



Chapter IV. PROBLEMS OF EDUCATION AND UPBRINGING OF CHILDREN IN EDUCATIONAL INSTITUTIONS OF MOUNTAIN REGIONS

doi: 10.15330/msuc.2024.30.90-96

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УДК 373.3.016:371.382

ВИКОРИСТАННЯ ІНСТРУМЕНТІВ ДІЯЛЬНІСНОГО ПІДХОДУ У ПРОЦЕСІ РОБОТИ ГРУПИ ПODOВЖЕНОГО ДНЯ У ПОЧАТКОВІЙ ШКОЛІ

Анотація. У статті актуалізовано проблему використання інструментів діяльнісного підходу у процесі роботи групи подовженого дня (ГПД) в початковій школі. Діяльнісний підхід, як один із сучасних освітніх підходів, орієнтований на активну участь учнів у процесі здобуття знань, формування навичок та розвитку компетентностей. У розрізі порушеної проблеми основна увага зосереджується на застосуванні діяльнісного підходу, що сприяє інтеграції навчальної, виховної та розвивальної складових у роботі ГПД. Саме такий підхід дозволяє створювати усі необхідні умови для гармонійного розвитку особистості молодшого школяра.

Авторами проаналізовано сучасні інструменти діяльнісного підходу, які можуть бути ефективно впроваджені у роботу ГПД, зокрема інтерактивні методи навчання, проєктна діяльність, інтегровані заняття, креативні майстер-класи та ігрові технології. Наведено конкретні приклади застосування зазначених інструментів у різних видах діяльності, таких як організація самопідготовки, реалізація творчих завдань, проведення позакласних заходів. У статті визначено основні переваги використання діяльнісного підходу, серед яких: розвиток пізнавальної активності, формування критичного мислення, підвищення мотивації до навчання, а також розвиток соціальних та емоційних компетентностей учнів. Обґрунтовано необхідність адаптації методів роботи до індивідуальних потреб та можливостей учнів, а також роль учителя-координатора в організації діяльності ГПД. Запропоновані в статті практичні рекомендації та методичні підходи можуть бути використані педагогами для підвищення ефективності роботи групи подовженого дня у початковій школі.

Ключові слова: діяльнісний підхід, група подовженого дня, початкова школа, інтерактивні методи, проєктна діяльність, ігрові технології, розвиток компетентностей.

USING ACTIVITY-BASED APPROACH TOOLS IN THE WORK OF AFTER-SCHOOL CARE GROUPS IN PRIMARY SCHOOLS

Abstract. This article explores the application of activity-based approach tools in the work of extended day groups (EDG) in primary schools. The activity-based approach, a modern educational methodology, prioritizes students' active participation in acquiring knowledge, developing skills, and forming key competencies. The study highlights the integration of educational, developmental, and instructional components within EDG activities through the use of this approach, creating favorable conditions for the harmonious development of young learners.

The authors analyze contemporary tools of the activity-based approach that can be effectively incorporated into EDG practices, such as interactive teaching methods, project-based learning, integrated lessons, creative workshops, and game-



based technologies. The article provides specific examples of their application across various activities, including organizing independent study sessions, facilitating creative tasks, and conducting extracurricular events. Key advantages of the activity-based approach are outlined, including the promotion of cognitive engagement, the cultivation of critical thinking, increased learning motivation, and the development of students' social and emotional competencies. The article emphasizes the importance of tailoring teaching methods to the individual needs and abilities of students, as well as the pivotal role of the teacher-coordinator in organizing EDG activities. The practical recommendations and methodological approaches proposed in this study can be utilized by educators to enhance the efficiency and effectiveness of extended day group operations in primary schools.

Author's Abstract. The article addresses the pressing issue of enhancing the effectiveness of extended day groups (EDGs) in primary schools through the application of activity-based approaches. This approach is presented as a modern pedagogical framework that fosters active student engagement in the processes of learning, upbringing, and development, creating conditions for their harmonious growth.

The primary focus is placed on analyzing pedagogical tools that enable the efficient implementation of the activity-based approach in EDG settings. Among these tools are interactive teaching methods, project-based learning, integrated lessons, creative workshops, and the application of game-based technologies. Practical examples of these tools' implementation are provided within the context of organizing self-preparation sessions, leisure activities, and creative projects for students.

The authors argue that employing the activity-based approach contributes to the development of cognitive activity, critical thinking, enhanced learning motivation, and improved social and emotional competencies among primary school students. The article also highlights the importance of tailoring these tools to students' individual characteristics and emphasizes the teacher's pivotal role as a coordinator and motivator in implementing the activity-based approach.

The results of this study can be beneficial to primary school teachers, EDG educators, methodologists, and researchers involved in the development of modern pedagogical technologies. The recommendations provided are aimed at improving the educational process in primary schools and enhancing the quality of educational services offered in extended day groups.

Keywords: activity-based approach, extended day group, primary school, interactive teaching methods, project-based learning, game-based technologies, competency development.

INTRODUCTION

Formulation of the problem. The fast pace of modern life, the professional engagement of parents, and the increasing demands placed on children's development have led to a significant need for the effective organization of extended day groups (EDG) in primary schools. EDG has become an important component of the educational process, which not only ensures better student involvement in learning but also contributes to their holistic development, upbringing, and socialization. The relevance of this issue is driven by the need to create a comfortable environment that meets the age and individual needs of younger students. Extended day groups provide an opportunity to combine educational, developmental, and health-promoting activities, thus ensuring the implementation of key competencies in line with the requirements of the New Ukrainian School. Furthermore, the importance of quality organization of EDG is growing due to contemporary challenges such as inclusive education, digitalization, and the formation of students' skills for independent learning, creative activity, and the necessity of promoting a healthy lifestyle. Thus, the organization of EDG fosters the comprehensive development of the individual, reduces the burden on parents, and meets societal needs for raising successful, conscious, and responsible citizens.

As a result, extended day groups have become a popular and in-demand form of organizing after-school leisure for younger students, as evidenced by both practical research and demand from parents. The scientific works of numerous researchers (I. Bekh, T. Herliand, L. Dobrovolska, V. Dubrovskiy, and others) have identified the tasks of EDG, which include the organization of students' educational, developmental, and cognitive activities, providing assistance with homework, developing key competencies, and implementing individual educational programs for children with special needs. Additionally, the work schedule for EDG has been outlined, which includes walks, meals, homework completion, sports and health-promoting activities, as well as other forms of educational work (Bekh, 2008, Herliand, 2003, Dobrovolska & Chornovil, 2016).

The current educational paradigm in Ukraine, represented by the concept of the New Ukrainian School (NUS), is focused on the development of students' competencies through active participation in the learning process. The activity-based approach, which is the foundation of NUS, aims at fostering skills such as independence, creativity, critical thinking, and the practical application of knowledge. In this context, extended day groups (EDG) serve as an essential platform for implementing the activity-based approach, as they provide additional time for integrating educational, recreational, and creative activities.

AIM AND TASKS RESEARCH

The aim of this article is to identify and justify the pedagogical potential of using activity-based approach tools in the work of extended day groups (EDG) in primary schools, analyze their impact on the development of key competencies in younger students, and provide practical recommendations to enhance the effectiveness of the educational process within the framework of EDG.

RESEARCH METHODS

A combination of methods has been employed in this study to ensure a comprehensive analysis and justification of the effectiveness of using activity-based approach tools in the work of extended day groups (EDG) in primary schools. These methods include: analysis and synthesis of scientific literature on the issue of activity-based approaches, observation of the educational process in EDG, surveys of educators who provided data on the practical application of



activity-based methods in EDG and their impact on students' development, and a pedagogical experiment (initial stage) aimed at investigating the components of teachers' readiness to implement the activity-based approach in EDG.

RESEARCH RESULTS

The work of extended day groups contributes to the harmonious development of a child's personality in accordance with their age, intellectual characteristics, and interests. This format not only provides children with support in their studies but also fosters the development of positive social skills, encourages participation in creative and educational activities. By employing a creative approach, the extended day educator creates conditions for the child's comprehensive development, exploration of the surrounding world, and acquisition of constructive communication skills.

Effective organization of extended day groups requires careful planning. The educator's work plan encompasses various areas, including physical and health-oriented activities, cultural and educational events, environmental awareness, moral and patriotic education, local history, and creative activities. The thematic planning of events aims to ensure the students' harmonious development and integrates with the plans of class teachers and school-wide events.

A key condition for the successful functioning of extended day groups is collaboration among educators, parents, and children. Such an approach allows for consideration of each student's individual needs, promotes the development of their creative potential, fosters a positive attitude toward learning, and helps build harmonious relationships within the school environment. Thus, extended day groups play a pivotal role in the education and development of primary school students, contributing to the formation of their uniqueness and social adaptation.

Modern education, which is oriented toward a competency-based approach, requires educators to rethink traditional teaching methods. Implementing an activity-based approach in the work of extended day groups (EDGs) is essential for ensuring not only the intellectual development of students but also their socialization, emotional well-being, and personal growth. This is particularly significant in primary education, where the foundation for future learning and life competencies is established.

The activity-based approach is grounded in the idea that learning is most effective when students actively engage in activities, interact with their environment, and collaborate with peers. The core principles of this approach include active student participation in the learning process, autonomy in completing tasks, and the use of games, practical assignments, and projects as central components of activities. I.D. Bekh defines the activity-based approach as a key to shaping students' value orientations and moral development (Bekh, 2008). O. Hroshovenko and L. Prysiazniuk emphasize that this approach effectively integrates learning and character education, particularly in extracurricular activities (Hroshovenko & Prysiazniuk, 2024).

T. Herliand highlights the importance of using interactive games to foster independence and creative thinking in primary school students (Herliand, 2003). Researchers unanimously agree that knowledge and skills are best developed through students' practical engagement in activities. The key principles of the activity-based approach include organizing activities aimed at achieving concrete results, integrating theoretical and practical learning, reflecting on the outcomes of activities, and fostering group collaboration. Within the framework of extended day groups, these principles can be realized through game-based activities, project work, experimental tasks, and interactive sessions.

The competency-based orientation of modern education, particularly its focus on cultivating both key competencies (as defined by the Law of Ukraine on Complete General Secondary Education («Complete General Secondary Education, 2017) and essential life competencies in personal and social domains, as well as lifelong learning competencies (in accordance with LifeComp, the European Framework for Key Competences for Life (European Commission, 2020)), underscores the critical role of the activity-based approach in achieving educational outcomes. The complexity of pedagogical tools required for its implementation highlights the need for specialized training of primary school teachers and extended day group (EDG) educators, ensuring their readiness to address these aspects in their professional practice.

Based on the essence of the activity-based approach and the characteristics of organizing the educational process within its framework, we have developed a model for the content of such training. This structure includes professionally oriented knowledge, skills, creative activity experience, and emotional-volitional attitudes of educators regarding reality (in this context, toward implementing the activity-based approach in extended day groups and effectively utilizing its tools to achieve educational outcomes). In particular, the knowledge subsystem of educators includes knowledge of: understanding the essence of the activity-based approach in education and the historical preconditions for its formation and development; the goals and primary objectives of educational activities grounded in the principles of the activity-based approach in primary schools; the fundamental theoretical positions of the activity-based approach (patterns, principles, etc.); methods, techniques, and technologies as tools of the activity-based approach; the basic requirements for organizing activity-based teaching and learning; the educator's roles in an activity-oriented educational process; methods for assessing educational outcomes and criteria for their diagnosis.

The skill substructure consists of the ability to: define the goal, outline objectives, and plan educational activities considering the specifics of the activity-based approach; manage the educational process, built on an activity foundation, with a focus on the personal and social development of students, as well as the development of their lifelong learning skills; effectively use the tools of the activity-based approach, selecting them appropriately for specific educational situations; apply diagnostic methods that examine students' motivation, cognitive interests, interpersonal relationships, and the development of life skills (such as «soft skills»); adopt a creative approach to organizing student interaction in the educational process; and evaluate educational outcomes.

An essential component of educators' preparation to implement the tools of the activity-based approach in the context of extended day groups (EDGs) is the well-formed internal motivation for organizing activity-based teaching and learning, as well as value orientations prioritizing the personal and social development of children. This also involves the focus on



creating an educational environment conducive to the self-realization of each student, allowing them to express their abilities and potential. Additionally, it includes the psychological, mental, and personal qualities that will help teachers and EDG educators effectively implement the set educational goals. It is clear that the result of training primary school teachers and EDG educators in the application of the activity-based approach in the educational process should be their readiness to engage in this activity.

Readiness for activity, particularly in the context under investigation, is an internal force that shapes the educator's position. Structurally, it is a complex integrative entity encompassing the qualities, traits, knowledge, and skills of the individual. As one of the key components of professional readiness, it serves as a prerequisite for the educator's effective performance, the full realization of their potential, and the unveiling of their creative abilities.

Researchers view the structure of a teacher's readiness for innovative pedagogical activity (and, consequently, for implementing the activity-based approach in extended day groups) as a combination of motivational, cognitive, creative, and reflective components, which are interdependent and interconnected (Dychkivska, 2015).

The motivational component of readiness reflects the specialist's conscious attitude toward the activity-based approach in the educational process and its role in addressing current educational challenges. It serves as the core around which the fundamental qualities of a teacher as a professional are constructed. The type of motivation guiding a teacher in their professional activity determines the nature of their participation in innovative processes and their achievement of educational outcomes.

The cognitive component of readiness for this type of activity encompasses the teacher's or after-school program educator's body of knowledge regarding the essence and specifics of the activity-based approach, its main features, as well as a set of skills and competencies in applying effective tools of this approach within their professional framework. This component is the result of the teacher's cognitive endeavors.

The creative component manifests itself in the original resolution of pedagogical tasks, improvisation, and spontaneous decision-making. Its significance is driven by the creative nature of teaching, which necessitates unconventional approaches to organizing the educational process.

The reflective component is characterized by the teacher's ability to comprehend and analyze phenomena within their own consciousness and activities. This component is implemented through reflective processes such as self-understanding and understanding others, self-evaluation and evaluation of others, self-interpretation and interpretation of others.

To examine the attitudes of primary school teachers and extended day group educators toward implementing the activity-based approach in the primary school educational process, as well as their self-assessment of readiness for such activity, a study was conducted. The research involved 23 primary school educators from the city of Vinnytsia, including 11 educators in extended day groups and 12 who combined this role with their primary teaching responsibilities. To achieve the research objectives, methods such as surveys and questionnaires were employed.

The analysis of the data obtained from the survey revealed that the respondents expressed a clear need to utilize tools of the activity-based approach to achieve educational outcomes. They acknowledged the value of this approach in the context of implementing the New Ukrainian School Concept. This is reflected in the responses of the participants: 100% of the surveyed educators emphasized the necessity of integrating the ideas of activity-based teaching and learning into their professional practice. They justified their position by referencing regulatory documents such as the New Ukrainian School Concept and the State Standard of Primary Education (47.8%), their desire to make learning engaging and accessible for children (34.8%), the potential of the activity-based approach to develop key competencies and cross-cutting skills in learners (82.6%), and the alignment of this approach with the demands and needs of modern society (30.4%).

Nearly all respondents (95.7%) indicated their awareness of the activity-based approach. However, a significant portion (34.8%) acknowledged the need for support in applying the tools of this approach in the educational process.

In response to the question, «*What do you believe makes the activity-based approach valuable for students?*», the respondents demonstrated a comprehensive understanding of its pedagogical significance. Specifically, their answers included statements such as: «*It provides a departure from traditional, conventional teaching methods. Children become active seekers of knowledge and practical experience*» (Liliya S.), «*Students communicate with each other, work in pairs and groups*» (Inna H.), «*This approach transforms children into researchers and explorers. They independently find information and create exciting projects*» (Viktoriya K.), and «*Students engage in various types of activities, acquiring knowledge and skills through action*» (Viktoriya Sh.), among others. Almost no responses failed to highlight the value of the activity-based approach for schoolchildren.

The answers to the subsequent, fourth question helped identify challenges (or barriers, as defined by I. Dychkivska) associated with the implementation of the activity-based approach. The nature of these difficulties allowed for their classification into specific categories: *methodological barriers* – lack of methodological resources, absence or insufficiency of qualified methodological support, limited awareness, and insufficient experience. These challenges were identified by 34.8% of respondents; *organizational and methodological barriers* – predominance of conservatism, inertia in the work of both school administrations and teachers, and limited understanding of the essence and nuances of implementing the activity-based approach. These barriers were noted by 26.1% of respondents; *material and technical barriers* – excessive workload on teachers, insufficient funding, and inadequate material resources. Such challenges were mentioned by 65.2% of the participants.

The analysis of teachers' responses to the next question revealed that most of the respondents reflect on how their future colleagues perceive their pedagogical activities. Specifically, 69.6% of the participants indicated that they care about their colleagues' opinions regarding the implementation of the activity-based approach, as this will influence the creation of a favorable microclimate within the teaching staff.



An important factor in a teacher's professional activity is the awareness of the significance of the approach they implement in the educational process. It is crucial that the introduction of innovation is not the goal of a teacher's pedagogical activity, but rather a means to achieve higher objectives, such as the development of the student's personality. Thus, the respondents identified the following reasons for structuring the educational process in extended-day groups based on the activity-based approach: fostering cognitive activity and students' independence, enhancing the results of their own professional activity, finding effective teaching methods, developing the student's personality, and fostering social competence, among others. A commonly stated response to this question was: «*I will be satisfied when my students are satisfied.*» In this way, the teachers and extended-day group educators showed a focus on the child's personality, making it the priority of their professional activities.

Therefore, the survey results confirmed the appeal of the activity-based approach for educators. Almost all respondents understand its pedagogical relevance and value for learners. The overwhelming majority of them are positively inclined toward its implementation in their own professional practice, linking it to the personal and intellectual development of students. This position of the educators indicates a well-developed motivational readiness among the respondents for the introduction of the activity-based approach into the extended-day group's educational process.

To conduct a self-analysis of their readiness to implement the activity-based approach in the context of extended-day groups, we used the diagnostic chart for assessing and self-assessing a teacher's readiness for innovative activity, proposed by I. Dychkivska, which was adapted for our study. The evaluation was carried out on a five-point scale.

Based on the structure of readiness, the respondents were asked to perform self-analysis in the following areas: motivational orientation, creativity of the teacher, and assessment of professional abilities related to performing professional duties. Since, according to many scholars, personal qualities of the teacher play a significant role in pedagogical activity, we also included the individual characteristics of the teacher or extended-day group educator in the list of suggested blocks for analysis.

In analyzing the responses from the first block – *motivational orientation of the individual*, the following results were obtained:

The highest scores (5 points) were given to the following personal orientations: curiosity and professional interest – 39.1%; the aspiration to achieve high results in professional activity – 34.8%; the personal significance of pedagogical activity – 34.8%; the desire for professional self-improvement and career growth – 21.7%.

The lowest scores were assigned to: the aspiration for leadership – 17.4%; the desire to receive high evaluations of one's work from colleagues, instructors, and administrators – 8.7%.

Thus, the teachers demonstrated a high level of motivational orientation toward the implementation of the activity-based approach in the primary school educational process, particularly in the context of extended-day groups (average score – 4.4).

Analyzing the second block of the diagnostic chart – *teacher's creativity*, we obtained the following results. The highest scores (5 points) were assigned to the following traits: intellectual ease in dealing with ideas – 21.7%; the ability for self-analysis and reflection – 21.7%; the ability to reject stereotypes in pedagogical activity and overcome the inertia of pedagogical thinking – 17.3%; independence of judgment (lack of fear to express one's opinion) – 13%; critical thinking – 13%; sensitivity to problems in pedagogical activity – 8.7%. The lowest score (1 point) was given to the trait of risk-taking – 8.7%.

Thus, analyzing the self-assessment indicators of teachers' creativity, we can conclude that the respondents demonstrate a relatively high degree of creativity in their professional activities.

The analysis of the results from the third block of the diagnostic chart – *assessment of professional abilities to carry out professional duties* – revealed the following.

The highest ratings from the teachers were given to the following professional abilities: the ability to plan (goal-setting and development of a program for achieving set goals) and to organize the educational process based on the activity-based approach with the use of its tools – 43.5%; the ability to accumulate and apply the practical experience of other teachers in implementing the activity-based approach – 34.8%; the ability to change roles in the educational process, perform the functions of a facilitator or tutor – 26.1%; the ability to make corrections and restructure activities – 4.4%.

Therefore, the results from this block indicate a well-established high level of professional abilities among the respondents (average score – 4.3), which significantly influences the effectiveness of the educational process when applying the activity-based approach.

Analyzing the data from the fourth block – *individual characteristics of the teacher or GPD educator's personality*, we observe that the responses from the participants predominantly highlight (rated highly) the personal qualities of the educator that, in their opinion, influence the effectiveness of implementing the activity-based approach. These qualities include: self-organization (67%); flexibility of pedagogical thinking (58%); the teacher's conviction in the social significance of this approach (45%); honesty, truthfulness (39.1%); responsibility (38%); decisiveness, self-confidence (27%).

After analyzing the diagnostic charts for assessing and self-assessing the readiness of primary school teachers and GPD educators to implement the ideas of the activity-based approach in educational practice, we can conclude that the respondents slightly overestimate their level of readiness. A comparison of the survey results with those from the previous questionnaire reveals some inconsistency: a significant portion of the respondents (34.8%) pointed out difficulties in applying the tools of the activity-based approach in the educational process, yet in the diagnostic chart, respondents rated their ability to plan and organize the educational process based on the activity-based approach with the use of its tools mostly positively.



Overall, the results of the experimental research confirm the relevance of finding effective ways to enhance teachers' professional training and to implement practical tools that align with the specifics of the activity-based approach. This approach requires an active position from the teacher, readiness for creativity, and the use of integrated forms of learning aimed at developing key competencies in younger students. In the context of GPD work, the activity-based approach involves organizing the educational process based on interactivity, practicality, and the ability to ensure the emotionally positive engagement of children. Based on the identified problems and features of teachers' work, we can highlight the key tools of the activity-based approach that should be incorporated into the practical activities of educators.

One of the key components of the activity-based approach is interactivity, which determines the nature of the interaction between participants in the educational process. The implementation of interactive learning in GPD (after-school groups) involves active collaboration, exchange of ideas, thoughts, and experiences between the teacher and students, as well as among the students themselves. In the activity-based approach, interactivity serves as a tool that encourages students to actively participate in the learning process, forms practical competencies, and contributes to a deeper understanding of knowledge. In such conditions, learning ceases to be passive, and students become equal participants in the educational process. Lessons are organized in such a way that children work in pairs, groups, or teams, developing skills in collaboration, communication, and conflict resolution. The teacher takes on the role of facilitator, organizer of the process, and source of inspiration, rather than being the source of ready-made knowledge. They create conditions for students to discover new knowledge through independent or collective activities. Interactivity promotes the practical application of knowledge and skills. Through games, training sessions, experiments, and discussions, students learn to apply the information they have gained to real-life situations. Among the main methods that ensure interactivity are games, quests, comics, the creation of mind maps, and others. Interactive methods allow students to develop teamwork skills, communication abilities, and the ability to find compromises and express their opinions. Interactivity makes learning interesting, transforming its format from routine to creative, which is especially important for primary school education.

One of the effective tools of the activity-based approach that contributes to the deep involvement of students in the educational process is project-based learning. In after-school groups (GPD), project work allows the organization of learning through practical, research, and creative tasks, ensuring the development of key competencies and creating conditions for the self-realization of each child. Projects in GPD can encompass several educational fields simultaneously, such as natural sciences, technology, language and literature, and arts. This approach fosters a holistic understanding of the world around them. Each project in GPD aims at creating a tangible product (a craft, presentation, or creative work), allowing students to see the concrete results of their activities, learn cooperation, role distribution, and responsibility.

The use of games in extended day groups (EDG) as a key method of activity-based learning ensures the active involvement of children in the educational process, promotes the development of practical competencies, creativity, critical thinking, and social skills. In games, various types of activities are organically combined, allowing for the integration of knowledge from different subjects and the formation of a comprehensive understanding of the world by younger students. Game-based activities in EDG can be organized in various forms: role-playing, physical, intellectual, didactic, board games, digital games, and so on. Through games, children better acquire independence, the ability to cooperate, reinforce learning material, and master necessary practical skills.

Experiments and practical tasks organized by teachers in extended day groups (EDG) provide opportunities to organize learning through practical activities, which is a key principle of the New Ukrainian School. By experimenting and exploring, children are able to gain «live knowledge» through practical interaction with materials, natural phenomena, or objects, which contributes to the development of critical thinking, research skills, and the formation of a research culture. The teacher's role is to ensure the experimental process, creating all the necessary conditions to make it interesting and interactive. Within the EDG program, children can conduct various experiments and experiments. Some engaging and exciting experiments include «*Magic Milk*,» «*Pumpkin Wonder*,» «*Potato*,» «*Volcano*,» and others. Experiments and practical tasks are indispensable tools of the activity-based approach in EDG. They provide interactivity, practical orientation, and developmental effects, enabling students not only to acquire knowledge but also to form key competencies. This approach allows for the creation of an effective pedagogical system within EDG. The tools described above will not only address existing challenges but also enhance the quality of the educational process, contributing to the development of students' competencies and the professional growth of educators.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The extended-day group (EDG) is an important component of the primary school educational process, contributing to the child's holistic development and providing relief to parents. The activity-based approach in the work of EDG is one of the modern and effective methods of organizing educational interaction. The use of such tools enables the development of key competencies, self-regulation and collaboration skills, as well as the enhancement of students' independence and creativity. The application of activity-based approach tools in the work of the EDG in primary school contributes to the formation of students' key competencies, such as cognitive activity, critical thinking, creativity, social interaction, and autonomy. The most effective tools of the activity-based approach include interactive teaching methods, project-based activities, integrated lessons, creative workshops, and game technologies, which ensure active student participation in the learning process. The implementation of the activity-based approach requires adapting pedagogical methods to the individual needs of students, which creates favorable conditions for their development and ensures a harmonious combination of educational, developmental, and recreational components. The role of the EDG teacher is crucial in the realization of the activity-based approach. The effectiveness of the educational process depends on their professional competencies, ability to motivate students, and organize various types of activities. The results of the study confirmed that



the activity-based approach has a positive impact on students' motivation to learn, the development of personal qualities, and the formation of their ability to independently acquire knowledge.

The prospects for further research lie in the in-depth study of the impact of activity-based approach tools on the development of emotional intelligence in primary school students, as well as the development of methodological recommendations for the use of this approach in inclusive education within EDG. These directions will improve the practical aspects of implementing the activity-based approach, expand its possibilities in the context of modern educational challenges, and enhance the quality of educational services in EDG.

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Received

11.03.2024

Accepted

09.04.2024