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# MODERN INTERRELATION OF FORMAL, NON-FORMAL AND INFORMAL EDUCATION IN HIGHER EDUCATION INSTITUTIONS

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РОЗДІЛ II. ПОВЕДІНКОВА ЕКОНОМІКА

**Summary.** *The article examines the peculiarities of formal, non-formal and informal education in higher education institutions. The category-conceptual analysis of the concepts of «non-formal» and «informal» education is presented. The characteristics of non-formal education of students of Ukrainian higher education institutions and other countries of the world are reflected. The interrelation of formal, non-formal and informal education in the context of the HEI activity is analyzed. The modern algorithm of recognition of learning outcomes obtained through non-formal and informal education in higher education institutions is considered. The importance of forming a synergistic and systemic-complex effect from the combination of formal, non-formal and informal education of applicants is determined, which helps to overcome stereotypes in higher education and ensures the acquisition of high-quality competitive competencies of specialists.*

**Keywords:** *higher education, formal education, non-formal education, informal education, professional competencies, foreign countries, international organizations.*

**Problem statement.** A modern specialist must be prepared for rapid and changing changes and challenges that constantly arise, so higher education in combination with non-formal and informal education becomes an important feature of the development of the economy and society. Today's conditions dictate the need for lifelong learning, which manifests itself as a long-term maintenance of a high level of personal and professional potential and requires the provision of multi-vector development of professional competencies. At the same time, the natural adaptation of the higher education sector to the conditions of the market economy has actualized the need for purposeful formation of the educational process in



higher education institutions in order to increase competitiveness in the market for the provision of educational services and the competitiveness of applicants in the labor market. Accordingly, there is a need for a theoretical and practical understanding of the essence and content of non-formal and informal education and the search for ways to implement them in conjunction with formal education in the context of higher education institutions. That is why the issue of priority and coherence of formal, non-formal and informal education in higher education institutions, which is not sufficiently covered in special scientific studies, is of particular relevance.

**Analysis of research and publications.** The issue of modernization of the educational process in domestic higher education institutions was studied by domestic scientists Saveliev E.V., Kovalchuk S.V. [1], Sozykina G.S. [2]. The study of the directions of development of non-formal and informal education is devoted to the works of specialists such as Gasiy O.V. [3], Pedchenko N.S., Molchanova N.Y., Sarapin V.V. and others. Yunyk I.D. [4] focuses on the theoretical and methodological aspects of non-formal education that affect the prospects for its development in Ukraine. Melnychuk Y.E. emphasizes the popularization of non-formal education and believes that such education is more effective in forming modern competencies [5]. Drozd T.M. notes that generalization and systematization of scientific and methodological approaches to non-formal education allows expanding the modern educational space [6]. However, the problem of interaction and interconnection of formal, non-formal and informal education in higher education institutions is covered in the studies of modern scientists is rather limited.

**Purpose of the study** - to study the interrelation of formal, non-formal and informal education in higher education institutions for the acquisition of high-quality and highly competitive competencies of specialists in modern conditions.

**Presentation of the main material.** The implementation of modern teaching methods lies in the plane of integration of formal and non-formal education, becomes an important condition for personal and professional growth, helps higher education institutions to prepare high-quality specialists capable of lifelong learning. Formal education does not guarantee employment and demand in the labor market, while non-formal and informal education becomes an activator of alternative forms of education, helps applicants adapt to the constant transformations of the labor market, and motivates them to continuous, systematic, independent improvement of individual and professional competencies. In developed countries, it has been proven that it is possible to ensure a high level of competitiveness, productivity and efficiency of an applicant through the implementation of the concept of lifelong learning [1-2]. The differentiation of non-formal and informal education has found its place in the concepts of various studies (Table 1).

Formal education is education that not only provides in-depth knowledge in a chosen specialization, but also shapes a personality, teaches critical thinking and analyzes complex problems. It contributes to the development of skills necessary for a successful career and personal growth. To summarize, «formal education» is education that is acquired in accordance with the educational licensed programs of higher education institutions, provides for the achievement of predefined learning outcomes by applicants in the forms of full-time, distance, and part-time education. Formal education develops the applicant's self-confidence, provides skills and

knowledge, helps to form personalities and professional competencies, but requires an increasing share of practical experience [3].

Table 1

Category and conceptual analysis of the concepts of «non-formal» and «informal» education

Source	Definition of non-formal education	Source	Definition of information education
The Law of Ukraine «On Education»	«non-formal education is education that is usually obtained through educational programs and does not provide for the award of state-recognized educational qualifications by level of education, but may result in the award of professional and/or partial qualifications»	The Law of Ukraine «On Education»	«informational education (self-education) is education that involves the self-organized acquisition of certain competencies by a person, in particular during everyday activities related to professional, social or other activities, family or leisure»
UNESCO Institute for Statistics	non-formal education is education that is purposeful and planned by an education provider, the defining characteristic is that it is a supplement, alternative and complement to formal education in the process of lifelong learning	Savelyev E.V.	information education is an unorganized, not always conscious and purposeful process that lasts throughout a person's life. In fact, it is the acquisition of necessary knowledge, skills, and abilities in the form of life experience
online service e-VUE (Great Ukrainian Encyclopedia)	«non-formal education is a type of education that embodies the educational activities of students organized by an educational service provider, which does not provide for the award of state-recognized educational qualifications by level of education, but may result in the award of professional and/or partial educational qualifications»	Kovalchuk S.V.	informational education contributes to raising the level of knowledge and competencies in any field, broadening the worldview, has a planned, structured program that promotes the development of a number of skills and abilities beyond basic education (social movements, sports and drama clubs, implementation of joint projects and programs)
Gasiy O.V, Gasiy G.M, Pedchenko N.S, Molchanova N.Yu, Sarapin V.V.	non-formal education is education that is becoming an important component of the evolving educational process in higher education institutions and contributes to the development of competent and self-sufficient graduates	Kobylanskyi O, Zayukov I, Pinaeva O.	information education provides an opportunity to expand knowledge, develop skills and competencies. This training is not limited to education, but also covers issues of employment, social and economic growth, and competitiveness
Drozd T.M.	non-formal education is an opportunity to further improve the competencies acquired in formal education, which increases the competitiveness of graduates	Sozykina G.S.	informal education can be defined as the acquisition of socio-cultural experience that is not part of a pedagogically organized process and does not have its features

An important type of education is informal education, which transforms educational potential into effective factors of development and the formation of a critical thinking attitude towards the results of one's activities. «Informal education» is education that involves the self-organized acquisition of certain competencies by a person, in particular in the course of everyday activities related to professional, social or other activities, family or leisure. Information education in higher education institutions is realized through the individual's own activity in the surrounding educational environment, and therefore, the forms of information education can be defined as: self-education, reading, purposeful communication, watching movies, TV programs, visiting clubs, theaters, museums, other cultural institutions, traveling, excursions, etc. [4].

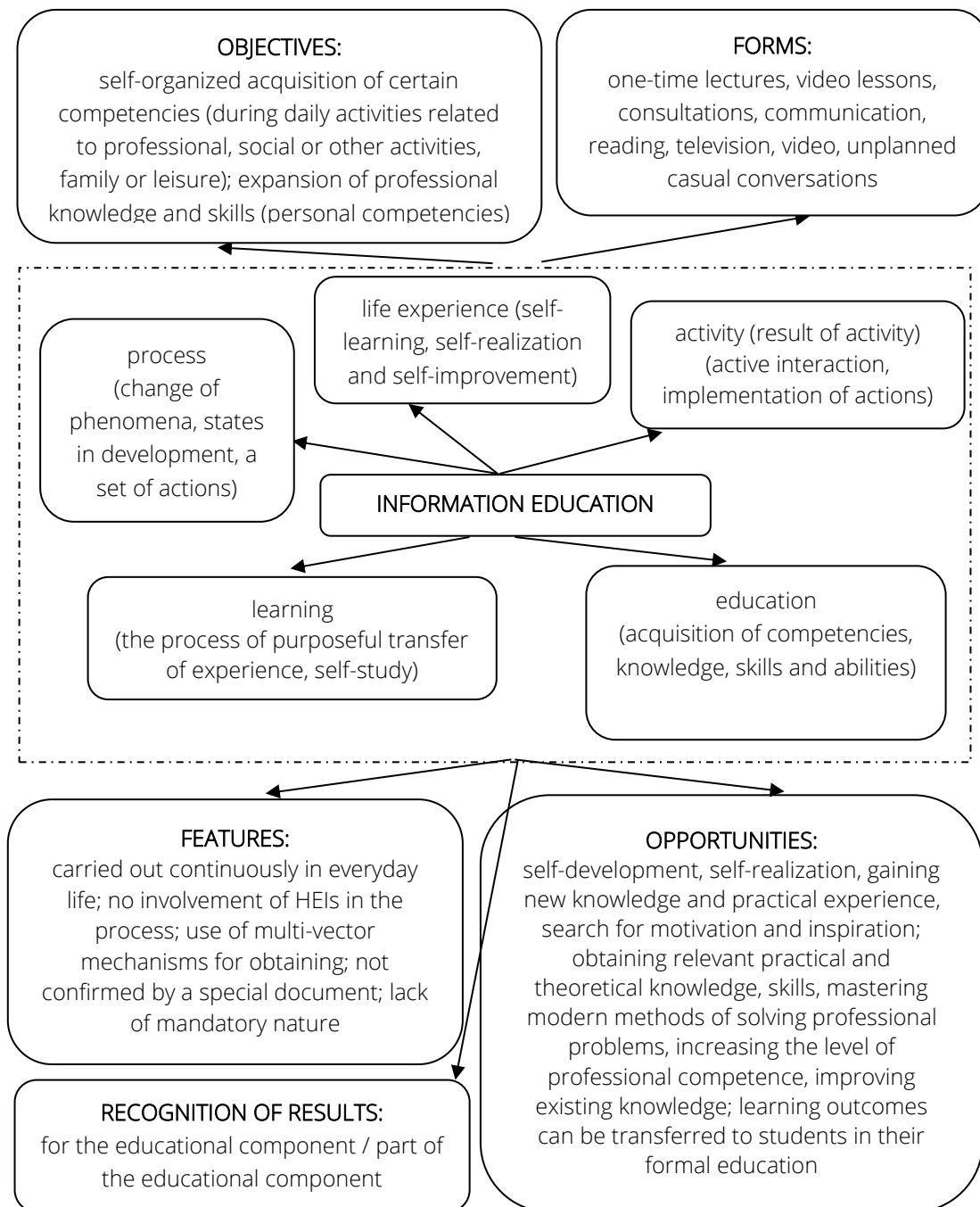


Fig. 1. Main features of information education in Ukraine  
 Source: built by the authors on the basis of [1-4].

Recently, non-formal education has become increasingly popular. This is education that is usually obtained through educational programs, but does not provide for the award of state-recognized educational qualifications by level of education. However, it may result in the award of professional and/or partial educational qualifications. The disadvantage of non-formal education is that it does not consider learning outcomes and lacks information about learning opportunities. Its advantages include: an active public position; promotion of socialization of applicants in society; increasing professional competence, gaining motivation to study in general; formation of strategic life goals of graduates of higher education institutions; improvement of the process of professional orientation of future specialists (Fig. 2) [5].

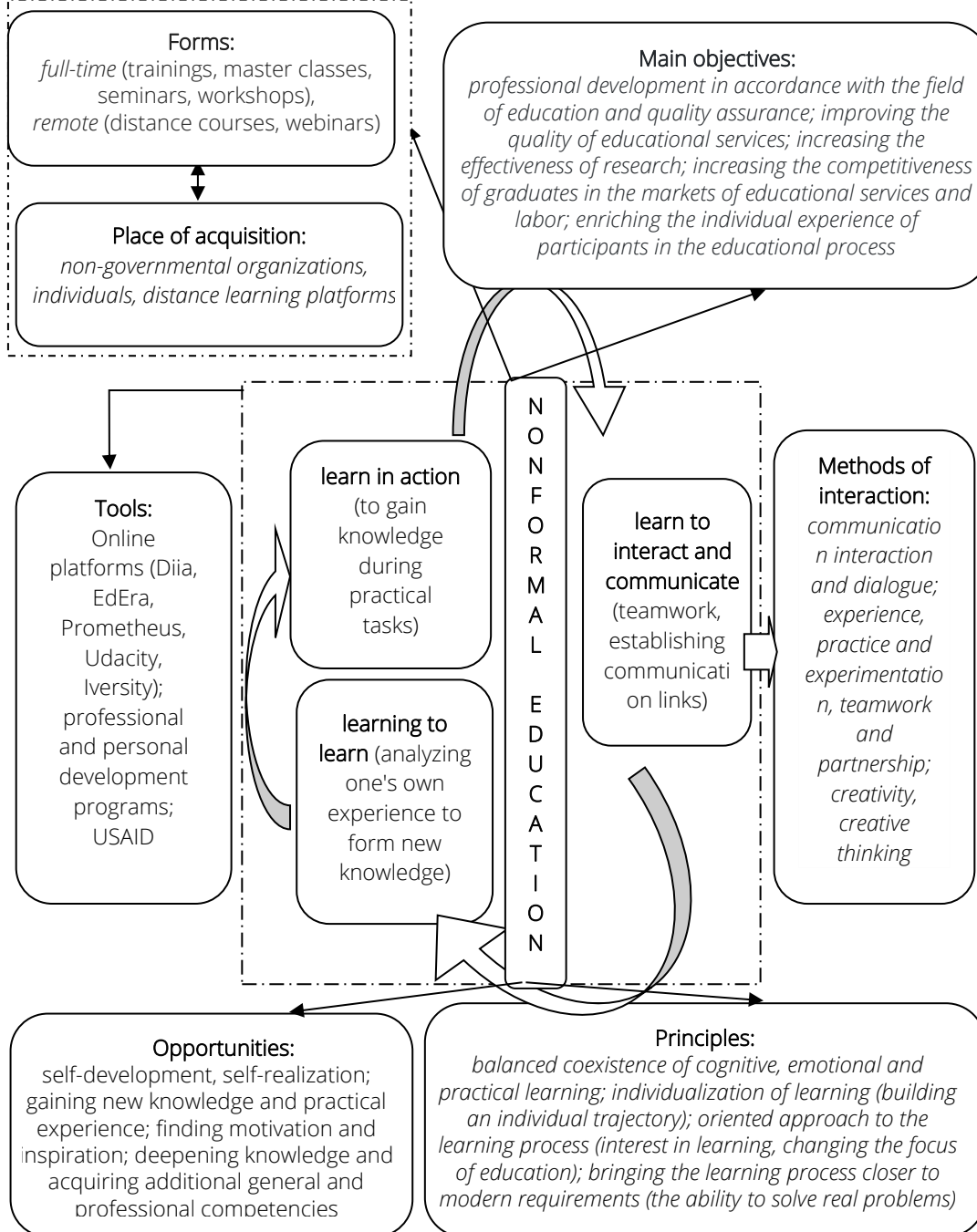


Fig. 2. Peculiarities of non-formal education for students of Ukrainian higher education institutions

Source: built by the authors on the basis of [5-8].



International organizations such as the UN, UNESCO, and the EU promote the development of non-formal education. That is why non-formal education is more developed in Europe and is perceived by European employers on a par with formal education. It is important to analyze the experience of other countries in implementing non-formal education at the state level (Table 2) [4-6].

Table 2

**Comparative characteristics of non-formal education of students of Ukrainian higher education institutions and other countries**

<i>Country</i>	<i>Characteristics</i>	<i>Effectiveness</i>
<b>Denmark</b>	consists of independent non-formal educational activities (evening schools, volunteering in associations); university advanced training courses; daytime folk higher education schools (Christian/spiritual schools, gymnastic and sports schools, lifestyle schools (personal development), specialized schools (cinema, sports), schools for teenagers); independent residential schools (home economics, decorative arts)	expanding the worldview, strengthening the ability and desire to take responsibility for their lives; helping students become an active and engaged part of society; giving students identity, courage to change the political situation from the bottom up, and contributing to the strengthening of social cohesion in society
<b>Estonia</b>	consists of current practices; focus groups with experts; discussion seminars for stakeholders and beneficiaries; webinars on foreign experience and organization of experience exchange; meetings with all volunteers and training coordinators at the level of the government and local municipalities, educational associations, clubs	promotes the development of general competencies, improves their reflection skills, increases motivation, allows them to use their time more optimally, reduces workload; provides an opportunity to acquire new competencies, promotes professional development
<b>USA</b>	consists of courses (focusing on creating/deepening practical situations in which students can learn, explore and expand their experience; providing tools to perform complex tasks); evening schools (creating an environment where everyone can learn together and gain experience from each other); meetings (paying attention to the social aspects of learning and the importance of learning together; minimizing the gap between the learning process and the requirements of the labor market; establishing communication and interaction with other people)	promotes flexibility, personalization, development of practical skills, cost-effectiveness and lifelong learning; learning is accessible in everyday life, there is an opportunity to act freely in unfamiliar situations, the opportunity to learn without any obligations or restrictions, one can freely choose and change interests, the ability to create one's own professional identity increases
<b>Ukraine</b>	professional courses/trainings, civic education, online education, professional internships, educational competitions, conferences, roundtables, webinars, opening lectures, business games, meetings with stakeholders, coaching, free educational materials, online platforms, educational programs, master classes, seminars	opportunities for self-development, self-realization; for gaining new knowledge and practical experience; for finding motivation and inspiration; awarding professional educational qualifications, mastering modern methods of solving professional problems

Based on the experience of foreign countries, it can be concluded that effective higher education requires a synergistic and systemic approach that integrates formal, non-formal and informal education. The benefits of implementing these

approaches include holistic higher education, which keeps students engaged in the educational process and in the practical application of the knowledge gained.

Formal education provides a structured educational environment, but it lacks the practical and real-world experience that non-formal and informal education provides. In addition, non-formal and informal learning is more flexible, highly mobile and adaptable, which allows you to adapt to the interests and pace of learning of a particular student [6-7].

Therefore, in order to promote the diversity of the educational space, to prepare the competitiveness of participants in the educational process for employment, to improve their mobility in the labor market, it is necessary to establish the interaction of formal, non-formal and informal education (Fig. 3) [7-8].

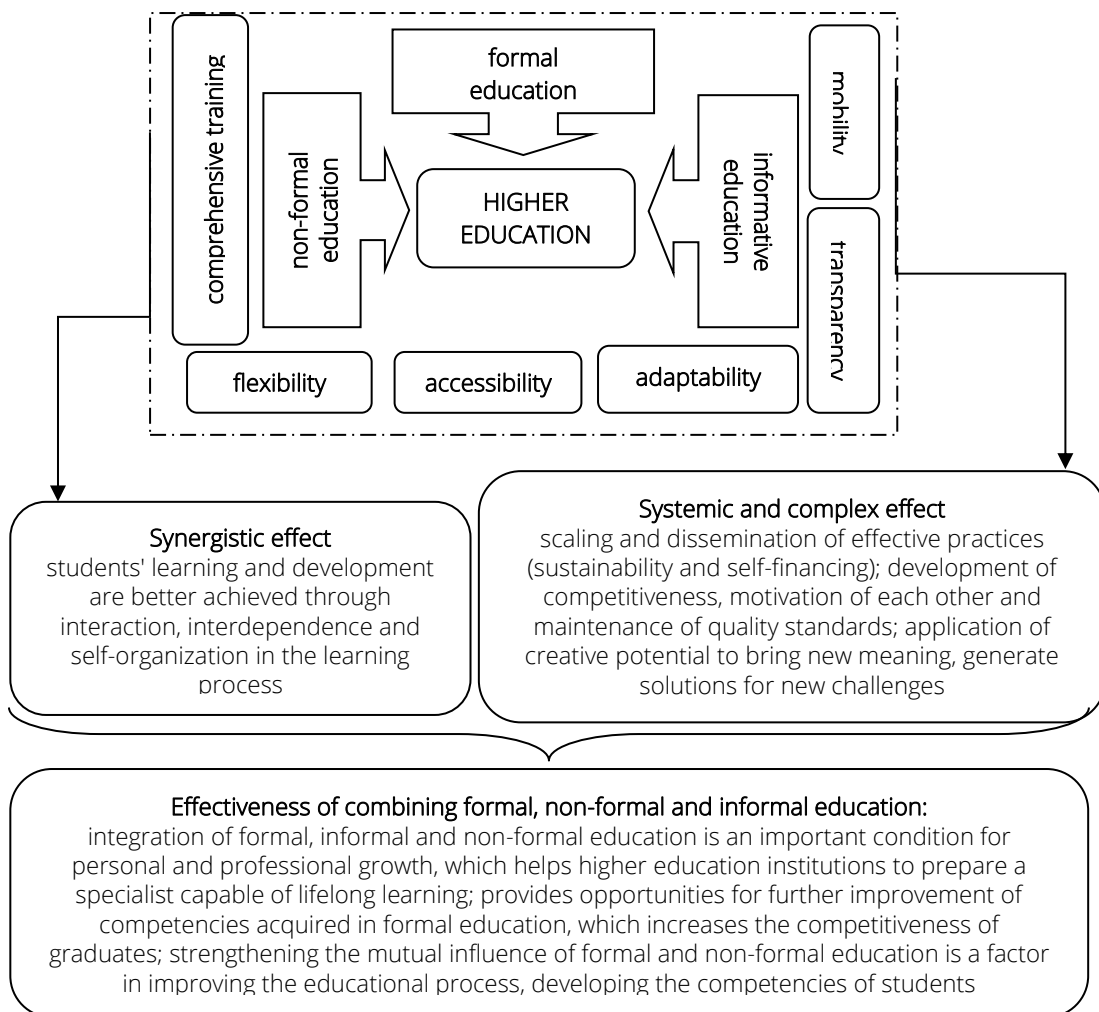


Fig. 3. Interrelation of formal, non-formal and informal education in the context of higher education institutions

Source: developed by the authors on the basis of [6-9].

Moreover, an important condition for the interaction of formal, non-formal and informal education is the recognition and confirmation of learning outcomes, especially in the process of integration, development of employment opportunities and implementation of the concept of lifelong learning for applicants.

As the experience of European countries shows (Table 2), the recognition of non-formal and informal vocational training results has a positive synergistic and systemic effect (Fig. 3) based on the principles of: voluntariness; transparency; equality; impartiality; objectivity; reliability and legitimacy (Fig. 4).

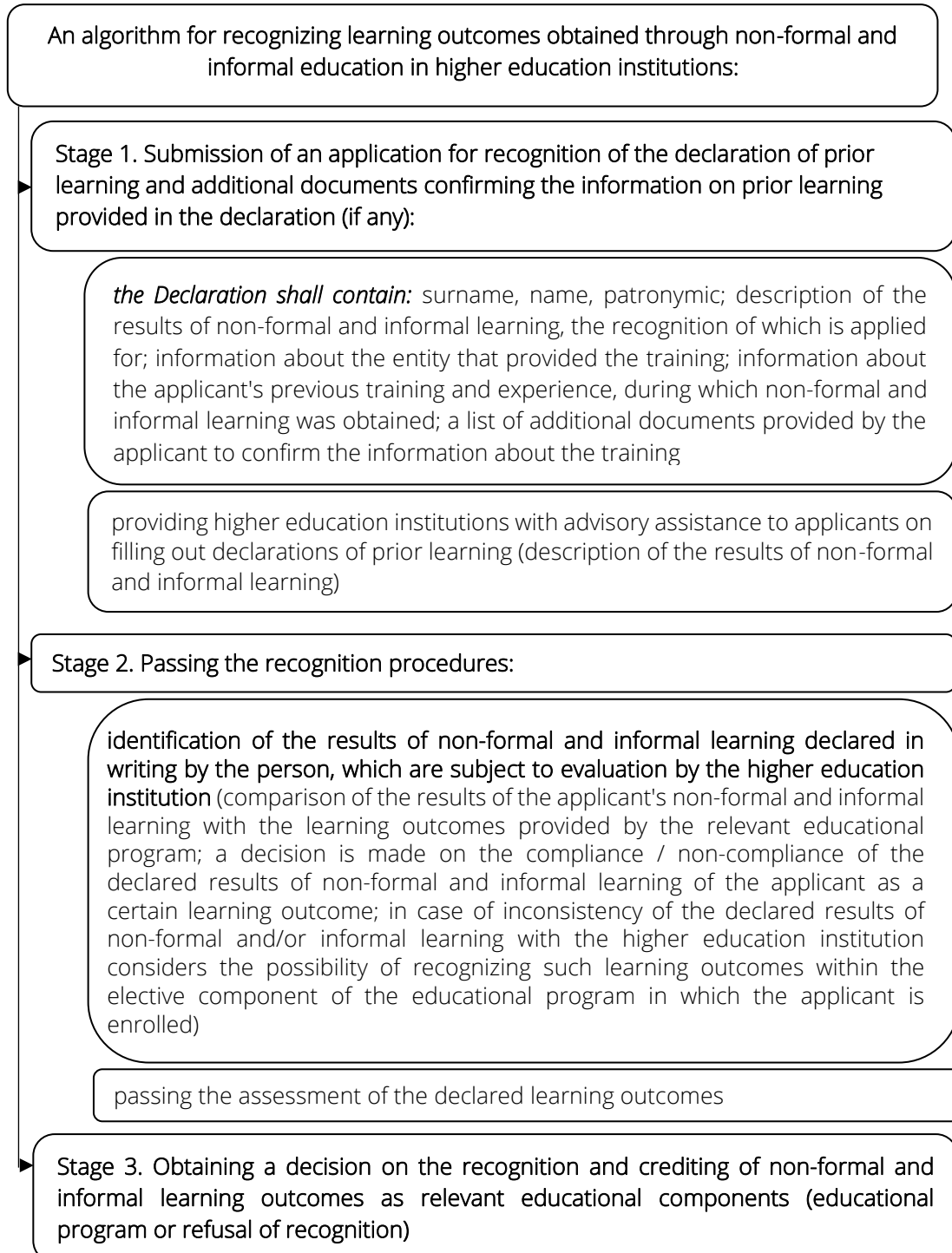


Fig. 4. Modern algorithm of recognition of learning outcomes obtained through non-formal and informal education in higher education institutions

Source: developed by the authors based on the data of the Ministry of Education and Science of Ukraine



Thus, the higher education system focuses on the implementation of formal, non-formal and informal education [9]. Each of these types of education is important, as formal education is a traditional way of learning with a structured program, non-formal education is a more independent way of learning that occurs through life experience, and informal education is a combination of formal and non-formal learning with an emphasis on practical learning. Regardless of the type of education, the ultimate goal remains the same: to transfer knowledge and skills for the personal and professional growth of the applicant as a specialist in the labor market. With the increasing requirements for professional competencies of applicants and the link between formal, non-formal and informal education, applicants will have more opportunities and resources for self-development, self-education, acquisition of new competencies and development of existing ones through advanced training. The combination of these types of education allows graduates of higher education institutions to form a certain worldview, acquire a sufficient number and level of competencies that will ensure their quality professional activity and competitiveness [10-13].

**Conclusions.** Given the above, it can be concluded that the combination of formal, non-formal and informal education is carried out in order to consolidate and expand the theoretical knowledge gained by applicants in higher education institutions; to acquire the necessary practical skills to work in the specialty in real conditions; to master advanced methods of technology and work, which contributes to the development of independent work of applicants; allows to develop teamwork skills, exercise self-control and strive for self-education and self-development. The use of non-formal and informal education in higher education institutions ensures the renewal and improvement of personal competencies throughout life, helps in professional self-determination, enables a variety of ways of obtaining education, promotes active communication and socialization, and develops the professional mobility of applicants. The combination of formal, non-formal and informal education helps to overcome stereotypes in higher education, develop new approaches to professional situations, develop students' creative abilities, etc. Accordingly, their application in the educational process allows to improve the quality of the educational process and provides benefits for the continuous professional development of the applicant.

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## СУЧАСНИЙ ВЗАЄМОЗВ'ЯЗОК ФОРМАЛЬНОЇ, НЕФОРМАЛЬНОЇ ТА ІНФОРМАЛЬНОЇ ОСВІТИ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

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**Анотація.** У статті досліджено особливості формальної, неформальної та інформальної освіти у ЗВО. Висвітлено категорійно-поняттєвий аналіз понять «неформальна», «інформальна» освіта. Відображена характеристика неформальної освіти здобувачів українських ЗВО та інших країн світу. Проаналізовано взаємозв'язок формальної,



неформальної та інформальної освіти в контексті діяльності ЗВО. Розглянуто сучасний алгоритм визнання результатів навчання, здобутого шляхом неформальної та інформальної освіти в закладах вищої освіти. Визначена важливість формування синергетичного та системно-комплексного ефекту від поєднання формальної, неформальної та інформальної освіти здобувачів, що сприяє подоланню стереотипів в вищій освіті та забезпечує набуття високоякісних конкурентоспроможних компетенцій фахівців.

**Ключові слова:** вища освіта, формальна освіта, неформальна освіта, інформальна освіта, професійні компетентності, зарубіжні країни, міжнародні організації.