

DOI: 10.7596/taksad.v8i4.2379

Citation: Timofeeva, R. E. (2019). On the Practice of Implementing Non-Formal Adult Education in the Sakha Republic (Yakutia). *Journal of History Culture and Art Research*, 8(4), 238-250. doi:<http://dx.doi.org/10.7596/taksad.v8i4.2379>

On the Practice of Implementing Non-Formal Adult Education in the Sakha Republic (Yakutia)

Raisa Egorovna Timofeeva¹

Abstract

The article discusses the practice of implementing non-formal education for adults at the place of residence in the national and regional conditions of the Republic of Sakha (Yakutia). Highlights strategy of education, aimed at the development of the human personality through ongoing education throughout their lives. Formal, non-formal, and informal models of education are considered, as well as the priority of non-formal adult education in modern conditions compared to formal and informal education, its features and characteristics are revealed. The conceptions of learning are substantiated, which are revealed by the methods of interviewing local residents, through conversations with them. Describes the structure, content, forms, and methods of learning, considering national mentality, authentic culture, national traditions of the locals. Point out educational and design workshops as the most justified in real life, when time dictates to man a renewal of thought and activity. Non-formal education eliminates inhibition in the minds of students, motivates them to improve the quality of life, to increase vitality. All types of activities of adult students are aimed at developing a social project that solves the problem, which is most acute for them. Their involvement in the development, and then in the practical implementation of the project, which is high-demand here and now in local conditions, is an effective mechanism that removes people's thinking from a passive state, increases their social and economic activity, enterprise, and cultural level. Aftereffect of non-formal education reflects such factors as an increase in the number of public associations in the field, growth in the number of families with moderate means, increase in the number of registered marriages, rates of birth of children, reducing the number of offenses, the number of drinkers, the emergence of strong farms, increased business activity, business enterprise of people, the desire of local residents to improve houses, courtyards, tyolbe (modern Yakut neighbor-rural community), naslegs and uluses The high motivating power of non-formal education is affirmed, which increases the general culture and gives a tangible impulse to the formation of the civil type of human behavior. It is concluded that non-formal education at the place of residence, the content of which is organically integrated into the context of real-life, activates the processes of formation of the local community, local development, and the formation of civil society.

Keywords: Lifetime education, ongoing education, adult education, formal education, informal education, non-formal education, the Sakha Republic (Yakutia), local community, local development.

¹ Doctor of Pedagogical Sciences, North-Eastern Federal University, Yakutsk, Russia. E-mail: regotika@mail.ru

Introduction

One of the manifestations of the global social progress is a rethinking of the role and importance of education. At the present time, "in the world the strategies for the evolvement of education as a lifetime education are being developed and implemented" (Mukhlaeva & Litvinova, 2018, p.145). Strategies, abandoning the provision of "learning for life", postulate the position of "learning through life". Lifetime education – is ongoing education, aimed at human development throughout life as individuals, capable to achieve high intelligence, to develop their abilities and to use their own creative potential.

In this article, we'll discuss the actualization of one of the important elements of ongoing education – adult education. The deeper meaning of involvement adult population in various content and form cognitive activity is to help them in terms of changes to eliminate deceleration in mind, to facilitate a difficult path to new and therefore unfamiliar landmarks, identify their development goals and directions of creation, stimulate vital activity. Thus, the ongoing adult education, responding to the challenges of a changing world, is intended to help them to self-determination in relation to the new lifestyle.

Among the studies, that reveal the theoretical and practical aspects of ongoing education for adults, attention is attracted to the works, that reveal the essence, features, and prospects of this education. At one time, Y.N. Kulyutkin, considering adult education against the background of a changing world, visionary mentioned: "Adult education in the community of social changes designed to solve tasks aimed at creative self-determination of the individual in relation to the dynamically changing life" (1996, p.7). S.G. Vershlovsky confirms that "Adult education, as one of the channels of investment in human capital, becomes an important factor of socio-economic development of society and an indicator of its progress" (2008, p.30). As follows from the analysis of specificity and core principles of adult education in conditions of the new social reality, V.V. Gorshkova and V.A. Pisanko (2017) emphasize the changed conditions of ongoing adult education, expanding its temporal, spatial, personal boundaries, is contributing to a development of self-awareness, of realization of the value orientations and cognitive needs of man and is taking different types and forms, which are due to specific models of education.

In the national and regional conditions of the Sakha Republic (Yakutia), adult education models are in demand, which take its cue from the national mentality of local residents, their original culture, and folk traditions.

The essence, specificity, and models of adult education

Nowadays, there is a tendency to organize the educational process on the principles of formal, non-formal and informal education models. The study of the history of the formation and development of these models in different countries, their comparative analysis, as well as the identification of the effectiveness of each model allowed (I.V. Gavrilova and L.A. Zaprudnova 2016) to formulate key characteristics of formal, non-formal, and informal education. Accordingly, formal education is clearly structured and ends with the issuance of a recognized document; informal education – is the unorganized and often not purposeful acquisition of information through libraries, the media, communication with people, visits to the theater, museum, exhibitions, etc.; and non-formal education may extend anywhere and does not necessarily lead to the issuance of the document (clubs, societies, lectures, section and etc.).

V.V. Gorshkova (2014), by revealing the idea of each model of education, makes a valuable conclusion that the interaction of formal, non-formal, and informal education is a modern direction of human development. Undoubtedly, in the general picture of adult education, such interaction is possible due to a combination of formal, non-formal, and informal education. However, right now the picture of adult education is transforming in such a way that the balance between its

components: the informal component of education comes to foreground, it is more accentuated, and formal and informal components are present to a small extent.

We must admit that formal and informal education has always prevailed in the practice of learning of middle-aged people, as a pride of place goes to the compensational role of education. Traditional adult education differed in pragmatical and productional orientation, and usually realized through the society “knowledge” (outreach and awareness-raising work on current issues of modern life), the continuing education (post-graduate education in the field of professional work, retraining), cultural and leisure organizations (satisfies the creation of cultural interests).

However, the new social reality requires going beyond the traditional approach. The challenges of the time are encouraging to improve individual qualities, personal growth, and self-improvement. Without that, it is impossible to be spiritually filled, socially active and mobile, economically independent and enterprising man, to be able in a situation of uncertainty to find a niche in the labor market, to learn an interesting sphere of activity, to self-actualize. Modern people need not only to adapt to the new realities, but it is important to be able to interpret, analyze and comprehend the surrounding reality, to seek and find the right decisions in a changing environment, to actively create and improve qualities of their life. For this reason, informal education comes to the foreground, which due to its features of form, content, teaching methods helps an adult “not only to fully satisfy their needs, but also to become a free creator of your life, to realize their potential” (Khoronko, Tskvitaria, & Manukyan, 2016).

International experience in non-formal adult education

World experience shows that non-formal education has received official recognition in many countries. In European countries, it was promoted by the extensive activity of the European Association of Adult Education. The association is considering adult education as a tool to change lives and transform society. In non-formal education and adults, this organization sees specially organized activities to facilitate the process in which people can develop as individuals, independently rely on their own capabilities in social relations and activities by increasing the level of knowledge and understanding; correlate your own opinion and feelings with the opinions and feelings of others; develop skills and methods to express them (Non-formal education, 1999).

Adult Education in Europe focused on current challenges thanks to developed in the 21st century Adult Education Manifesto, which is formulated the mission of adult education and called problems that are relevant to adult education. The Manifesto states that adult education today is a key tool for solving the main problems in Europe. The document calls on countries of the world to support adult education, which greatly increases the possibility of people to always maintain the level of culture and education, to achieve well-being and health, enhance social activity, take a more active part in society, form a new lifestyle (European Association..., 2016).

An effective mechanism is the Life Long Learning Platform (LLLPlatform), which is a network of educational institutions and associations covering all sectors of formal, non-formal and informal education. The platform promotes a holistic vision of lifelong learning “from cradle to grave” (Life Learning..., 2019).

A substantive examination of the international experience of non-formal adult education allowed T.V. Mukhlaeva to point out its characteristics: focus on specific educational needs of different social, occupational, demographic groups of population; concerns regarding specific categories of persons; lack of enforcement; reliance on the self-motivation of adults; high personal meaning of learning; the development of personality traits that provide favorable conditions for achieving a decent personal life, as well as successful participation in social and working life; providing opportunities to better understand and, if necessary, to change the surrounding social structure; development of mobility in rapidly changing conditions of the modern world (Mukhlaeva, 2010).

Russian experience in non-formal adult education

Characteristics, that are marked based on the analysis non-formal adult education abroad, act as guidelines for the development of non-formal adult education at the present stage of development of Russian education. N.N. Bukina states that without the development of the non-formal education system it is impossible to attain new requirements necessary for the formation of the inner world of an individual in order to overcome the negative social phenomena and improve the country's human potential (Bukina, 2008).

The basis for the development of such a system was found due to the decent analysis of non-formal education carried out by I.K. Biryukova. The author referred to the international and local sources and singled out non-formal education system's own tasks on the basis of a systematic approach: compensational (assignment of education, which helps to make up for lost time, regardless of the level of education, sex, age, and etc.), adapting (constantly adapt the individual to the changing world, to a new social and economic conditions), developmental (to help the continuous increasing of creative potential of person). The researcher concludes that non-formal education, focused on the specific needs and interests of students, contributes to form practical skills that are necessary for active citizenship and competitiveness in the labor market, as well as self-development (Biryukova, 2012; Roytblat, 2013).

From a practical point of view, the key conclusions on the main distinctive features of non-formal education are significant: they highlight such aspects as accessibility of education regardless the age, sex, level of education of students, as well as the characteristics of the educational process which is closely connected with high level of motivation, purposefulness, flexibility that are needed to satisfy the diverse individual needs of students.

The statements and conclusions are also valuable; they are presented in the sources that describe the experience of non-formal adult education in the Russian regions. There are other valuable research sources, in which authors show the variation of non-formal education in the specific regional conditions of Tyumen, Karelia, Tatarstan, and others. In this regard, O.V. Roytblat (2013) describes the type of non-formal education – internship site and based on the Tyumen Regional State Institute of Regional Education Development. T.A. Babakova and O.R. Levina (2016) represent an unconventional form of non-formal education – Open University at Petrozavodsk State University. Z.N. Safina (2014) reveals socially oriented non-profit institutions of Tatarstan as the centers of non-formal education which works on a special educational program with its target audiences.

It should be noted that the experience of the implementation of non-formal education in the Tyumen region, Republic of Karelia, and Republic of Tatarstan by institutions of additional vocational education, higher education, socially oriented non-profit organizations is promising for use in conditions of other regions of the Russian Federation.

The theoretical basis of creating variations of non-formal adults' education in certain circumstances is a different model of adult education – pedagogical, andragogical, transformative model, the open remote adult education model, and model, based on the idea of united space for education.

N.S. Radevskaya, considering these models, reveals the scientific and theoretical approaches to their creation. So, pedagogical and andragogical models are found on the principle of teacher broadcast (educator, instructor, andragogist) to adult student of additional knowledge and skills. Transformative model assumes that an adult person already has the experience and wisdom (ideas, knowledge, skills), and so the teacher's role is not to add knowledge to student, but to identify and realize his opportunities ("hidden" knowledge, skills and abilities). At the heart of the open remote adult education lies the principle of the development of abilities and needs of the personality of adult student. A model that implements the idea of a single space for education is based on

cognitively-oriented effective methods aimed at constructive treatment of an adult student with life situations and at confident participation in planning the events of his life (Radevskaya, 2017).

Undoubtedly, the author's conclusion that "an educational model for adults is a kind of synthesis of the abovementioned approaches" is valuable (Radevskaya, 2017, p.29). When you create the searched model the main thing is – education must satisfy the human needs of knowledge and skills, for constant transformation, development and evolution; education should be based on life experience, ideas, knowledge, skills of a person, take into account his interests, dictated by life's circumstances, and the challenges that modern society presents.

The aspects singled out by the author represent firm foundations for creating an original model of non-formal adult education in the specific conditions of the modern-day world. Firstly, it's important to state that a mature student is "already wise and knowledgeable", he is owner of a "hidden" knowledge, skills and abilities". Secondly, in the education of adult students, there should be no "excessive dependence on the mind and rational discourse and lack of recognition of the importance of other learning styles that contribute to educate". Thirdly, it is important to see the tendency that "the educational process will increasingly be transferred to the project or research process" (Radevskaya, 2017, pp.27-28).

Fundamentals of designing non-formal adult education

In the designing of an adult education model, one of the main issues is the content of education. In this matter, in our opinion, the most justified approach is made by T.V. Mukhlaeva: the content of non-formal adult education should meet today's challenges, and because of that there is need of programs, which "develop the knowledge of a value, skills of creative citizenship" and "encourage the participation of students in social activities at different levels, the support and contribution to the constructive initiatives and innovations in communities, help students to advance their civic interests" (Mukhlaeva 2016, p.47).

The issue of the basic principle of adult education is among the main concerns. N.N. Vasyagina suggests a possible solution to this issue is her final conclusion which was made after thorough study and generalization of foreign and national adult education experience: "... the basis for adult education should be found on the activity approach, which in contrast to the traditional one, knowledge finds its expression in the use of various kinds of interactive teaching methods ..." (Vasyagina, 2012, p.12).

Based on the above mentioned statement on the essence, specific, models, and forms of content of adult education as well as the peculiarities of their learning, it can be concluded that modern understanding of non-formal education as an education today clearly matures, which is aimed not at the transfer of knowledge, but at the independent activity for the knowledge deepening, the development of abilities, the realization of the potential of adult people. In the space of non-formal adult education man immersed in contemplation, extensive search, free creativity, that promotes to the form him as a person and a citizen, the bearer and creator of the culture. By and large, non-formal education, causing students to crave to comprehend the world and themselves, to take responsibility for what is happening, forms and strengthens their high personal and civic qualities, activates and releases hidden human resources.

All this means that non-formal adult education critically changes content and technology of their participation in the transformation of environmental reality, that they themselves become the main characters. Therefore, non-formal education is the mechanism of development of civil society – a society in which each member is differed by his consciousness, attitude, and behavior of a citizen, who is responsible for everything that happens in real life.

In the period of constructing a civil society in the country, it is important to use the opportunities of non-formal education. This thesis focuses on the statement of modern researchers: "As in previous periods of significant changes for the fate of the country, adult education is

becoming the point of application of the efforts of everyone who is interested in the socio-economic development of sides. And without the help of non-formal educational practices, these efforts can be doomed to fail" (Ilakavichus, 2016, p.82).

We need to admit that the great potential of non-formal adult education that hastens the processes of civil society formation in the country is undervalued and therefore is not in demand. Today, its practical implementation in the Russian educational area is spontaneous and accidental, situational and unsystematic. And so, non-formal education of people of mature age can only be discussed at the level of local experience. Hope is given by different types of non-profit organizations that initiate the practices of non-formal adult education. It is necessary to point out that while contributing to civil society development, these practices help to solve important problems lying deep in the core of the subject matter; something which is indicated by M.R. Ilakavichus as follows: "Private educational initiatives of the period of historical transformations solve the over-task of preserving the historical and cultural communion" (Ilakavichus, 2014, p.93).

Private initiative in the field of informal education of adults in the Republic of Sakha

The private initiative of development of non-formal adult education in period of civil society formation in a particular region – Yakutia, is being taken by Institute of Human Resources, which is a non-profit organization. National-regional differences of severe north land, as is known, are caused by its geographic location, breadth of the territory, extreme natural-climate conditions, socio-economical indexes, infrastructural features, history, cultural identity, the national traditions, and the mentality of the local residents. Actually, these differences explain the Institute's choice of non-formal adult education at the place of residence.

Institute introducing this type of education in region conditions, is motivated by the fact that non-formal education:

- gives priority to the personality of the student, who is distinguished by individual characteristics, his biography, experience of life, work and activity;
- affirms the equality of adult students: everyone has the right to have an opinion; everyone's right to have their own opinion be respected; everyone has their own life experience; everyone can say something about the issue under discussion;
- shifts students from the position of passive observer, encourages them to actively start reflecting, to take the initiative for the practical solution of urgent problems in the field;
- develops the ability of mature age people to have dialogic communication, to summarize the independent conclusions, to generate ideas;
- opens wide opportunities for the social inclusion of adults, the formation of their active citizenship;
- develops competencies, knowledge, abilities that are necessary for communication, interaction, cooperation – qualities that are necessary for participation in the development of civil society.

In the end, it achieves expected result, namely – the overcoming of the state of inertness, that braking forward movement; a shift in consciousness that motivates creation; activation of thinking and action, of the ability to put specific goal, from which begins the management of life. In fact, it turns out that "people really are forming as a public figure, citizen, free man" (Yakuskina, 2015, p.29).

This result has a socially significant effect: people who have passed training become carriers of practical activity, to be able to take social initiatives and independently carry out activities. This means that non-formal education increases social activity of adult population and so contributes to the formation of civil society.

Local experience of the Institute demonstrates that effect of promoting non-formal education to develop of civil society is higher, when process of learning solutions of real-life problems is more intense. The search of solutions to actual local problems mobilizes searches activity, which stimulates in adult students not only rational-logical, but also intuitional-creative thinking. It activates not only logic, ability to analyze, to evaluate, to decompose the whole into its components, but also intuition, imagination, emotions, feelings, the ability to mix disparate information into a single unit, and other hidden resources. Natural creative activity set free the development of the internal resources of a person, opens up great opportunities for the flight of thought, vision of complex problems, methods for their practical solution, options for action and choose of right direction.

It must be emphasized that immersion of adults in the solving problems in non-standard situations is a required step that prepares them for main act – to design. Project work is an activity of creation a master standard in which dreams, desires, and aspirations of people are realized to improve life.

So, non-formal education, based on the impulses of the human person, meeting individual needs and expanding the horizons of vision of life, motivates to disclose the reasons of phenomena of reality. At the same time it activates the creative activity and thus gives a chance to consciously transform your value settings, a push to overcome crises, for out of difficult life situation, the incentive for a successful life. It is important that meaning of non-formal education is not limited by satisfying cognitive and cultural needs of people. Non-formal education, eliminating braking in minds of people, motivates them to improve the quality of life, introduces to the active creation, increases social activity.

Approaches to non-formal education of adult population in the Republic of Sakha

The practical implementation of non-formal adult education in the conditions of the Yakutian region first of all demanded an assessment of real situation. Numerous meetings with the population, at which were conducted questionnaires, conversations, and interviews, that made it possible to collect the survey material (based on people's opinions) and to find out about the situation of the genuine requests of people in relation to adult education, non-formal education, content, types, and teaching methods.

First was the question: "Is adult education is necessary in the country". And most people responded positively (98% of respondents). Next question that was asked: "Which education – formal, non-formal, informal – is most attractive to you?". The opinion number one was – "Non-formal education" (68%).

Next one was given to adults in the form of the beginning of the sentence "For me, non-formal education is a tool to..." to which they should choose the ending. There were several options for ending sentence. Results of respondents:

1st place – "to solve your life problems"

2nd place – "to improve the quality of life"

3rd place – "to overcome life's difficulties"

4th place – "to improve life in nasleg, ulus"

5th place – "to unite and rally residents of the nasleg, ulus"

In addition to this survey, interviews with local residents were selectively conducted: elderly people (60-75 years old), middle-aged people (45-59 years old) and young people (18-44 years old). Conversations showed that, in general, residents are drawn to such an education that would expand the horizons of life, open concrete guidelines for moving towards a decent life.

At the same time to qualitative analysis has shown high vitality of passive life position among the local population, accustomed over the years to rely on the care of state. Among respondents was a lot of people, who did not really strive to active creation, did not assume a special responsibility for the improvement of their lives, and for them it was enough – the role of consumers of goods, subsidies, allowances, benefits, loans, compensations and etc. However, they admitted that the time has come when it is necessary to change the old way of thinking, activity, and lifestyle.

In general, there was a fixation on the expressed orientation of local residents to exit from a passive state. In private conversations clearly occurred people's desire to increase personal, social, work, cultural activity, and to increase the level of life, to improve the living conditions “here and now”.

It is worth noting that meetings with local residents revealed the presence in each nasleg, ulus of a socially active group of people, each of which by internal self-awareness, lifestyle and style of activities is a person, who is worthy of representing their native people, a tireless worker, a good family man, non-indifferent inhabitant, enterprising man, a true citizen. Exactly these groups of active people became the subjects of non-formal adult education in the place of resident.

It should be emphasized that the non-formal education of such groups, representing a core of population of the local area, appeared as a future, associated with the activation of the processes of local development. Meanwhile, everyone in the local community is well aware of the outcomes. Local development is a development of small areas with help of its internal forces, the local production of goods and services. Experience of local development in the Arkhangelsk region, which became in the end of the 1990 – early 2000s a flagman of local development in Russia, shows an achievement of high level of well-being by local territory due to the fact that modern ways of creating wealth – knowledge, information, technology – becomes the part of a lifestyle (Tyurin, 2016).

Today, in the context of the formation of civil society, the approach to the development of small territories on base of the involvement of residents in the positive transformations of their land, their self-organization, and independent (with the support of the authorities) activities to solve their problems are becoming increasingly relevant.

Yakutian nasleg feature is that each of them has sports and cultural centers, built as a result of the national movement of republican scale “My Yakutia in the 21st century”. They were the most suitable place for educating residents. In this issue, we were guided by UNESCO's position about non-formal education is less organized and structured and could include training activities organized at the work place, at the level of local community, and in daily life, and defined by their own, family or the society (Rethinking education).

Educational and design workshops

In our practice of non-formal adult education 3-day and 4-day workshops were justified on the principle that “adult absorbs 20% of what it hears, 40% of what sees and discusses, 60% of what hears sees and discusses, and 80% of what he does on his own” (Andragogy of postgraduate teacher, 2007, p.17).

Workshops represent a system of lessons that, cause adult students to have a high level of intellectual and spiritual tension, dipping them in design work. Therefore, workshops are creative and educational in their essence.

The purpose of the workshop – is to send a group from the local residents to search non-standard (and most importantly, inexpensive) ways to solve specific relevant local problem. The experience of the workshops shows that the collective mind of people who live on their land and have a good knowledge of the history of their native land, the peculiarities of their natural situation and way of life, the problems of their occupation and population, creates exactly the project that is

in demand here and now. Usually, residents develop projects on a local scale, aimed at the implementation of a common good cause, at strengthening native Yakutian neighborly rural community – tyelbe, at the solution of topical problems of improvement, entrepreneurship, employment, the creation of a local production and others. Also, this process of work on a project helps adult people to understand the personal, family, professional, social problems.

Note that the group of students at the workshop is not specially selected. Everyone can study: neither age, nor profession, nor gender, nor social affiliation make no difference. The main thing is a person's will to learn. As a rule, people coming to the workshops are socially active residents, who are members of various local unions, including national communities and associations, who are leaders and members of public organizations, businessman, occupying the enterprise and striving to leadership in the business niche, the head and employees of municipalities, of economic entities, of budget institutions. At the same time, groups of students are joined by people who, due to a number of circumstances, find themselves in a difficult life situation, but strive to overcome poverty, unemployment, and bad habits.

The foundation of the training system development was based on fundamental researches of Yakut scientists. The monograph of M.A. Tyrylgin has in it scientific justification of a fact that the Yakut people have always had a phenomenal demographic growth (Tyrylgin, 2007). In W.A. Vinokurova's research of Sakha people values – of Yakuts in their present state, noted that one of the leading social values in Yakutia is local and ethnic self-identification which basis of Sakha first of all consider in the revival and development of national culture, language, economic development, and overcoming of social inequality (Vinokurova, 2019). Participants of a scientific and practical conference, devoted to the problems of achieving active longevity in permafrost conditions, draws attention to the importance of sociocultural practices of active longevity, as a result of which an adult will maximize his potential of natural inclinations and abilities (Longevity in permafrost, 2019).

Using the results of these studies allowed defining the main principle of teaching in the classroom – the creation of a comfortable condition for sense of self-esteem of adult students. It was reached not only with the selection of the content, but also with a combination of different types, forms, teaching methods, according to the national mentality, unique culture, national traditions of local residents (Timofeeva, 2019).

The importance was given to the rhythm of the classes. It was chosen taking into account the traditional life and activities of people living in places of high latitudes of the planet. The peculiarities of the thinking and behavior of the northerners are such that they have inherent internal freedom, which keep order in all life. People, who live in harmony with the harsh northern nature, adhere to the saving expenditure of vital energy, settled life, justified cycles of periods of intensive work and rest. For this reason, in the workshops active intellectual or dynamic classes are being replaced by relaxational classes, during which being absorbed information, conceptualized knowledge, formed an understanding, consolidated standards, models, and forms. Alternating periods of active work and relaxing breaks make the process of learning qualitatively different. It becomes interesting and exciting, since a change of activities turns on student's channels of transmission and reception of information: visual, auditory, tactile, olfactory, flavoring, speech, and others.

Workshop has its phases;

The first phase – is to discuss some of the problems of real life and the allocation of these specific, the most acute problem that worries locals and which they can solve on their own.

Of course, people, who find themselves camping in the maze of small society interests, constantly solving a lot of problems on arrangement of life in extreme northern conditions, seeking to ensure in terms of market economy their family's prosperity, sees not far enough and overestimate what nearby. Therefore, expanding the horizon of the vision of life is needed. During the discussion of a number of problems the conversation skillfully directed towards to the

most pressing life problems for today in a broader context. As a result, it presents a complete picture of the events of real life, unfolds the whole specter of issues. From this large colorful picture, they independently single out the main problem for them, this requires a quick solution. Moreover, the full picture opens their eyes for possible ways to solve a problem.

The second phase – is the choice of the only right way to solve the urgent problem. Connecting the mind, logic, fantasies and desires, residents seem to draw an ideal image that embodies their collective dream. Furthermore, they point out different ways of a real embodiment of their dreams, analyze them, the define pros and cons, advantages and disadvantages of each direction. An impartial discussion of solutions to the problem leads the participants to the choice of the only right way.

Based on external and internal circumstances, summing up the availability of resources – natural, material, intangible, financial, human, students make a responsible choice. Gradually, during a more detailed discussion of their decision, the participants of the workshop come to the conclusion that this problem, which has a local character, can be solved by the combined efforts of all residents. So, the idea of creating a project of a local scale is born, which is quite possible to implement on their own with resources and some help from the state.

The third phase – the actual design, the development of the project, which represent the intellectual product. Project development requires work in groups. Workshop participants are divided into creative groups. Each group has a clear goal that carries a certain semantic load. Work of the groups aimed to create parts of socially valuable projects of local importance. Designing ends with the preparation of a holistic project, the details of which are polished and concretized during the performance of each group in front of its comrades.

The fourth phase – is a detailed and comprehensive discussion of the developed project at the final session, held in the form of roundtable. Representatives of the municipality, deputy corps, institutions, organizations, public of nasleg, ulus are invited for a roundtable. The authors and the developers present their project to a wide range of the public and businessman who make adjustments and specify aspects of the practical implementation of the project. Following the results of the discussion project obtain an approval for its implementation into life, and study group acquire the roundtable participants as companions.

The fifth phase – is consequences of workshop. The group of trained people involves in the practical implementation of the project their relatives, friends, neighbors, colleagues, countrymen. Because of this, the implementation of the project becomes a common cause for a significant part of the population. The direct participation of the population in the arrangement of a better life on their own land forms a collective personality of the working people with an active civic position. In fact, during the project implementation in life the group of socially active people self-organize and turn into a community core, which continuously grows and is strengthened by the involvement in the numbers of adherents. The created local community is viable because it was not created by someone from above or from the outside, but was initiated by the residents themselves.

The local community is able to defend its project at various levels, able to involve fellow villagers, friends, countrymen, like-minded people in its practical implementation, to find associates, raise resources of the societies, the state, of commercial and non-profit structures. Thus the community is transformed into a cell of civil society, which is impossible to create by decrees and resolutions from the top. Civil society grows gradually from the cells, roots of which take their beginning from the deep – the local communities. That is why direction of the civil society's growth is aimed from bottom to top.

Similar workshops held not only for the different age groups of the local population, they are also held for specific groups – the youth organizations, young families, fathers councils, women's associations, teacher groups, labor collectives of institutions, organizations and enterprises of

different ownership forms and industries. It should be noted that after the workshop, the head of the structural organization acquires a close-knit team, which often defined simply as a group of people. In fact, a team is determined by the connection between its members. It is these connections are being built in the learning process. The experience of training groups of production workers is interesting. At the workshops, workers, craftsmen, economists, accountants, engineering and technical workers develop those projects that are associated with solving serious problems that confront their production team and require increased competitiveness. Reality has shown that trained labor team, despite the tough market conditions, becomes capable to retain its stability.

Conclusion

The real activities of former participants of the workshops suggest that informal education does not allow adults to remain passively bubbled in a socio-economical changes, and activates their inner potential and sends it to the creative activity. The union of trained residents of this territory is not just a population but a local community. Self-organization of residents does not arise from a scratch, a directed impulse produces an education that organically enters the context of the real life of the adult population.

The experience of conducting workshops in various villages and regions of the republic shows that the activity of active local communities gives both social and economic effects. Without subsidies, without much help from the state, residents of villages, cities, uluses with their mind and work can do a lot: create both tangible and intangible assets and earn money on them.

The effectiveness of the practice of non-formal adult education at the place of residence is reflected in indicators such as an increase in the number of public associations, an increase in the number of middle-income families, an increase in the number of registered marriages, child birth rates, a decrease in the number of offenses, drinking people, the emergence of strong peasant households, and increase of entrepreneurial activity, business entrepreneurship of people, the desire of local residents to improve yards, tyelbe, village, ulus.

The gained experience shows the effectiveness of non-formal adult education. This education creates strong impetus to the formation of civil typed behavior of nasleg residents, uluses of the republic and therefore it is a mechanism capable to move people's thinking from a passive state, to rise their social and economic activeness, enterprise, level of culture. Adult students become concerned citizens and active people, laborers and builders capable to deal with the challenges caused by processes of:

- globalization, which turned into the main subject of labor not the natural world, as it was before, but the formation of a new human consciousness;
- the country's entry onto innovative development path, which means a transition from “a nursing landscape to a nursing technologies”;
- strengthening the positive identity of the people, their desire to be themselves, to develop their own way;
- local development that means the development of small areas at the expense of its internal forces, the local production of goods and services.

Thus, the practice of Institute of Human Resources shows that the non-formal education of the Sakha Republic's (Yakutia) adults at the place of residence is contributing to a social cohesion and active citizenship of locals. This suggests that lifelong education can be made a reality for all.

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