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THE INFORMATION “REVOLUTION” OF MODERN MASS MEDIA IN INFORMAL EDUCATION

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Joldasova Kamila Jollibaevna

Researcher at the National Institute of Pedagogical Skills named after A. Avloni, Uzbekistan

ABSTRACT

Distinctive advantages of informal education over formal and non-formal education and its role in human everyday life.

KEYWORDS

Formal education, non-formal education, informal education, mass education, additional education, elite education, mass media.

INTRODUCTION

As a result of the expansion of the information space in the 21st century, education has emerged as informal education in order to respond to dynamic changes in all spheres of human life. This, in turn, creates the need to search for other strategies for conducting life and professional activities in new modern conditions and ensuring the quality of teachers' professional training. Continuous professional development and acquisition of new modern skills have become necessary for a modern teacher. Investing in their professional development increases their competitiveness and allows them to maximize their potential [1].

In some existing literature, experts distinguish three types of lifelong learning: mass, additional and elite.

The first is mass education based on the formal school-university system. The second includes a system of additional use of distance learning programs to eliminate functional deficiencies in retraining and advanced training courses. They can be organized by state and non-state educational institutions based on formal and non-formal types of education. The third type is elite education. It is associated with scientific research institutions at the formal level and is carried out in a practical manner in accordance with

competitive market opportunities, both face-to-face and remotely, by providing the best and most advanced knowledge on the subject at the intersection of non-formal and informal components [2].

In this regard, it is noted that a new trend has emerged in the existing experience, recognizing the education sector as “a single integrated process of lifelong enrichment of the spiritual world and creative potential of adults through formal, non-formal and informal education, combined with other types of social activity.”

The quality assurance of vocational education and training is carried out in accordance with the European Principles for the Validation of Non-Formal and Informal Learning (2004), the European Principles for Quality Assurance in Education and Training, and the Recommendations for a European Database.

The researchers cite the following examples in this regard:

1. Non-formal and informal education can provide access to exams in the formal education system. Individuals who have not completed their previous studies in the formal education system for one reason or another are given the opportunity to take final exams in the vocational education system. A similar practice exists, for example, in countries such as Austria, Norway, Finland, and Germany.

2. Validation of non-formal and informal learning provides access to formal education under certain conditions. In some countries, it offers access to further and higher education programmes for learners who do not have the required formal qualifications but can demonstrate that they have acquired qualifications equivalent to those acquired in the formal education system. For example, in Finland, learners are admitted

to a polytechnic university if they can demonstrate that they have acquired relevant knowledge through practical experience; the University of Tartu in Estonia uses a mechanism for the accreditation of prior learning to ensure access to university for those who do not have the required formal qualifications.

3. In Denmark, applicants are given the opportunity to demonstrate their qualifications acquired through non-formal and informal learning before entering the university, which, if validated, can reduce the length of study.

4. Non-formal and informal education is part of formal education in some countries. For example, in Sweden and Malta, methods have been developed to include them as an integral part of formal education programs. Thus, at the University of Malta, students have the opportunity to receive credit for social experience and skills gained as a result of volunteer work [3].

Informal education is an individual cognitive activity that accompanies everyday life and is not always purposeful; it is the result of communication, reading, visiting cultural institutions, libraries, traveling, the media, etc., everyday work, family and leisure activities, and does not have a specific structure. Non-institutional (informal) education, or education received in an informal form under the direct influence of the life around a person, is interpreted by M. Tait as forms of education that are not included in formal and non-formal education. This can occur under the influence of various educational influences of society - work, home, family, friends, media, books. P. Jarvis calls this term a form of education that occurs when people learn directly from their environment. According to S. Merriam and R. Caffarelli, everyday life experience teaches us something [4].



Informal education can be interpreted as “individual cognitive activity that accompanies everyday life and is not always purposeful”, in which a person “turns the educational potential of society into effective factors of his own development”. This is what most effectively changes people's attitudes and behavior in everyday life. It is the most important source of spiritual enrichment of a person, his inner world, and is an important aspect of personal and professional development.

Social institutions (family, colleagues) play a key role in the implementation of informal education and is carried out in a cultural and educational environment [5].

The main features of informal education are as follows. In particular, its non-institutionalized nature; the closeness of the structure of the educational process to the structure of human life; implementation through active learning; the absence of teacher-student contact; individual cognitive activity; the special importance of the environment and means of obtaining information (knowledge), etc. Informal education can continue throughout a person's life, therefore, there are no strict time limits and duration characteristics.

Informal education affects the professional sphere, and its development path is clearly visible in the hierarchy of human needs: the higher the level of knowledge of a person about his life activity, the meaning of life and life priorities, the more fully, actively, competently and effectively he uses informal education to meet all his needs, including professional needs.

Modern mass media have great potential in the field of informal education. The reason is that we emphasize the presence of mass media and the possibility of using

them with almost no restrictions in time and space. The information "revolution" that occurred after the advent of smartphones affects all areas of society and human life, including education. For the first time in history, vast information resources are available to people, their use is unlimited and can be used repeatedly and almost at any time [6].

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