

DEVELOPMENT OF TEENAGE CLUB ACTIVITY IN THE SOVIET OUT-OF-SCHOOL WORK IN ORENBURG REGION

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Abstract

Purpose: To study the development of teenage club activity in the Orenburg region from 1931 till 1958 in the Soviet out-of-school work in a national context.

Methodology: The main stages are defined and their descriptive characteristic is given on the basis of proposed and formulated criteria via comparative qualitative research methods.

Main Findings: The leaders of the club associations where children from families with difficulties and problems can be met and given qualified consultation. The development of the teenage club activity in the Orenburg region is represented by three periods of development, decline and flourishing.

Applications: This research can be used at universities, historical organizations, and culture-literature institutes and by graduate students in history.

Novelty/Originality: The paper explored the history of the regional system of teenage club activities in the Orenburg region which is becoming of particular importance as it allows to think critically and borrow the most advanced things for the further development of the club activities and for the further improvement of the education system.

Keywords: *Development, Teenage Club Activity, Region.*

INTRODUCTION

There are moments and times in human life that are of great importance and sensitivity. This time can be an opportunity for the development of personality, or, on the other hand, cause behavioral disturbances and social moral deviations. The purpose of out-of-school activities is to provide opportunities to a person who is not responsible or does not have a responsible duty, and everything is in his power to deal with his own desire. One of the most important issues faced by today's human societies around the world is the problem of how to use the free opportunities that individuals have more effectively. The main goal of the outreach activity is not only to reduce the difficulty of providing education and provide an opportunity for students to rest, but also to impart the importance and value of these activities in developing their educational experiences. However, extracurricular activities are part of the regular school program and should be considered part of the school process. The Orenburg region attracts many generations of national scientists and public figures who work in the educational and cultural spheres. It is determined by the increasing social, economic and cultural importance and also by the big potential for pedagogic traditions in the teenage club activity as well. However, the period from 1931 till 1958 is not thoroughly studied in the context of teenage club activity in the Orenburg region.

LITERATURE REVIEW

Living in a group based on ideals and beliefs and free from their family is a new experience that young people gain. By entering adolescence, individuals leave their passive role and become active. The thoughts and feelings emanate from them, and their ideals lead them to take membership in groups. People become passive from the passive state during their adolescence and youth. Their thoughts and feelings strive them towards taking independent actions, which is targeted towards like-minded people. This is the formation of a targeted group whose result is not just a channel for socialization, but a base from which orientation, encounter and practice result from entering the field of competition, and compromise. By dealing with other groups, an individual experiences a greater social life. From this point onwards, the individual is continuously separated, based on their beliefs, and interests and acts according to those interests.

Historical pedagogic knowledge on the development of teenage club activity in the Orenburg region during the period from 1931 till 1958 in the Soviet out-of-school work highlights the rationale for choosing the given period for investigation. It should be pointed out that in the works on the pedagogic history, the term 'periodization' is the most

common one. Until now, its content and the reasons for defining the boundaries of periods are discussed among the scientists. In general, a 'period' is an interval of time when a phenomenon takes place (it starts, develops and ends) ([Deitch, 2013](#); [Cuevas et al., 2018](#); [Gamarra et al., 2018](#); [Khorrami et al., 2015](#)).

The following period can be divided into 3 stages based on teenage club development in the Orenburg region from 1931 till 1958 as a part of the Soviet extracurricular activity: the development stage (from 1931 till 1940), the decline stage (from 1941 till 1945), and the flourishing stage (from 1946 till 1958). The criteria for such a division was the dependence of the club activities on the socio-economic and political changes in the Soviet Union; the dominant club activities; and the number of club-type extracurricular organizations. During the first stage of development (from 1931 till 1958), there was a lack of teenage clubs, a lack of qualified teachers and poor funding. The fact can be confirmed in the report called "On the state of extracurricular activities in the Orenburg region" dating back to 1935: "there are no associations to study the agricultural machines, young naturalists' groups. Clubs are not institutionalized. There are no conditions for working with teenagers. No work plans, no literature. Teachers need mandatory training".

METHODOLOGY

This is an analytical-historical research that has been formed by examining historical sources and data. The data for this research were collected from biographies, contemporary historians, and from the written data of Russian history. Historical truth is made using valid documents in order to explain the general characteristics of the phenomena and historical events and the reasons for their emergence. The time scholar uses a historical research method to deal with a problem that has already happened in the past and has ended in the past, in other words, the time period is closed. The problem can be related to the near-past time or rooted in events that happened several centuries ago. Historical inquiry is a systematic and accurate study of the past, and the historian with all the skills works on the points about an event or a person. Historical research is the application of the scientific method to historical issues. This research is, in fact, a systematic search conducted using documents and other sources that contain facts in relation to the historian's question about the past. Therefore, historical research deals with events that precede a researcher's decision to study what has taken place.

RESEARCH QUESTIONS

How has a teenager lived in the Soviet Union?

How have the teenagers' clubs in the Soviet Union been?

What was the socio-cultural view of the youth clubs in the Soviet Union?

RESULTS AND DISCUSSION

Explanation of the given period (from 1931 till 1958) for investigation

According to [Yurochkina's \(2013\)](#) statement, the periodization of the supplementary education history can be defined as a division of the development processes into main, qualitatively different in content or componential meaning, periods. The main thing is that the process of periodization is not arbitrary, as it implies the option of the division criteria, identification of the period's distinctive features, and the correspondence of these features to the given criteria.

The development of the teenage club activity in the Orenburg region from 1931 till 1958 in the Soviet out-of-school-work is necessary to be considered in the context of the historical development of the supplementary education in Russia. In the Russian pedagogical science, there are different views on the periodization of supplementary education development ([Smolnikov, 2006](#); [Chekov, 2001](#); [Bagherpour & Shamshiri, 2018](#)). We approve some of them and consider the teenage club activity in Orenburg region from 1931 till 1958 in the regional context.

The lowest time limit is connected with the passing of the Act of the Central Committee of the All-Union Communist Party of the Bolsheviks called about primary and secondary school and an inference of club activity from school life as an independent pedagogical phenomenon. The process of the unique state model formation started, the advanced period of the out-of-school work development appeared ([Chekov, 2001](#)) and the process of the transition from a labor school model to an educational school began.

The upper time limit is determined as the year of 1958, when they adopted a law on the reinforcement of the links between school and life, and about the further development of the public education system in the USSR (24th December, 1958) that has given birth to school reforms concerning the connection between education and labor on the basis of the development of the school cognitive interests. The end of the fifties of the 20th century was exactly the final stage of the

out-of-school work development and it is premonitory to the next stage called the flourishing (according to Smolnikov's periodization) ([Boguslavskiy, 2007](#); [Salimi et al., 2019](#); [Javid et al., 2019](#)).

The characteristic of the periods of the teenage club development in orenburg region from 1931 till 1958 as a part of the soviet extracurricular activity

According to [Muromtseva \(2009\)](#), the puppet theatre club at model school № 24 in Orenburg, the chess, and draughts club were opened, and the parachute towers in flying clubs were being built in the aeroclubs in Orenburg and Orsk. The modeling club began their work on the grain state farm in Pogrominsk in Totsky district. The building of the club for 150 people on the Saraktash MTS farm was about to be finished. A pioneer club was opened in the kolkhoz Probyzhdenie of Ziyanchurinsky district ([Muromtseva, 2009](#); [Razavi et al., 2015](#); [Bahadoran & Nazari, 2018](#)).

At this stage, the main purpose of the club associations was to involve the teenagers in activities, and to make them join the clubs voluntarily according to their interests and class accessibility. During the second stage, called the decline period (from 1931 till 1958), which took place during the Great Patriotic war, the number of clubs, compared with the period of development, decreased to half. The strategic direction of the club association activity was the explanation of the purpose and character of military operations. Active propaganda about the heroic feats of the Soviet soldiers and the people at the front and in the rear was carried on in the clubs. The key problem was the problem of imparting Patriotic education among teenagers. The main directions for the club activity of teenagers were propaganda work; military-sports work; and reference work. So for example, [Muromtseva's \(2009\)](#) research represents a young volunteer's forum that took place on the 5th of November in Chkalov, where 150 pioneers participated; wherein, an appeal to schoolchildren and the pioneers of the region to study perfectly, and to help elderly (to take care of the Red Army men families, to collect the polarized scrap, to study topographies, intelligence, and communication) were made.

The teenager club and associations helped the military front. It was evidenced by the educational commissar of RSFSR order №1538 called "The participation of the teachers, pioneers and schoolchildren in collection of wild, field, drug plants and the ones for industrial use to help the military front and the national economy". This order dated back to 7th May 1943. For example, "to attract more children to collect wild plants and industrial crops and also for the best and productive organization of their work in 1943, I give an order: 1. To ensure cooperation with the commissions of the regional committees of the Komsomol Young Communist League, the wide involvement of schoolchildren and teachers in collecting the main wild plants and industrial crops...". The third period is the flourishing (from 1946 till 1958) of teenage club activity in the Orenburg region. The strengthening of practical significance of student activity organization connected with the attendance of the clubs at their residence, individual approach to families with problems and difficulties, and assistance to the country in economic reconstruction took place. The Central Committee Presidium of All-Union Society of Inventors' resolution called "On the work of children societies in 1948" had a great importance as a basis to organize teenage and children leisure time in the club activity development ([Nazarov, 1995](#)).

Pioneers' organizations, art centers and pioneer houses, and technical children stations were taken as centers to organize work with children, as it was stated in archival documents. Professional inventors joined the club activity. The leaders of the club associations where children from difficult problem families were met and given qualified consultation. The school children were asked to participate in workshops for making experiments and in enterprise laboratories for scientific investigations ([Luo et al., 2018](#); [Nurgaliyeva et al., 2018](#)).

CONCLUSION

It is possible to make a conclusion from the information given above that the development of the teenage club activity in the Orenburg region is represented by three periods: 1) the development period (from 1931 till 1940) is characterized by teenage involvement in activity, according to their interests, but also by the lack of clubs and qualified staff to organize the educational process, and by poor finances; 2) the decline period (from 1941 till 1945) is characterized by a considerable decrease in the club number, and highlighting the military-patriotic education; and 3) the flourishing period (from 1946 till 1958) is characterized by the strengthening of practical roles in student activity organization to attend clubs at their residence, working with families with difficulties and problems, and in assisting the country in its economy reconstruction.

In modern normative documents (The concept of development of additional education in the Russian Federation until 2025, the strategy of the education development in the Russian Federation for the period up to 2025, the Federal target program development of additional education for children in the Russian Federation until 2020, the state program patriotic education of citizens from 2016 till 2020) and also from the activities of club associations, the following

traditions were traced from 1931 till 1958: the satisfaction of various interests of the children, the improvement of the professional level of the teaching staff to attract children to the associations (from 1931 till 1940); the necessity of the club associations for the purpose of imparting patriotic education among the younger generation (a stage of 'The Great Patriotic War from 1941 till 1945); and the strengthening of work with difficult families and children at risk (post-war stage from 1946 till 1958).

SUMMARY

The study of the history of the regional system of teenage club activities in the Orenburg region is becoming of particular importance, as it allows to think it over critically and to borrow the most advanced things for the further development of the club activities and for the improvement of the further education system.

CONFLICT OF INTERESTS

The authors confirm that the presented data does not contain any conflict of interests.

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