NETWORK ROUTES OF NON-FORMAL EDUCATION FOR DIFFERENT AGE COMMUNITY IN THE CIS

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Abstract: Historically, the interaction between people of the same age can only be in artificially created groups within the traditional formal education system. The educational process in different age groups makes it possible to create conditions for the development of the individual, in accordance with its interests. Monorole approach in the same age groups, oriented to development of the person's particular social role, in terms of the dynamics of socio-cultural situation in society is limited and insufficient. Comparing the potential of one age and different age communities, we have identified a number of benefits of the latter; they are able to: 1) actively transmit experience from senior to junior; 2) ensure the successful development of children and young people different social roles; 3) create conditions for education, development and socialization; 4) create conditions for the development of children managerial competencies; 5) ensure social and socio-psychological protection in the form of senior's assistance to junior; 6) form the driving force of "poles" of the interaction process - representatives of different generations, creating new space of non-formal education, which is built in the traditional system of education in Russia. One of the significant trends in the development of communities of different ages and education system as a whole are diversified routes non-formal education. The article describes the multi-polar approach to the study of non-formal education communities of different ages, which is based on the use of three pairs of complementary approaches: progressive – andragogic, system – synergetic, event – ambivalent. It is proposed using of the construct 'socio-cultural practices of non-formal education' along with the construct of 'modern diversified educational routes'.

Keywords: co-existential network, communities of different ages, community, educational network routes, multi-polar approach, non-formal education, potential of different ages communities.

Introduction

In interstate documents of recent years, human resource called the most important resource of the Commonwealth of Independent States (CIS). Its reproduction is associated

with the such education, which enables every citizen to connect and creative use both traditional and innovative social experience. Non-formal education for different categories of population plays a significant role in the achievement of this objective. Its great demand prompted by the following socio-cultural trends. The growth of communities of different ages in education, interest in strengthening the institution of the family, a request for family leisure – these are modern emergences of the humanistic tendencies. The second trend is the migration dynamics associated with a sharp jump of socio-economic development. It affects the want formation of all immigrant family members to learn the language and culture of the host country, to train in high demand occupations. The third trend is marked by sociologists: today against the background of decreasing the proportion of pre-school children, the number of adult nonworking population is increasing (Starodubov, 2003). Networking as an effective form of existence of communities of interest marked as another trend of our time, which is impossible to ignore.

All of the above draws the interest of science to study various age communities and formation of their positions in the formation of a new subject. The interest of society and the state of the CIS countries is reflected in the request for a new version of the model laws 'About Adult Education', 'About enlightenment.' Socio-economic instability in the countries of the CIS; the inability of the formal education to meet the growing educational needs; demographic dynamics; a change in the structure of relations of different ages persons in education space (the appearance of adult participants need to enter into communion not only for the sake of knowledge sharing in the type 'teacher-adult and student-child', but for reverse exchange, forming a new aspect of social competence of adults, some of which - ICT skills); establishment of a new entity formation (different ages Community) - all this requires new approaches to education, taking into account the specificity of different age communities and increase the importance of non-formal education.

The basic concepts of the research

Diversified network routes for non-formal education as a phenomenon of different ages communities was becoming before our very eyes. This period in the educational space in the CIS lasted about 15-20 last years. Being the object of study, this phenomenon necessitates not only theoretical study, multivariate analysis, but the observation method. It should be noted that modern diversified routes of informal education are dependent on changes in the cultural processes of modern society. And not just cultural. Insufficient attention to the tradition of social and cultural breeding, socialization and inculturation in education becomes the cause of the occurrence of unrealistic projects. Cultural and social phenomena and processes of contemporary reality are accompanied by the inevitable division of society into numerous 'conflicting local groups', and the cultures – into multidirectional subcultural community. A variety of subcultures, on the one hand, increases the chances of the person to self-determination and self-realization, but on the other hand, for larger groups objectively difficult to develop common goals, retaining unity. Each person as a result are becoming increasingly feels the need to choose 'with whom I am', 'whose value system I accept.' This is obvious thrust of modern man to join communities of interest, including in the Internet space. In view of these processes is necessary to analyze the existing routes are informal education, primarily in terms of their feasibility, viability, and simulate them on the principle of social and cultural integrity. In

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this regard, it looks logical to use the construct 'socio-cultural practices of non-formal education' together with construct 'diversified educational routes'.

Approaches, terms and methods of the research

The *aim* of the study is to develop a theoretical justification of non-formal education communities of different ages on the basis of the project and implementation of the network of educational routes. The *object* of the study is networking community of different ages in modern non-formal education. The *subject* of the research is socio-cultural practice of networking and routing non-formal education development trajectories of subjects of different ages in terms of diversification. The *hypothesis* of the study is the assumption that the development of the theoretical foundations of the network of educational routes of non-formal education for different age communities will create conditions for the development of subjects of non-formal education, if they are provided with the following: 1) study of theoretical bases of the network educational routes for different age communities in non-formal education; 2) taking into account international experience in the development of network educational routs of non-formal education for different age communities; 3) possibility of realization in the educational process innovative approaches, techniques and models, including event approach. Network diversified routes of informal education is difficult to regard as a part of methodological approach (Kukuev & Shevchenko, 2010).

We offer our own version of a combination of approaches based on the concept of education as a meeting place, education and life of people of different ages (Slobodchikov & Isaev, 2014); as well as on the judgment of multiparadigmatic character in modern education (Shiyanov & Romaeva, 2005). In addition, the conclusion of contemporary sociology is very important: all core activities now moved into the virtual space of the Internet (Korytnikova, 2007). The specificity of the interaction in virtual consists in the fact that real people does not take part in it, only their images. On the other hand, the network structure allows modern communities to exist and be replenished with new members. The right to survival is given to those associations, that have mastered the logic of the network, which allows to diversify cooperation, to make a multimodal communication system. In this form it can integrate a variety of forms of expression of interests and values (Kastells, 1989). Thus, the new (multipolar) approach to informal education communities of different ages based on using the following pair of complementary, mutually enriching approaches: progressive - andragogical, systematic - synergetic, event - ambivalent. Differentiation of progressive and andragogical approach is based on the need to consider the age characteristics of children and adults, their interests and capabilities (Glazyrina, 2006).

The existence of such system features of mixed-age community, like structured and open, allows us to consider the phenomenon at study on the basis of a systematic and synergetic approach. The system approach allows to overcome the fragmentation of the training and education activity, with the availability of the components of the training and education different ages community (goals, objectives, content, forms, methods, etc.) in their integrity. The processes of self-organization at the opening of different ages community can lead us to the emergence of new system components, the restructuring of existing and creation of new links between elements of the system, new connections with other systems. Event-driven approach treats the event as the unit of measure of the space of non-formal education structures. We consider this approach in two aspects. The first is

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based on an understanding of the features of connections between the 'cause - effect' or 'goal - means', which are the essential characteristics of the space. The second - features of practical action - events that have an impact on a person, changing his ideas and values. Event-driven approach allows to interpret the space of non-formal education communities of different ages as a dynamic network of interconnected pedagogical events, generated in the space of children and adults by the efforts of the persons and capable of performing integrated condition of personal development. Network virtual form is a mechanism for maintaining information and emotional component of the existence of the association. It allows the use of network information resources more fully. Examples include educational web quests (Sharikov, 2000).

Ambivalence allows us to consider non-formal education, not only in terms of its expected positive results, but also taking into account possible risks. It also allows to consider both personal development and the formation of community. Networking with people of different ages in virtuality allows adults to learn modern ICT technologies, and youth - real interaction. So, the communication methods are complementary (Boyd, 2014). Key concepts of multipolar approach include following: *different ages communities as subjects of non-formal education; non-formal education communities of different ages; space of non-formal education communities of different ages; intergenerational dialogue.* Let us consider the features, specifications, interconnection of approach's key concepts. The key concept is *community*. At the base of *community* concept is the sense of belonging and solidarity. Characteristic features of the community are interest and intimacy. In the virtual space of networking it is easier for people of different ages to find common ground, create the basis for a meeting in reality. In the different age community members get the opportunity to understand and master the social and cultural space, using several channels, due to their belonging to different generations of participants. Similar needs and interests create conditions for value-semantic interaction between members of different ages to communicate, work together.

Diversified educational routes - specifically engineered not only based on the resources of educational institutions, but also on educational objects, provided by cultural, social institutions, etc.., differentiated educational programs that ensure student position of the subject selection, development and implementation of educational programs with teacher support of its self-determination and self-realization. *Space of non-formal education communities of different ages* - dynamic network of interconnected pedagogical events created in the environment of children and adults by the efforts of its subjects and capable of performing an integrated condition of personal development. This area is 'between' supported in breaks of real communication in virtual communication. During this period, the community can be extended with the inflow of interested in events people. In this case, addition of formal and non-formal education sectors is possible (Asmolov, Semenov & Uvarov, 2010; Klimenko, 2012). As *institutions of non-formal education* we consider a variety of organizations working in the field of education (clubs, libraries, theaters, museums, etc.); institutions, not related to education, but carry out educational and socialization activities or having similar education component (family, community, youth organizations and movements, etc.). These institutions are complex, multivariate, in accordance with the principle of diversification and traditions they are developing new forms of non-formal education, an important element of which is networking (Ivanyushin & Aleksandrov, 2014).

Comparing *the potential of the same age and of the different age network communities,* we can select a number of advantages, which are capable of the following:

1) actively transmitting the experience of the older junior, strengthening and ensuring the continuity of the development of each participant, and different ages community;

2) providing participants, the formation of functional literacy, the development of different social roles;

3) implementing the principle of continuing education;

4) creating conditions for the developing managerial competence, the ability to find solutions to life's problems (Chernoglazkin, 1995);

5) providing a social and socio-psychological protection in the form of assistance from older to younger, support for those who are unable to realize themselves in the peer group (Farber & Mazlish, 1974);

6) forming the driving force of processes 'poles' of the interaction - the representatives of different generations, to create new group entities and the new space of non-formal education, which is embedded in the traditional system of education in Russia.

In the study the following methods are used: problem analysis of philosophical, sociological, psychological and educational research; analysis of educational routes with library programs, analysis of the results of educational, creative, search activity of preschool children, school children, students, adults; expertise; method of observation activities of visitors; questionnaires; interviewing.

The main ideas of the research

The basic assumptions of multipolar approach to the formation of differentiated network routes for non-formal education communities of different age are the followings.

• At the core of the development of non-formal education is the motivation of the participants to education.

• Non-formal education can be effectively built on the basis of event networks that affect the activities and outlook of the participants.

• For the development of non-formal education communities of different ages, creation of special conditions is needed for inter-generational dialogue the participants of event education networks, taking into account the difference in their age characteristics.

• The possibility of self-organization processes of learning communities and further developing them as subjects of educational networks at the expense of internal potential participants in groups and open exchange with the socio-cultural space of the territory or the use of modern ICT technologies.

• Potential of different ages communities revealed in the course of the drive force of the interaction 'poles' that creates new group of subjects, and the new space of non-formal education, which can be viewed in different social strata.

The regularities, observed in the process of the formation of differentiated network routes non-formal education for different age communities:

1. The modern man lives, develops, operates in different age communities, which are various in educational, upbringing opportunities and developing the functions, characterized by different values and meanings, objectives, forms and activities, structure and duration of the operation. This dictates the need for hedging the risk of negative processes of different age communities, treating them as integrity.

2. A variety of different age communities makes it difficult to identify their common characteristics, opportunities, conditions for the development of a subject position in the choice of educational path. Each community creates special conditions, has its opportunities and risks. The most favorable are the open communities, which are formed on a voluntary basis, through a self-selected subject, determining their participation in the affairs of community. Most often, they are communities, occurring on the basis of common interest involving the non-formal character of interaction, not prescribing well-defined roles and positions. They support the community in the breaks between events through social networks (Biancani & McFarland, 2013).

3. Different age community affects the process of development of a subject position of its members in choosing the educational route by:

• type of connections and relationships broadcasted by community. For the development of a subject position is the most favorable balance of mobile emotional ties and rational relations, characteristic for an event community; event-driven community may occur within an existing community or as a new short-term community (Shustova, 2009);

• (self) organization of reflexive processes in the community;

• character of the interaction of community members (positional interaction stimulates and nonpositional, status, role interaction hinders the development of subjectivity);

• position taken by the adult participants in mixed-age community. Position of the adult as an equal, allowing escape from relations 'teacher-student' and build a relationship of partners, providing each other assistance and support in personal development (Wells, 1999).

Guidelines of modeling differentiated network routes non-formal education for different ages communities: multipolarity, synergies and mutual enrichment, complementarity and equal principles, a set of principles of adult learning, succession and continuity of learning, diversification, priority of individual rights and equality of national cultures and different religions, reliance on national traditions, and taking into account the best international practices, biodiversity.

The algorithm of realization multipolar approach, based on the use of the following pairs of complementary, mutually enriching approaches, in the process of solving the problem of modeling diverse network routes of non-formal education and the choice of the participants of different ages communities:

1. The search for effective mechanisms of sustaining student motivation. The challenge is to find civilized mechanism of controls educational activity of teenagers, youth and adults in the difficult, conflicting and heterogeneous societies. The most important mechanism is the creation of unique forms of economic exchange between the government and members of different ages community. Democratic bringing up socio-

cultural practices are effective arsenal of influencing people by maintaining the many learning resources.

2. Awareness of studying - the subjects of non-formal education - the educational needs and organization of the conscious activities to meet them.

3. Restructuring of existing and formation of new connections between individual and group entities non-formal education.

4. Developing a subject position of students.

5. Creating the conditions for self-organization of different ages community as the dominant in the process of socio-cultural institutions.

6. Creating a space of non-formal education of different ages group of subjects as a dynamic network of interconnected pedagogical events, information and emotional support which interacts in the virtual space.

7. The development of the route of non-formal education aimed at personal development by the different age community.

8. Estimation of efficiency and adjusting the route of non-formal education.

An example of realization multipolar approach has become an annual international cultural and educational forum in Cholpon-Ata, Kyrgyz Republic (Yakushkina, 2013, 2015). Organizers of the forum - Jogorku Kenesh from the Kyrgyz Republic; Secretariat of the Council of the Interparliamentary Assembly of the Commonwealth of Independent States; Federal State Institution of Science 'Institute of pedagogical education and adult education', Russian Academy of Education. Issyk-Kul Forum collecting a unique community. Each country presents its community of children, parents, teachers, organizers of education, scholars, politicians, cultural figures (Ilakavichus, 2013). These communities make up a large community of Issyk-Kul Forum. It is an example of the compatibility of its members, an example of socially significant communities that enable a child and an adult and choose to learn the most interesting and meaningful for themselves educational routes.

Results and Discussion

Social networks allow to shape the community in steps, starting the process and tracking its further self-organization. So, the primary monitoring of expectations allows to determine priorities of each group.

- Teachers focused on professional and personal success.
- Children tend to self-assertion.
- Parents wish success of their child.
- Leaders of the education system aim for good formal ratings of the school, to form positive image in the new competitive environment of educational institutions.
- Scientists and researchers aspire to validate their theoretical ideas, concepts, implementation models.
- Policies seek socio-economic prosperity of the country, promote it on an international level.

It is obvious that such community can become a public platform for the coordination of socio-political systems and universal ideas of children and adult's

development in the space of their life. Educational routes of non-formal education communities of different ages suggest changing the following components of education and training:

- role of non-formal education in the general system of state education;
- emergence of a new subject of education;
- position of adult learners;
- children's attitude to the educational process;
- World View of all subjects;
- methods of formation of education process;
- focus on joint activities for children and adults;
- criteria of the evaluation process of education and upbringing.

The practice of educational activities indicated ongoing crisis related to detachment from the actual for active people forms of cooperation, mastered by them the rate of communication and decision-making lack of conditions to meet the needs of self-realization, the formation of initiative, independence and responsibility; lack of understanding by the educational institutions leadership the importance of partnership with other social and cultural institutions. In this regard, the study of diversified networks is becoming one of the most important directions of development of domestic pedagogical science. In the modeling of routes of non-formal education, use of advanced network services and event networks intensifies the knowledge exchange, significantly increases the motivation for self-development and the attainment of a new, increases the sense of individual responsibility in group activity, emotional and psychological support from the outside. This shows the high potential of networks in the implementation of personality educational routes.

Conclusions

The expected result of development of different ages communities of diverse network routes of non-formal education is to enable children and adults not only in the updated interpersonal relationships, modern network virtual practice, but also in the system of social relations defined by the state and society, mastering the members of the community the positive ways, ways of interaction with the surrounding society.

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