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FORMY PRACY EKOLOGICZNEJ I PRZYRODNICZEJ W PLACÓWKACH OŚWIATY POZASZKOLNEJ PÓLNO-CNO-WSCHODNIEJ UKRAINY (40.–90. XX W.)

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Adnotacja. W artykule, na podstawie badań źródeł archiwalnych, przeprowadzono analizę form pracy ekologicznej i naturalistycznej w placówkach wychowania pozaszkolnego północno-wschodniej Ukrainy (obwód sumski i czernihowski) w drugiej połowie XX wieku na zewnątrz. Ustalono, że w okresie od lat 40. do 90. XX w. formy ulegały istotnym zmianom w zależności od warunków społeczno-politycznych i społeczno-gospodarczych panujących w kraju. W latach 40. i 60. dominowały formy masowe, mobilne i stacjonarne (wystawy, konkursy, operacje). W latach 60. i 90. obok masowych rozpowszechniła się forma grupowa – koła, z szerokim zaangażowaniem studentów w działalność na rzecz ochrony środowiska, tworzenie studenckich związków zawodowych. Pozytywem było to, że te formy pracy zapewniały masowe zatrudnienie studentów, łączyły ich odpoczynek z pracą społecznie użyteczną, przyczyniały się do działalności badawczej oraz zdobywania określonych doświadczeń przemysłowych i walorów moralnych. Jednocześnie polityka państwa w zakresie oświaty, w tym edukacji pozaszkolnej, miała na celu wychowanie uczniów w duchu kodeksu moralnego budowniczego komunizmu. W pracy kształcenia i szkolenia zawodowego coraz bardziej upowszechnia się formalizm w kwestiach jakości wiedzy, zatrudniania uczniów w grupach i rozliczania wyników pracy.

Słowa kluczowe: instytucja edukacji pozaszkolnej, praca ekologiczna i naturalistyczna, młody przyrodnik.

FORMS OF ECOLOGICAL-NATURALISTIC WORK IN THE OUT-OF-SCHOOL EDUCATION INSTITUTIONS OF NORTH-EASTERN UKRAINE (40'S–90'S OF 20TH CENTURY)

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Abstract. In the article, based on the research of archival sources, an analysis of the forms of ecological-naturalistic work in the out-of-school education institutions of North-Eastern Ukraine (Sumy and Chernihiv regions) in the second half of the 20th century was carried out. It was established that in the period from the 1940's to the 1990's, the forms underwent significant changes depending on the socio-political and socio-economic conditions in the country. In the 1940's and 1960's, mass mobile and stationary forms prevailed (exhibitions, contests, operations). In the 1960's and 1990's, along with the mass ones, a group form became widespread – circles, with the wide involvement of students in environmental protection activities, the creation of student labor associations. It was positive that these forms of work ensured mass employment of students, combined their rest with socially useful work, contributed to research activities, gaining certain industrial experience and enhancing moral qualities. At the same time, state policy in the field of education, including out-of-school education, was aimed at educating students in the spirit of the moral code of the communism builder. In the work of OEI, formalism was increasingly spread in matters of the quality of knowledge, students involvement, and the accounting of work results.

Key words: institution of out-of-school education, ecological-naturalistic work, young naturalist.

ФОРМИ ЕКОЛОГО-НАТУРАЛІСТИЧНОЇ РОБОТИ В ЗАКЛАДАХ ПОЗАШКІЛЬНОЇ ОСВІТИ ПІВНІЧНО-СХІДНОЇ УКРАЇНИ (40-ВІ–90-ТІ РР. XX СТ.)

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Анотація. У статті, на основі дослідження архівних джерел, здійснено аналіз форм еколого-натуралістичної роботи в закладах позашкільної освіти Північно-Східної України (Сумська та Чернігівська область) другої половини XX століття. Встановлено, що у період з 40-ві по 90-ті рр. форми зазнавали істотних змін в залежності від суспільно-політичних та соціально-економічних умов в країні. У 40-60-х рр. переважали масові пересувні на

стаціонарні форми (виставки, конкурси, операції). У 60–90-х рр. поряд з масовими, набуває поширення групова форма – гуртки, з широким залученням учнів до природоохоронних заходів, створенням учнівських трудових об'єднань. Позитивним було те, що зазначені форми роботи забезпечували масову зайнятість учнів, поєднували їх відпочинок з суспільно-корисною працею, сприяли дослідницькій діяльності та набуттю певного виробничого досвіду та моральних якостей. Водночас державна політика в області освіти, і тому числі позашкільної, була направлена на виховання учнів в дусі морального кодексу будівника комунізму. В роботі ЗПО все більше поширюється формалізм в питаннях якості знань, зайнятості учнів в гуртках, обліку результатів праці.

Ключові слова: заклад позашкільної освіти, еколого-натуралістична робота, юний натураліст.

Introduction. The state is always interested in ensuring the full effect of the current nature protection legislative and regulatory acts, their improvement, preservation and reproduction of resources of the plant and animal world, deployment of nature protection awareness. Implementation of these tasks is impossible without involvement of the broad masses of the population, including student youth. With regard to the educational field, this problem is solved through the study of biological disciplines by students, assimilation of environmental knowledge during lessons and extracurricular activities at school and within out-of-school education institutions.

An important role in the organization of environmental education belongs to out-of-school education institutions (OEI) of ecological-naturalistic direction. At all times of existence, they remained not only organizational, instructional and methodological centers of naturalistic work, but were the centers for upbringing students' love for nature, fostering their interest in biological sciences, organizing research work and meaningful socially useful work. OEI and, first of all, stations of young naturalists (YN), have accumulated considerable experience in using various forms of organization of ecological-naturalistic work (ENW). The results of the best experience in the use of ENW forms can be extrapolated to the practice of OEI.

The analysis of the latest research and publications showed that the issue of formation and development of ecological-naturalistic work, forms of its organization in OEI are revealed in the writings of V. Bereka, H. Pustovit, I. Riabchenko, O. Sukhomlynska, T. Sushchenko, V. Verbytskyi et al.

The purpose of the study is to analyze the forms of ENW in the OEI of North-Eastern Ukraine in the second half of the 20th century.

Research methods: analysis, generalization of psychological-pedagogical and archival sources, identification of relationships between phenomena and processes, regularities and trends of their development, comparison, systemic-structural method.

Results. During the study of the forms of ENW organization, first of all, we highlight those that were the most effective and had a positive impact on the development of out-of-school education. At the same time, those organizational forms of activity that were formed under the ideological influence of the Soviet system, which were ineffective and inhibited the development of out-of-school educational activities, were also highlighted.

Environmental education and upbringing in the system of out-of-school education was mainly implemented through creative student associations (CSA). They were the most accessible and common form of working with students. Therefore, the organization of the effective work of CSAs on their own bases and the provision of methodological assistance in the organization of their work in secondary schools and other OEIs remains an unchanged direction of activity of the stations of young naturalists (YN) throughout their existence. In 1944, there were only 12 groups of YN in the Chernihiv region, and in the period from 1946 to 1949, their number increased from 142 to one thousand. Up to 30,000 students were involved in their work (DACHO, F. 1943. Descr. 1. File 18:2). The network of CSA of young naturalists in Sumy region was rapidly expanding. At the end of the 1950's, there were 1,007 natural sciences and agricultural circles in the Sumy region. The total number of YN in the schools of the region at that time was 10.6 thousand students, while there were 40.5 thousand participants in choir circles (DASO, F. 5049. Descr. 2. File 784: 1-30). A characteristic feature of this period was the large number of groups (37 students on average). This concerned, first of all, circles in rural areas.

In accordance with the order of the Ministry of Education of the Ukrainian Soviet Socialist Republic (USSR) "On Strengthening Discipline in the Schools of the Ukrainian SSR" (1952), the time for students to study in circles was determined: no more than 3 hours per week for students of grades 5-7 and 4-5 hours for high school students. In addition, students were not supposed to attend more than two circles. In the 1970's and 1980's, the composition of student associations of the biological and agricultural profile in secondary schools and OEIs of the North-Eastern region remained almost unchanged. The differences were only in the quantitative ratio of circles of different age categories. Out of more than a thousand circles of young people operating in Sumy region in the 1970's, 13 % were circles for primary school pupils, 46 % for middle school students (grades 5-6) and 40 % for high school students. Analysis of the profiles of circles on the example of Chernihiv region shows that their vast majority were CSAs of crop and livestock profiles (DACHO, F. 1943. Descr. 1. File 179: 142). At the end of the 1980's, there were an average of 1,500 ecological-naturalistic circles in general schools and OEIs of Sumy and Chernihiv regions, and more than 23,000 students were involved in their annual work in each region (DACHO, F. 1943. Descr. 1. File 516: sheet 76).

Since the first post-war years, the circle of rabbit breeders was spreading. Working on school rabbit farms, rabbit farms of collective farms and state farms, young animal breeders helped the state implement measures to increase the productivity of animal husbandry. In the early 1950's, 41,520 heads of these domestic animals were raised in 250 rabbit farms of the Sumy region (DASO, F. 3600. Descr. 1. File 29: 54). In the 1980's, 800,000 children were engaged in rabbit breeding in Ukraine. They raised 10 million heads of animals. In the Sumy region, this matter was organized the best, here all SYN and village schools had rabbit farms (DASO, F. 3600. Descr. 1. File 246: 31).

In connection with the difficult economic situation and the demographic crisis caused by the war, young naturalists and students were involved in work in agriculture. During the summer vacation, the students of Sumy region worked 400,000 person-days, harvested ears of corn on 100,000 hectares, and handed over thousands of tons of pure grain to the state. The Ministry of Agriculture, the Central Committee of the Lenin Communist Youth Union of Ukraine awarded letters of commendation to 388 pioneers and schoolchildren of the region for their active participation in the collection of ears of corn. During the sowing campaign, young naturalists harvested and handed to collective farms over 35,000 kg tops of seed potatoes, 1196 kg vegetable seeds. During the summer of 1957, students destroyed 58,500 gophers in the fields of the region, collected beet weevil insects on an area of one and a half thousand hectares, and collected insect caterpillars of fruit tree pests on an area of 2,000 hectares (DACHO, F. 1943. Descr. 1. File 6: 62,63; DACHO, F. 1943. Descr. 1. File 68: 26). Due to the lack of educational and demonstration equipment and manuals, the youth of Chernihiv region collected and produced almost 4,500 herbariums, collections of biological objects, dummies, stuffed animals, etc.

The course on mass cultivation of corn announced by the country's party leadership in the 1950's also affected the education sector. The order of the Ministry of Education of the Ukrainian SSR dated 17.05.1958 No. 62 "On the participation of schools of Ukraine in the work on growing hybrid corn seeds on experimental plots and seed farms of collective farms, state farms and variety divisions of scientific research institutions" obliged schoolchildren to assist the specified institutions in growing hybrid varieties of corn. Growing corn becomes a priority in the work of young naturalists. Most of the crop care work was done manually by the students. As an incentive, the best squads, circles and active juniors were awarded with valuable gifts and cash prizes from the premium fund, which was created in accordance with the Resolution of the Council of Ministers of the Union of Soviet Socialist Republics dated September 15, 1958 No. 1045.

From the first years of the establishment of the YN movement, one of its important directions was the work of students on educational and experimental land plots (EELP). In the postwar years, there was a catastrophic lack of land allotments under the EELP. The Council of Ministers of the Ukrainian SSR, by Resolution No. 1860 dated 10.10.1947, allowed the allocation of land allotments to education institutions. To implement it, the executive committees of local councils of workers' deputies began to allocate land plots to schools and OEIs for permanent use for educational purposes. In the Chernihiv region at that time, all primary, seven-year and secondary schools were allocated land plots with an area of 0.5 to 2 hectares (DACHO, F. 1943. Descr. 1. File 10: 9). It should be noted that in the post-war years, EELP was considered, first of all, as a place for the organization of socially useful work of students and a source of replenishment of school canteens with vegetables and other products. Despite this, simple research work of students was organized on them even then. During the following decades, the EELP operated in almost every education institution of the North-Eastern region and remained, along with the labor unions of students, a place of labor education and research work. Since 1986, the Chernihiv region was one of the regions affected by the disaster at the Chernobyl nuclear power plant. The consequences of this disaster did not give students the opportunity to fully carry out nature conservation economic work in the open ground, on EELP, in fields, natural areas.

Pursuant to the law of the Ukrainian SSR "On strengthening the connection between school and life and on the further development of the system of public education in the Ukrainian SSR" (1959), the introduction of polytechnic education began, which provided for a mandatory combination of socially useful work with the study and deepening of knowledge of academic subjects. The most effective form of participation of student youth in industrial relations with adults became student production teams (SPT), which were assigned a plot of land, livestock farms, machinery and the corresponding production inventory, which served as a material base for production training. In the Chernihiv region, the first SPT was created in 1956, and two years later, 78 such associations worked in the region, cultivating 100 hectares of land (DACHO, F. 1943. Descr. 1. File 132: 157). The management of individual collective farms and state farms did not always understand the creation of proper conditions for the work of SPT, which narrowed the independence in the work of team members and made it impossible for high school students to do research. It should be noted that the 1980's remain the period of the most massive involvement of student youth in work in labor unions. At that time, there were 550 SPTs (20,000 students) only in the Sumy region, which cultivated more than 6,000 hectares of agricultural land (DASO, F. 3600. Descr. 1. File 277: 27).

Children of primary school age were also involved in the organization of student labor unions. In the 1950's in the Dnipropetrovsk region, on the initiative of the pioneer of rural production M. Ozernyi, the "young followers of Ozernyi" movement was born. In the North-Eastern region of the Ukrainian SSR, thousands of students of primary and secondary school age became its participants. Squads of "young followers of Ozernyi" competed with each other in growing high yields of corn and other crops. In the 1970's and 1980's, units of pioneer satellites began to operate under the labor unions of high school students, which included middle school students (grades 5-7). In the Chernihiv region, approximately 300 such units involved almost 10,000 students, who cultivated more than 1,000 hectares of land (DACHO, F. 1943. Descr. 1. File 421: 53).

For many decades, organization of specialized camps as well as labor and recreation camps of the agricultural profile occupied an important place in the health direction of ENW. Profile camps were created in the early 1950's at each regional SYN for pioneers and schoolchildren – young naturalists with the aim of strengthening their health, deepening natural knowledge, combining their rest with work. Naturalistic circles worked in the camp, training of instructors-heads of sections on naturalistic work was conducted. The practice of such camps continued from the mid-1950's to early 1980's and was curtailed due to the emergence of alternative forms of rehabilitation for children and socio-economic changes in the state.

The first labor and recreation camps in the Sumy region were opened in 1969. In this year, 95 camps with almost 4,000 high school age students were working under the SPT and rural schools (DASO, F. 3600. Descr. 1. File 92: 15). Initially, most of them were located in adapted premises. And already in the 1970's and 1980's, the active construction and arrangement of camps on a stationary basis began. During the entire period of existence of the camps, in most of them student associations of nature protection and environmental-naturalistic profile were active. For example, in the summer of 1980, there were 278 YN groups working in such camps in the Sumy region, in which 5,053 students studied (DASO, F. 3600. Descr. 1. File 198: 58). In contrast to the Sumy region, the basic collective farms and state farms in Chernihiv region were not engaged in the construction of stationary camps. Of the 178 camps operating at that time, only one worked in stationary conditions. The rest were housed in tent cities. There were cases when the boards of agricultural enterprises did not allocate permanent plots of land for the work of students, did not provide specialists-mentors, did not allow students to conduct research work (DACHO, F. 1943. Descr. 1. File 465: 59). At the end of the 1990's, in connection with the decrease in state funding of social programs and structural changes in the economy in the first years of Ukraine's independence, this form of work with student youth declined.

Exhibition activity was a specific form of organization of ENW in OEI. Its spread was facilitated by the possibility of demonstrating objects and results of research and nature conservation work and socially beneficial work in agriculture. The scale of students' involvement in this form of work is evidenced by the fact that out of 20,343 young naturalists and technicians who represented the Ukrainian SSR at one of the All-Union Agricultural Exhibitions, 732 students were from Sumy region, 1,174 – from Kharkiv region, and 802 – from Chernihiv region (DASO, F. 3600. Descr. 1. File 41: 2). Annual regional agricultural exhibitions were also held, at which achievements of educational and research work at EELP, results of community service work were demonstrated.

The activation of the ecological-naturalistic movement was facilitated by holding of various Union, republican and regional competitions among schoolchildren. They were characterized by the mass character and activity of the participants. Thus, 285 education institutions, 569 pioneer units and groups, 15 children's houses, 357 YN circles and 31,451 students took part in the All-Union competition for the best young gardener from Chernihiv region. In the Sumy region, more than 3,000 pioneer groups, squads and units, almost 100 circles of young naturalists and more than 15,000 students became participants in this competition (DASO, F. 3600. Descr. 1. File 29: 2). In the regions, district competitions and regional inspections and competitions for the best EELP, the best gardeners, rabbit breeders, etc. were held.

Competitions contributed to the activation of students' research activities. It should be noted that in the 1940's and 1950's, due attention was not paid to the scientific research work of students. The methodology of research activities began to be implemented in the work practice of SYN from the 1960's. Then, with the aim of attracting student youth to mass naturalistic work in biology and agriculture, increasing interest in research activities, the Ministry of Education of the Ukrainian SSR, the Ministry of Agriculture, the Academy of Sciences of the Ukrainian SSR, the Central Committee of the Lenin Communist Youth Union of Ukraine and the district SYN announced the Republican competition for the best research work in biology and rural economy in secondary schools and out-of-school education institutions (1968). The long-term holding of this competition contributed to the improvement of the educational process, the professional orientation of students in schools and OEIs, a deeper study of biology, and the implementation of labor education. Only in the period from 1978 to 1980 in Sumy region, more than 2,000 schools, 3,257 YN circles and 1,223 SPT participated in it (DASO, F. 3600. Descr. 1. File 101: 4). In 1984, more than 3,000 schools, out-of-school education institutions, clubs of nature lovers, groups of young naturalists, SPT, 49 school forestry and detachments of pioneer satellites took part in it in the Chernihiv region. The participants conducted 2169 experiments, the results of 300 of which were implemented in collective farm production (DACHO, F. 1943. Descr. 1. File 516: 7).

Pursuant to the resolution of the Central Committee of the Communist Party and the Council of Ministers of the Ukrainian SSR dated May 20, 1967 No. 320 "On urgent measures to protect soils from wind and water erosion in the Ukrainian SSR", student units were created to protect soils and reservoir banks. At the beginning of the 1980's, there were more than 80 such units in Sumy region, covering more than 100 hectares ravines and slopes (DASO, F. 3600. Descr. 1. File 227: 27). The extensive network of the Ukrainian Society for Nature Protection (USNP) contributed to the involvement of a large number of students in nature conservation and naturalistic work. At the beginning of the 1980's, there were almost 30 district and more than 700 school branches of young naturalists' sections of the society in Chernihiv region, uniting 150,000 students. During this time, young naturalists' sections, young naturalists and teachers held more than 900 thematic evenings and mornings, 5,500 conversations and lectures on nature protection topics (DACHO, F. 1943. Descr. 1. File 516: 57; DACHO, F. 1943. Descr. 1. File 465: 32).

A unifying and mass form of extracurricular work were children's and youth clubs of nature lovers. They worked at SYN, pioneer houses and schools and were centers of organizing naturalistic work. The members of the clubs carried out great work on the protection and increase of natural resources. Thus, in one year, school clubs of nature lovers of Sumy region planted more than 1 thousand 1 hectare of forests, more than 4,000 kg of seeds of wild trees and bushes were collected, 5,000 bird feeders and 4,000 artificial bird nests were made (DASO, F. 3600. Descr. 1. File 235: 4). Together with clubs in schools, OEIs and YN sections of the Ukrainian Society for Nature Protection, the "Schools of Young Ecologists" operated. In the 1980's, the number of listeners of such schools in the Sumy region was more than 2,000 (DASO, F. 3600. Descr. 1. File 227: 27).

An important long-term form of the team naturalistic work was various meet-ups. They were an effective way of exchanging experiences, campaigning and promoting nature protection, introducing competition into the student environment, developing initiative, and increasing the importance of nature protection and socially beneficial activities. They were conducted at the district, regional, republican, and Union levels in various areas of extracurricular work of a biological and agricultural profile. Since the mid-1950's, regional gatherings of young corn growers, gardeners, researchers and conservationists were held. Over the course of several decades, meet-ups of various levels of student labor unions (SPT, school forestry) were regularly held.

A separate group of forms of organizing nature protection work includes school forestry, "blue" and "green" patrols, forest patrols, signal posts. Squads of "blue" patrols were created to protect water resources, expand and deepen knowledge of fish ecology. The basis of their work was practical and laboratory classes, socially useful and excursion activities. At the beginning of the 1970's, there were almost 600 units of "blue patrols" in the Sumy region. In the following years, their number fluctuated within 400 associations, which annually covered up to 4 thousand students with their work (DASO, F. 3600. Descr. 1. File 198: 13). At that time, there were 269 such groups in the Chernihiv region, in which more than 2.5 thousand students were engaged in the protection of freshwater reservoirs. They saved 27.8 million fish fries, cut almost 3,000 ponds in winter reservoirs (DACHO, F. 1943. Descr. 1. File 516: 47). In the early 1960's, more than 4,500 "green patrols", more than 2,000 forest patrols and more than 1,000 signal posts operated in the Chernihiv region. They protected forest areas and green areas from negative man-made or natural effects (DACHO, F. 1943. Descr. 1. File 132: 95). Another important area of ecological-naturalistic work was organization of school forestry. Over the long history of their existence, they have proved to be an effective form of engaging students in nature conservation, socially useful work, and contributed to the acquisition of elementary knowledge of forest management by the groups. The first school forestry in the Sumy region was created in October 1966 at the Slout forestry of the Hlukhiv district. At the beginning of the 1970's, 39 such student unions were already active in the region. Members of school forestry planted 445.6 hectares of forest, afforested 22.15 hectares of ravines, planted 700 anthills (DASO, F. 3600. Descr. 1. File 103: 24). School forestry also worked actively in the Chernihiv region. If in 1978 there were 27 such student associations in this region, then in the early 1980's their number increased to 40 and covered up to 2,000 students with their work. The area of forest lands that they organized was almost 4,000 hectares (DACHO, F. 1943. Descr. 1. File 421: 47). The number of school forestry in Chernihiv region and the northern regions of Sumy region sharply decreased after the accident at the Chernobyl nuclear power plant. But unlike SPT, these student associations, despite the sharp reduction in their numbers, remained an effective form of ENW of student youth.

Invariable during the many years of existence of the nature protection movement was holding of such mass forms of ENW as relays, operations, actions, marches, month actions, etc. Their titles, as a rule, reflected the theme and idea, were aesthetically designed and attractive to their participants. Guided by the decisions of the 26th Congress of the Communist Party of the Soviet Union and the 26th Congress of the Communist Party of Ukraine, implementing the resolutions of the Communist Party and the Soviet Government on further improvement of environmental protection work, the Ministry of Education of the Ukrainian SSR, the Central SYN, together with other interested institutions and departments, announced the Republican Relay "For Lenin attitude to nature" (1967). In the early 1970's, 58,000 schools, groups of young naturalists, YN sections of the Ukrainian Society for Nature Protection and OEIs of the Republic joined it (DASO, F. 3600. Descr. 1. File 100: 1). In Sumy Oblast, in 1983, almost 700 schools, 1,258 groups of young naturalists, and 43 school forestry organizations became participants in the relay. They planted up to half a million trees and bushes, landscaped 90,000 m of paths and roads, 222 schools and preschools, 160 estates, hospitals and field farms (DASO, F. 3600. Descr. 1. File 227: 11).

In compliance with government regulations and orders of the Ministry of Education of the Ukrainian SSR, groups of young naturalists and schoolchildren were massively involved in the landscaping of school grounds, arranging plantings in settlements and public places. During the forest and garden month announced in Sumy region in the spring of 1957, young nature lovers planted almost 700,000 fruit and decorative trees, up to 100,000 berry and decorative bushes, landscaped 100 hectares of the territory of schools, orphanages and other facilities, laid more than 30,000 m of linear green fences (DASO, F. 3600. Descr. 1. File 55: 15). Young nature lovers of the Chernihiv region during the Republican Relay "Earth in Bloom" greened more than 600 schools, kindergartens, hospitals and public institutions, almost 500 fields and livestock farms, 200 km streets and roads. During the "Forest Pharmacy" operation, announced as part of the Union competition for collecting wild gifts of nature, the students of Chernihiv region collected almost 40,000 kg medicinal raw materials (DACHO, F. 1943. Descr. 1. File 421: 35). In order to fulfill the tasks of the Republican Relay "To the Land of Knowledge" in the OEIs, expeditionary units were created to study the nature of their region.

For the purpose of patriotic education, young naturalists and schoolchildren were involved in events marking the anniversaries of the victory over fascism in the Second World War. During the actions "Salute, Victory!" and "Green Landing", they arranged the graves of soldiers, planted memorial avenues and squares, decorated obelisks and stelae. In the year of the 30th anniversary of the Victory, almost half a thousand separate burials and more than 50 mass graves from the time of the Second World War were decorated by young naturalists and students of the Sumy region (DASO, F. 3600. Descr. 1. File 95: 10).

Conclusions. Investigating the historical aspect of the development of the forms and methods of ENW in OEIs in the period from the 1940's to the 1990's, it should be noted that, in general, they always corresponded to the content and purpose of out-of-school education, but underwent significant changes depending on the socio-political

and socio-economic conditions in the country. In the 1940's and 1960's, mass mobile and stationary forms of ENW organization (exhibitions, competitions, operations) prevailed. Preference was given to the practical results of socially useful activities of student associations. In the next two decades, along with the mass ones, the group form of specific environmental protection and socially useful work was spreading. This period was characterized by the most massive involvement of students in such OEIs as clubs, the wide involvement of student youth in environmental protection activities, the creation of student labor associations, and the emergence of new forms of organization of student recreation. They ensured mass involvement of students, combined their rest with socially useful work, promoted research activities and the acquisition of certain work experience and moral qualities. At the same time, the state policy in the field of education, including extracurricular, was aimed at educating students in the spirit of the moral code of the communism builder. Formalism and "percentageism" were increasingly spreading in the work of OEIs in matters of the quality of knowledge, the involvement of students in groups, and the accounting of the results of productive and socially useful work. Directing the production work of students in industrial student associations to a practical result, attributions and formalism in accounting for the work performed by them made the issue of research secondary, they did not always contribute to the development of creativity and initiative.

Gaining independence by Ukraine and introduction of new approaches to the organization of extracurricular work, including environmental-naturalistic work, gave rise to new forms of environmental education and upbringing, which provide wide, compared to other forms, opportunities for the organization of educational, cognitive and research activities and specific environmental protection work.

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