qualities and actions of the characters. Also, the teacher outlines the role of the author (narrator), analyzes the educational value of the work, book, etc. During the practical work it is necessary to organize the discussion of the book that students have read so that to activate the semantic processes in their minds. It is also necessary to create problematic situations that will allow adolescents to show their creative potential: they can act as a scientist, researcher, historian (literary critic), they can see themselves as a subject of dialogue with the work of art, with the epoch described in it, with its author. For example, with the help of ethical conversations, which provide an opportunity to consider the situation from different angles, the moral values of students can be formed [9]. Correspondingly, one can see changes in the nature of the club members' value orientations, in the social behavior of the individual, in the self-esteem of a student as a nation representative.

The purpose of the club is to involve students in the perception of the cultural values through maintaining their steady interest in literature, to satisfy the demands of adolescents in expanding their horizons, to support the cognitive potential of the individual that usually shows interest more than to one specific range of societal problems. The type of the club is literary and artistic (in the process of work the participants have an opportunity to satisfy their spiritual potential and spiritual needs, to get closer to self-improvement of their own requests and preferences).

Literature and Art Club practices a various types of activities: acquaintance with the novelties of modern fiction; listening to reports, speeches on various literary and cultural topics; discussing creative achievements of those writers who live in your area; reports on literary and artistic topics; preparation of literary evenings; participation in the staging of excerpts from modern writers' works which focus on the problems of today and provide additional information about reality; analysis of the culture of speech, individual artistic style of writers; evenings of artistic reading; making notes for the media; creative and research work to deepen knowledge on issues of the modern world, etc.

The result of these activities is the accumulation of new knowledge about society by adolescents, the assimilation of social norms and values, the acquisition of social skills, the development of value orientations based on them, increase in social activity, development of a new algorithm of actions.

5. Conclusion

The analysis of the research results confirmed the assumption that the introduction of these types and methods of extracurricular educational work with a focus on the adolescents' socio-cultural development helps to increase the level of formation of emotional and value aspects of students' social experience.

The implemented measures result in the following characteristics of adolescents:

– compliance with universal principles of humanity and mutual assistance; knowledge of values, norms (moral and social);

– understanding the nature and structure of society, as well as processes and phenomena occurring in it;

– adoption of universal values, their evaluation and the choice of personal values;

– motivation to follow the norms accepted in society, a developed sense of moral duty;

– knowledge of the cultural heritage of people, its traditions and customs;

– adolescents' responsible attitude to their actions.

The data obtained during the control assessment testify to the effectiveness of the implemented measures aimed at the adolescents' acquisition of knowledge about society and social phenomena, social skills and abilities, their social formation. They ought to be introduced in the educational practice of secondary education institutions. However, the research does not cover the full depth of the issue. The prospects for further scientific research are to study the readiness of HEI students to develop adolescents' social experience in secondary education institutions.

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