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TÍTULO: El instructor de campamento de la nueva generación: sistema y tecnologías de la formación.

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RESUMEN: En el artículo se expone la experiencia de la formación psicológica y pedagógica de estudiantes de una institución de educación superior pedagógica para el trabajo en calidad de instructores de campamentos o asociaciones infantiles. Para la formación eficaz y de alta calidad de dichas competencias en los estudiantes, se ofrece un sistema de capacitación que asegura una formación íntegra de la personalidad del instructor, el desarrollo de su concepción del mundo, que estimula su autodeterminación en la vida y la profesión. Se caracterizan las formas de la certificación de instructores, los principios de la organización de la práctica pedagógica y las reuniones metodológicas y de instrucción, tecnologías del apoyo pedagógico de un estudiante – instructor.

PALABRAS CLAVES: instructor, asociación infantil, colectivo de niños temporal, competencia profesional del instructor, grupo pedagógico.

TITLE: The new generation counselor: system and training technology.

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ABSTRACT: The article presents the experience of psychological and pedagogical training of students of a pedagogical higher education institution to work as a camp counselor or children's association. For the high-quality and effective formation of these competencies among students, a training system is proposed that ensures the holistic development of the personality of the counselor, the development of his worldview, and stimulates life and professional self-determination forms of counselors certification, the principles of the organization of student teaching and instructive-methodological collecting, technologies of pedagogical support of the student leader are characterized.

KEY WORDS: counselor, children's association, temporary children's team, professional competence of the counselor, pedagogical group.

INTRODUCTION.

The happening changes in the social and economic structure of society, the upgrading of modern education, the creation of new educational centers and camps of various types and forms, the development of youth associations and the creation of the All-Russian public-state children and youth organization “Russian Schoolchildren Movement”, demand change of approaches to personal and vocational training of counselors’ staff.

The activity of the modern counselor as a subject of the updated education system is connected not only with the organization of rest and leisure of children, but also with the design of the individual space for additional education and creative self-realization of each child (Timonina, 2017, Kizhaeva & Kutnyak, 2017).

In recent years, the profession of counselor has acquired a completely new meaning and new activities: the counselor for the summer camp, the counselor at school, the counselor of the school camp, the school counselor. The modern counselor is associated with the professional, the expert who combines knowledge and skills, combined with components of psychological and pedagogical competence (Lvova & Lyubchenko, 2017).

In connection with the increased requirements for possession of competencies of leadership, communicative, organizational, design activities imposed by employers, it is necessary to change the approach to training the expert to work in temporary children's team based on the recreation camp and to accompany the activities of youth organizations and associations. The Mordovian state pedagogical institute is engaged more than 30 years in preparation of counselors' staff. High-quality psychological and pedagogical training, taking into account the main competencies of the counselor, demands a certain model and system for its preparation.

The practical experience accumulated over the years has allowed us to build the system for training counselors to work with children and youth teams in various institutions and organizations: in the educational process by including courses on the development of professional competencies of the counselor in primary and additional educational programs, in extracurricular activities through the activities of pedagogical groups. The practice-oriented component of this system is embedded in the realization of the goals:

- Formation of the image of the “successful counselor”, ready to independently project and realize various formats of the educational, cultural, creative and socially useful developing children's activities.

- Creation of counselors’ teams – the pedagogical groups capable to motivate children, to involve in joint activity, to unite the children's group and to direct its activities to socially and personally significant purposes.

The content of the training is based on the theoretical principles of pedagogics, psychology, anatomy, epy theory and methodology of collective and creative education, the experience of the International center “Artek”, the All-Russian Children's Center “Orlyonok”, the All-Russian Educational Center “Sirius”, the children's and youth organization Russian School Movement, and on the analysis of the practical experience of the pedagogical movement in the institute.

The basic provisions of the simulation of the teacher training system are defined by the generalized labor functions in the field of education of the Professional Standard “The Expert in the field of Education”: “Pedagogical support of the activities of children's public associations”, “Providing students with educational support in creating public associations”, “Development of self-government students on the basis of social partnership”. Based on this, the counselor has to be trained to perform the labor functions and activities that constitute it, as specified in the Professional Standard (2017).

DEVELOPMENT.

Discussion.

The experimental technology developed for the training of camp counselors includes several stages: monitoring and preparatory, procedural and technological, practical, final-reflexive.

At the first stage, the need for school camps, the children's centers, country children's recreation camps and health centers of the republic is monitored in the counselors' staff. In addition, the submitted applications for the preparation and provision of guides for children's recreation camps in other regions of Russia are analyzed. Proceeding from requirements, the roadmap is formed for the formation of pedagogical groups. The pedagogical group represents the "educational system with integrity and hierarchical relations between its components, directed to achievement the goal of social and pedagogical support for children's activities, promoting the development of children's social movement" (Nikitina et al., 2018).

Students are selected for pedagogical groups through social networks, the Association of Pedagogical Units of the Mordovian State Pedagogical Institute, institute media and specially organized actions "Record me to the pedagogical team!", "Leader is great!", etc. Pedagogical units are formed from student interns and other students with practical experience as counselors. The creation of pedagogical group becomes the result of the student initiative, when the opportunity for students to improve their professional competencies is coupled with the desire to build a successful professional career, to find a worthy job in the future.

In the course of participation in activity of pedagogical group future counselors are involved in pedagogical situations which effectively develop their leadership skills, allow involving children and teenagers in various activity, to create conditions for socialization of children and teenagers (Nikitina et al., 2018). The pedagogical group is created on the principles of voluntariness and an initiative starting processes of self-organization in this educational system. Such approach allows using pedagogical group for the solution of problems of pedagogical escort of children's collective and at the same time as the environment for the professional self-development of students and professional interaction providing formation of professional competences.

In the course of formation of pedagogical group formation of positive motivation of students on implementation of educational work with children in space of the children's camp continues, the technology of preparation of pedagogical group is defined. The training of counselors is carried out by the research and teaching staff of the Institute together with the administration of the children's recreation camp, taking into account the stated educational program or thematic session. The lecturers of the institute diagnose and monitor the effectiveness of the training of the group, providing scientifically based information for the development and correction of identified deviations from a given program. The developed by pedagogical group, the plan grid of camp sessions, methodical materials, game programs, forms and algorithms of carrying out group affairs are considered and approved on occupations of the Counselors' School skill.

There are 11 pedagogical groups united in the Association of Pedagogical Organizations of the Mordovian State Pedagogical Institute as the independent republican youth public organization at the institute now. Each faculty has its own pedagogical group and the base of the children's recreation camp set to it. At the same time, the work of all pedagogical groups is carried out all the year round – charity events and educational activities in educational organizations, orphanages and health centers of the republic, work with children in the community, assist the elderly and disabled, and many other types of social activities.

The work forms used by pedagogical groups are very various: self-management and co-management, master classes, trainings, quests, project activities, methods of technology, intellectual games, creative quests and others. Self-organization of activity of pedagogical groups helps the student to go through all stages of work on them: planning, collecting material, its processing, project development, coordination, implementation, evaluation. Thus, students actually achieve the goal in a specific type of activity and design a program of their own development, while expanding the space of social interaction. Thanks to it, there is a trial and development of social and

professional roles, expanding the circle of contacts, increasing social activity, organization, creativity and interpersonal skills (Afanasyev & Makarenko, 2007).

Simultaneously with the formation of pedagogical groups, the process of signing of the contracts on network interaction between institute and the educational organizations, centers, children's recreation camps is carried out. The need for the counselors with activity, initiative, and orientation on pedagogical activity and owning modern methods of improvement, leisure activities is fixed in the requirements for the content of training counselors and keeps into the format of the training program, the implementation of which is carried out at the next stage.

The main task of the procedural and technological stage is theoretical and practical training, professional development and professional retraining of pedagogical staff for work in the sphere of children's leisure and improvement and the organizations for children and youth organizations. The emphasis is placed on formation of professional and pedagogical and communicative skills, abilities to work in team and with team, development of leadership potential, acquisition of experience of creative activity. For this purpose, students undergo special training in the course of development of the basic educational programs and in the system of additional education as future group counselors, the senior counselors, teacher's organizers, organizers, educators, trainers, animators, tutors, organizers of physical culture.

Theoretical and practical training of students for work of the counselor in the educational organizations, the organizations of children rest and their improvements is carried out. First of all, in the course of studying of the Bases of Leaders Activity module which is included in the main professional educational programs of the higher education for UGSN 44.00.00 Education and pedagogical sciences. The formation of practical competences is carried out in the course of students passing summer teaching practice and work experience.

The training of counselors is also carried out during the implementation of additional educational programs, programs of professional development and professional retraining, which are developed taking into account the specifics of children's recreation camps and educational organizations.

Now about ten additional general education programs taking into account specifics of the prepared staff are implemented by the faculty of additional professional education. The most universal for the students studying in the direction of preparation Pedagogical education are such programs as: “The counselor of summer holidays for children and teenagers”, “The counselor of children's recreation camp”, “The school of counselor's skill”.

In addition, there are programs directed to the formation of special competencies necessary for the activities, for example, counselors of the linguistic camp. In this case, the students of the faculty of foreign languages who are practicing and working in linguistic schools need knowledge and skills that are taught as part of the study of the additional program “The organization of the activity of the counselor in the children's linguistic camp”; the students from the faculty of psychology and defectology improve their competencies in the programs “Psychological training of the organizer of summer recreation for children”, “Psychological and pedagogical aspects of the activity of the counselor of the children's recreation camp”; the students from the faculty of history and law profoundly study “The legal foundations of the organization of children's summer recreation”.

Traditionally, the students of the Faculty of Physical Education provide children's centers and recreation camps with instructors in physical culture and sports, sailors and rescuers. The special additional programs promoting more profound theoretical and practical assimilation of this activity such as “Technology of the organization physical culture in the children's camp”, “Technique of work of the physical culture instructor” is developed for their preparation.

For students of non-pedagogical profile of training, as well as undergraduates, graduate students, young teachers, teachers, organizers of educational organizations developed and successfully implemented a program of professional retraining “Management in the sphere of children's rest and improvement”.

The professional competences created during the main educational process and additional education is fixed in the conditions of “full immersion” at the field of instructive and methodological meetings. More than 400 students annually, before being sent to children's camps, have practices in the instructional camp based on the territory of our institution. Carrying out instructional and methodological meetings recorded in the curriculum and dictated by the need to update and systematize knowledge in the sphere of psychology, pedagogy, anatomy, and health safety in order to prepare for teaching practice. Instructive meetings can rightly be called “the quasi-professional activities of future teachers – training according to external formal features, but at the same time professional in general organization, content, methods and forms, position and results formed” (Tikhonenkov, 2015, p. 275).

Immersion in the most approximate conditions of the children's camp, technology of intensive activity, modeling group forms of work, changing social roles “child-counselor” make it possible to consolidate the competences obtained in the training process, practically work out the forms, methods and technologies of the counselor’s activities, increase the motivation to master the necessary for work the counselor with skills and abilities helps to transform existing knowledge to the upcoming activities. In addition, technologies of intensive creativity develop creativity, communication, organizational and leadership skills, give everyone the opportunity to try their hand at real things.

In recent years, the recreation and leisure conditions have changed significantly in children's recreation camps and centers – more and more time and attention has been paid to educational activities. The majority of children's camps and centers do a reference point on thematic changes and additional educational programs. The development and socialization of children, becoming targets in education, define the need for training counselors to work with children not only in leisure programs, but also in educational programs.

To ensure the conditions of preparation for the implementation of educational programs in the children's camp, the institute has created the new structure – the basic department of educational systems and technologies based on the international center “Artek”, which is urged to integrate the requirements of the educational environment of the children’s center and the requirements for educational results in higher education programs.

The specialized department as the organizational and pedagogical environment for training counselors integrates the theoretical training implemented by the forces of the scientific and pedagogical staff of the institute, and practical activities organized by the forces of pedagogical staff of the international center “Artek”. The opening of the specialized department allowed the institute to consider itself as a partner higher education institution of the International children's center “Artek” and for the students not only to develop practical skills and abilities of educational and counseling activities in real conditions of the international center “Artek”, but also to be trained according to the master program “Theories and Technologies of Educational Activity of the Pedagogical Worker”.

As permanent counselors in “Artek” work graduates of the Institute, studying in the master's program by means of online training. In addition to it, the staff of “Artek” also study at the master's program. The practice shows that within interaction of the institute and the International center “Artek” “a single educational space is created that contributes to the effective development of the

professionalism of future teachers, in terms of practice-oriented learning” (Kaitov et al., 2017, p. 47).

The necessary condition in the system of professional training of the counselor is the pedagogical practice in children's health camps, educational centers, and youth organizations. Therefore, it is given a separate stage for it. The pedagogical practice promotes identification with a future profession, since it is, first of all, “the process of mastering different types of professional activity, in which the conditions for self-knowledge, self-recognition and self-determination of a student in various professional roles are intentionally created and the need for self-improvement and self-realization is formed” (Bauer, 2011, p. 41).

The temporary children's team, formed in camp conditions, is distinguished by high intensity of interpersonal relations development, which arises due to the specific circumstances of the organization of joint activity of adults and children. This feature makes pedagogical activity in temporary associations of children more difficult, but at the same time more useful for student assistants – counselors study the full logic of the development of children's associations and by the end of the session see the real results of their work. In addition, counselors throughout the session work on the creation of activity group plans and the camp develop entertaining and other programs, take part in different educational projects and it determines their high degree of preparation for future professional activities.

The students of all faculties of the institute have their summer pedagogical practice in the organizations of the sphere of rest and improvement or school children's camps. It is held for 3-4 weeks on the 2 or 3 courses in the summer period, it has a great teaching potential and is the first significant form of practical training of students for professional pedagogical activity. The distribution of students in children's camps for practical training is carried out on the basis of the signed contracts between higher education institution and the camp.

Practically, all students leave for summer practice as part of pedagogical groups that allows teachers – heads of practice to provide them with advisory and methodological assistance, supervise activities and monitor the results of their work. In exceptional cases, students undergo summer practice to individual applications. Annually more than 1,000 students of the institute work as counselors, educators, psychologists, animators, music leaders, circle leaders, organizers of sports and recreational work, rescue sailors in children's centers, recreation camps in the Republic of Mordovia, Volga Federal District, Moscow Region, Krasnodar Region, the Republic of Crimea , as well as the “Artek”, “Orlyonok”, “Smena”, “Sirius” and etc.

As the analysis shows, the effectiveness of the summer teaching practice is quite high. Most of students note that summer pedagogical practice is the most interesting, emotionally attractive and useful type of practice in the sphere of educational work with children. Nearly half of the student interns are left to work as counselors more than the time allowed to complete the practice, and the third of them, on their own initiative for the next year, again show a desire to work as counselors.

The survey of student-counselors (650 people), conducted after the summer teaching practice allowed to allocate a number of professional and personal motives for its importance. The most common among them are:

- I realized that I had correctly decided on the choice of profession and higher education institution.
- I got a great experience for future work.
- I saw the real results of my work and believed in myself.
- I checked my abilities and opportunities.
- I realized the responsibility and difficulty of work with children and teenagers.
- I understood how much I still do not know and how much I should to learn.
- I managed to understand – how, it turns out, it is interesting to work with children and love them.
- I understood that the counselor and teacher is my cup of tea!

The creation and development of the All-Russian public and state children's and youth organization “Russian School Movement” required the preparation of the new type of leader – the academic adviser of the “Russian School Movement”, who except from mastering general competencies it is necessary to master the specific competencies connected to the knowledge of the activities of the Russian school movement, to acquire practical skills schoolchildren in youth organizations.

Methodology.

The activity of the counselor is carried out in accordance with the tasks set for him by the educational organization or the organization of the sphere of rest and rehabilitation, which implements its own program and priorities in working with children, therefore the requirements for the counselor have differences. At the same time, uniform pedagogical requirements should be presented to the methods and technologies of training of the counselor.

In this connection, the key competencies were formulated on the basis of the integration of the requirements of the professional standard “The Expert in the field of Education” and the competences presented in the Federal State Educational Standard of Higher Education: regulatory, social and pedagogical, diagnostic and prognostic, information and media, projective and analytical, communicative, organizational.

Each competence is represented by a set of theoretical knowledge, practical skills, technological methods and techniques that the student must master in the process of preparing for the activity of a counselor. For the most high-quality and effective formation of these competencies among students, the proposed system is systematized into components that ensure the holistic development of the personality of the counselor, the development of his worldview, stimulate life and professional self-determination and are aimed at:

- Theoretical training. Mastering knowledge in the sphere of the regulatory framework of the activities of the counselor; age characteristics of children and teenagers; behaviors of various social groups and methods of working with them; individually - psychological characteristics of the personality, group, temporary children's team, etc. For theoretical training in the basic professional educational programs of higher education according to UGSN 44.00.00 Education and pedagogical sciences included the module “Principles of Leadership Activities”.
- Technological training. Mastering the diagnostic methods of studying the personality of a child and children’s association or organization; the ability to identify the problem, to set the goal and define the objectives of their activities; mastering the methods of formation and consolidation of the children's team; the ability to organize collective creative activity, various forms of individual and group work; the ability to organize in the detachment a system of children's co-management and self-government.
- Practical development of the received competencies. Passing professional-oriented practical training on instructional and methodical meetings; practice in children's recreation camps and centers; practice in the educational organizations that implement the activities of Russian School Movement.
- Professional development and improvement. Training in additional educational programs, advanced training programs, professional retraining programs.
- A reflexive assessment of readiness for professional activity. Mastering the reflection of one’s own activities; assessment and self-assessment of the quality of the received results; the ability to plan and structure actions for different periods of time; mastering the methodology of designing educational activities; the ability to analyze the behavior of children in the group; the ability to analyze the educational process.

The training of the counselor is directed to creation conditions for the development of professional competence, which is expressed in “the willingness to independently perform the functions assigned to him, to build and transform professional and pedagogical activities that are adequate to the situation and his abilities” (Nikulnikov, 2012, p. 64). The ultimate goal of the counselor training is the formation of his professional competence, taking into account the functional activities of the design and implementation of work with the children's team in children and youth organizations and associations.

Results.

Mordovian State Pedagogical Institute named after M. E. Evseviev took part in the implementation of the All-Russian project “Russian School Movement”, having acted as one of the developers and the pilot platform for training teachers for the Russian movement of schoolchildren (2015). Features of the organization, activities, forms and methods of work with students, the formation of the organizational culture of the primary branch of the Russian movement of schoolchildren (2015) – these are just some of the disciplines that are studied in preparation for this type of activity.

The institute closely cooperates with the regional branch of the “Russian School Movement” – the joint activities are held aimed at popularizing the school activities in the region, introducing ideas and main directions of the school activities to educational organizations, organizing teachers for educational institutions of the Republic of Mordovia.

On the basis of Mordovian State Pedagogical Institute named after M. E. Evseviev the regional headquarters has been created. On the basis of the institute, the Republican Advisory and Methodical Headquarters of the Russian Schoolchildren Movement was created, the main function of which is to provide scientific, methodological and advisory assistance to students during practical training and employment in educational organizations as teachers and organizers of the “Russian School Movement”; organizing and carrying out, jointly with the regional office of the “Russian

School Movement” of the Republic of Mordovia, events on the areas of activity of the “Russian School Movement”.

The special place in the training system of the counselor for the “Russian School Movement” is occupied by the pedagogical design practice on the basis of educational organizations and institutions of supplementary education, working with children – members of the Russian school movement. Here the counselor acts as the “Russian School Movement” academic advisor who “motivates and accompanies the participation of children in affairs organized within the framework of the children's movement, orients them in opportunities to participate in profile groups, groups, circles and sections, helps build an individual trajectory of personal development using the resources of the children's movement”.

The main task – to create idea of the “Russian School Movement” main activities at leaders’ curators, to fulfill methodological and technological skills of the organization of design activity of children – participants of “Russian School Movement”. In the course of practice, students develop and defend the project connected with activity of the organization for children and young people. Working off of practical skills of the counselor – the curator of “Russian School Movement” is carried out or with a separation from training, or is distributed on time for a semester on 4–5 courses.

The final stage of the system of training counselors for work in children's organizations and associations and the cumulative result of its effectiveness is the final reflexive. The main objective of this stage is aimed at identifying the level of professional readiness to work with the children's team. Readiness monitoring takes place in various forms and is determined by the results:

- The final documents on pedagogical practice.
- The testing.
- The meeting of pedagogical groups.

- The competition of counselor' skill, etc.

After finishing the pedagogical practice, students hand over their materials for review to their group leaders, as well as feedback from the place of practical training. In addition, they present video materials of group cases and the presentation of the most successful realized project. As a result, the bank of projects and teaching materials “The Counselors’ Workshop” is formed. Summing up, the pedagogical practice is held as the large general, festive event. The leaders and the staff of children's health camps are invited to obtain a more objective assessment of the activities of counselors by employers. Each pedagogical team presents a brief, creative, public report on their work, organizes a photo exhibition, and exchanges experience. Counselors who worked in children's camps of the republic also invite their children to the feast.

Testing involves the verification of theoretical knowledge fixed in the course of practical work, the analysis and modeling of pedagogical situations.

Carrying out more large-scale Event-projects – the Meeting of Pedagogical Groups, the festival of group’s song, the republican forum “Ability”, the competition “Counselor’s Beauty”, etc., allows defining the degree of mastering by the counselor of various types of pedagogical activity for working with the children's team at a productive level.

Each type of activity stated in monitoring is estimated by a certain number of points. As a result of the final diagnostics, which reveals both professional and personal readiness of students to work as the counselor, the pedagogical team as a whole and each student separately recruit the total amount.

Depending on the number of points scored, the level of readiness is defined: high, medium and low.

Students with the high level make further a personnel resource of the senior counselors, teachers, organizers, commanders and commissars of pedagogical groups, join the membership of the Association of Mordovian state pedagogical institute student groups are involved as organizers and leaders of various events. Three pedagogical groups that scored the most monitoring points as a

result are encouraged during the winter holidays with the excursion voucher or a trip to the youth center (Sochi, Dombai, St. Petersburg, etc.).

CONCLUSIONS.

The offered system of training of counselors for work in the children's organizations and associations is directed to realization of the principle of the reflection of professional activity: students, preparing and working as counselors, accumulate professional experience which at first is reflexed, exposed to the analysis, and then it is interpreted in terms of scientific knowledge that promotes in general professional formation of future teacher.

The peculiarities of the continuous and stage-by-stage training of the modern counselor are determined by the set of organizational and pedagogical conditions. The successful work of counselors, prepared under this system, in children's health camps and centers proved its effectiveness and the possibility of further use in the process of comprehensive training of teachers for the sphere of rest and health of children, as well as for working with youth organizations.

Further improvement of the technology of training counselors will contribute to a more effective organization of improving and educational rest for children and teenagers, the personal focused approach to each child and the organization of a sociocultural and educational space for personal development.

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