

Integration of Formal and Non-Formal Education of Children and Adults in Institutions of Supplementary Education as a Factor of Social and Pedagogical Support for Families in Difficult Situations

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Abstract: The article discusses nature, structure and integration of formal and non-formal education of children and adults as a social and pedagogical support for families in difficult situations. It discloses the meaning of such terms as "the social and pedagogical support for the family", "family in a difficult situation", "the development of educational potential of the family", "the integration of formal and non-formal education of children and adults", "supplementary education institutions for children". The article also presents the component structure and the levels of educational potential development of the modern family. It shows the model of social and pedagogical support of family and pedagogical conditions providing the effectiveness of educational potential of the family in a difficult life situation with the help of supplemental educational services for children (SES). The results of the educational experiment confirming the effectiveness of model of social and pedagogical support of the family with SES are also given in this article.

Key words: Formal and non-formal education • Component structure • Supplemental educational services
• Social and pedagogical support

INTRODUCTION

The ongoing social and economic changes affect the state of the modern Russian family and its educational function. Overemployment of parents and their focus on solving the financial problems of the family often lead to a lack of communication between parents and their children and to the parental alienation. Pluralism of moral norms and values typical for contemporary Russian society often makes the choice of family education goals and priorities not an easy task for parents [1]. All this makes it necessary to search for the best, innovative forms of family education support adequate for modern realities and priorities of educational policy focused on the maintenance of family subjectivity, the development of its educational potential and social and pedagogical support for families in difficult situations.

During its life cycle family constantly faces *difficult situations* that either objectively disturb vital activity of a person or his family, or are subjectively perceived by the person as complex ones and therefore cannot be addressed independently (Boyko V.V., Eidemiller E.G.,

Yustitskis V.). On the one hand, these situations are caused by the adverse impact of social processes. On the other hand, they are considered to be the result of horizontal and vertical stressors [2]. Based on an analysis of the existing social practice and social trends, the term "difficult life situation of the family" shall mean a situation of family illbeing associated with the disturbances in the relationships between parents and their children, low level of the educational potential of the family, crisis phenomena in the family life space, including objective life circumstances (large family, single-parent family, migrant family, divorced family, etc.). Pedagogy and the practice of science aim to develop effective technologies of integration "the family being in a difficult situation" into the social space, providing it support in overcoming life obstacles, promoting the development of its educational potential and protecting children from the adverse effects of living in an environment threatening their personal and physical development [2].

SES have sufficient capacity to organize the social and pedagogical support of family education as they represent an educational system characterized by

mobility, flexibility, maximum adaptation to the demands and needs of the student and his family. On the one hand, this system is a *formal* institution exercising a purposeful process of education and training through the implementation of additional educational programs and other informational and educational activities to the benefit of man, society and the state. On the other hand, nowadays SES constantly increases its role in the organization of *informal* psychological and pedagogical training of both children and adults focusing on social and educational support of families (Berezina T.A., Bukina N.N., Verhoturova J.A. Golovanov V.P., Wulfov B.Z., Kulchitskaya I.Y., Larchenko J.A., Menchinskaia N.A., Mubanova R.D., Selin V.V., Sorokina E.N., Schetinskaya A.I., etc.).

This paper considers the process of social and educational support of families as a pedagogical process of creating special conditions for enhancing the subjective role of families and increasing social responsibility of adults for their children. It is also considered to be the process of updating and development of the family educational potential which is defined as a set of actual and potential opportunities of social and pedagogical self-organization of families allowing meeting directly the needs of family members in the personal self-development and self-realization. The structure of the family educational potential comprises four main components: axiological, competence-based, emotional and communicative, organizational [1, 3, 4].

The Main Part: Integration processes in SES create optimal conditions for: 1) providing the development of social competence of children in everyday family life based on their *informal* training in fulfilling the role of a family member; 2) providing *non-formal* approach to education for *adults (parents)* in the framework of modern ideas of androgogics; besides, here the main goal of non-formal education of parents seems to be not the acquisition of knowledge but the development of social and mature attitude to a child as a self-sufficient person and as a subject of activity; 3) reflecting *formal education* in the implementation of advanced training programs for *teachers* on the maintenance and support of family education (tutorial workshop, public classes, advanced training courses, training of professional burnout and personal growth, methodological associations of teachers).

Formal and *informal* education of children and adults can be treated as aspects of the same process. The study found that the integration of formal and non-formal

education in institutions of SES becomes a factor creating educational environment and providing its integrity, widening of educational resources of both spheres of education, their complementarity, the convergence of educational processes, training and development that enable to involve adult and child in the processes of socialization and individualization.

Our study shows that the integration of formal and non-formal education is provided by the special organization of united information and education space of the institution focused on family education support. The *content* of the information and education space of SES institutions is revealed through the structure of integrated formal and non-formal education of children and adults as a factor of social and educational support of families and is presented in the following blocks:

I. Target block. Axiological and purposeful settings of the integration process of formal and non-formal education of children and adults in SES are the following ones: timely meaningful satisfaction of information needs of subjects; informing of parents and children about effective ways of development of family educational potential; the creation of conditions for meeting personal needs of parents and children regarding their self-development and self-realization; the development of system of cooperation between teachers and family. *II. Subjective block.* The structure of integration of formal and non-formal education subjects is focused on pragmatic and communicative extension (updating) of experience and provides a high level of emotional and axiological relationships between children and adults. *III. Content block* includes information and knowledge resources necessary for the formation of personal significant knowledge of subjects and development of the components of family educational potential. *IV. Psychology and Education block* comprises information support and informational maintenance of the family for the development of educational potential. *V. Resource and technology block* presents information and education resources of SES combined in a single education system of an institution and involved in the operation of information and education space of SES. *VI. Administrative and managerial block* includes the internal and external subjects of control (administrative resources of SES). *VII. Functional block* presupposes both verification of pedagogical content of SES education space with the integration of formal and non-formal education of adults and children and methodological aspects of the social and pedagogical support of the family. *VIII. Effective and diagnostic block* comprises

educational, psychological and pedagogical outcomes of social and pedagogical support of family education in SES based on integration of formal and non-formal education of children and adults.

Thus, the process of integration provides support for the family and contributes to the development of family educational potential through the following points: the coordination of goals, objectives and outcomes; the cooperation and continuity of content of the two spheres of education; the use of technologies, methods and forms of organization of the practice-oriented activities. Mechanism of integration of the two spheres of education for the support of the family is defined as the interaction of teachers, parents and children in the educational process [5].

Implementation of the model required the development of system of *pedagogical conditions* providing the effective social and educational support of families in difficult situations and based on the integration of formal and non-formal education of children and adults in SES institutions. This system includes the following conditions: the purposeful organization of information and education space of institution based on the development of the family educational potential; inclusion of children and adults in the active exploration and filling up of the content of information and education space of an institution; inclusion of children and adults in institutional social and cultural activities focused on the personal self-development of subjects.

Pedagogical conditions identified during the process of theoretical understanding of the problem and created structural and contentive model were subjected to experimental verification.

Materials and methods of research. Diagnostic study was conducted in the municipal educational institutions of supplementary education of children located in Perm ("Signal", "Rhythm", "Riphean", "Ray", "Palace of Child (Youth) Creativity") and in Perm region ("Social and recreational center for children and youth "Leader" in Tchaikovsky city, "Youth Center " Coeval " in Krasnokamsk city," The Child and Youth Center " in Gubah city). The main experimental study was performed in the Center "Signal" in Perm, "The Child and Youth Center" in Gubah city and "Youth Center" Coeval " in Krasnokamsk city. Total sampled population comprised 1020 people (including 158 heads and teachers of supplementary education system for children, 425 parents and 437 students). The study was conducted with the help of theoretical (analysis and synthesis of research papers and normative documents; pedagogical modeling)

and empirical methods (the study and generalization of practical experience of the institutions, pedagogical observation, interviews, questionnaires, diagnostic techniques) and approaches of mathematical statistics (quantitative and qualitative analysis of the results - the quantitative and qualitative analysis of the study results; statistical processing of data (multi-functional statistical criterion φ^* - Fisher angular transformation).

As an objective of experimental work we defined a test of effective realization of the program based on the proposed model of integration of formal and non-formal education of children and adults as a factor of family social and educational support.

Preparatory work at this stage included the development of a diagnostic program of family educational potential and definition of a set of criteria and indexes which intensity characterized new personality formations of children and adults leading to changes in the level of development of the family educational potential. Four levels of development have been identified. They are: unacceptable (very low), critical (low), normative (average) and creative (high). The main *index* of effective social and educational support of the family based on the integration of formal and non-formal education of children and adults happens to be the transition of the family from a low level to a higher level of educational potential (from "unacceptable" to "creative").

Pedagogical experiment was held in three phases: statement, formation and control. 105 parents, 105 children aged 10-12 years and 32 teachers took part in the experiment at *the stage of statement*. It was found that in current system of work with the family in SES the development of educational potential is "critical" (low) almost in all families, although in some cases it comes closer to the "normative" (average) level. The control sample demonstrated 46.15% of families with "critical" and "normative" levels of educational potential and the experimental group showed 40% of families with a "critical" level and 48% of families with the "normative" level of educational potential. It should be emphasized that both groups didn't have families with "unacceptable" (very low) level of educational potential which suggests that supplementary education institutions are attended by families initially oriented at axiological interaction between family members (Table 2).

The results of diagnostics have confirmed the validity of goal setting of this study which is the social and pedagogical support of family education in information and education space of SES institutions and have shown the necessity of the development of the

integration program of formal and non-formal education of children and adults for pedagogical support of the process. The main point of *the stage of formation* has become the implementation of a pilot program of integration of formal and non-formal education of children and adults in SES. Each stage comprised a set of pedagogical conditions that were fulfilled to a full extent.

During the formative experiment in SES there was created special space providing the integration of formal and non-formal education of children and adults in the process of social and educational support of families. The created space was implemented through an integrated use of a variety of methods, tools, forms and techniques, such as a cycle of trainings and workshops named "School of a competent family man" and "School of the successful parent" (lessons included video training, video lectures of scholars and practitioners in family education, workshops of successful parents, gaming and creative activities for home communication); media trainings with parents and children; creative family Media Labs focused on specific issues of relationships between parents and their children, psychological and educational counseling, etc.); studies for teachers as part of the training course "Designing information and education space in SES institutions during the process of interaction with the family" and tutorial workshops on the problems of family education support. Special attention was devoted to the inclusion of children and adults in social and cultural activities such as participation in competitions "Family of the Year", "Super grandmother", "The development of the family educational potential in SES" and "Our family achievements". During the experimental work information and educational activities of the institution have been activated in the form of the web-page named "Successful family" and some educational products have been developed for teachers, parents and children (manuals, brochures, tips). In the process of formal and non-formal education children and adults have been actively involved in the development of projects on family education, in participation in the Regional radio programs on the topic "Unchildish problems of childhood", in the creation of thematic newspapers, magazines, "tips" on dealing with family problems, etc. [5].

Experimental part of the study included four sample groups: three experimental ones and a control one. The effectiveness of the first condition introduction was tested in the first experimental group (EG-1), the effectiveness of the second and of the third conditions was checked in the second experimental group (EG-2) and the effectiveness of the whole set of selected

pedagogical conditions was tested in the third experimental group (EG-3). The work in all groups was performed by teachers who have undergone special course training in formal education structures. In the control group (CG) the work was carried out in the traditional mode of interaction between institutions of supplementary education and family. The final diagnostics was performed after the implementation of the integration of formal and non-formal education of children and adults in the experimental institutions during *the control stage*. The results of the experiment at the control stage are shown in Table 1 and Figure 1 together with the results of the first pedagogical condition implementation in the sample group EG-1, the first and the second pedagogical condition implementation in the sample group EG-2 and a whole set of selected pedagogical conditions implementation in the sample group EG-3.

The data presented in Table 1 and Figure 1 prove the influence of selected pedagogical conditions on the development of family educational potential in SES institutions as a result of implementation of the program of integration of formal and non-formal education of children and adults. It is obvious that the indexes in the sample group EG-3 are significantly higher than the results in sample groups EG-1 and EG-2.

The difference in the results of the EG-3 where a whole set of pedagogical conditions was implemented and the results in sample groups where the selected pedagogical conditions were tested strongly prove the fact that the development of family educational potential is more successful both with the implementation of a program of integration of formal and non-formal education for children and adults and with the implementation of a whole set of pedagogical conditions providing effective integration of the two spheres of education focused on the social and pedagogical support of the family.

The data confirming the reliability of the results are presented in Table 2. Calculations have shown that in a sample group EG-3 the number of families with "creative" level of educational potential has increased from 12% to 44% after the implementation of both a set of pedagogical conditions and the experimental program. Positive dynamics comprised 32%. According to the Fisher angular transformation criterion $\varphi^* = 2,63$ achieved changes are statistically significant ($\rho \leq 0,01$). The number of families with "normative" level of education potential has slightly decreased up to 8% due to the transition to a higher level and so these changes were not statistically significant: $\varphi^* = 0,57$ ($\rho > 0,1$). The number of families with a "critical" level significantly decreased from 40% to 16%

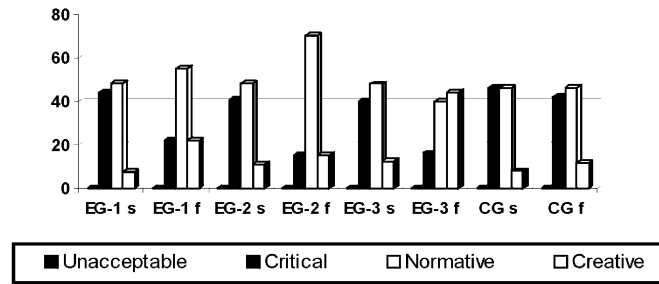


Fig. 1: Changes in the level of development of family educational potential according to the experimental work results during the stage of formation

Table 1: The testing results of the first and the second and the whole set of pedagogical conditions impact on the development of the family educational potential as part of the program of integration of formal and non-formal education of children and adults in supplementary education institutions

		Levels of the development of the family educational potential							
		Unacceptable		Critical		Normative		Creative	
Sample group	Stages	Quantity	%	Quantity	%	Quantity	%	Quantity	%
EG-1	Start	-	0,00	12	44,44	13	48,15	2	7,41
	Finish	-	0,00	6	22,22	15	55,56	6	22,22
EG-2	Start	-	0,00	11	40,74	13	48,15	3	11,11
	Finish	-	0,00	4	14,81	19	70,37	4	14,81
EG-3	Start	-	0,00	10	40,00	12	48,00	3	12,00
	Finish	-	0,00	4	16,00	10	40,00	11	44,00
CG	Start	-	0,00	12	46,15	12	46,15	2	7,69
	Finish	-	0,00	11	42,31	12	46,15	3	11,54

Table 2: Levels of the development of family educational potential before and after the implementation of the program of integration of formal and non-formal education of children and adults in supplementary education institution

		Distribution according to different levels, (%)					
		Before experiment		After experiment		φ^* – Fisher criterion	Level of statistical significance
Levels of the development of family educational potential		CG	EG-3	CG	EG-3		
Creative		7,69	12,00	11,54	44,00	2,63	Statistically significant ($p < 0,01$)
Normative		46,15	48,00	46,15	40,00	0,57	Statistically insignificant
Critical		46,15	40,00	42,31	16,00	1,93	Statistically significant ($p < 0,05$)
Unacceptable		0,00	0,00	0,00	0,00	0,00	Statistically insignificant

* The critical values of φ^* (Fisher angular transformation) correspond to the levels of statistical significance used in psychology: $\varphi^* \leq 1,64$ ($p < 0,05$); $\varphi^* \leq 2,31$ ($p < 0,01$)

and so positive dynamics equaled to 24% - $\varphi^* = 1,93$ ($p \leq 0,05$). Achieved changes were considered to be statistically significant. The control group has shown stable results with a slight tendency to increase by 3.85% in the group with “creative” level of development of family educational potential, in the group with the “normative” level the data remained unchanged and in the group with a “critical” level the index decreased by 3.84 %. The observed changes were not statistically significant for all levels ($p < 0,1$). As a result of implementation of the program of integration of formal and non-formal education of children and adults focused on

the social and pedagogical family support, there were revealed significant differences of indexes of the control and experimental sample groups relative to all components of family educational potential as a whole, which showed, in particular, the dynamics of changes in the structure of personality of children and adults (Table 3).

Summary and Conclusions: The data presented in Table 3 show that changes in control group regarding the level of development of family educational potential in individual components are less significant compared to the experimental group (EG-3). Therefore, we can conclude

Table 3: Changes in the level of development of family educational potential with respect to its individual components

Level of development of family educational potential	Before experiment				After experiment			
	CG, %	EG-3,%	φ^* – Fisher criterion	Level of significance	CG, %	EG-3,%	φ^* – Fisher criterion	Level of significance
The level of axiological component development (value orientation of parents and children)								
<i>Creative</i>	15,38	12,00	0,35	p=0,364	19,23	44,00	1,94	p=0,029
<i>Normative</i>	65,38	52,00	0,97	p=0,168	69,23	40,00	2,13	p=0,019
<i>Critical</i>	19,23	36,00	1,35	p=0,092	11,54	16,00	0,46	p=0,324
<i>Unacceptable</i>	0,00	0,00	0,00	p=0,500	0,00	0,00	0,00	p=0,500
The level of competence component development (competence of parents and children)								
<i>Creative</i>	7,69	20,00	1,30	p=0,100	7,69	48,00	3,46	p=0,001
<i>Normative</i>	38,46	40,00	0,11	p=0,456	46,15	36,00	0,74	p=0,231
<i>Critical</i>	53,85	40,00	0,99	p=0,164	46,15	16,00	2,39	p=0,010
<i>Unacceptable</i>	0,00	0,00	0,00	p=0,500	0,00	0,00	0,00	p=0,500
The level of emotional and communicative component development (relationships between parents and children)								
<i>Creative</i>	3,85	8,00	0,64	p=0,263	11,54	32,00	1,82	p=0,037
<i>Normative</i>	38,46	36,00	0,18	p=0,429	46,15	40,00	0,44	p=0,331
<i>Critical</i>	46,15	52,00	0,42	p=0,338	38,46	28,00	0,80	p=0,214
<i>Unacceptable</i>	11,54	4,00	1,04	p=0,152	3,85	0,00	1,41	p=0,082
The level of organizational component development (the level of self-organization of the family members – parents and children)								
<i>Creative</i>	3,85	12,00	1,12	p=0,134	7,69	44,00	3,17	p=0,001
<i>Normative</i>	53,85	48,00	0,42	p=0,338	57,69	44,00	0,98	p=0,166
<i>Critical</i>	42,31	40,00	0,17	p=0,433	34,62	12,00	1,97	p=0,027
<i>Unacceptable</i>	0,00	0,00	0,00	p=0,500	0,00	0,00	0,00	p=0,500

Note: The critical values of φ^* (Fisher angular transformation) correspond to the levels of statistical significance used in psychology: $\varphi^* \leq 1,64$ ($p < 0,05$); $\varphi^* \leq 2,31$ ($p < 0,01$), $\varphi^* \leq 2,81$ ($p < 0,001$). * Bold print defines statistically significant changes

that changes in the level of family educational potential are not caused by accidental causes, but happen to be the result of the implementation of both the program of integration of formal and non-formal education of children and adults and a set of certain pedagogical conditions. This confirms our hypothesis and proves the accuracy of the results.

In addition to the main criterion of the effectiveness of our work which is considered to be the transition of the family to a higher level of educational potential, special role also belongs to *personal changes of children and adults*. As the results of the control phase have shown, purposeful work on the development of family educational potential has led to a positive trend of personal changes almost in all children of EG-3 compared to the children in control group (CT) who haven't experienced such dynamics which certainly proves the effectiveness of the experimental program.

After finishing the experimental work in the EG-3 we have recorded significant achievements of *students* such as winning the competitions, taking active part in town events, improving studying results, increase of activity in a creative associations, etc. Thus, we can say that children in families with high educational potential are more successful, have high level of readiness for creative self-realization in family and society and for favorable

intra-family interaction. At the level of the *parents* positive dynamics of personality changes raised the educational potential of the family as a whole - namely, changed value attitude to a child, improved relationships between parents and children, changed the style of family education to democratic and supportive. At the level of *teachers* there have also been some significant changes such as increased motivation for participation in the innovation process of support of family education based on the integration of formal and non-formal education of children and adults in SES institutions, improvement of pedagogical competence in the use of informational and educational resources in the process of interaction with parents and children. All these data ascertain the effectiveness of overcoming "difficult situations" by families.

CONCLUSION

Experimental work has revealed significant increase in the level of family educational potential, improvement of relationships between parents and children, negotiation of "critical" family state in the experimental group where the educational process of children and adults was based on the implementation of the program of integration of formal and non-formal education.

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