



## EDUCATION IN NONFORMAL SYSTEM, BETWEEN REALITY AND NECESSITY

### EDUCAȚIA ÎN SISTEMUL NONFORMAL, ÎNTRE REALITATE ȘI NECESITATE

**Eugenia Maria PAȘCA,**

PhD, Associate Professor,

George Enescu University of Arts, Iasi, Romania

*Lucrarea își propune să prezinte specificul organizării demersului didactico-artistic în educația formală și nonformală, considerații și sugestii noi referitoare la tipurile de formații și repertoriile abordate. Insuficiența orientare a programelor pentru educația artistică a generat această analiză și soluții pentru o nouă valorizare a educației artistice atât în școală, cât și în cadrul cluburilor/palatelor copiilor. Un nou model educațional artistic mai flexibil ce permite adaptări rapide și mobile, din punct de vedere metodologic și conceptual, realității contemporane, poate duce la extinderea și adâncirea conexiunilor între diversele modalități de exprimare – muzicale, teatrale, coregrafice, plastice, asigurând multiple valențe formativ-educative, contribuind, astfel, la formarea unei atitudini noi față de cunoaștere și arta adevărată.*

*Pentru a ști cum trebuie realizat contactul copiilor cu universul sonor, trebuie cunoscute particularitățile auzului muzical și vocii folosite în practica muzicală, cântarea vocală și instrumentală. Problema fundamentală este aceea de a ști cum poate imaginea muzicală, realizată sonor-senzorial, din elemente ce nu reprezintă imagini concrete din realitatea înconjurătoare, să provoace emoții artistice. Emoțiile muzicale au o generalitate largă și un rol în capacitatea de percepere a discursului sonor. În acest sens, elementele limbajului muzical nu pot fi separate în procesul comunicării: melodia, ritmul, armonia, polifonia, timbrul, dinamica. Importantă este dezvoltarea auditivă și vocal-instrumentală a copiilor, precum și modul în care se poate realiza corect și optim. Trebuie reținut faptul că prin cântarea vocală și instrumentală realizate la activitățile muzicale, copiii se echilibrează și se relaxează în același timp, acestea având și efect terapeutic. Modalitățile specifice de realizare a educației muzicale utilizează creații specifice, cântecele (vocale sau instrumentale), care sunt principalul mijloc de familiarizare a copiilor cu limbajul muzical, jocurile muzicale ce reprezintă forma cea mai complexă de educație artistică a copiilor, pentru valorile autentice.*

*La început, sub forma jocului, iar apoi sub forma lecției sau repetiției, educația artistică aduce numai beneficii, bucurii și entuziasm în sufletele copiilor, indiferent de paralela sau meridianul unde se află. Important este ca începutul științific, coordonat, al formării să pornească de la ceea ce le este familiar, anume creațiile lor folclorice, ca să poată crește în universul sonor specific zonei căreia îi aparțin. Dar tot acest efort nu va avea finalitate, dacă nu va fi ancorat în realitatea imediată ce impune corelarea interdisciplinară cu toate domeniile pe care le explorează în drumul lor cognitiv spre înțelegerea universului în care trăiesc.*

The specifics of the organization of the artistic teaching approach in non-formal education provides an alternative, due to the lack of artistic education programs in the formal system, which generated solutions for further upgrading of this type of education in children's clubs. What is important is the original theoretical and practical training of future teachers with degrees

of artistic education. There is a need for real knowledge and use of the techniques necessary to design, teach, learn and assess didactic activities, as well as for working with contemporary methods and techniques. Based on the experience gained over the years by various types and contents, methods and resources to improve the aesthetic education in children's clubs, a

new educational model, allowing for more flexible and mobile adjustments from a methodological and conceptual point of view of the contemporary reality, resulting in expanding and deepening connections between different ways of expression – musical, theatrical, choreographic arts, provides multiple formative-educational valences, thus contributing to the formation of a new attitude towards knowledge and genuine art.

Aesthetic emotions have a broad generality and a role in the ability of perceiving the artistic speech. It should be noted that by vocal and instrumental musical activities carried out, the children get balance and relax at the same time, these also having a therapeutic effect. Musical education brings only benefits, joy and enthusiasm in the souls of children, regardless of the parallel or meridian where they live. Plastic education also offers the opportunity to express without constraints, stimulating imagination. Through choreographic or theatrical activities, there are required complex skills, especially musical ones. But all this effort will not have a purpose, if it is not anchored in the immediate reality which requires interdisciplinary correlation with all the study areas that they explore on their way to the understanding of the universe they live in. The important component of education, art, is one of the forms which contribute to this complex process. Addressing to the human sensitivity and not only, thrilling through language, has a great influence on children and young people, drawing their interest. The activities implemented in the artistic workshops of children's clubs, offers the possibility of learning and consolidating the knowledge and skills formed in the formal education. We

have thus the opportunity to a correct assessment of the artistic creation and stop the evolution of the “kitsch” phenomenon which seems to “flourish” in this period. In the process of training, experts have revealed the existence of a relation between efficiency and complex representations. There were highlighted two fundamental aspects:

1. The extent of the artistic conception characterized by clearness materialized by a general improvement, which becomes the model for the final quality interpretation;
2. Technical skills which are assimilated faster when the end result is fixed in the visual-sound-choreographic image of the interpreter.

The importance of artistic workshops in children's clubs, the specific activities and working methods with various types of bands, the proposed repertoire and models of work, we hope that all could justify the large number of children asking to participate in these activities, and the results of various competitions, demonstrating thus the role they occupy in children's education. Children's clubs have always been a nursery of talents. Not few of those who have attended the courses of such a club for a shorter or longer period, were enrolled and have graduated art schools, art high schools and faculties of art, some of them getting on different stages in the country and even abroad. Maybe because those who enroll here have a real vocation for the arts, and having this “love” they are more receptive to learning the tricks from an early age.

Established nearly 60 years (June 1st, 1950) in cities with a large school population, then in rural areas, in many communities, children's clubs have become powerful, attractive institutions for children, their work continuously

diversifying, the contents and methodology of work endlessly improving, so that today they also have the function of methodical centres of extra-school activity in the technical-scientific, cultural-artistic and sports-tourist fields. These workshops contribute substantially to the stimulation and development of creativity of children and adolescents, to the taste for the beauty and educate their sensitivity. They have a great role in organizing children's leisure time, the entertainment through the aesthetic ambience it creates, preparing them to spend free time pleasantly and constructively.

The role of training is provided through the flexibility of forms and methods of activity, by stimulating the initiatives, the inventive spirit, by cultivating talents and skills, by guiding and valuing interests and passions, by discovering and affirmation of vocational features. It should be added that, in time, these clubs were founded also in rural areas with equal opportunities for all children in the preparation in the technical-scientific, artistic or sports-tourist fields. Through emotional excellence, art awakens the interest of children from infancy by its specificity which appeals to the affective life. That is why aesthetic education through song, dance, theatre, visual art is important, because it completes the personality of young people, through the knowledge of aesthetic values, through the training of the ability to appreciate and enjoy the beautiful works, through the development of artistic skills. By their contents, aesthetic values contribute to widening the scope of knowledge of reality, to educating the aspiration and the desire to introduce elements of beauty in everyday life, by adopting a

civilized and sensitive attitude in the relations with those around you.

The existence of institutions in which children and young people develop skills and fulfil aspirations is needed, even now at the beginning of the third millennium. Since in the current system of education, students receive an education focused especially on folkloric and religious values, through the predominantly vocal practice within clubs, children may receive guidance towards understanding and learning light and popular music, classical or modern dance, puppet theatre. The extracurricular activity can provide diversified training for gifted and passionate students from the artistic point of view, in these above mentioned workshops, and students learn and consolidate the knowledge, the skills of interpretation thus justifying their educational function-providing and organizing leisure activities of the participants; recreational function is materialized through active recreation, relaxing and entertaining programs and it is completed by the aesthetic-entertaining function by which children participate in interesting, diverse activities both during the school year and on holidays.

Working groups shall be set up within the age categories: preschool, 5-7 years, pupils in the primary education (grades I to IV), students from middle school (grades V to VIII) and high school (grades IX to XII). Therefore, the techniques and the contents can be adapted to every age group. It is known that the ultimate goal of artistic education is to form aesthetic attitude, to prepare future adults to become knowledgeable assessors of aesthetic values and possibly interpreters or creators. Perfecting the personality is evident through art, by en-

riching the positive traits of temperament, character and skills. The study of the Arts has two levels: informative-theoretical and applicative-formative. The first level concerns the formation of interpretative-reproductive skills and abilities. Due to the contact with the phenomenon of artistic representations, there will be acquired representations, notions, classes, value assessments, and there will be formed the theoretical culture, the artistic language and its decoding. The second level refers to the fair attitude towards the aesthetic values, by emotions, sensitivity and the ability to interpret and create artistic values. But nothing can be accomplished without a systematic study. Working methods must not become stereotypical practice, but means of organizing activities. A significant approach was the legislative initiative at the end of last year – 2011, providing a greater importance to extracurricular education in several after-school programs in complementary educational institutions, which is to be further synthesized. Non-formal education is an integral part of the national system of education, along with formal education.

Non-formal education aims at the development and diversification of the key skills and specific skills training, depending on the field of extracurricular activity and profile. In Romania, ante-preschoolers, preschoolers and pupils receive non-formal education through extra-curricular educational activities carried out in state or private pre-university educational units, children's clubs and in school camps, in tourist and sporting, recreational or other accredited units in this area, regardless of their social and physical condition, gender, age, race, nationality or religious affiliation, without

any restrictions, which might constitute discrimination or segregation. Extra-school educational activities are conducted outside classes, on the premises belonging to educational establishments, clubs, children's camps, in sports, tourist and recreational locations or other educational, scientific, cultural and sports events venues (museums, exhibition spaces, clubs and concert halls).

In the state education system, educational extracurricular activities are carried out in accordance with the law, in pre-university educational units, qualified in non formal education throughout the school year and school holidays. Children's clubs are state educational establishments, specializing in extracurricular activities, which perform specific educational-instructive actions that consolidate and diversify knowledge, build up, develop and exercise the skills according to the calling and choice of children and use constructively the free time of children through their involvement in educational projects. Children's clubs can operate in the localities in which the number of children participating in some form of education (pre-school, primary, secondary and high school) is at least 1000. In localities, where the number of children in school is less than 1000, the Ministry of Education, Research, Youth and Sport may establish subsidiaries of the children's club, at the request of the local community and at the proposal of the County School Inspectorate, based on an impact survey.

The National Palace of children and children's clubs have the following abilities: provide non-formal education to ante-preschoolers, preschoolers and pupils; certify the communicative, linguistic, artistic, technical, sporting,

digital, civic, entrepreneurial skills acquired by children who have attended the workshops in these educational units, organize extracurricular activities at local, county, regional, national and international levels; can support Afterschool programs organized in educational units, as providers of non-formal education; advise and offer assistance in the field of non-formal education/extracurricular activities; mentor activities in the field of non-formal education; organize training courses, symposiums, workshops in various areas of non-formal education; develop media training courses, teaching materials, methodological guides, research studies, curricula in the field of non-formal education; collaborate with governmental and non-governmental organizations accredited to provide training programs with transferable credits in various areas of non-formal education. During school holidays, in the National Palace of children and children's clubs, run educational activities stipulated in the calendar of *The Holiday Club* established by each children's club. Students and children have free access to the activities organized in the clubs. The pupils and children attending activities organized in palaces and clubs for children are aged, as a rule, from 3-19 years, depending on the profile of the workshop and the skills to be formed. The activities of children's clubs are organized in workshops, methodical boards/structured on civic, cultural, artistic, technical, scientific, sports and crafts, and tourism departments. The teaching activities takes place in workshops rooms, offices, laboratories, gymnasiums, sports grounds, school parks, cart tracks, polygons, botanical gardens, greenhouses, ski slopes, open workshops,

camp. Within the workshops, the activity is structured by groups of beginners or advanced and performance groups, depending on the level of students' training and the skills to be formed. Performance groups shall be established with the approval of the Board of Directors of the establishment, for the students who, within the framework of the activities organized into workshops from children's clubs have reached a high level of skills, and exceptional results at national or international levels. Performance groups may be founded only after a minimum of one year of activity, based on a portfolio with results confirming the request to establish such groups. Each workshop may have more than 1 performance group. The work of the children's clubs shall be designed so as to avoid duplication and/or overlap with the content of thematic programs specific to formal education. Children's clubs, issue, upon request, certificates of proficiency for the students and children who have attended one workshop, for at least three consecutive years, on the basis of the results obtained and the level of the skills formed.

But, without will and perseverance in students' work alongside the teacher-trainer, success can not be reached. Only a correct guidance can develop in children the power of concentration, affection, resourcefulness, initiative and creativity. The basic element of interdisciplinary education in this area remains the fundamental and the necessary one — the musical element — which requires a lot of information and training for each teacher involved in the activities of these institutions. It should be noted the positive aspect of this kind of education, without roll, which was

and is a constant attraction for children of all ages, by varied levels and forms of organization, a specific Romanian education, unique, with

maximum personal and social benefits, which was and remains a model to be remembered and followed.

### Bibliography

1. Pașca, E. M. *Musical Education from an Interdisciplinary Perspective*, Iași, Pim Publishing House, 2006.
2. Pașca, E. M. *Education and Musical Creation for the Period of Pre-notation*, Iași, Pim Publishing House, 2006.
3. Pașca E. M. *A Possible Path of Musical Education in the Pre-notation Period from an Interdisciplinary Perspective*, Iași, Artes Publishing House, 2006.
4. Pașca E. M. *The Management of Extracurricular Musical Activities in Formal and Non-Formal Education*, “Dimensions of Artistic Education” series, volume V, Iași, Artes Publishing House, 2009.
5. Pașca E. M. *Musical Education Systems*, Iași, Artes Publishing House, 2010.



**Mihaela Grapă**