

Assessing the accessibility of additional education of children by the results of researching the social order from state and municipal authorities, public organizations and business community

Angelina V. Zolotareva¹

Igor S. Sinitsyn²

Julia V. Sukhanova³

State Autonomous Institution of Additional Professional Education of the Yaroslavl Region
“Educational Development Institute”, ang_gold@mail.ru

State Autonomous Institution of Additional Professional Education of the Yaroslavl Region
“Educational Development Institute”, ang_gold@mail.ru

State Autonomous Institution of Additional Professional Education of the Yaroslavl Region
“Educational Development Institute”, ang_gold@mail.ru

Abstract: The contemporary period of development of the Russian system of additional education is characterized by numerous changes, the most important of which is the transition to educational programs management, personified accounting and financing. Ultimately, this determines the need to increase the accessibility of additional education programs by researching the social order from the state and municipal authorities, public organizations and business community. Applying this tool is due to the fact that it determines the content of additional education and serves as the main criterion of assessing the quality of its results. The present research is aimed at revealing the features of social order for additional education for children in Russia from three main groups of principals: the state, the society and an individual. The research was carried out in Yaroslavl and comprised 1684 representatives of state and municipal authorities, public organizations and business community, who are able to estimate the accessibility of additional education programs and create conditions for increasing it. The research results revealed the portrait of a modern young person and the spheres through which a modern society member can be formed. It is highlighted that an essential role is played by organizations for additional education for children, while working with talented children is an important sphere of their activity. We studied the awareness of respondents about the organizations for additional education for children in the proximity to their place of residence, about their spheres of activity and source of information about them. This enabled to define the measures for improving and developing the system of additional education for children in the regions, providing their accessibility and quality. The article shows these aspects by the example of increasing the informational accessibility of additional education. The authors show the capabilities of personalization and personification for provision of the above process. The research results are of interest for municipal and regional authorities in the sphere of education, heads of organizations for additional education for children, and teachers of additional education. **Keywords:** additional education, additional educational programs, accessibility of additional education, factors of accessibility of additional education, social order, techniques for increasing informational accessibility, personalization, personification.

Introduction

The sphere of additional education for children in Russia undergoes strategic changes, transition from managing educational organizations to managing educational programs, introduction of personified accounting and financing of additional educational programs, improving the conditions of their implementation. Analysis of normative documents of the recent years which regulate the state educational policy shows that the content and techniques of additional education for children should be renewed in compliance with the requirements of a personality, the society, and the state (Zolotaryova, 2013a; Zolotareva and Gruzdev, 2018).

One of the topical problems is increasing the involvement of children into programs of additional education. The existing practices of additional education programs implementation do not allow fulfilling the new tasks of the state educational policy in relation to increasing the quality and accessibility of additional education for children and increasing the involvement of children into programs of additional education. Not all children in Russia have access to additional education up to their needs (Zolotareva, 2014).

In regard to involvement of the Russian children into additional education, one can distinguish the following types of accessibility:

- cost affordability, which characterizes the affordability of the state (state budget) and parents' (family budget) expenses for additional education;
- territorial (transportation or walking) accessibility, which determines the conditions of physical accessibility to the educational organization where additional education takes place;
- time affordability, which determines the time which the students can devote to additional education;
- organizational accessibility, which shows how easy or difficult it is to get access to additional education;
- informational accessibility, which determines the availability and quality of information about additional education programs.

Accessibility of education is defined as the property of an object to be in a state of readiness and to be used on request. Request in education is determined by the order of a personality, the society, or the state; thus, one may suggest that accessibility of education is connected with the notion of "social order" (Gruzdev and Zolotareva, 2012).

Social order in the sphere of additional education for children has special significance, as it determines its content and serves as the main criterion of assessing the quality of its results. Social order reflects social-pedagogical goals of public (both state and private) institutions, on the one hand, and personality needs of children and their parents, on the other hand. It is related to the child's right for choosing education, to the conditions of personality development, to its ability for productive solving the tasks in the sphere of professional, public, cultural, leisure and other activities. Social order can be defined as a request (or task) from those who determine the direction of development of additional education for children, allocates certain resources to it, are interested in the results of its functioning and development, and consumes them (first of all, these are a person, parents, the society, employers, public organizations, the state, etc.) (Zolotareva and Sukhanova, 2013; Zolotareva et al., 2016).

The present research focuses on the social order from representatives of state and municipal authorities, public organizations and business community, who can estimate the accessibility of additional education for children and create conditions for increasing it.

By the results of our pilot research with participation of 167 people, over 93% of respondents consider it important for a child to get additional education. They assert that, due to additional education, a child's personality and creative abilities are developed, a child is involved into an interesting activity, it organizes a child's free time. This proves that the representatives of authorities realize that additional education makes it possible to form a modern, conscious, active personality, able to independently and efficiently solve problems, and confident in its strengths and capabilities.

However, about 40% of the representatives of state and municipal authorities, public organizations and business community are insufficiently informed about organizations implementing programs of additional education for children and are not duly interested in them. The insufficient awareness of the representatives of public organizations about

activities in the sphere of additional education for children resulted in inability of about a half of respondents (53.3%) to answer the above question. Only 9% of respondents think that the activity of organizations implementing programs of additional education for children is highly efficient.

Also, the respondents marked a low level of material-technical basis (51.5%), lack of the necessary comprehensive information about this activity (40.1%), insufficient scientific-methodological provision (29.9%), low professional level of the personnel (28.1%), and insufficient coordination of the system (22.8%). The results of the pilot research showed the need for deeper study of the opinions of the representatives of state and municipal authorities, public organizations and business community about increasing the accessibility of additional education for children (Zolotareva and Sukhanova, 2012).

Methods and materials

Today, the problem of forming the *social order for education* is rather topical. This problem is viewed in the works by such contemporary researchers as E. A. Lavrukhina, N. N. Agafonova, R. A. Brekhach, D. N. Zhadaev, M. V. Zakharchenko, G. N. Shvetsova, etc. Today, two contradicting trends in regard to education can be traced – objective increase of the role of education in the life of the society and the public dissatisfaction with its state, on the one hand, and insufficient comprehension of this increased role of education and inability of the state and the society to adequately provide for it, on the other hand. Social order may become one of the probable conditions for distributing the consolidated resources with a view of increasing the accessibility and quality of education (Kaloshina, 2006).

We interpret social order for additional education as the set of educational (and accompanying) requirements and demands, which are put forth or may be put forth to organizations implementing the programs of additional education of children by any social subjects (Zolotareva, 2013b).

For additional education, the integral essence of social order is of special interest. On the one hand, an attempt to combine the state order with the personal one leads to the conclusion that the citizens are not free within the frameworks of the state system; on the other hand, comprehension of the state order at personality level and conscious desire to fulfill it plays a great role in the life of the society.

Today, additional education develops through examination, formation and implementation of social order of different groups of principals – children and their parents, representatives of state and public organizations, business community, etc. Taking into account the needs of the key principals – children and their parents allows increasing the demand for additional education services. Taking into account the opinions of state and public organizations' representatives reveals the conditions and means necessary for increasing the accessibility and quality of additional education, provides clear strategy of additional education system development stemming from the interests of children, families and the society, hence, creates conditions for larger involvement of children into additional education. The competently organized process of social order examination allows revealing the factors, conditions and means for increasing the quality and accessibility of additional education programs for children.

The contemporary scientific works lack integrity in understanding the essence of accessibility of education, including additional education (A. V. Zolotareva, L. M. Kon'kova, Ya. V. Rozhchina, I. S. Sinitsyn, etc.).

In relation to provision and increasing the accessibility of additional education programs for children, several *methodological approaches* can be distinguished.

1. Sociocultural approach (M. Weber, P. Sorokin, N. F. Rodionova, N. I. Funikova, etc.) (Akhiezer, 1997; Lapin, 2000) consists in an attempt to view additional education as integrity of culture and sociality, formed and transformed by human activity. This approach does not reject the economic, psychological and other factors, but the priority is the cultural factor which influences the formation of an additional education programs for a child. From the viewpoint of sociocultural approach, to increase the quality and accessibility of additional education programs and services, it is necessary to study the territorial-geographic, cultural, ethnoregional features of various social groups and target groups of children; to study and take into account the social order for additional education; to organize mutual penetration of different kinds of education forming the cultural space; to form the coordinated position of all participants of educational process: teachers, students and their parents (legal representatives).

2. Anthropocentric approach (V. V. Abraukhova, V. P. Golovanov, L. G. Loginova, O. G. Tavstukha, etc.) (Abraukhova, 1997; Golovanov, 2004) interprets accessibility of additional education as correlation between the person's abilities and the content of education. In this case, under increase of the quality and accessibility of additional education, priority should be given to creating conditions for self-expression, self-actualization of the individual and unique "Self" of a person, its "identity". Anthropocentric approach in the context of increasing the accessibility of additional education for children consists in creating conditions for free selection of types and spheres of activity by a child; orientation of educational programs towards personal interests, needs, and abilities of a child; possibilities for free self-expression and self-actualization of a child; creating the practical-activity basis for educational process.

3. Reflexive-activity approach (V. A. Karpov, M. I. Rozhkov) (Karpov and Skityaeva, 2002) recognizes that the accessibility of additional education for children can be provided only in the process of conscious performance of various types of activity, especially constructive and conscious activity, which implies reflection. Reflection, as analysis of one's own actions and states, as the ability of a person to realize oneself, one's inner world, to understand the ways of one's cognitive and transforming activity, is extremely important for increasing the accessibility of additional education for children as it determines the validity and consciousness of the voluntary choice of programs, content, and forms of additional education by an individual. Thus, reflection is a mechanism of managing one's own activity, its comprehension and review, its transformation through independent choice of goals taking into account the individual capabilities, skills, and needs when forming the trajectory of development of one's personal and professional qualities.

4. Subject-oriented approach (L. V. Bayborodova, N. L. Selivanova) (Bayborodova, 2014) implies the necessity to create conditions for the development of the personality and individuality of the students. This approach implies reliance on the natural process of self-development of creative potential and abilities of a person during additional education programs implementation, with creating appropriate conditions for that. The essence of subject-oriented approach in relation to increasing the accessibility of additional education for children consists in creating new conditions for self-implementation, self-development, self-regulation, self-defense, and self-education of a child, necessary for independent and grounded selection of additional education programs, purposeful a subject-oriented participation in their mastering and implementation.

5. Integrative-variable approach (A. V. Zolotareva) (Zolotareva, 2006) implies constructing the additional education for children on the basis of variable integration of the elements of its external and internal environment for finding the optimal way of the goal implementation, with observing the right of the subjects (children, parents, and teachers) for choosing the variants of activity. Increasing the accessibility of additional education for

children through integrative-variable approach allows providing: on the part of a child – freedom of choosing the type of activity, the educational program, the teacher; on the part of educational process – personality-oriented way of organizing education.

Accessibility of additional education can be viewed from the point of equality of various social groups in their interaction with educational organizations implementing the additional education programs; through analysis of conditions providing the free choosing of the types and spheres of activity by a child; account of interests, needs and abilities of a child, possibilities for his/her free self-implementation and self-actualization. The key problems of providing the accessibility of additional education are viewed from the points of individual and personal differences of people, by age categories of children (preschool, junior school, secondary school, senior school). For each personal and age category, one can define the types of activity and the motives which provide the increase of accessibility of additional education. The accessibility of education can be viewed through the prism of its dependence of financial status and conditions of providing educational services (Avraamova, n.d.).

The structure of the notion “accessibility of additional education” can be shown as follows:

1) *Equality of possibility of education*: do all individuals have equal opportunities for progressing up to a certain level of education?

2) *Equality of conditions and means of education*: do all individuals have equal opportunities for getting education? Do children from problem groups get the same or higher level of preparation than children from advantageous groups (material provision, curriculum, textbooks, etc.)?

3) *Equality of achievements*: do all students, according to independent expertise, get the necessary knowledge and skills? Is there dependence of knowledge and skills on the social origin of students?

4) *Equality of possibility of applying the educational results*: do all individuals, after leaving from the educational system, have the chance to use their knowledge and take a relevant place in the social system? (Roshchina, 2003).

We interpret **accessibility of additional education** as a set of organizational, informational, territorial, financial, social, institutional, and pedagogical conditions, providing the children with a complex of objective and subjective equal opportunities and rights to choose and study according to the programs of additional education (Zolotareva and Sinitsyn, 2018).

Results of the research of social order from representatives of state and municipal authorities, public organizations, and business community

Under the contemporary social-economic conditions in Russia, the efforts of state, public organizations and business community are consolidated to develop the system of additional education for children. This phenomenon is of dubious character. On the one hand, there is a trend to preserve the intersectoral character of managing the additional education for children, forming stable links between the state executive bodies, institutions and organizations, and business community. On the other hand, there is a trend to achieve a new level of interaction between the educational establishments implementing the programs of additional education for children and the administrative bodies of educational system, the children’s and youth public organizations, families, and mass media in the sphere of parenting and additional education of children; involving the existing and initiating the new public organizations, whose activity is related to the children’s interests in additional education; involving parents and broad public into creative activity with children; creating a dynamic

system of links and interactions between different establishments implementing the programs of additional education for children.

The purpose of the study of social order from representatives of state and municipal authorities, public organizations, and business community is to reveal the opinions and requirements to the system of additional education for children within a certain territory and to estimate the accessibility of additional education programs.

The present research was carried out with the methodology of *public opinion polling* among representatives of state and municipal authorities, business community (enterprises, establishments, private organizations, etc.), and public organizations.

The research comprised 1684 representatives of authorities, business community, and public organizations. The research revealed the leading spheres in which personality traits should be formed during mastering the additional education programs for children (Fig. 1).

It should be noted that, in the opinion of all three groups of respondents, mastering the additional education programs most strongly facilitates the development of such traits as mobility, activity, initiative. This is probably due to the society's demand to a modern person, whose success in various spheres will depend, first of all, on how fast he/she reacts to challenges. The representatives of state and municipal authorities consider the following personality traits, formed during mastering the additional education programs to be the most important: spiritual-moral qualities of a personality, development of individual abilities of a child, developing his/her motivation. In this aspect, the representatives of public organizations and business community are of the same opinion. Orientation of additional education towards developing the ability for conscious choice of the future profession was marked mostly in the answers of representatives of public organizations.

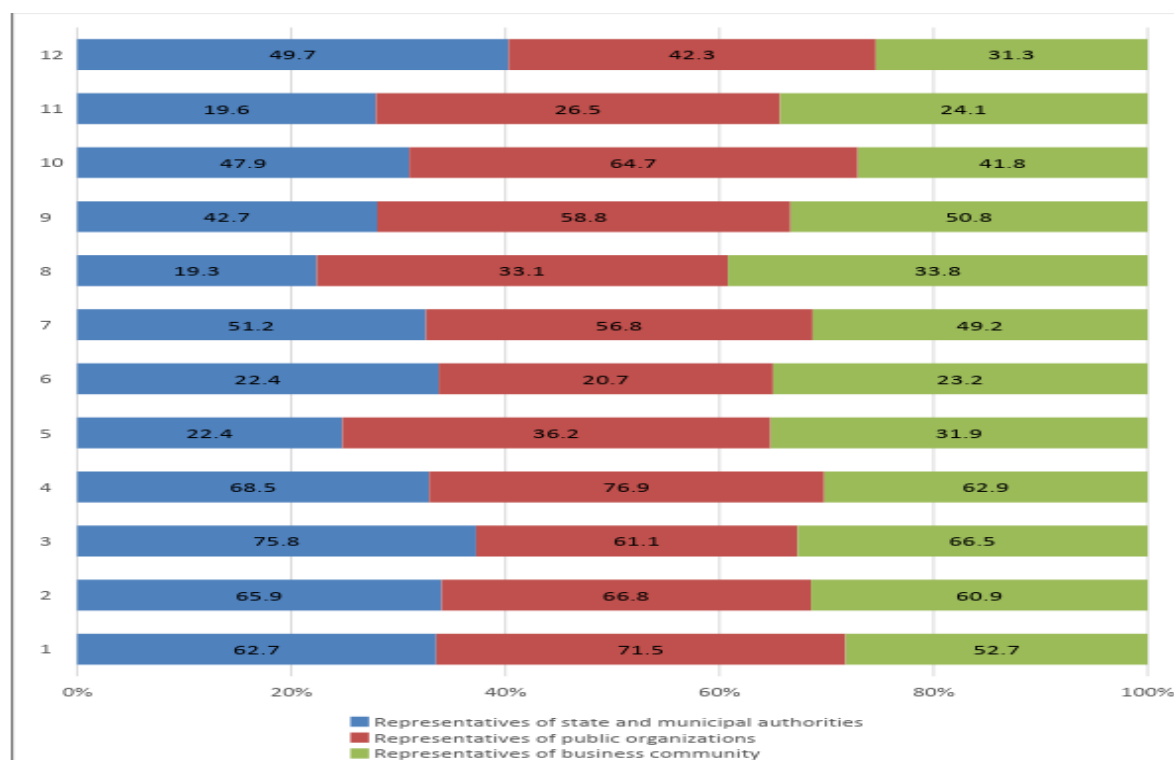


Fig. 1. Spheres of forming personality traits, %

In the opinion of representatives of state and municipal authorities, public organizations and business community, the most significant spheres of forming the

personality traits (40% and higher) are: motivation for studies and cognition; development of spiritual-moral qualities of a child personality; improving health and forming healthy way of living and safety; ability for conscious professional choice; development of the individual abilities of a child in compliance with his/her age; mobility, activity, initiative, and diligence. Such choice is probably due to the fact that it is these qualities that a modern young citizen should possess to be able to make decisions about the life of the society and bear responsibility for them.

Less than 40% of respondents marked such spheres of forming the personality traits as legal literacy of a child, ability for constructive social interaction, care of nature, civil position, informational competence, ability to make independent decisions.

Another task of the research was to reveal the respondents' attitude to working with talented children as a potential for generating creative, unique ideas and implementing future projects (Fig. 2).

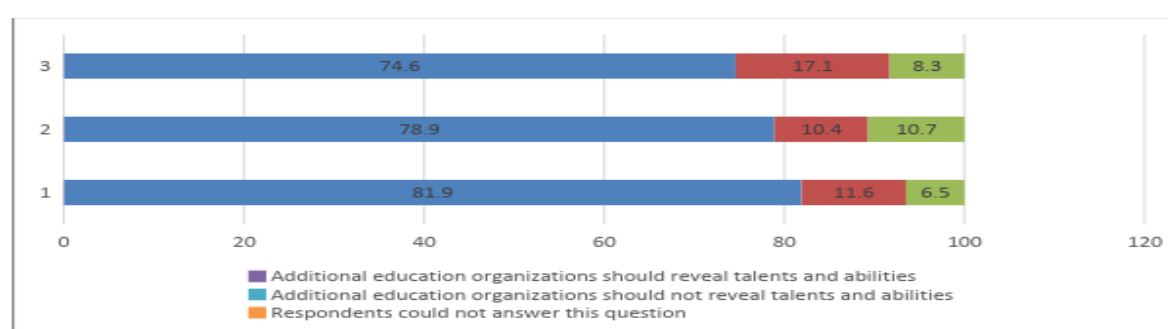


Fig. 2. Opinion of the respondents about revealing talents and abilities of children during implementation of additional education programs, %

The research results show that most respondents (over 70%) think that additional education programs for children should reveal special talents and abilities, consequently, the significance and topicality of working with talented children is high for the respondents. However, the research also identified the respondents (less than 18%) who think that additional education organizations should not reveal special talents and abilities. This may testify to the fact that not all representatives of business community, public organizations and state and municipal authorities are acquainted with the modern trends and normative documents reflecting the utmost significance of working with talented children in order to develop different spheres of the life of the society, including the social sphere.

Thus, it can be stated that the respondents have their own ideas about what the modern youth should be like, through which spheres of activity a modern member of the society can be formed, what role is given to the additional education organizations in this process, and about working with talented children as an important sphere of their activity.

When revealing the social order for additional education programs implementation, we paid special attention to awareness of our respondents about the additional education organizations in the proximity from their place of residence, as well as about various sources of information about them (Fig. 3).

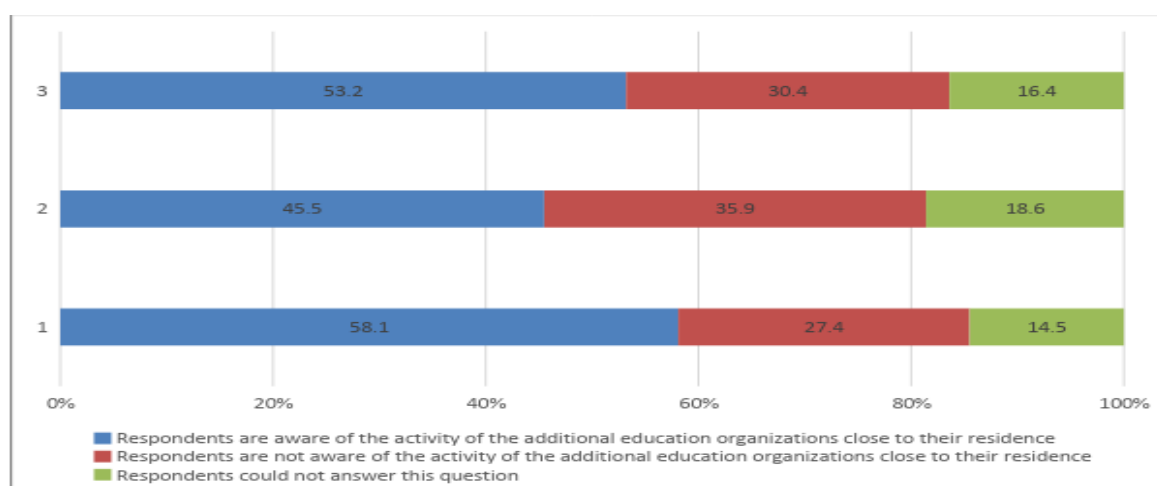


Fig. 3. Awareness of the respondents about the functioning of additional education organizations in the proximity from their place of residence, %

The research showed that only about a half of respondents (from 45% to 58%) know about organizations implementing additional education programs for children. Consequently, the representatives of state and public organizations, business community are poorly informed about the conditions of rendering accessible additional education programs for children. They probably lack information sources (Table 1).

Table 1: Sources of information

Title of advertising source	Representatives of state and municipal authorities, %	Representatives of public organizations, %	Representatives of business community, %
Newspaper	2.1	1.2	1.4
Magazine	0	0	1.1
A child studies in the additional education organization	18.1	8.9	10.4
Leaflets	7.8	8.4	9.9
Acquaintances	24.7	25.3	20.3
Internet	19.3	8.5	16.7
TV	2.1	4.8	5.4
Radio	0.8	0.6	1.2
Outdoor advertising	21.7	24.6	29.2
Always knew	11.7	19.5	20.9
Other	2.5	11.2	5.1

Among the main sources of information about additional education programs for children, the most popular are: acquaintances; a child attends the educational organizations implementing additional education programs for children; always knew; internet; outdoor advertising (signs, banners); school; own experience of the respondents. Less popular are such means of advertising as: leaflets, newspapers, TV advertising, radio, magazines.

It is important to note that a rather significant share of respondents (over 27%) do not know about organizations implementing additional education for children in the proximity from their place of residence. This may testify to the fact that the representatives of power, public organizations, and business community are not interested in additional education due

to various reasons (they are busy; they have no children taking courses in additional education, etc.), or to the fact that the sources of information used for advertising additional education programs are ineffective.

The insufficient awareness of the respondents about the functioning of additional education organizations for children has led to inability of many respondents to answer this question and estimate the efficiency of their functioning (Fig. 4).

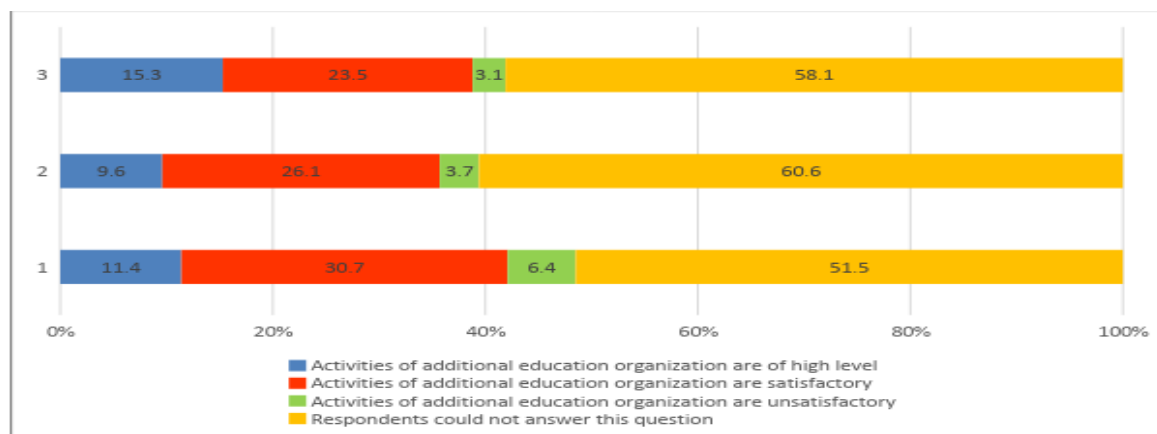


Fig. 4. Assessing the functioning of additional education organizations for children

This is probably due to the fact that many respondents never thought about the efficiency of functioning of such organizations and do not know the criteria for their assessment. Some respondents (23.5–30.7%) gave satisfactory assessment, while 9.6–15.3% of the respondents think that the functioning of additional education organizations for children is highly efficient. This category of respondents probably has some relation to the system of education and is aware of the criteria and indicators of its quality.

It should be noted that most respondents think that additional education organizations for children must participate in the life of a region, a city, a district, namely, arrange events, meetings (with parents, veterans, or thematic meetings), master classes, contests, competitions, exhibitions, charity concerts, thematic family events. At the same time, only a small fracture of representatives of authorities, public organizations and business community have a desire to take part in the activities of organizations implementing additional education programs for children (Fig. 5). Interestingly, the least desire to participate in the functioning of organizations implementing additional education programs for children was expressed by the representatives of state and municipal authorities, who, actually, are most of all responsible for increasing the accessibility and quality of additional education for children.

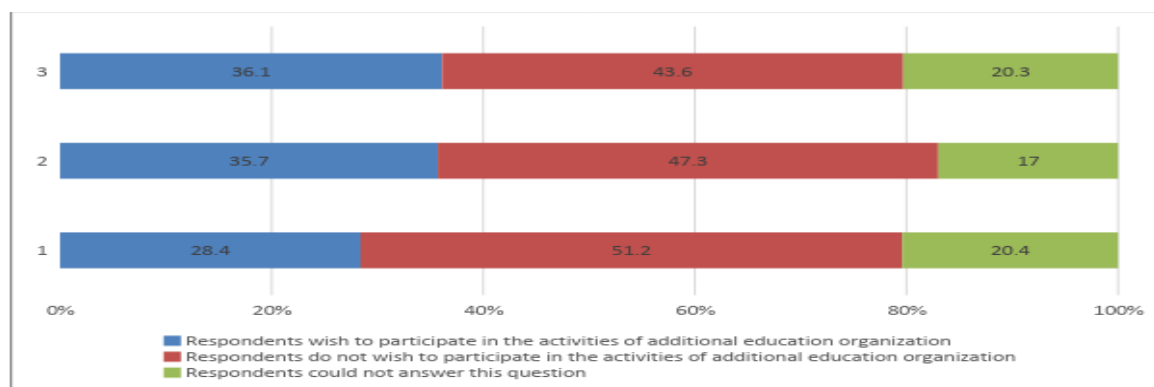


Fig. 5. Desire of the respondents to participate in the activities of organizations implementing additional education programs for children

A small number of respondents are ready to participate in the functioning of educational organizations: participate personally, render financial support, assist in involving specialists, assist at municipal level, help to arrange an event, attract the public. A part of respondents could not answer this question or suggest anything for developing additional education programs.

The research revealed the prospective directions of additional education programs for children in the opinion of respondents (Table 2).

Table 2: Prospective directions of additional education programs for children in the opinion of respondents, %

	Directions of activities of additional education organizations	Representatives of state and municipal authorities, %	Representatives of public organizations, %	Representatives of business community, %
1	Physical culture and sports	89.7	85.4	84.1
2	Arts	79.4	75.2	71.9
3	Technology	29.2	21.8	25.7
4	Tourism and local studies	21.6	17.4	15.6
5	Social-pedagogic	13.7	16.8	14.3
6	Sciences	16.5	14.9	13.2

The obtained data testify to the apparent need of social principals for such directions as sports and health improving and artistic-aesthetic ones. The increased interest in sports is not accidental. In compliance with the Federal target program “Development of physical culture and sports in the Russian Federation”, events are arranged which are aimed at popularization of sports and accustoming the population to physical culture by active propaganda through mass media, infrastructure and material-technical basis for sports in educational establishments are developed. At the same time, it is important to develop and popularize other directions as well in order to reduce disproportion in the customer demand for educational areas in additional education for children. These are, first of all, programs of scientific and technical spheres.

An important issue is material and financial support of organizations implementing additional education programs for children (Fig. 6).

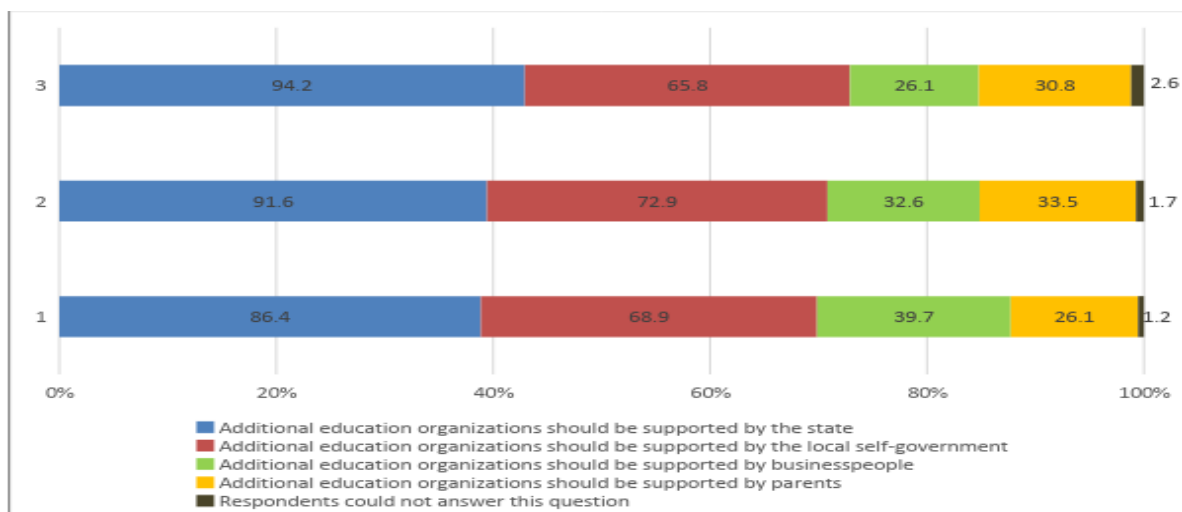


Fig. 6. Persons rendering support of organizations implementing additional education programs for children, in the opinion of respondents, %

The majority of respondents think that the state and the local self-government should play the principal role in supporting the system of additional education for children. Some respondent gives an important role to businesspeople and parents. This proves that the respondents fully realize the importance of their own contribution to the development of the system of additional education for children in the region. They know why it is important to more actively attract the resources of the state and municipal authorities, how it may benefit the additional education organizations and what such cooperation may yield.

Discussion

In the course of the research, we also found out what drawbacks of the system of additional education, in the opinion of respondents, impede the accessibility of additional education programs for children (Table 3).

Table 3: Drawbacks of the system of additional education, %

no.	Drawbacks of the system of additional education	Representatives of state and municipal authorities, %	Representatives of public organizations, %	Representatives of business community, %
1.	The system is poorly coordinated	16.1	22.8	20.3
2.	Lack of the necessary information about this activity	45.2	40.1	39.1
3.	Insufficient interest of the representatives of community	22.6	43.1	24.6
4.	Insufficient normative-legal basis	9.7	8.4	9.2
5.	Low level of material-technical basis	58.1	51.5	52.2
6.	Low professional level of the personnel	14.7	28.1	13.5
7.	Insufficient scientific-methodological provision	14.1	29.9	13.5
8.	Respondents cannot answer the question	13.5	19.8	20.3
9.	Other	1.6	1.8	1.4

By the research results, the main drawbacks of the system of additional education are: the low level of material-technical basis, the lack of the necessary information about this activity, also the insufficient interest of the representatives of community, the insufficient coordination of the system, the poor scientific-methodological provision, the low professional level of the personnel, the insufficient normative-legal basis. Among the other drawbacks, the following were marked: the insufficient financing and low salaries of the teachers; additional education organizations do not try to interest the children and parents, deficit of personnel and insufficient attention on the part of authorities.

Based on the revealed problems, measures can be taken to improve and develop the system of additional education for children in the regions, and to provide its accessibility and quality.

To find the ways to increase the accessibility of additional education for various social groups of the Russian population, we apply a number of provisions. First, in the theoretical aspect we can distinguish the factors (institutional, informational, territorial, individual, social, economic, pedagogical), which influence the accessibility of additional education. This means that these factors should be regulated.

We illustrate it by the example of increasing the informational accessibility of additional education. Under modern conditions, it is possible to solve the problem of increasing the informational accessibility of additional education through personalization and personification. Personification in this field can be achieved by introducing individual (personified) account of data about each organization rendering services of additional education; at that, registration implies clear identification of an organization. Personification implies correlation of information about an additional education organization with the certain set of data about it.

Personalization is a reverse process, the process of selecting from a set of objects only those which correspond to the requirements and abilities of a certain citizen. We interpret personalization of choosing an additional education organization as the process of selecting the proposals for a student (in the studied context – additional education programs) in accordance with his/her requirements and abilities at a certain moment of time.

Extrapolating the conclusions to the sphere of increasing the accessibility of additional education and taking into account the trends in the information-communication technologies development, we may conclude that increasing the accessibility will be possible through such organization of functioning of the website of an educational organization, when it (website, portal) acquires the features of a “real person”, for example: a widget consultant attempts to speak with the user, a suggestion to start an online conversation with administrator, screen tips to help a person orient in the website, etc.

Personalization will be fulfilled successfully only if the user interests are reflected in the object (website, portal), if the site is accommodated to the customer. For example, the search results, the special offers, the banners correspond to the student’s interests.

A rather new area of research is web-personalization of an organization or a service, differently explained by authors. For example, according to Eirinaki and Vazirgiannis (2003), web-personalization is a process of accommodation of the website content and structure to individual and specific needs of each user depending on their actions in the website. Mobasher and Anand (2005) define web-personalization as an act of reacting in accordance with the individual interests of a user. Web-personalization allows rather accurately and rapidly reacting to unique and specific needs of users.

Mulvenna et al. (2000) define web-personalization as any action adapting the information and services provided by the website to the needs of each user or a group of users; at that, information obtained from the users is applied, as well as the knowledge of their navigation behavior and individual interests in combination with the website content and structure.

Personalization as a direction of increasing accessibility aims at suggesting a user what he/she wants without answering them about it. Anyway, all definitions are centered on adapting the existing services (or other ways of informing) to a specific customer.

On the other hand, the accessibility of additional education is viewed as a joint volume of family and individual capitals. That is why the capital growth is important for increase of possibilities of access to additional education. In this regard, the social policy in the sphere of education must take into account and rely on various types of resources of the society.

Second, it is worth noting that elaboration of techniques for reducing inequality in the educational system and regulating the accessibility of additional education should take into account the specific social-economic conditions of individual territories and groups of the population. This circumstance is of great importance if one attempts to transfer the social policies based on the experience of individual territories, when using the models, forms and techniques of additional education implementation.

Conclusion

Thus, the research of social order allowed revealing the directions of increasing the accessibility of additional education programs by the assessment of representatives of state and municipal authorities, public organizations and business community. To regulate the accessibility of additional education it is necessary to mobilize all resources and to regulate the factors influencing the accessibility of education for various social groups. This implies simultaneous interaction of different subjects of the process (the state, educational

organizations, school, students, families, teachers, etc.) to achieve the goal of increasing the accessibility of additional education. State bodies play an important role at macrolevel in regulating the accessibility of educational services. To regulate the accessibility of additional education for various groups of population, it is necessary to implement a number of measures both at macro- and microlevel. At macrolevel, the bodies implementing the state policy and governing the above processes should: implement the policy of equality in the sphere of accessibility of additional education for all strata of the population, especially for the socially vulnerable groups: children of migrants, physically challenged children, children from low-income families, etc.; ensure advanced training for the teachers of additional education; implement measures aimed at variability of additional education forms (face and correspondence, distant), types of organizations (state, municipal, non-state), etc.

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