

ARCHITECTURAL PERIODS OF THE UKRAINIAN NON-FORMAL EDUCATION OKRESY ARCHITEKTONICZNE UKRAIŃSKIEJ EDUKACJI POZAFORMALNEJ

Structure and Environment No. 1/2020, vol. 12, p. 29

DOI: 10.30540/sae-2020-004

Abstract

The article considers three conditional formation periods of the extracurricular education in Ukraine (before the revolution of 1917, the Soviet era, the period of independent Ukraine). The features of extracurricular institutions of each period, the formation purposes, the main tasks of the periods, the implementation forms of extracurricular education are studied. The description of Ukrainian landmark buildings of each period is given. The modern problems such as the problem of moral and physical obsolescence of educational spaces, private establishments control system, the lack of regulatory documents for extracurricular institutions design, difficulties related to functioning of extracurricular education system in the structure of united territorial communities and the fate of abandoned cultural centres are reviewed. Development trends of extracurricular institutions of Ukraine are revealed. The question of the extracurricular educational system formation in foreign countries is touched upon and the specifics of foreign extracurricular educational systems are revealed.

Streszczenie

Artykuł dotyczy trzech okresów tworzenia edukacji pozaszkolnej na Ukrainie (przed rewolucją 1917 roku, erą Sowiecką, okresem niepodległej Ukrainy). Badane są cechy instytucji pozaszkolnych każdego okresu, cele formacyjne, główne zadania okresów, formy realizacji edukacji pozaszkolnej. Podano dokonano opisu ukraińskich zabytków każdego okresu. Artykuł rozpatruje współczesne problemy, takie jak problem moralnej i fizycznej dezaktualizacji przestrzeni edukacyjnych, system kontroli placówek prywatnych, brak dokumentów regulacyjnych dotyczących projektowania instytucji pozaszkolnych, trudności związane z funkcjonowaniem systemu edukacji pozaszkolnej w strukturze zjednoczonych wspólnot terytorialnych oraz losy opuszczonych centrów kultury. Ujawnia trendy rozwojowe pozaszkolnych instytucji Ukrainy. Porusza kwestię tworzenia pozaszkolnego systemu edukacji w obcych krajach i ujawnia specyfikę zagranicznych programów edukacji pozaszkolnej.

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