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USE OF NON-FORMAL EDUCATION ELEMENTS IN THE ORGANISATION OF STUDENTS' INDEPENDENT WORK

Background. *The analysis of the latest publications and approval of scientific research at conferences, symposia, during the discussions of scientists show that today approaches to the organization of the educational process are changing – first under the influence of the COVID-19 epidemic, and then Russian aggression against Ukraine. At the same time, despite everything, formal education remains the main daily activity of an individual in higher education institutions. It is based on modern scientific trends and practices. Getting an educational service is becoming more available An individual education trajectory is formed, including using distance learning technologies. It is the organization of the educational process with the use of remote technologies that becomes the leading one in wartime conditions. Approaches to its organization using elements of non-formal education deserve special attention.*

The purpose of the article is to understand the place of informal education in the educational process of a higher school, and the task is to consider the possible applied aspects of informal education in the training of specialists within the educational and scientific program "Educational, pedagogical technologies" specialty 011 Educational, pedagogical sciences, in particular, to analyze the possibilities of using elements of informal education in the construction and organization of the study of the discipline "Innovative educational technologies", the content of students' independent work. Considerable attention was paid to the search for an answer to the question – to what extent independent work at such an organization will allow for the formation of competencies provided by the work program of disciplines (RPND) and the program learning results contained in the educational program. To achieve the goal and solve the tasks, the following methods were used: modeling of students' activities, using already existing work experience in mastering the content of educational disciplines by students in other educational programs: interviews, surveys, evaluation of completed tasks, feedback (questionnaires).

Results. *When creating the working program of the course and researching the possibilities of using elements of non-formal education, step-by-step modeling of the activities of master's students was used, during which the search for available massive open online courses that could complement the content of education should take place, taking into account the purpose and tasks of the discipline, the time of independent work to master these courses, specific results that can be checked and taken into account within the framework of the modular rating system for evaluating the educational achievements of students.*

Conclusions. *The results of the discussion of the concept of the work program with colleagues showed that the proposed organization of independent work of students using elements of non-formal education during the study of the discipline "Innovative educational technologies" will contribute to the formation of competencies and program learning outcomes provided for by the educational and scientific program and will specify and optimize the organization of independent work as the most important component of the educational process at the second level of higher education.*

Keywords: *mass open online courses, formal education, informal education, criteria for evaluating educational achievements.*

Background

The article is devoted to the study of the content, logic and organization of independent work of students of the master's degree in the specialty 011 educational, pedagogical sciences of the educational and scientific program "Educational, Pedagogical Technologies" during the creation of the work program of the educational discipline "Innovative Educational Technologies". It is revealed how, on the basis of the work program, which contains 5 credits, to organize the independent work of students using elements of non-formal education. At the same time, ensure: acquisition of systematized knowledge on issues related to understanding the essence of innovations in education, organization of the educational process using modern technologies in the educational interaction of a teacher and a student. To prepare a specialist who is able to use modern digital technologies and resources in professional, innovative and research activities; is able to develop and teach educational courses in institutions of higher education, using the methods, tools and technologies necessary to achieve the set goals; is able to search for the necessary information from educational/pedagogical sciences in printed, electronic and other sources, analyze, systematize it, assessing its reliability and relevance and not violating the law on the use of intellectual property (Osv. Nauk. progr., ed. 2021).

The article reveals the content and results of the work on the preparation of the curriculum for participation in the implementation of the educational-scientific program "Educational, Pedagogical Technologies" at the Department of Pedagogy of the Faculty of Psychology of Taras Shevchenko National University of Kyiv (KNUTSH), shows how, taking into account the existing system of forming the content of education in modern higher education, with the help of tasks that form competences and learning outcomes, provided for by ONP, it is planned to organize students' mastery of the content and relevant competences for mastering innovative educational technologies and skills for their use in the educational process in higher education with the use of elements of non-formal education when organizing independent work to the extent provided for by the work program.

Literature review. Changes in the education system caused by the war, including those related to the inclusion of the results of non-formal and informal education, became the object of research attention even before the full-scale invasion of Russian troops on the territory of Ukraine – that is, since 2014, when the regions of Eastern Ukraine and the Crimean Peninsula were captured. Ever since the hybrid war, until February 24, 2022, the impact on education has been absolutely destructive (Shevchenko, 2019, pp. 237–253). But the scale of the destructive impact on education at the stage of hybrid war is even difficult to compare with what happens under martial law. Recently, research materials on the impact of martial law on the level of ensuring the stability and continuity of the educational process in higher education institutions have begun to appear more and more. There are analytical materials related to the general state of higher education in the conditions of war (Danchenko, 2022, pp. 129–132), with the organization and conduct of certain types of educational work (Budziak O., & Budziak V., 2022, pp. 45–49), practical

training (Klymchyk, 2022, pp. 198–202). Getting acquainted with the materials of such studies, we must state that they are largely descriptive in nature and are an account of the experience of their authors in organizing educational activities using distance learning tools, or a description of the tasks of training, which is carried out by each applicant separately in the city of his stay (due to the impossibility of gathering an academic group in conditions of martial law). So, we must state that one of the directions of the development of educational activity in the conditions of war is the description of technological solutions that were used by individual teachers to solve specific tasks of an educational discipline within the framework of a specific educational program. We believe that the study and use of such experience is an important direction in the development of the practice of educational activity in wartime conditions, which will later help to reach a higher level of generalization and allow the creation of methodological approaches that will be based on discovered new regularities, principles formulated on this basis, which, in turn, will provide an opportunity to substantiate new forms, methods, techniques, ways and means of effective educational activity in wartime conditions and in the postwar period. The study of the possibilities of using informal education deserves special attention, as it meets all the requirements for the organization of the educational process using remote means, which is a very important condition for education in the conditions of martial law.

Informal education is the process of obtaining an education that is not regulated by the place, term and form of education and does not involve obtaining documents on education of the state model. The field of non-formal education implemented at the University includes individual classes (certificate programs, trainings, short-term courses, summer schools, etc. under the guidance of teachers, trainers, tutors and other specialists), which have practical short-term goals. In most cases, non-formal education involves students obtaining relevant practical and theoretical knowledge, skills, mastering modern methods of solving professional tasks, increasing the level of professional competence, improving existing knowledge and self-development. The peculiarity of non-formal education is that everyone who wants it has the opportunity to get it, regardless of their age, gender or profession. It should also be noted that the learning results obtained at the same time can be re-credited to the students in their formal education. That is, students have the opportunity to receive a final assessment of individual disciplines for the knowledge gained in individual classes not only within the walls of the University, but also outside of it.

After the entry into force of the order of the Ministry of Education and Science of Ukraine No. 130 dated March 16, 2022 "On approval of the procedure for recognition in higher and professional pre-higher education of learning results obtained through non-formal and/or informal education" (order of the Ministry of Education and Culture) the KNUTSH was developed and implemented by order of the rector No. 86-32 of 07.02.2023 "Provisions on validation and recognition of learning results obtained in the process of non-formal and/or informal education in programs of higher and professional higher education" (Regulations on validation and recognition of learning outcomes…).

The provision does not limit the academic freedom of scientific and pedagogical staff of the University regarding the inclusion in the work program of the educational component of recommendations on the possible mastery of certain learning outcomes through informal education or through participation in informal education programs. Recognition and evaluation of the level of mastery of the results of informal and/or informal learning (in the presence of justification approved by the department regarding the expediency/necessity of this recognition to achieve the goals of the educational component) in such cases is carried out by a scientific and pedagogical employee within the framework of the assessment component that is allocated for current control and in accordance with the rules and procedures defined in the work program of the educational component (Regulations).

Taking advantage of this provision, we will try to use the example of creating a working program of the educational component to determine how to best use the opportunities of informal learning in the process of obtaining a formal education in higher education institutions.

When developing the work program of the educational component, a scientific and pedagogical worker can use the provision of the order of the rector of KNUTSH No. 86-32 dated 02.07.2023, which states the possibility of mastering certain learning outcomes through participation in non-formal education programs. The source for finding and choosing such programs is, first of all, massively open online courses (MOOC).

MOOCs are a structured system of courses focused on unlimited participation and open access via the Internet, which is relevant in the current situation in Ukraine. In addition to traditional course materials, such as video lectures, literature and didactic materials (task sets), many VET institutions create interactive user forums to facilitate interaction between students, teachers and teaching assistants (which opens up additional opportunities for the development of competences and programme learning outcomes). MOOCs were first introduced in 2008 and immediately became popular due to their capabilities and constant access mode. Modern MOOC platforms offer courses from the world's leading universities and organisations on a paid and free basis. Some MOOC platforms provide an opportunity to complete a system of courses, after which a person can receive a certificate confirming their success and specialisation within the system. The following platforms provide this service: Coursera, Edx, Udacity and others.

It is this feature of the International Vocational Training Institute (to obtain specialization within the framework of the system) that provides ample opportunities to include the resources of the International Vocational Training Institute in the work programs of educational disciplines in the organization of formal education, providing for the recognition of the results of such training in Chapter 7 of the RPND.

As a rule, the general structure of taking a course on the platforms of the International Vocational Training Institute is as follows:

1) registration on the platform;

2) choosing a course among the proposed areas of educational or educational development;

3) registration for the course;

4) completion of the course;

5) obtaining a certificate.

The systems are easy to use. They are distinguished by the convenience of the interface and the logical sequence with the indication of the next steps and possible options for determining the individual learning trajectory. Today, we can name a list of MOOC-platforms that can be used when organizing independent work within the framework of formal education. These are foreign platforms: Coursera (https://www.coursera.org/), Edx (https://www.edx.org/), Udacity (https://www.udacity.com/),

Kadenze (https://www.kadenze.com/), Udemy (https://www.udemy.com/). A list of platforms created in Ukraine can be added to them: Action. Digital education (https://osvita.diia.gov.ua/), Prometheus (http://prometheus.org.ua/), Educational Hub – EduHub.in.ua (https://eduhub.in.ua/), VUM online Maidan Open University (https://vumonline.ua/), EdEra (https://www.ed-era.com/), WiseCow (https://wisecow.com.ua/), Impactorium (https://impactorium.org/uk/all-courses/).

Methodology. In the process of creating the work program of the course "Innovative educational technologies" for specialty 011 at the Taras Shevchenko National University of Kyiv (KNUTSH), we tried to take into account as much as possible the possibilities of today's IOC platforms for his needs, taking into account the requirements of the educational program and the time budget for independent work. To do this, they visited the guest pages of a number of IMC platforms and found out that:

Coursera (https://www.coursera.org/) is an online education platform founded by Stanford University computer science professors Andrew Yin and Daphne Koller in April 2012. As part of the platform, there is a project to publish educational materials on the Internet in the form of a set of free online courses. As of mid-2023, the platform has more than 5,400 courses, professional certifications, and diploma programs from world-class universities and companies.

The platform provides a catalog of courses: 1) humanities and arts; 2) business; 3) computer science; 4) database science; 5) medical and biological sciences; 6) mathematics and logic; 7) personal development; 8) physical and engineering sciences; 9) social sciences; 10) language learning. We were interested in directions 1, 7 and 9 and the fact that participants take courses, communicate with classmates online, take tests and exams directly on the platform, and also communicate through official mobile applications on Android and iOS operating systems. The duration of the courses is from six to ten weeks, which coincides with the academic semester at KNUTSH, with 1-2 hours of video lectures per week, they contain tasks, weekly exercises and, sometimes, a final exam or project. Stages of training on the platform, test results can be included in the work program and taken into account during course evaluation.

Edx (https://www.edx.org/) is a provider of massive open online courses. Creates university-level courses in a wide range of disciplines, including some of them free of charge. Conducts research on how people use the platform. Edx differs from other VET providers such as Coursera and Udacity in that it is a non-profit and open source organization. At the moment, the platform offers a wide differentiation of courses: 1) art and culture; 2) architecture; 3) biology and life sciences; 4) business and management; 5) chemistry; 6) communications; 7) computer science; 8) database analysis and statistics; 9) design; 10) economy and finance; 11) education and pedagogical trainings; 12) electronics; 13) energy and earth sciences; 14) engineering; 15) environmental studies; 16) ethics; 17) food and nutrition; 18) health and life safety; 19) history; 20) humanitarian sciences; 21) languages; 22) jurisdiction; 23) literature; 24) mathematics; 25) medicine; 26) music; 27) philanthropy; 28) philosophy and ethics; 29) physics; 30) science; 31) social sciences. We were interested in directions 11 and 31. The functionality of the site has a general appearance: weekly video lectures, interactive exercises, online books, a discussion forum, and has a certain innovation – it is an online laboratory. As an example of its functioning, it is possible to build a virtual scheme in such an online laboratory, to conduct questionnaires and surveys.

Udacity (https://www.udacity.com/) is a private educational organization founded to democratize education. The company was born out of the expansion of Stanford University's computer science program. The format of the platform includes structured video lectures with subtitles in combination with quizzes, which improves the understanding of the material, as well as homework, which are made according to the "learning by doing" model. Programming assignments are graded using automated grading programs on Udacity's servers.

Kadenze (https://www.kadenze.com/) – online courses from the world's leading universities, brands and institutions in the field of creative education. It can be used as an additional platform when preparing for individual seminar-practical classes.

Udemy (https://www.udemy.com/) is an online learning platform. Unlike the academic programs of MVOK, which are conducted in a classic academic style, the project provides a platform for professionals of any kind to create courses that can be offered to the public, both on a free and paid basis. Udemy provides tools that allow users to create a course, promote it, and earn money from tuition fees. As of mid-2023, Udemy says on its homepage, the platform will offer 210,000 online video courses; more than 15 million students are registered. Areas: 1) development of projects; 2) business; 3) information technology and software; 4) productivity of the office; 5) personal development; 6) design; 7) marketing; 8) lifestyle; 9) photograph; 10) health and fitness; 11) education of teachers; 12) music; 13) education; 14) languages; 15) preparation for tests. We were interested in directions: 1, 5, 11, 13, 15. Udemy offers paid and free courses, depending on the instructor. The user can create the course himself using the provided tools.

Ukrainian mass open online courses began their activities in 2014. They are based to a greater extent on the free dissemination of knowledge. At the moment, the following platforms exist in the country: Diya. Digital education, Prometheus, EdEra, Educational Hub – EduHub.in.ua, Maidan Open University, WiseCow, Impactorium.

Action. Digital education (https://osvita.diia.gov.ua/) is a digital literacy platform created by the Ministry of Digital Transformation of Ukraine. Every month, it releases new educational series in which you can find answers to questions: how to prevent a cyber attack or cyber fraud, effectively protect private data, understand the functioning of free Google services, etc. After watching the series, they offer to take a small test – to better master the topic, and then get a certificate that confirms the acquired skills and can help during employment. We were interested in the possibility of using applications in the course to prevent cases of academic dishonesty on the part of students when completing educational and control tasks.

Prometheus (http://prometheus.org.ua/) is a Ukrainian platform for mass open online courses. It was created in 2014 by the efforts of Ivan Prymachenko and Oleksiy Molchanovskyi. The partners of the project are the following educational institutions: KNU named after Taras Shevchenko, NTUU "KPI", NU "Kyiv-Mohyla Academy", Ukrainian Catholic University, Kyiv-Mohyla Business School, Lviv Business School. By the middle of 2023, the platform offers 300+ online courses in 19 areas, among which we were interested in Humanities, For educators, Personal development, Social sciences.

Educational hub – EduHub.in.ua (https://eduhub.in.ua/) – a space for improving and implementing skills from the

educational agency of the Kyiv City State Administration, which allows you to increase the level of competitiveness in the labor market, immerse yourself in the topics of people management, ecology, marketing, public speaking and many others for free. Training takes place according to a mixed model – online courses and practical training. After successful completion of the courses – a certificate. Advantage: SCORM courses are an innovative learning format that is an interesting story (storytelling), an exciting quest (gamification), useful and practical learning material, interactive tests that are built into SCORM lessons. We were primarily interested in the forms of conducting classes.

VUM online (Maidan Open University, https://vumonline.ua/) is an all-Ukrainian civic education movement that arose during the events on the Maidan in 2013 to promote the development of civil society in Ukraine. Today, the platform has 86 courses from leading teachers of business schools, the public sector, business and social practitioners, and has issued more than 67,000 certificates. Its students go through a course module (video lecture, assignments, testing), the duration of training is determined by the teacher. Course topics range from responsible parenting to reputation building and reputation risk management. Advantage: The School of Conscious Citizen course is an educational program for citizens who want to change their communities. Its participants acquire knowledge on creating social projects, building communications with local authorities, etc. For our course, it is interesting from the point of view of finding and analyzing for students the possibilities of the platform for performing tasks on individual topics, performing educational projects.

EdEra – Educational Era (https://www.ed-era.com) is an online education studio that hosts lessons and courses on various topics (media literacy, gender-oriented governance, how to become an entrepreneur, etc.), creates special projects, interactive textbooks. The project positions itself as an educational project with a social mission: to make education high-quality and accessible. Access to the materials on this resource is completely free with an opportunity to thank at the end of the course. The learning principle is no different from other portals: video lectures, tasks, knowledge test, exam, certificate. Advantage: the studio team runs an educational blog, which provides weekly updates on educational trends, reviews international conferences, scientific articles, and foreign online platforms. We were most interested in the platform's educational blog, as a source of information that can be used to independently prepare reviews of educational trends, articles, conferences, etc.

WiseCow (https://wisecow.com.ua/) is a creative video library with nine sections: art, journalism, literature, music, cinema, theater, history, fashion and society, "Cities" is a map of social initiatives of Ukraine and a poster of events. Each of them has courses that include videos and additional materials. Advantage: All chapters have a course "100 years in 100 minutes", where each decade is allocated a 10-minute video. We may be interested in materials related to the history of the country's development, education.

Impactorium (https://impactorium.org/uk/all-courses/) is an online education platform for sustainable development that includes short workshops, trainings, and seminars. There are five courses on the portal: "Teacher Competencies 4.0", "Financial Literacy", "Non-Financial Reporting", "Skills Lab: Successful Career" and "Corporate Social Responsibility". Algorithm for acquiring knowledge: choosing a lecture, task, knowledge test, exam, certificate for a course/master class or a diploma for a certain set of courses. Advantage: broadcast of conferences and forums on Sustainable Development Goals and Corporate Social Responsibility. All courses and conference broadcasts may be of interest to our course.

Based on the analysis of the content of the educational and scientific program "Educational, Pedagogical Technologies" (ONP-edition of 2021), matrices No. 4 and 5, the goal and task of the discipline "Innovative Educational Technologies" (OK.11) was determined. The goal of the discipline is to ensure the acquisition of systematized knowledge on issues related to understanding the essence of innovations in education, organization of the educational process using modern technologies in the educational interaction of a teacher and a student. To familiarize with innovative educational technologies and their use in practical work in the field of education. Students will acquire the skills to use publicly available LMS (Learning Management Systems) and understand the possibilities of artificial intelligence, non-formal education for this course and lifelong learning. The task of studying the discipline: consists in forming the ability to solve tasks and problems in the process of professional activity using modern innovative technologies in education, methodologically and methodically correctly solving tasks in the process of learning, building an educational process in higher education, applying a technological approach in educational situations; understand the subject areas of pedagogical activity, work with information on educational problems, analyze situations related to learning, upbringing and development, understand pedagogical phenomena and facts, apply educational and evaluation strategies using artificial intelligence in activities. In the process of studying, IC, GC2., GC4., SC4., SC4., SC5., SC9 are formed. Having formulated on this basis the results of study by discipline and correlating them with program results of study, the structure of the study discipline was developed.

Based on the requirements for the organization of the educational process, the curriculum, the semester in which the discipline will be studied, the time budget for independent work is calculated. It consists of 108 hours and is evenly distributed over all topics of the course. Before the start of the course (2nd semester), students are invited to Classroom.google, where, at the teacher's request, they formulate their expectations from the course using a google form, after which they have the opportunity to familiarize themselves with the work program. The study of the course begins with a seminar session, for which students are given the task in Classroom.google to analyze the possibilities of the IVC platforms and choose a course within the framework of up to 70% (75 hours) of independent work, which the applicant must complete on the platform, receive a certificate and make a summary report at one of the seminars. Condition, the course must be devoted to the acquisition of competencies, program learning outcomes, provided for by the RPND. The teacher discusses with the group the topics of the selected courses, the calculation of time for mastering them, the schedule of presentations at seminar classes, forms and criteria for evaluating independent work and work in the course study process.

In order to rationally allocate time for studying the discipline and provide an opportunity to learn the content of the selected courses, the logic of building the educational process involves first mastering the theoretical (lecture) material, checking the level of assimilation of learning outcomes 1.1–1.5 (knowledge), and then conducting seminar-practical classes with discussion of reports and presentations based on the results of mastering the courses on the MVOK-platforms and demonstration of certificates.

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Table 1

The structure of the academic discipline. Thematic plan of lectures and seminar classes

№	Topic title	Number of hours			
		lectures	seminars	consultations	i/v
Part I "Approaches to the technologization of the educational process in higher education"					
1.	**Topic 1.** Taking into account the factors of personality formation when organizing the educational process in higher education.	2	2		9
2.	**Topic 2.** Psychological and pedagogical foundations of the formation of professional competences of a teacher.	2	2		9
3.	**Topic 3.** Modern theories and concepts of learning as a basis for the creation of educational technologies	2	2		9
4.	**Topic 4.** Pedagogical technologies in the educational process of a modern higher school	2	2		9
5.	**Topic 5.** Technological approaches to determining the content of education in modern higher education	2	1,5		9
6.	**Control work 1**		0,5	1	9
TOTAL for Part I		**10**	**10**		54
Part II "Innovative educational technologies"					
7.	**Topic 6.** Introduction to innovative educational technologies	2	2		9
8.	**Topic 7.** Technologies and their use for the tasks of education and training, taking into account group dynamics when organizing the study of the course	2	2		9
9.	**Topic 8.** The use of publicly available Learning Management Systems (LMS) in the educational process when teaching pedagogical disciplines.	2	2		9
10.	**Topic 9.** The use of artificial intelligence (chatgpt) when performing classroom and independent work tasks	2	2		9
11.	**Topic 10.** Using the opportunities of non-formal education to master the content of education and training	2	1,5		9
12.	**Control work 2**		0,5		9
TOTAL for Part II		**10**	**10**	**1**	**54**
EVERYTHING:		**20**	**20**	**2**	**108**

The total volume is 150 hours, including: Lectures – 20 h.; Seminars – 20 h.; Independent work – 108 h.

Table 2

Evaluation by forms of control

	Part I		Part II	
	Min. 18 points	Max. 30 points	Min. 18 points	Max. 30 points
Test, survey, presentation, discoursec: learning outcomes 1.1–1.6; learning outcomes 3.1–3.4	6	10	6	10
Evaluation and analysis of the results of educational and independent activities: learning outcomes 4.1–4.3	3	5	3	5
Performing practical tasks, solving pedagogical problems: learning outcomes 2.1–2.6	3	5	3	5
Control work: PH 1.1–1.6.	6*1 = 6	10*1 = 10	6*1 = 6	10*1 = 10
Exam: learning outcomes 1.1–1.6; learning outcomes 2.1–2.6; 3.1–3.4; 4.1–4.3.	Min. – 24 points, max – 40 points			

Results

1. The developed work program of the discipline (OK.11) provides for the active participation of applicants in filling the content of the study. Formulating expectations before starting the course and choosing a course on the platform of non-formal education will contribute to the formation of internal motivation to study.

2. The need to present the results of learning in the system of informal education in the academic group will contribute to the development of reflection and the formation of the ability to increase the level of generalization during communication with the audience.

3. Work on finding and mastering a course on an educational platform will contribute to the development of independence, help to navigate the world of educational services, which will contribute to improving orientation in matters of professional growth, planning and organization of education throughout life.

4. Participating in discussions when discussing the reports based on the results of the mastered courses will contribute to familiarization with professionally interesting content and will contribute to the formation of motivation to master it.

5. The course itself, built in this way, turns into an innovative educational technology that ensures the formation of competencies and program learning outcomes provided for by the educational program.

Discussion and conclusions

The organization of the educational process using distance learning technologies opens up wide opportunities for the use of non-formal education courses, which can occupy an important place in such conditions:

- as additional educational resources: They supplement the official educational program and provide additional opportunities for deepening knowledge in a specific field or developing specialized skills;
- flexibility and autonomy: non-formal education courses are usually offered online, allowing students to learn at their own pace and at a time that suits them. This is especially important in distance learning environments, where students can independently plan their schedule and use courses based on their needs and interests;
- expansion of industry, disciplinary knowledge: courses can help students to expand their knowledge in a specific industry, academic discipline, which can be useful for their main study program. They may cover current trends, new technologies, skill development, and other aspects that may be important for students' future careers;

• development of soft skills: non-formal education courses often provide opportunities for the development of soft skills such as communication, critical thinking, cooperation and self-organization. These skills are important in today's world of work and can increase students' competitiveness in the labor market.

• self-improvement: courses can serve as a tool for self-improvement and self-development. They allow students to learn new topics, expand their interests and develop as individuals;

In general, non-formal education courses can play an important role in distance learning, providing students with additional opportunities for learning, developing the necessary skills, competencies and self-realization.

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ВИКОРИСТАННЯ ЕЛЕМЕНТІВ НЕФОРМАЛЬНОЇ ОСВІТИ В ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ СТУДЕНТІВ

В с т у п . ***Аналіз останніх публікацій та апробації наукових досліджень на конференціях, симпозіумах, під час дискусій науковців показують, що нині змінюються підходи до організації освітнього процесу – спочатку під впливом епідемії COVID-19, а потім російської агресії проти України. Водночас формальна освіта попри все залишається головною повсякденною активністю особистості в ЗВО. Вона базується на сучасних наукових тенденціях і практиках. Отримання освітньої послуги стає більш доступною. Формується індивідуальна траєкторія освіти, зокрема з використанням технологій дистанційного навчання. Саме організація освітнього процесу з використанням дистанційних технологій стає провідною в умовах військового часу. Окремої уваги заслуговують підходи до його організації з використанням елементів неформальної освіти.***

Мета статті полягає в осмисленні місця неформальної освіти в освітньому процесі вищої школи, а завдання – розглянути можливі прикладні аспекти неформальної освіти під час підготовки фахівців у межах освітньо-наукової програми "Освітні, педагогічні технології" спеціальності 011 Освітні, педагогічні науки, зокрема проаналізувати можливості використання елементів неформальної освіти під час побудови й організації вивчення дисципліни "Інноваційні освітні технології", змістове наповнення самостійної роботи студентів. Значної уваги у статті набули пошуки відповіді на запитання – наскільки самостійна робота за такої організації дозволить формувати передбачені робочою програмою дисципліни (РПНД) компетентності і програмні результати навчання, що містяться в освітній програмі. Для досягнення поставленої мети й розв'язання завдань використано методи: моделювання діяльності студентів, із використанням уже наявного досвіду роботи під час опанування здобувачами змісту навчальних дисциплін та інших освітніх програм: бесіди, опитування, оцінювання виконаних завдань, зворотного зв'язку (анкетування).

Р е з у л ь т а т и . ***Під час створення робочої програми курсу й дослідженні можливостей використання елементів неформальної освіти використовувалось поетапне моделювання діяльності магістрантів, під час якого має відбуватися пошук доступних масових відкритих онлайн курсів, які б могли доповнювати зміст навчання, з урахуванням мети й завдань дисципліни, часу самостійної роботи для опанування цих курсів, конкретних результатів, які можуть перевірятися та враховуватися в межах модульно-рейтингової системи оцінювання навчальних досягнень студентів.***

В и с н о в к и . ***Результати обговорення концепції робочої програми з колегами показали, що запропонована організація самостійної роботи студентів із використанням елементів неформальної освіти під час вивчення дисципліни "Інноваційні освітні технології" сприятиме формуванню передбачених освітньо-науковою програмою компетентностей і програмних результатів навчання і конкретизує, оптимізує організацію самостійної роботи, як найважливішої складової освітнього процесу на другому рівні вищої освіти.***

К л ю ч о в і с л о в а : ***масові відкриті онлайн курси, формальна освіта, неформальна освіта, критерії оцінювання навчальних досягнень.***

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