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EVENT NETWORKS OF NON-FORMAL EDUCATION AS A RESULT OF SELF-ORGANIZATION OF ALL AGE COMMUNITIES*

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Abstract. Introduction. The life of a modern person today is characterized by a constant renewal of the educational path, which allows one to quickly solve problems in both professional and personal development. The countries of Eurasia are no exception. The prioritized form of continuous education in the 21st century is non-formal education. It is democratic and makes exceptional use of the resources of civil society. Leading the development of non-formal education are self-organized communities of all ages, whose members create educational, cultural, and recreational activities in the network mode. In order to promote the educational activities of these communities, normative support is required, based on the provisions of the sciences of the interdisciplinary humanities field.

The aim of the article. Describe the features of all age communities' self-organization that form event networks.

Research methods. Research methods include analyzing domestic and foreign studies, identifying scientific works whose results can be interpreted as possible solutions to the problems identified in this development, modeling methods, analysis and generalization of pedagogical experiences, pedagogical surveys, interviews, participant observation, and publicly speaking initiated and organized expertise.

Results and Discussion. Rationale. To realize the developmental potential of non-formal practices in a formal educational setting, conditions must be created that attract a community of all ages (especially children and adults). Effective forms of self-organization of non-formal educational communities of all ages include the following: school communities for informal communication (CAS activities, music, sports, extracurricular academic subjects), families (family education and leisure), reading clubs, religious communities, travel groups, and city tour communities. This includes the active use of pedagogical practices of non-formal education: play and project activities, independent creative group activities, crowdsourcing, and participation in social networks. All age communities create networks of events of different types and forms, which make it possible to attract new members to the communities.

Conclusion. In order to realize the development potential of non-formal education for all age communities, those responsible for formal educational institutions must create the conditions for the development of event networks: provide a venue and methodological support.

Keywords: *continuing education, adult education, non-formal education, network of educational events, all-age communities.*

Introduction

After analyzing the role and functional purpose of non-formal (or non-formalized) education in the state multinational education systems of the Eurasian countries [1], it should be noted, first

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of all, that today in the Eurasian educational space, different aspects characterizing non-formal education are taken into account [2, 3] and, in general, specialists emphasize its ability to open up a culture of conflict-free dialog between representatives of different countries and improving the quality of life [4]. First of all, non-formal education is considered a service sector to satisfy the needs of the population [5]. This function allows us to consider non-formal education as the most flexible sector, sensitive to changes in the socio-cultural situation of society [6, 7]. It is proposed to focus on the potential of non-formal education's ability to respond to the requirements of society in the implementation of value orientations, ideals, methods, and forms of social activity [8, 9] as well as to influence the transformation of modern civil society and the dynamics of the personality of fellow citizens [10, p.71; 11]. Each society strives to realize the function of non-formal education, which at a given time appears significant for a particular state structure and educational policy [12, 13]. The development of the state provides social services, ensures compliance with civil law, the conditions for various types of social and public activities, creates conditions for the participation of different social strata in solving political, socio-cultural, and educational problems; supports appropriate actions in a multinational, multicultural educational space [14; 15, p. 7].

It should be noted that there is no legal and regulatory framework for non-formal education sufficient for the intensive development and active training of subjects. In order to change the content of educational activities of non-formal educational structures and training of their subjects, it is necessary not only to change the dynamics of legislation and other conditions created for the development of the field of non-formal education in the Eurasian states but also to look for ways and forms to train organizations capable of building event-based educational networks, which are considered as a dynamically developing continuum of pedagogically based educational events (understood as encounters, events that are meaningful for students). They were created in a pedagogical environment in which the network subjects created the conditions for their coexistence, the polylogue. One of the most effective ways to identify and prepare such subjects is to create the conditions for their self-organization.

We emphasize that the formation of human relations in a group, community, team, organizational processes [16, p. 157], and relations self-organization [17] are essential. Organizational processes are associated with [15, p. 64], so we find it necessary to emphasize that it is more appropriate to use the term self-organization, assuming that these processes are inseparable. The process of self-organization explains the formation of a new community, a team, by creating conditions for the interaction of group members and their management – external conditions (acceptance of the conditions that determine the activities of the community, awareness of the role of the leader, curator of the community, depending on the conditions, roles, attitudes) and internal (motivation, ability to work effectively to achieve results, planning time and its actions). The process of self-organization assumes that in the formation of a new community, a person can learn to perform a certain activity not under coercion but from internal motivation, recognizing its usefulness in everyday life for both themselves and their community [18]. Ultimately, such processes contribute to the self-affirmation of the individual [19, p. 101], while the community itself becomes stable for some time. It should be noted that the main object of the considered processes are all age communities, which we consider as a naturally organized community of people of different ages united by a common essence (living together), a goal, an idea, a complementary activity, a developing personal social experience.

Methodological approaches and research methods

The andragogical approach considers the student's self-understanding as an educational subject in educational networks, with awareness of their educational needs and planning a

deliberate, vigorous activity to meet them. Pedocentric – takes into account the interests and abilities of the child. Systemic – allows a community of different ages, having all the components of educational and educating activities, such as goals, content, forms, methods of education, to overcome the risks associated with the fragmentation of education through the formation of interconnected relationships between the components and the integrity of the processes. Synergetic – based on the self-organization processes of an open community of different ages. The self-organization processes make it possible to fix the system components that appear for the first time, change the existing connections of the system components, and identify new connections with other systems. Event-based – provides the opportunity to consider the space of non-formalized education in which a network of interconnected educational events for all age communities develops dynamically through the forces of children and adults (subjects of the educational environment) as an integrated condition for the personal growth of the community members. Ambivalence – in the eventfulness of the educational and educative space, ambivalence is the rationale for presenting non-formalized education as eventful encounters, not so much in terms of their expected positive outcomes but also taking into account possible risks in the field of personality dynamics of participants in a community of different ages.

In order to solve the set and methodologically justified scientific task, a list of the following research methods was selected: identification, based on the analysis of domestic and foreign studies of scientific works whose results can be interpreted as possible solutions to the problems identified in this work, methods of modeling, analysis and generalization of pedagogical experiences, pedagogical surveys, interviews, participant observation, publicly initiated and organized expertise.

Results

Suppose it is an educational institution where event-based practices of non-formal education (the basis of event networks) are actively developing. In that case, it is very important to create conditions for the self-organization of a community of different ages (involving mainly children and adults) to become a priority process in an educational organization [19, p. 210]. Self-organization in this kind of community is based on teachers' voluntary participation in community activities, self-imposed responsibility, interest in community development, self-determination, and self-realization. In a situation of self-organization, the school can demonstrate coherence without directly influencing the school's principals. However, unfortunately, few schools are capable of self-organization.

As effective forms of self-organization of all age communities that actively use the practices of non-formal education, we generally mention school communities (CAS activities, music, sports, extracurricular academic subjects), families (family education and recreation); reading clubs; religious communities; travelers and hitchhikers; travel communities. The forms correspond to different criteria that characterize self-organization, such as hierarchy and pluralism, passivity, and activity. They can be further systematized according to the levels of self-organization: the general social level assumes that a person perceives himself as a part of a social group (stratum), ethnic group (e.g., a citizen of a country, representative of a national minority, religion or denomination); as a specialist, professional, representative of a particular social institution (e.g., member of the professional-pedagogical community, school community, family or clan); at the managerial level – as a part of a professional group (school principal); at the group level – as a part of a cultural society or interest group (a political party, representative of a community of amateur zoologists); finally, perhaps the perception on a personal level as an individual.

It should be emphasized that the object of this study is event networks in which non-formal educational practices are actively used for all age communities. Therefore, any outside interference in the development of such networks may lead to unplanned or unexpected results:

according to the so-called butterfly effect, this is typical when dealing with an object that evolves according to nonlinear, synergistic laws.

Methods of self-organization of all age communities in the field of non-formal education include play activities; project activities aimed at identifying and forming common values and interests of the group determined by a particular political, socio-cultural or educational situation; independent group activities in the direction chosen by the polysubject; crowdsourcing [20], participation in social network communities [21]. Nowadays, social networks, the predominant form of self-organization in youth communities, require special attention.

As one of the most effective methods for self-organization of educational communities of all ages actively using non-formalized practices, M.P. Konzevoy [22] suggests considering crowdsourcing. In this method of community activity, networks are organized to solve a specific socially significant task. Some researchers also consider crowdsourcing as a certain practice aimed at procuring the necessary (required) educational services for all age communities, new ideas (projects), or some new educational content through collaborative arrangements in order to solve the problems of the educational system [23, 24]. It is important to note that the emergence and recognition of non-formalized education are associated with the same phenomena as the introduction of crowdsourcing [22]. The group creation of educational resources and the change of educational content are the basis of the modern internet space. Crowdsourcing can be seen as a mechanism for the transition from traditional social communities (information or event-driven) to network communities. Crowdsourcing is actively used today in building interactions between educational organizations and other socio-cultural institutions. Real results today are characterized by the interaction of museums with each other, a museum and an educational institution (preschool, school, university), and more often – a public institution.

In some cases, for the success of joint activities of various institutions focused on creating the project, so-called guided self-organization is used. To apply it, various formal (formalized) education institutions select programs that were previously considered mandatory. The mandatory components of the project include (depending on the type of institution and the initiator of the project) whole subjects, comprehensive course programs, and city tours. Teachers of such institutions introduce students to a certain platform, form a network community based on this platform, post a list of information sources on the selected programs in the internet resource, and create a list of tasks and questions. The preparatory activities for the implementation of the project promote the students' self-organization processes in the field of non-formal education. Formal motivation for one's education can be transformed into non-formal if the student has internal motivation. Nowadays, such a transition from formal to non-formal motivation is rarely observed. These processes can promote the allocation of the field of independent activity of participants in non-formal (non-formalized) education.

The modern labor market sets the requirements for preparing a competitive, independent personality, self-confident in its decisions, responsible for its actions and results, and ready for changes in life and professional activity. These requirements demand a unit capable of managing educational and professional activities, setting priorities and goals, and developing the necessary skills from the educational system.

Independent activity that precedes the processes of self-organization can be considered a result of educational activities that are accompanied by a meaningful transition of the student's learning process from memorization to the practices of independent information acquisition and the formation of experience in its application to the development of initiative, a subjective position in education, and finally to competitiveness. In addition, the development of independence in educational activities contributes to the formation of self-control mechanisms for the personal development and self-realization of the student.

The complexity of such a task means it is difficult to solve it with the resources of an educational institution – even if the student chooses it. To solve the problem, social partners can be used. These include educational and educative organizations (centers for preschool development of children, general educational organizations, centers for extracurricular activities, centers for continuing education of adults, universities), traditionally non-educational social institutions that carry out educational or educative programs, and educational practices that create conditions for the formation of a personal subjective position. Nowadays, there are many such organizations. It is possible to plan cooperation with library and museum centers, theater troupes, public institutions, youth groups, family and tribal communities in a big city and a small town.

The key condition for the development of the sphere of independent activities of students in all age communities, the self-organization of students in the structures of non-formalized education, and the result of jointly organized activities of socio-cultural institutions according to the principles of social partnership, is the presence of a network underlying the developing educational space, created at the initiative of the institution and the community, promoting non-formalized education [5]. The resources of the educational space can be realized by transforming the environment into a place with different forms and technologies of non-formal education recommended for all age communities. In the context of this study, the educational space is presented as a pedagogically transformed educational environment. Active participants in these processes (or subjects of the space) are event communities that self-organize and enrich each other to realize certain projects.

Self-organization of educational activities is a multistage process that includes the processes of motivation and position formation in a potential educational subject. Self-organization of educational activities can be presented as a series of processes striving to reach a mutual understanding between generations in an all age community, the promotion of the principle of freedom-responsibility-dependence in the community, coordination of priorities and abilities of subjects, and the planning and organization of educational or educative meetings (or events) for members of an all age community.

The following stages of formation and development of the independent activity of subjects of the educational space include: the creation of a system of preliminary adaptation of students to the conditions of education and readiness for independent activity; elimination of psychological and emotional stress in the conditions of educational activities; mastering the system of tasks for the reproduction of information; formation of value orientations; development of productive activity; formation of the author's approach to creative activity; participation in children's and adult communities, project groups and the presentation of pupils' opportunities.

We have proved that there are several levels of independent activities of subjects in the educational space of non-formal education. The first level is associated with creating and implementing test tasks to assess each potential student's readiness for independent activity. Such assessment provides objectivity in determining certain knowledge. A certain list of game tasks is carried out at the second level. Based on the results of the method of participant observation, the curator can conclude the development of the reality of the educational space by the potential subject. For example, the textbook *YGames of the Peoples of the World*, created by teachers based on traditions from around the world presented in the Museum of Anthropology and Ethnography, provides educational tasks for children aged 6–12 years as well as parents and teachers in the museum space. The game tasks were developed based on games played in the American and African continents, as well as multinational countries such as Azerbaijan, India, China, Korea, Russia, and Japan, and are a resource for joint independent creativity of adults (parents, teachers) and children (preschoolers, elementary school students).

The tasks included in the textbook have proven effective in overcoming passivity in collaboration between children and adults. The public experts (both organizers and initiators) noted that students working with the textbook could form a number of skills and competencies: concentrating, focusing, and understanding the technique of applying a particular scientific topic. The development of imagination, creativity, and the formation of ideas about space and time are indicated; the ability to work in teams is developing. Artistic creativity and drawing are important for realizing the child's potential in the proposed situations in self-organized communities of all ages. In childhood (until adolescence), drawing can be considered a playful activity. When drawing, the child fantasizes and changes the immediate environment in which they acquire and develop the necessary communication skills with peers and adults. A child needs to imagine what they are drawing. At the same time, vital values are formed in the child: the health of each person, positive work, respect and love for the small and large motherland, cognitive interest, and the desire to create something and express an opinion. Active use of play situations for children, and professional situations for adults, incorporates the principles of creativity, visibility, and usefulness to learning. These experiences can then be easily transferred to informal practice. The third level is associated with independent research. The activities of trainees (pupils, students) include educational and popular science seminars, conferences, carrying out specific educational and research tasks, homework, and final projects traditionally organized in educational institutions. In recent decades, educational and research activities for preschool and school children have been organized in collaboration with parents, teachers, and professionals from non-educational institutions. The use of problem situations shifts the emphasis from reproductive to creative activity methods and contributes to the self-organization of research and other creative groups. Creative projects offer maximum freedom to all who participate in the activities of the project team (research projects have certain limits). The curator of the group outlines the general tasks of the project and builds pathways and solutions. The project participants must understand the planned outcome and its personal meaning in this case. It is assumed that the project participants will work intensively with bibliographic sources, archival documents, and other materials that allow finding ambiguous solutions. To work on a creative project, the community of different age groups uses the space of the discussion club.

Of course, the organization of such work cannot be sporadic. Programs and projects for the development of student autonomy within educational institutions create the conditions for the emergence of a field of dialog in creative communities of all ages, involving students and their parents and teachers. In this way, group subjects can be prepared to develop new areas of non-formal education.

Self-organization can be seen as a prerequisite for developing non-formal education systems and the expansion of their opportunities. Event-based educational networks can serve as an example. Self-organization makes it possible to achieve unplanned effects and positive results by understanding the intended meaningful attitudes, algorithms, or mechanisms for carrying out projects with minimum time and resources. The self-organization processes lead to complications in educational structures, but self-organization can also lead to deterioration. The phenomenon of self-organization is important for synergetics [6]. However, the description of self-organization is often contradictory. An educational system that uses self-organization in education is understood as a complex of elements connected by stable links and characterized by a formed structure and system properties. Often self-organization is understood as an arbitrary refinement of an already existing system. Self-organization of participants in educational processes can occur at different levels (at the level of teachers, students, and the level of educational systems, and educational communities, at the level of the educational system as a whole, and in an integral educational space).

The management of such complex, dynamic, open, self-organizing systems in a multi-age community is based on the logic of a synergetic approach. According to M. Ozhevan, the leader must consider the managed system's characteristics, which directly depend on the degree of its self-organization and on the leader's ability to conduct a dialog with the participants in educational processes. Many risks can be avoided if the subject-subject principle is applied in management. Otherwise, the leader is more likely to manipulate participants in daily educational practice than lead them with negative consequences. A synergistic approach to managing regional non-formal education leads to the self-organization of the population and the decentralization of educational management. V. Khitsenko [25, p. 87] states that decentralized structures effectively solve modern educational problems. Such processes create influential leaders and teachers who can perform leadership tasks, including the formation of educational demands.

Conclusion

In conclusion, the creation and activities of all age communities in non-formal education (the creation of event-based educational networks) require significant changes in the activities of leaders in the formalized education system. Quality, meaningful, and satisfying non-formal education can only exist if students and adults have the opportunity and an appropriately prepared space to use their creative powers and imagination.

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