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**ACTUAL STATUS AND PROSPECTS FOR THE DEVELOPMENT
OF CHILDREN AND YOUTH ACTIVITIES AS INFORMAL
EDUCATION PRACTICES³**

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***Abstract:** The paper justifies the necessity to clarify the actual approach to defining informal education for children and youth, outlining the status, trends and prospects of its development on a global and national level. Considered are a number of problem areas and barriers to its implementation, as well as options to improve efficiency in order to achieve the universal goal: the formation of active, autonomous and adaptive younger generation.*

***Key words:** Informal Educational Practices, Children and Youth Educational Policies, Actual Status, Barriers to Realization, Prospects for Development.*

INTRODUCTION

Informal learning in all conceptual dimensions and practical aspects is an essential need, related to the effective implementation of the socializing process and practical long as there is an underlying objective reality in the field of education.

So far, trends in the theoretical determination of its parameters are characterized by known separated bias that it opposes formal education - education that by default associated with professional activities of official institutions and units involved in the provision of validated and standardized legitimate training, qualification or degree.

The educational reality and the status of non-formal education, however, indicate an urgent need for change of approach in its determination and implementation towards transforming categorical division and placing barriers between formal / informal learning. In the field of the permanent educational practice, these two constructs are increasingly beginning to acquire egalitarian status and function as complementary, but not interchangeable aspects of a common cognitive environment.

The staging of symbiosis between the two considered directions stems from their substantive and functional dualism objectified in their parallel action in the following dimensions:

1 / Formal education is the main source and generator characteristics and the directions in which to implement informal educational policies;

2 / Non-formal education, irrespective of his /private or public/ plays the role of a specific "laboratory" for innovative educational technologies promote quality training standards. Placed in a multiple approbation and continuous competition in the process of their implementation within the informal sector and showed high efficiency, these standards and technologies are implemented and used by the formal education system [11].

Especially strong trend of synchronization occurs in children's and youth activities, which currently represents one of the most topical and at the same time insufficiently studied in our segments of informal educational practices.

³ Presented a plenary report of May 20, 2016 with the original title: АКТУАЛНО СЪСТОЯНИЕ И ПЕРСПЕКТИВИ ЗА РАЗВИТИЕТО НА ДЕТСКАТЕ И МЛАДЕЖКИТЕ ДЕЙНОСТИ КАТО НЕФОРМАЛНИ ОБРАЗОВАТЕЛНИ ПРАКТИКИ.

EXPOSITION

Nowadays pedagogical reality is full of many examples of the involvement of the young generation in various types and content alliances with informal educational nature. At each educational level, there are choices to implement actions in individual, group, school or extracurricular forms. The participation of young people in activities using the methodology of non-formal education provides a direct opportunity for practical application of knowledge and skills in formal education.

Through the process of inclusion in this kind of activity in the young person develop mechanisms of formation of primary professional and personal oriented competencies, build an esthetic, spiritual and moral culture, efforts are on the positive social behavior, increases the need for personal self-determination and the ability to self-realization in a constantly changing social and economic conditions in the modern world.

The specific determinants associated with outlining the current parameters of youth educational practices with informal orientation include:

- ✓ The formation of personality, ensuring the successful participation of young people in society and working life; adequate self-assessment and competitiveness in the implementation of educational relationship competence and practical / professional result.

- ✓ Own internal motivation and responsibility of students on the outcome of education; high sense of personal training; satisfying the need for self-actualization.

- ✓ High level of personal activity relevant to the goals; personal expression; absence of forced nature of the pedagogical process and interaction.

- ✓ Flexibility and variability in the organization, methodology and scope of training, providing opportunities for penetration in other professional fields not come within the scope of formal education.

- ✓ Development of mobility, ensuring adequate for the individual young person positional response and adaptability to the dynamics of life and social conditions.

- ✓ Application of individual humane and personal oriented approach and self where there is self-determination on the part of the learner's goals, tasks, content, technology, depending on their current needs, motives, interests and abilities.

- ✓ The development of skills in terms of their own learning /autodidactic/; the formation of a creative approach to the implementation of already acquired knowledge and skills in different contexts.

Although the above mentioned positives, the current status of informal education for children and youth is characterized by the presence of some problematic that puts barriers to increasing the efficiency of its operation /fig.1/.

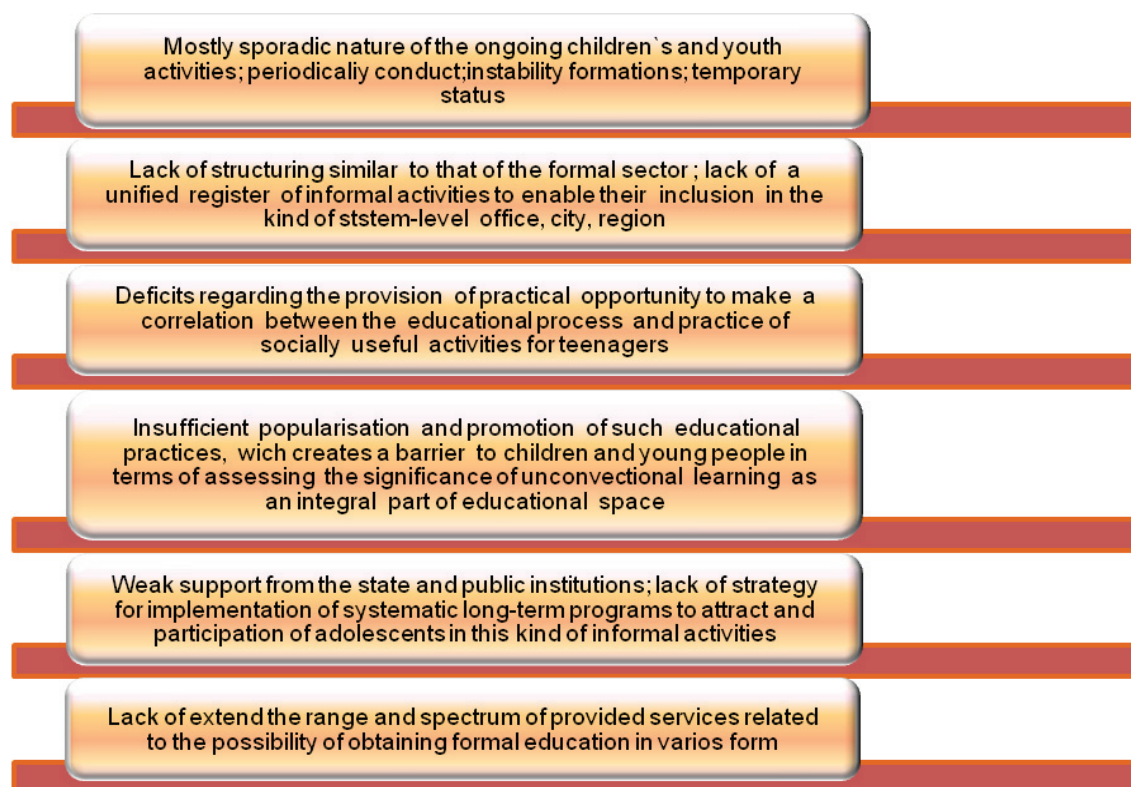


Figure 1. Current status of non-formal education for children and youth

The main challenges for the development of children and youth activities as informal educational practices expression in the following areas: increase the level of the value and importance of youth informal activities in personal, social and purely educational aspect /through targeted strategic work in promoting the benefits of this kind of training and education/; identification by the formal system of accumulated educational competencies and their inclusion as an essential, important part of the development of personal potential; development and approval of standards for the organization, conduct and evaluation of the results of informal learning /validation and standardization/; active exchange of information and advice to employers on the value of certification in the field of non-formal learning and realization of constant feedback on the needs of the labor market; compliance with the criteria and requirements of the Council of Europe to establish adequate and quality environment and infrastructure for conducting training in the field of informal education and inclusion of young people in its management.

European dimension of education placed on the agenda of the public sector and the responsible institutions a number of issues related to ensuring the effectiveness of lifelong learning as reinforcing educational paradigm, and creating optimal conditions for the implementation of competence approach in all areas of education activity. These two priority promising guidelines concerning direct, in particular children and youth activities are closely interlinked, determined by the overall configuration of socialization parameters defining the essential traits.

The orientation towards building competencies implies abilities in any individual or group to address the specific educational, professional or social tasks corresponding to certain norms or specific criteria within a strictly defined context. These skills, however, are generally valid character and can be purchased in a variety of educational situations, including through non-formal education.

Lifelong learning, in turn, is not expressed in the collection of unrelated fragments of knowledge accumulated in the course of living development - in fact all human existence is a constant learning process aimed at absorbing concepts and the creation of a certain system of values.

In this respect the strategy of socialization of the younger generation should take into account the totality of the operation of all educational situations and the effects of the impact of a life-practical educational factors, transforming his viewpoint from the perspective of holistic education perspective.

Given the current state of the system for non-formal education of children and youth in our country as priority, the following range of tasks and prospects of the issue informal sector [3] /Fig. 2/:

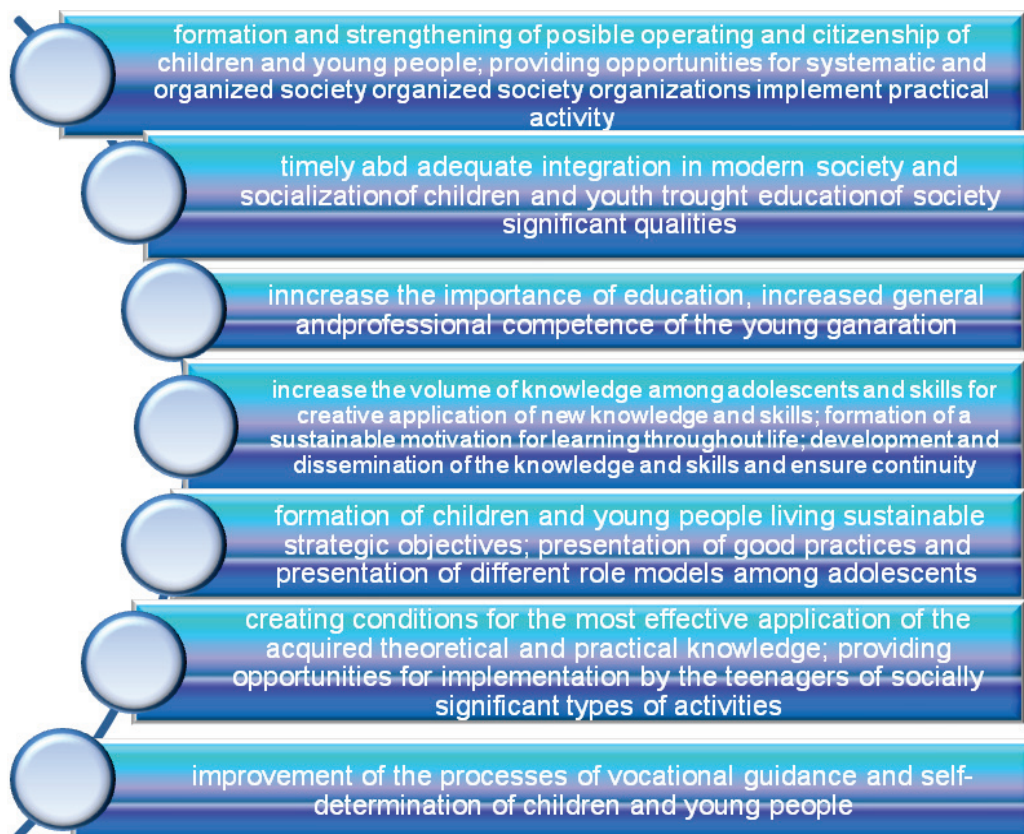


Figure 2. Prospects for the development of children and youth activities as informal education practices

Emerging trends for expanding the scope and content of informal education in childhood and adolescence correspond to specifics of the macro environment and posit the emergence of new perspectives in building a vision for this type of unconventional self-actualization. In the context of children's and youth activities targeted positioning informal educational practices more clearly declares its orientation towards alignment with the universal goal of this type of educational paradigm - namely, preparing the younger generation for independent living and support adaptation to constant social transformations.

CONCLUSION

Despite the presence of a significant number of positive examples and continuous attempts to successfully solve tasks related to the provision of conditions for activities in the field of non-formal education, building an active, independent young generation still remains a topical issue of teaching science and educational practice [3].

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