

## DEVELOPMENT OF NON-FORMAL EDUCATION AS A FACTOR ENSURING CONTINUITY IN EDUCATION

**Jurayev Alisher Tulkinboyevich**

*Researcher of Namangan State University*

### ARTICLE INFO.

**Keywords:** non-formal education, continuous education, Law "On Education", non-state educational services, mentor-student, open education.

### Abstract

This article talks about the role and importance of the development of non-formal education as a factor that ensures continuity in education. Examples from the experience of foreign countries regarding the development of non-formal education are given.

<http://www.gospodarkainnowacje.pl/> © 2024 LWAB.

Today, a modern society consisting of educated and educated people, that is, a society with a high social potential of the population, is characterized by a high level of social activity and sufficient quality of education. In the modern world, every person is trying to be active in all spheres of society by having high knowledge. It is at this point that the demand for a continuous, additional education model for life is increasing instead of the usual "knowledge" model in order to become a well-rounded person.

World experience shows that education should be based on the principle of continuity, to meet the various needs of a person at all stages, to help solve the problems faced during his life. In developed countries, "Lifelong learning" is not new in the education system and has already become a generally accepted norm. In order to comply with it, it is necessary to transfer state responsibility to the "informal education" sector. Uzbekistan is also facing this issue. For its implementation, it is necessary to form an appropriate legal and regulatory framework. Analysis of the two main documents - "National Program of Personnel Training" and "Laws on Education" - to determine the mechanisms and forms of current standards of continuous education, the basis for realizing the potential of innovative directions of its informal sector.

Currently, in the experience of all developed countries, the knowledge given on the basis of the standard established within the framework of state policy is the main foundation of the development of society, while additional education is recognized as a necessary means of all-round (political, social, economic, spiritual) development of society in the 21st century. . The concept of additional education serves as an important basis that fully reflects the potential and tasks of non-formal education.

It is known that formal education is carried out in specialized educational institutions by professionals in each subject, and the learner is given a generally recognized certificate of education.

Non-formal education is characterized by the fact that it is carried out informally mainly by non-governmental non-profit organizations, and not on the basis of the standards officially set by the state.

Non-formal education is expressed by the fact that it is oriented towards systematic training and the activities of those being trained, it is aimed at satisfying the educational needs of citizens, individual social and professional groups and societies, and it certainly serves to increase the educational potential

of the population. Also, the development of non-formal education, which is convenient for the population, is an important basis for filling the gap in the acquired knowledge of unorganized youth.

In our opinion, non-formal education should serve as an educational direction that complements formal education, and they should be implemented without mutually exclusive. Because both types of education are interdependent and ultimately serve the same purpose, that is, to provide knowledge to the population in an effective way and to increase the knowledge potential of every member of the society.

Today, the adoption of non-formal education, taking into account the direction of its activity, leads to the need to encourage cases of transformation of formal knowledge into informal. One of the ways to achieve this is to create an educational field that integrates formal and non-formal education. Practical mechanisms for this include meeting with experts, holding meetings and meetings on the Internet, working with virtual support groups, instant messaging on social networks, creating networks of experts and similar directions.

Of course, educational programs conducted by non-governmental non-profit organizations are mainly implemented as an informal type of education, and the level of globality and importance of the educational program for the population serves to make it an integral part of education. In this respect, non-formal education is an integral part of the continuous education system. UNESCO's classification of non-formal education includes educational programs and courses that are not always confirmed by the documents specified at the end of the education, which are conducted outside the framework of the usual system of education. The European Union's Memorandum on lifelong learning states that non-formal education is an equal part of the lifelong learning process [1].

In the final resolution of UNESCO's Sixth International Conference on Adult Education (Belén, Brazil, December 2009), "Adult education is proving to be a very important response to the challenges we face today. Adult education is the main component of the lifelong learning system, which includes formal and non-formal education, directly and indirectly for young people and adults. In general, the effectiveness and attractiveness of education for older adults depends on providing favorable conditions and circumstances, taking into account their requirements as active citizens. Their feeling as fully educated and independent individuals is directly related to working on themselves, adapting to complex situations and global changes during life, cultural, social and economic conditions (at work, family, society)"[2] is called.

Much attention is paid to determining the level of knowledge acquired through informal education in foreign countries and studying its importance for the unorganized stratum of the population. For example, in Great Britain, legal norms have been adopted to recognize non-formal education. In 1989, the "National System of Professional Qualification" was launched, which created a variable module system open to all forms and methods of education oriented to the final result, and it was created in school education. It is characterized by the fact that it is accepted as a substitute for education and training system, and focuses on the unemployed (unorganized) layer of the local population.

Possibilities of informal education have been studied to some extent in the field of political science and pedagogy. The main content of informal education and theoretical issues revealing the principles of this system structure were considered by scientists as a subject. The principle of continuity of non-formal education has been actively analyzed in scientific literature (S.G. Vershilovsky, R. Dave, H. Hummel, N.S. Rozov, etc.).

Principles of continuity of non-formal education in science S.G. Vershilovsky, V.F. Vzyatipev, V.I. Gorovaya, R. Dave, P. Lengrand, E. For, H. Gummel, M.D. Kareali, G. Koptaj, F. Coombs, O.V. Kupsov, N.S. Rozovlar in works, principles of additional education V.B. Kulichenko, A.V. Skachkov, the system of current methods of education and their application in informal education were widely analyzed in the research works of M.M. Levi, I. Ya. Lerner, T.V. Kudryavsev, A.M. Matyushkin, M.I. Makhmutov.

Studies connecting pedagogy to the field of psychology. The scientific researches of Sinyaga, K. Rodgers, V.A. Shapovalova, I.S. Yakimanskaya made it possible to overcome the problems of informal education.

Scientific works on the role of participants of non-governmental non-profit organizations in the informal education system can be seen in the researches of L.M. Drobijeva, V.A.Tishkov, N.M.Lebedeva, M.Yu.Martshova, G.U.Soldatova, T.G.Stefanenko.

We can also see research on the role of non-governmental organizations in the restoration of cultural relations in the researches of A.R. Aklayev, N.F. Bugay, B. Ye. Viner, O. V. Zenchenko, Ye. Malinovskaya, M. V. Savvalar.

First of all, informal education is flexible and diverse in terms of organizational form and educational theme. It can meet the different educational needs of different strata of the population and introduce mechanisms of socialization by helping the individual learn new social roles in the social environment and work on himself. Today, informal education is becoming an important mechanism for political socialization of a person. Non-formal education is distinguished by the unique approaches of organizations in educational activities aimed at the authorship of pedagogues, who are connected with the changes of the social environment and the development of people. According to a number of scientists (L.M.Drobijeva, V.A.Tishkov, N.M.Lebedeva, M.Yu.Martinova and others), one of the main aspects of modeling and implementation of the informal education system in the socio-political environment is to increase social culture and creates conditions for mutual relations. Non-formal education is the basis of effective organization of relations between representatives of different strata in the regions and a tool that allows them to become active members of society.

Seminar-training is an effective method of informal education for young and older participants of educational groups.

In the scientific literature (B. S. Bratus, O. S. Gazman, V. I. Slobodchikov, Ye. I. Isayev, S. G. Kosaretsky, K. Rodgers, I. S. Yakimansky, etc.), one of the conditions for the effective implementation of informal education is the quality of its participants in the educational activity of psychological and pedagogical factors. It is emphasized that it is necessary to create.

Family education, educational tourism, programs organized in museums can be used as effective forms of informal education for different age groups.

Among the methods of organizing informal education, the following can be mentioned: mentor-apprenticeship; coaching(couching); training in working groups; action learning; telling a story (metaphor game); shadowing (Job Shadowing); secon-ment (Seconment); budding (Budding); electronic methods (e-learning). The most common way in Uzbekistan is the master-disciple way.

Continuous education involves a lifelong process that ensures the gradual development of a person's creative potential and knowledge. Usually, continuous education is defined as the continuation of the educational activity after receiving primary education. However, this definition does not quite fit the lifelong learning process: it should include a step-by-step progression through specially organized trainings to be continuous. The individual stages of ensuring continuity and their integration into a single one are achieved through non-governmental non-commercial organizations.

In the world experience, the practice of non-formal education shows that there is a great potential in the acquisition of knowledge and skills aimed at the participation of citizens in socio-political processes and the formation of their own position. The social order for non-formal education in the 60s and 70s of the last century was aimed at solving the problems of the world community in developing countries, in particular, education. Discussions of that period, in which the supporters of student societies were the majority, led to the recognition of blocks of priority problems of education. At that time, many aspects were considered for the first time. Continuous education (life-long education) and open education (open

education) served as a basis for expressing the phenomenon of "education", revealing the typological aspects of formal-informal education.

The socio-economic, political, environmental changes and the development of information technologies in the world have led to an increase in the role of education. The listed changes are characteristic of our society. From this, new knowledge and updating of existing knowledge for different layers of our society is the reason for the increase in institutions of civil society in Uzbekistan, as it is outside the framework of state-standard educational institutions. Because these institutes offer informal economic, political, civil, environmental and other educational courses. Unfortunately, in most cases it is unsystematic and it is not always recognized and supported by states, politicians and scientific communities. However, if this field is systematically established, it will ensure the improvement of the lifestyle and social level of the population, the necessary conditions for each citizen, the development of his political consciousness, the renewal of his skills and finding his place in society.

In Europe, free education appeared in the 19th century, the reason for its emergence is that the processes of industrialization brought incredible changes in the economy. In industrialized countries, changes have included all spheres of society. In order to find their place in the labor market and social and political life, representatives of different social groups should have not only basic knowledge, but also professional and civic knowledge. It is necessary to develop relevant educational organizations to acquire and update the necessary knowledge.

The activity of non-governmental non-profit organizations in modern education is a system of informal project-based public initiatives for professional education, where the framework of generally accepted educational standards is taken, along with project-based educational programs aimed at increasing socio-political, legal, medical, environmental and other knowledge. have other vocational training programs.

These programs are aimed at learning foreign languages, training military personnel and the unemployed (young people who have graduated from secondary special education and could not enter higher education institutions, young people who have completed long-term military service) for re-employment based on the demand of the labor market. Also, education in institutions of civil society has a great place in civil and political life, in social services and working with employees, in cultural and environmental fields.

But of all the educational systems, the educational system in non-governmental non-commercial organizations is considered one of the least researched educational systems. Historically, the forms and methods of education by non-governmental non-profit organizations in different countries are interpreted differently, and are distinguished by different terms and approaches. This creates some problems in studying and describing foreign experience.

In conclusion, the importance of further development of non-formal education in the wide implementation of work with the population requires the following practical recommendations to be followed:

- supporting the partnership of state and non-governmental organizations (financial cooperation in informal educational services provided by non-governmental non-profit organizations to citizens);
- establishing grant programs for non-governmental non-profit organizations that successfully implement informal education programs to improve the quality of the program;
- increasing the state order for additional education for unorganized youth among non-governmental non-profit organizations;
- introduction of a long-term state order aimed at retraining (redirecting to another field) unemployed youth and adults by non-governmental non-commercial organizations. This, in turn, allows ending the monopoly of higher education institutions and expanding the range of choices for students;

- Establishing a corps of citizen education consultants in non-governmental non-profit organizations, thereby helping to set the right path for complex educational trajectories for citizens and unorganized youth.

Thus, increasing the place and role of "informal education" in modern conditions provides an opportunity to find a practical solution to the current issues arising in the education of unorganized youth together with the socio-economic problems in the society.

#### REFERENCES.

1. Memorandum of non-formal education of the European Union // Adukatat. #2 (8). - 2006. -С. 24-27.
2. Using the potential of training and education of older adults for future well-being // Adukatat. - #1 (17). - 2010. -С. 3-9.
3. Ta'limga oid davlat siyosatini amalga oshirishda zamonaviy yondashuvlarning ijtimoiy ahamiyati. А Жураев - Ижтимоий-гуманитар фанларнинг долзарб муаммолари / Актуальные проблемы социально-гуманитарных наук / Actual Problems of Humanities and Social Sciences. ISSN 2181-1342, 9/S (3) 2023.