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EDUCATION OF ADULTS: INFORMAL EDUCATION

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Abstract

The article analyzes contemporary trends of adult education development. An important element of adult education system is informal education. Informal education is also education «during all life», continuous education which includes all possible branches of knowledge and gives to all people the chance of full development of the personality.

Keyword: Professional knowledge, professional education, society, during all life.

Introduction

The concept of training during all life is guided by the demand shown by labor market, but not on offers from system of professional education and training. Modern education is not only the sum of knowledge, but also a basis of psychological readiness of the person for a continuity in accumulation of this knowledge, to their processing and improvement at implementation of transfer of professional knowledge and abilities, cultures, moral values from one generation to another.

Still when forming policy in the field of Russian education only its formality was considered. Today a rigid framework of formal system is washed away that found reflection in the Russian model of education - 2020 for the economy based on knowledge in which it is claimed that the modern flexible incomplete educational trajectory of the person is under construction on a basis not only formal, but also informal education.

Russia, proclaiming the principles of democracy and openness, cannot remain away from processes of globalization and integration of education. Creation in the Russian educational space of the uniform educational environment (the global informal educational environment) means

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methodological reorganization of all education system. Such environment will be characterized by rapprochement, complementarity and interdependence of national education systems, synchronization of actions for their development and mutual enrichment in a bosom world and national cultures. It is one of key living conditions of modern society from the point of view of the Council of Europe.

In modern living conditions the adult is forced to participate actively and continuously in educational activity. Owing to what, lifestyle of the adult seeking for the maximum realization of the potential causes informal education.

Research materials

The term «informal education» is not in broad use yet, it is used mainly by theorists in the field of common problems of education and is a little familiar to a wide range of practical workers. However, the reality which it reflects is well-known all - it is training and the doctrine in the course of daily activity.

Informal education is the development of welfare experience happening outside pedagogically organized process and deprived of its main attributes. It allows to treat the term as education without procedural formalities or not properly executed education. In essence and to contents it is the same process of acquisition of knowledge and abilities, deepening's of outlook and enrichment of personal potential which we see in formal and informal education. Difference is that it proceeds out of walls of the institutions entering an education system namely at the social institutes performing other functions in public labor division – in a family, the sphere of work in any formal and informal groups and associations.

Informal education – multidimensional process which structure, in general, coincides with structure of activity of the adult. Certain elements of the doctrine and learning are present practically at all forms of social activity.

Types of informal education are not systematized yet. Can be carried to number of the main:

- the doctrine on a method of trial and error;
- spontaneous self-education in the form of independent search of answers to the concerning questions or ways of permission of almost significant problems;
- mutually training during joint performance of these or those tasks;
- acquisition of new knowledge by means of modern information technologies (The Internet, databases, etc.) and through mass media;
- enrichment of inner world through reading and visit of cultural institutions;
- esthetic development in the course of amateur art activity;
- performance of this or that work under the leadership of the competent expert.

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Informal education is called as that also because its results are not made out documentary in any way and usually do not gain official recognition from other institutes of society. In effect, not so important, what way of people acquired knowledge and abilities necessary for effective activity, it is important that it had them. In this regard in a number of the countries the question of certification of results of informal education, of recognition by society of the real, and not just documentary certified academic and professional qualification is discussed.

Informal education is a reality of free character. It existed always and will exist further. Any education system, even the most perfect, being not able to train the person in all that can be necessary at solution of problems, arising in practical life. Popular wisdom «a century live, a century study» probably means this type of lifelong educational activity.

Informal education – the individual cognitive activity which is accompanying everyday life and not necessarily having purposeful character; the spontaneous education which is implemented due to own activity of individuals in the saturated cultural and educational environment; communication, reading, visit of cultural institutions, travel, mass media, when the adult turns educational capacities of society into effective factors of the development, result of the daily worker, family and leisure activity, has no certain structure.

Informal education is also education «during all life», continuous education which includes all possible branches of knowledge and gives to all people the chance of full development of the personality.

Informal education in the paradigm assumes achievements of real equality between people, involvement in information and education activity of the increasing part of the worker and not an occupied population. Emergence in connection with world overproduction crisis of big mass of subjects, free from production activity, sets a task of transformation of these «excess» people into people of «leisure» and consumers, in particular educations.

Informal education assumes creation of conditions for search by the adult of self-identity (manifestation of the personal beginning, awareness of the essence by the individual, definition of the place in the world and correlation of with fundamental moral values). From these positions, informal education is a development of the abilities and abilities helping the adult in search of his identity – with a profession, age and culture. Informal education demands not only implementation of educational activity in an external environment, but also causes continuous internal education, changes under the influence of again mastered knowledge.

At the same time, also limitation of opportunities of informal education is quite obvious: it is unsystematic, subject to accidents and is based on life experience of the person, which is inevitably limited by a framework of

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empirically perceived surrounding reality. Therefore it cannot create to some extent a complete picture of the world, provide development of the deep and systematized knowledge. Within its powers to only professionally constructed educational practice.

In documents of the World scientific forum organized by UNESCO and the International council for science in November 2003 in Budapest, the following definitions of these forms of cognitive activity are removed:

Informal training – carried out daily, connected with work, life in a family or carrying out leisure, not structured from the point of view of the purposes and duration [11].

Definition of a concept of informal training, more, is in focus of attention of foreign researchers. D. Livingston gives definition to informal training – «it is any activity connected with development of knowledge, abilities, skills and competition which happens without external estimation by certain educational criteria» [15].

Researchers are interested also applied aspects of application of these forms of training. A. V. Okereshko considers classification of types of informal training as semantic factors of personal and professional development [10], the research is conducted on a joint of pedagogics and psychology. John Moravek considers informal and informal training within the concept «society of knowledge» [16] and «invisible training» [14], daily, connected with work, life in a family or carrying out leisure, not structured from the point of view of the purposes and duration [11].

Emergence of informal and informal training is a direct consequence of development «the new network information and communication technologies overcoming existential borders, providing instant access to any information, expanding ideas of reality of everyday life which includes also now virtual reality of the Internet» [12]. There are researches of applied character connected with a question of integration of formal, informal and informal training by means of media technologies. In this regard Zolotukhin S.A. considers the concept of personal educational environments as the integration mechanism (by means of Internet technologies) formal and informal educational environments [6, 7].

Many researchers emphasize importance of «integration [6, 7, 10] of formal, informal and informal training for successful development of the personality», however, a question as well as by means of what tools, more effectively to integrate these forms of education, remains open.

Specifics of informal training in many respects coincide with structure of activity of the adult, «not so important, what way of people acquired knowledge and abilities necessary for effective activity, it is important that it had them» [2, p.114].

Conclusion

Summing up the result, we can note that informal training the inadvertent fact represents, the person has no obviously expressed training purpose, he can learn something new an entrance of the activity, but this knowledge can be shown not at once, it is not structured from the point of view of the purposes, time or support of training [2, 11, 16]. Therefore, the informal education got out of formal institutes and which is brought closer to needs of society and the most adult can serve as education of adults. Informal education, certainly, forms system of values of the person, a circle of its relations, accompanying it throughout all his life.

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FORMATION OF RESEARCH COMPETENCE OF STUDENTS AS A CONDITION OF DEVELOPMENT OF THEIR PROFESSIONALISM

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Abstract

In this article the authors examine research competence as one of the basic tasks of preparation of students - the future specialists in the field of social work. Presented the experience of the department of social work in the process of engaging students in research activities through training sessions and participation in the scientific events. Proposed the mechanism of formation of students' research competence in the university.

Keywords: research activities, self-study, individual work, the educational process, students, social work.

Введение

В нашей стране на протяжении нескольких лет реформирование сферы образования и науки является приоритетом государственной политики, так как одной из стратегических задач является возвращение нашей страны в число ведущих мировых держав. Для этого необходимо, во-первых, повышение качества кадрового потенциала, во-вторых, наращивание исследовательского потенциала способного проводить фундаментальные и прикладные исследования по актуальным для мировой экономики и науки, и приоритетным для России направлениям. Современное российское образование должно быть качественным, конкурентоспособным, эффективным, непрерывным, мобильным. «Образование расценивается как важнейший ресурс в развитии