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Strategic Tasks of Contemporary Education: Formal, Nonformal, Informal

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Abstract: The importance of the topic of this article is due to the fact that during the reform of the educational process innovations are needed in the self-training of teachers, so it is important to explore the strategic objectives of contemporary education: formal, nonformal, informal. The purpose of the article is to study and justify the importance of teacher activity in the pedagogical process, highlighting the strategic objectives of formal, nonformal, informal education for self-improvement in the postmodern society. The article gives a theoretical justification for the concepts of formal, nonformal and informal education, considers the innovative perspectives of these concepts in the research of foreign scientists; determined effective conditions for the implementation of nonformal education through the integration platform tools; the specifics of integration of formal, nonformal and integrated education are presented. Nowadays, the change of these forms of education is associated not only with the independent development of each of them, but also with the tendency to combine their prospects. Moreover, it has become clear that formal education, although systemic but inertial, is not able to efficiently respond to students' demands. As a result, it cannot provide the real continuity necessary for the personal and professional development of a contemporary individual, doomed to a lifelong learning in the conditions of high dynamic changes in the world around.

Keywords: *Modernization of education; lifelong learning; improvement of the quality and effectiveness of the educational process; advanced training; integration platforms.*

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Introduction

Recent researches on continuing education often focus not only on the temporal aspect of continuing education, sustainability of the learning process, but also on the variety of its forms, which include formal, nonformal and informative education. The practice of using these forms is also developing. This is due to the growing demand among students for targeted and even centered by them forms of education, and the development of the educational component in the activities of various organizations, associations, etc., including those who have not previously identified this component. Increasing the availability and openness of various educational resources is also important for the development of nonformal and informal education practices.

Nonformal and informal education, as more flexible and varied forms of education based on the needs and interests of students themselves and their activities, have a significant potential for timely learning outcomes which are required throughout life. The presence of these and other complementary features of formal, nonformal and informal education makes it appropriate to develop the integration of these forms of educational activities to implement the principle of "lifelong learning" (Demchenko et al., 2021; Kosholap et al., 2021; Melnyk et al., 2021; Nerubasska & Maksymchuk, 2020; Nerubasska et al., 2020).

Contemporary researchers and scientists study different prospects, namely: Anishchenko (2015), Luhovyi & Talanova (2018) consider adult education as a resource for civil society development in Ukraine, focus not only on the temporary aspect of continuing education, sustainability of the learning process, but also in the diversity of its forms, which include formal, nonformal and informal education, direct their research to the works of foreign scientists. Bekh (2018) scientifically directs the study of adult personality development in today's realities and proves that the importance of the development of non-formal and informal educational practices lies in the increase of the availability and openness of various educational resources to international platforms that promote self-education. Moradi (2018) argued that the emergence of informal and nonformal education is a direct consequence of the development of new network information and communication technologies that go beyond space-time boundaries, provide instant access to any information that expands understanding of the realities of everyday life, which now includes the virtual reality of the Internet.

Innovative perspectives of contemporary education: formal, nonformal and informal education

Representatives of the research world, who studied the work of colleges that use nonformal teaching methods, concluded that students learn from each other by personal experience, where the teacher does not control the process of knowledge acquisition, but is a friend and a partner and promotes better motivation to learning (Vatolina, 2019).

The emergence of informal and nonformal education is a direct consequence of the development of new network information and communication technologies that go beyond space-time boundaries, provide instant access to any information that expands the understanding of everyday reality, which now includes virtual reality of the internet.

Nonformal education can be practiced anywhere and anytime. There are many different events in the world where experiences and knowledge are exchanged on topics of interest (George, 2016).

A distinctive feature of such events is informal interactions. There is an exchange of experience and knowledge, both through presentations, reports, and sports activities, meals, etc.). Such activities are an example of nonformal education, as educational activities are purposeful and their duration goes beyond the formal education system (Hanzha, 2011).

Nonformal education is a type of spontaneous education that accompanies the daily life, individual learning activities and necessarily has a purposeful nature, i.e. spontaneous learning, implemented through one's own activities, communication, reading, visiting places of culture, libraries, travels, fairs, media, etc., when an adult "makes the educational potential of society an effective factor in its development".

The specifics of informal learning largely coincide with the structure of the adult life. That is, what matters is not how a person acquires knowledge and skills necessary for effective action, but what they are.

Similarly, through nonformal education, it is possible to expand one's professional competence, identify the main need of an individual for impression and personal development, which in turn leads to professional growth. In the teaching profession, personality (the level of development of the person) is the most important prerequisite for a successful career.

It is important for the development of nonformal and informal education to increase the availability and openness of various educational resources, which have generally accepted definitions that characterize the features of formal, nonformal and informal education and the differences between them, not yet developed (Luhovyi & Talanova, 2018).

In the order of discussion, some considerations can be offered about the main criterion for their delimitation. But since this is related to an adult person whose education is somehow associated with their vital interests, as such a criterion is proposed to consider possible positive changes in the social status of the subject after a certain period, a course or a program.

A formal education is a long-term program or a short-term training, after which a graduate who successfully passed the final exam has a number of legal rights, including the right to engage in paid work while studying, the right to higher positions in the hierarchy, to enter higher education institutions. The basis for granting these rights is a diploma or a certificate recognized on the national and international levels.

The main feature of the nonformal education is the lack of uniform, partially standardized requirements for learning outcomes. In this case, all other features of training may be present - compliance, enrollment, lectures and seminars, performance appraisal system, diploma detailing the content of the course. However, the latter, as a rule, does not give one the right to engage in professional activities or enter educational institutions where confirmation of academic qualifications is required (Yerakhtorina, 2013).

Informal education is called so because its results are not documented and, as a rule, do not receive official recognition from other social institutions. In fact, it does not matter how a person acquires knowledge and skills. For the effective action, it is important to possess them. At that, the limits of information transfer are obvious: it is unsystematic, prone to coincidences and is based on human life experience, which is inevitably limited by the perception of the surrounding reality. Therefore, it cannot to some extent form a holistic picture of the world to ensure the acquisition of deep and systematic knowledge. This is explained only by professionally structured educational practice. A person learns all his / her life, acquires new knowledge, especially through informal education (Garvis, 2012).

Adult education is divided into formal, nonformal, informal.

Formal education is aimed at obtaining or changing the level of education and qualifications in educational institutions and educational institutions in accordance with certain educational and professional programs and training conditions, state certification activities, confirmed by obtaining relevant documents on education and carried out publicly and private schools, institutions structured, standardized context by trained teachers, which provides for the issuance of a state standard document.

Formal training leads to certification. Certification is usually understood as the issuance of an official document on the award of

educational qualifications, which is recognized by the state and which is often the basis for employment or appointment to a certain position (certificate, educational qualification level).

Nonformal education is the acquisition of knowledge, skills and abilities to meet educational needs that are not regulated by the place of acquisition, duration and form of education, state certification (Wagner, 2011).

Nonformal learning is systematic, it determines the goals, the outcome of learning. This art of education includes training in clubs, associations, various courses, trainings, short programs. In this case, the best training can be conducted in the best possible way.

Nonformal education is a systematic implementation of knowledge and skills by an individual. Another important part of socializing people is teaching them to perform new social roles to promote spiritual development. In addition to the system of formal education in the company plays a unique role (Gibbons, 1992).

Nonformal education, which is a purposeful process, but the goals are determined by the educational needs of the students themselves (optional education is voluntary). It is a supplement or an alternative to formal education. It is carried out in private and public educational institutions and outside them in public organizations, associations, etc., sometimes also outside the special educational sphere, envisages a certificate of non-state standards or does not envisage obtaining a certificate (issuance of a document). Nonformal education is available to people of all ages; but usually it is also organized in the form of short-term courses or seminars. It does not necessarily have a continuous structure, can be short-term and low-intensity, and often leads to qualifications that are not recognized as formal qualifications. A successful completion of a non-formal education program and a degree does not entitle one to enter the university unless the program is approved by the formal education system.

Informal education is a training that takes place in everyday life, at work, at home or at leisure time. There is no structure and certification related to training objectives or duration of training. Even the term "informal" suggests that such training takes place without procedural formalities. It largely corresponds to the structure of the adult life. Certain elements of learning are present in almost all forms of social activity. And it no longer matters how a person has acquired the knowledge and skills necessary for effective action (Hiemstra, 1994).

Informal or non-institutional education received under the direct influence of human life is treated as a form of learning that is not part of formal and non-formal education.

Examples of informal learning:

- trial and error method;
- spontaneous self-education as an independent search for answers to difficult questions;
- mutual learning in the joint implementation of certain tasks;
- enrichment of the spiritual world through reading and visiting cultural institutions.

Many researchers note that in the process of continuing education, nonformal and informal education are equal participants in the learning process. The fact that computers, for example, are widely used at home, has become a powerful resource for individual learning of the world, emphasizing the importance of informal education and proving its great resources. The term "lifelong learning" describes the temporary factor of continuing education (Samaras, 2006).

New forms of education, both nonformal and informal, have recently been borrowed from European declarations, which form the basis of lifelong learning but are increasingly gaining recognition.

Conditions for implementation of nonformal education through the integration platform

It should be remembered that nonformal education is institutional, purposeful and planned, it is a complement and / or alternative to formal education.

The fundamental difference between the formal and the nonformal education is that the latter is characterized by the following characteristics:

- focus on the specific educational needs of different groups;
- special attention to the educational needs of certain categories of people (disabled, migrants, non-compliance);
- high degree of personal activity of students, lack of coercion; high internal motivation;
- internal responsibility of students for the result and educational activities, high personal importance of learning;
- development of personality qualities that provide favorable conditions for a dignified life, as well as successful participation in social and professional activities;
- development of mobility in the rapidly changing conditions of the contemporary world;

- flexibility in the organization and methods of teaching;
- organization of relations between the participants of the educational process through mutual respect, participation, democratic culture (Savko & Dudash, 2020).

Nonformal education can take the form of intensive training programs, trainings, classes in open mass online courses, provided by a specialized institution or organization that is not educational, it does not have a system of educational credits. According to the UNESCO International Standard Classification of Education, nonformal education qualification is a qualification assigned as a result of achieving the objectives of the educational program in the nonformal education system.

Due to the fact that mass online courses, webinars, workshops, trainings are gaining popularity as a means of nonformal education, it becomes important to use the platforms on which they are hosted, as tripartite integration platforms on which students, employers and teachers could interact.

In corporate training, online courses are recognized primarily as a tool for human resource development (personal qualities and nonformal competencies), as well as a complement to the professional training provided by the company. Companies have high hopes for online training: reducing staff training costs, providing up-to-date and high-quality knowledge, development of advanced competencies and creating professional networks. Administrative barriers are often become restraints in the use of online trainings by corporations (legal restrictions, the need for confidentiality) and a lack of experience in creating their courses. The latter is successfully solved through cooperation with a more experienced organization in online training (Trukhin, 2018).

A number of problems need to be addressed through the active implementation of nonformal education through integration platforms.

First, we need informational support for nonformal education: explaining its capabilities and available models for recognizing acquired competencies as one of the key tools for human capital development, overcoming the "skills gap", using experience and skills for the real economy.

Secondly, implementation of pilot projects at the corporate and regional level, creation of competence centers, independent certification centers; positioning them as examples of good practice that can promote nonformal education, accelerate institutional change.

Thirdly, in order to include nonformal education in the lifelong learning system, a system of credits must be established, extended to all

levels of education - secondary, vocational and higher, as well as to corporate training.

An important tool for spreading nonformal learning practices can be stimulation of employers who use the system of recognition of competencies of employees acquired in nonformal education and develop corporate training of their employees (Thornton, 2010).

Existing regulations and legislation, both at the level of corporations and regions, and at the national level, should be supplemented by norms that will promote implementation of practices for the recognition of competencies acquired in nonformal education.

In the future, we see an increase in the role of state participation in the process of continuing education in terms of establishing a dialogue between the education system and medium and small enterprises.

State support for lifelong learning will enable employers to work together on employees' training and skills exchange, share best practices, learn about new trends in employee training, and reduce training costs. An integration platform can be a ground for this.

Specifics of integration of formal, nonformal and integrated education

Formal education is purposeful, with a specific purpose for students (initially the students themselves). It is carried out in public and private educational institutions in a structured, standardized context by trained educators, provides for the issuance of a state standard document.

Nonformal education is also purposeful, but its purposes are set by the educational needs of the students themselves (optional education, voluntary). It is a supplement or alternative to formal education - educational activity outside the formal system. It is carried out in private and public educational institutions and outside them (in public organizations, clubs, groups, etc.), sometimes outside the special educational space; it is characterized by a focus on the educational needs of the student. The teacher can be a specially trained educator. Nonformal education involves the issuance of a nonstate certificate, which does not lead to certification (issuance of a document).

Informal education is unfocused, spontaneous unintentional education. It is carried out at the workplace, with family or on vacation - in everyday life, without procedural formalities, i.e. it has no attributes of form (non-formalized education). There is no educational position (in the usual sense). Informal education does not lead to certification (Towle & Cottrell, 1996).

The integration of forms of educational activity allows to strengthen educational opportunities due to their complementarity, improve its quality. The issue of integration of forms of educational activity in general and additional education was considered by Lukianova (2018).

All researchers agree: integration gives education fullness, integrity, which corresponds to the general understanding of any integration (Latin integratio - restoration, replenishment, from integer - whole) as a state of connection of individual parts, elements, functions, etc. into a whole, as well as the process leading to this state. At the same time, understanding the essence of integration in the works of scientists is different, and the issue of what specific educational results are already achieved and can be achieved in the future through the integration of formal, nonformal and informal education and based on which models integration can be organized, remain open and require further research.

General directions of studying existing practical experience and further modelling of integration of formal, nonformal and informal education, specifics of integration of formal, nonformal and informal education can be related to its consideration at the levels of systems, processes and results in education:

a) there is an integration of formal, nonformal and informal education as systems in which the educational component is implemented in one form or another. For instance, interaction of a university (formal education system) with employers seeking to obtain trained professionals in their field, through the participation of organizations and associations (nonformal education system) in developing standards, integration of certified programs in the educational programs of institutions, creating basic departments in institutions, etc. Another example is the interaction of state institutions of additional vocational education with associations and other communities of specialists based on the use of the resource of professionals-practitioners by institutions during implementation of educational programs;

b) integration of formal, nonformal and informal education can be implemented both in the content and in forms of educational activities, and in building such integration it is important to take into account the purposefulness of formal and nonformal education and non-purposefulness, spontaneity of information education. Considering a holistic educational process, both in terms of content and forms, it should be focused not only on the goals set from the "above" authorities (formal education). It should also be focused on the real goals of each particular student (nonformal education), also it should be intense, and in this sense to provide opportunities for unintentional education of students (information

education). Integration on the basis of taking into account the purposefulness of different forms (and in case of informal education and its absence as such for the student) sets a complementary combination and other features of these forms of education. To ensure achievement of the educational purposes, for example, both from "top" and "bottom", if necessary, not only a specifically trained teacher can play the role of an educator, but also horizontal links with other students (as carriers of the necessary information) can be built or the necessary knowledge can be acquired without a teacher, by other methods (Lukianova, 2018).

The peculiarity of the organization of educational activities associated with such a comprehensive consideration of the position of education, is first set (should be set) by the purposefulness of the forms of education. That is, by itself it is not decisive (along with other already mentioned secondary organizational differences: location, standardization of the educational process, certificate) and does not prove the integration of forms of educational activities.

It would also be wrong to consider as an example of integration a simple inclusion in the formal learning program of such activities that can be perceived as nonformal and informal education (conferences, competitions, consultations, etc.) if they do not take into account the purposefulness (or lack thereof) as a key component of organization of forms of educational activity. For example, in case when the purpose of students is not specifically identified, but focus is made on the diversity of forms, the real process of integration of formal, nonformal and informal education is out of question. Moreover, specifically in this situation there is a particularly high risk of formalization of nonformal and / or informal education, not only does not contribute to improving the quality of education, but rather the opposite - prevents it (Savko & Dudash, 2020).

The integration of the results of formal, nonformal and informal education today is largely related to the development of procedures and mechanisms for recognition (validation) of the results of nonformal and informal education.

Thus, nowadays their importance for a contemporary individual, society and the state is recognized at the international level, there is a need to confirm these results. This area of research is one of the most promising in the development of these forms of educational activities.

Definition of possible types and kinds of integration deserves special attention in connection with the study of the integration of formal, nonformal and informal education. Understanding the integration of formal,

nonformal and informal education in a broad sense at the level of systems, processes and results outlines the prospects for such work.

The general specifics of the integration of formal, nonformal and informal education, therefore, are as follows:

- integration of forms of educational activity can be carried out at the level of systems, processes and results;

– integration may mean combining two forms (formal and nonformal, formal and informal, nonformal and informal) or three forms of education at the same time (currently the issues of integration of formal and nonformal education are better studied);

- integration gives the educational process integrity, it is built on a complementary basis of forms, helps to improve quality of education, potential educational opportunities through the emergence of new characteristics of the holistic educational process, not fully inherent in formal, nonformal and informal education, which needs to be explored, leads to new results that also need to be explored;

- a real integration of formal, nonformal and informal education processes is carried out on the basis of a primary distinction feature (purposefulness / non-purposefulness), and not only on the secondary one (Samaras, 2006).

The specifics of the integration of forms of educational activity are presented in the most general form, so it can and should be supplemented in further studies.

Conclusion

The article provides a theoretical justification for the concepts of formal, nonformal and informal education, considers innovative perspectives of these concepts in the research of foreign scientists; determines effective conditions for the implementation of nonformal education through the integration platform tools; the specifics of integration of formal, nonformal and informal education are presented.

Thus, the article concludes that the general specifics of the integration of formal, nonformal and informal education, therefore, is as follows: the integration of forms of educational activities can be carried out at the level of systems, processes and results; integration can mean combining two forms (formal and nonformal, formal and informal, nonformal and informal) or three forms of education at the same time (nowadays the issues of integration of formal and nonformal education are better studied). Integration provides the educational process with integrity, it is built on a complementary basis of features of forms, helps to improve

quality of education, potential educational opportunities through the emergence of new features of the holistic educational process, not fully inherent in formal, nonformal and informal education, which needs to be explored, leads to new results that also need to be explored; the real integration of formal, nonformal and informal education processes is carried out based on the primary distinctive feature (purposefulness / non-purposefulness), and not only on secondary one.

The specifics of the integration of forms of educational activity are presented in the most general form, so it can and should be supplemented in further studies. Prospects for research on the integration of forms of educational activities, mentioned in this article, are aimed at solving current problems in scientific and practical field that arise at modelling and implementing a holistic process, where there is strengthening of these forms and minimization of the related risks. The results of such research will be in demand among practitioners in education of both children and adults.

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