

Modeling Event Networks for Different-Age Communities in the International Educational Space

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Abstract: The relevance of the study is due to the emergence in the educational process in the Commonwealth countries of a new subject – different-age communities, i.e. the prospect of organizing event networks that allow every citizen to master the traditional and innovative social experience. The subject of the research belongs to the areas actively developing in pedagogy and aimed at studying social processes, creating cultural and educational practices that contribute to the development of interstate educational space. The development of these areas stimulates the re-establishment in the CIS member states of the system of continuous education. The implementation of the principle of continuity is inextricably linked with social self-organization. Scientific novelty of the research includes a number of important contributions. 1. Justification of the new polysubject of the educational space of the CIS – the “uneven-age community” 2. Characterization of possible forms and methods of (self) organization of uneven-age communities in the context of the dynamics of the national educational systems in the CIS countries. 3. Development of theoretical foundations for modeling event networks for different-age communities. The theoretical significance of the research results could be summarized in three key areas. 1. Generalization and systematization of the available scientific achievements and empirical data in the field of modeling educational networks for different-age communities. 2. Creating a theoretical basis for modeling event networks for different-age communities in the educational space of the CIS. 3. Development of the idea of modeling event networks for different-age communities in the context of developing national educational systems in the CIS, considering the requirements for realizing the potential of pedagogical and andragogical technologies. The practical significance of the research results is in the fact that they can be used to create a modern system of continuous education in the countries of the Commonwealth; as well as for the development of event networks for different-age communities that contribute to the preservation of the educational space of the CIS.

1. Introduction

The human resource is recognized today as the most important development resource of the Commonwealth countries. The guidelines have been set to create conditions for building a system of continuing education, including not only the sector of professional improvement of adults, but also the sector of their personal development [21]. Today, in the CIS countries, different segments of the population are included in the process of continuing education. The implementation of the principle of continuity is associated with the support of social self-organization. Today, self-organization processes manifest themselves, including in education. The transformation of social and economic life poses the scientific community the problem of developing an adequate research program.

The event principle in education is one of the leading places. The “event” category has a wide range of interpretations. However, all interpretations agree on one thing: an event is an important phenomenon, a major fact of public or private life [16]. An event in the educational space is the basis for the preservation of traditions and the creation of new ones, a way for the active integration of man into society. In the course of creating an event network, specific conditions for the development of a different-age community are created: maintaining event-relatedness the compatibility of being equal individuals necessary for the interaction of subjects,

meetings of subjects interested in each other and in common being, ensuring the possibility of a positive result in joint designing of socio-cultural events based on the creative ideas of the interaction participants [7]. Mobile event network is becoming an alternative to vertically integrated systems. It is generated by the practice of network interaction in conditions of high dynamism, unpredictability, and complexity of the environment.

The purpose of this study is to develop the theoretical and methodological foundations for modeling event networks for different-age communities in the educational space of the CIS aimed at developing human potential.

Research objectives: 1. To analyze research in the field of continuing education, non-formal education of different-age communities, the use in education of the principles of continuity, eventfulness, including in the formation of the educational space of the CIS. 2. To substantiate the methodological approaches to the study of the process of modeling event networks for different-age communities in the context of the formation of a continuous education space in the educational space of the CIS. 3. To create a data bank for the implementation of different-age practices of continuous general cultural education. 4. To identify and characterize the ways and forms of the (self) organization of non-formal education for different-age communities. 5. To analyze the conditions for the exchange of social experience, self-realization through joint productive activities of representatives of different ages. 6. To carry out modeling of event networks for different age communities in the educational space of the CIS. 7. To develop a basis for managing event networks for different-age communities in the educational space of the CIS. 8. To identify the prospects for the participation of different-age communities as a resource for building the trust of representatives of different generations to each other in an era of changes in educational activities in the CIS member states.

2. Materials and Methods

For the study, we chose a number of methodological approaches. The andragogical approach takes into account the students' awareness of themselves as the subject of education, educational networks, awareness of their educational needs and planning activities to meet them. The pedocentric approach takes into account the interests and capabilities of children. The system approach allows to overcome the fragmentation of educational activities in the presence of components of the educational activities of different-age communities (goals, objectives, content, forms, methods, etc.). In turn, the synergistic approach defines the processes of self-organization as a condition for the emergence of new components of the system, the restructuring of existing, and the formation of new links between the elements of the system, links with other systems. The event approach allows to consider the space of non-formal education of different-age communities as a dynamic network of interconnected pedagogical events. The ambivalent approach allows considering non-formal education, within the framework of the event space, considering risks for participants of a different age community in the field of personal development.

To solve the scientific problem, the following complex of research methods was used: analysis of domestic and foreign literature, modeling, studying and summarizing the experience of teachers of Eurasian countries, surveys, interviewing, observation, as well as public examination.

3. Results

The scientific group has formulated the conditions under which students-participants of different age communities leave the position of a consumer of educational services and acquire the active position of a subject of their own educational path. The conditions are as follows: coordination of educational goals; realization of personal preferences in the field of students' self-development in event communities; implementation of informational interaction between members of a different-age community; The conditions are as follows: the creation of event-based self-determination of students as a dynamic network of interconnected pedagogical events in the context of joint use by the subjects of the network of educational resources.

The model of pedagogical support of self-determination of participants of different-age communities in the event network was created. It included a description of the stages in formation of the event-based educational network, the differentiation of group subjects, and events in the network, the technologies of pedagogical support, first of all, the project technology [11].

Humanity, environmental friendliness, democratic accompaniment, tolerance are among the humanitarian principles of the pedagogical support model.

The implementation of the model is revealed in the following stages: (1) professional diagnostics; (2) design; (3) target; (4) establishing the space of self-development of each participant in the conditions of development of the educational space; (5) providing pedagogical support of self-determination of students in the event network; (6) analyzing the self-determination of network participants.

For effectively implementing the model, recommendations on the pedagogical support of self-determination of students in the educational space of the CIS were developed.

Event samples were carried out within the project. The result of event samples is the definition of events as events of different levels: from non-event to event of level 3 that can change the participant's worldview, his educational path, and life choices. The combination of professional samples creates the conditions for the formation of a dynamic network of interrelated pedagogical events and an event network of pedagogical support for the educational and life self-determination of the student.

During the implementation of the model, the following risks that are important for the practice of all countries of the Commonwealth were identified: the emergence of students with the status of imposed identity, which cannot guarantee the sustainability of the interests and socialization of students in the future.

In the development and implementation of the event network management system, it was focused on the exclusion of the principle of institutions' autonomy of this territory; on interaction; building effective vertical and horizontal links between institutions, professional teams working on common problems. The network's activities in the study are carried out through the organized involvement of educational, informational, methodological, innovative, personnel, consulting, and other resources of partner institutions. Network management occurs as coordination. The network curator builds relationships with the participants. This person cannot control them but influences them by controlling the broad flow of information.

4. Discussion

As a result of the analysis of scientific research, the design of the promising directions in pedagogical knowledge, which aims to create human-like conditions for growing up, is justified [15, 2, 5, 10, 17]. The pedagogy of event networks for different-age communities considers significant changes in the sociocultural space, leading to significant changes in the "second nature" of a person, i.e. a culture in all its manifestations. Special attention is paid to such a nature-specific parameter of the organization of education, as the age characteristic of interacting subjects.

Modern pedagogical science of the Commonwealth countries is in active search for optimal models of using different ages in the educational process [8, 18, 19]. This line of research is assessed as promising: researchers of modern cultural and social processes characterize them as a time of "split" [1, 20], when the whole society was divided into numerous "counter local groups" and multidirectional subcultural communities. On the one hand, the diversity of subcultures increases the potential of the individual in self-determination and self-realization, but, on the other hand, it objectively makes it difficult to develop common goals, retaining unity for larger groups. As a result, each person clearly feels the need to choose "with whom I am", "whose values I accept." Therefore, the potential of systems of additional and non-formal education increases [3, 10, 13]. Also, the potential of such a segment of their work as pre-vocational training increases. The education system of each CIS member state needs joint career guidance activities with other partners, on which initiative event networks can be built.

Researchers [6, 9, 12, etc.] note the merits of organizing educational processes as continuous: realizing the child and adult's right to master those competencies that would be necessary for him in life and correspond to his inclinations and opportunities; organizing pedagogical observation of inter-age interaction in the conditions of different age groups; using the full potential of interpersonal communication for the success of joint productive activities, the availability of ample opportunities for the development of social experience of children and adults by mastering the skills of cooperation, responsibility and independence in educational activities [22]. Comparing the potential of even-aged and different-aged communities, we can identify several advantages of the latter. They contribute to the following results: (1) transferring the experience to the younger ones; (2) ensuring that children and young people acquire various social roles; (3) creating conditions for

raising organizational competencies in children; (4) establishing the driving force of the interaction of “poles” – representatives of different generations, creating new group actors and a new space of non-formal education, which is embedded in the traditional system of Russian education.

The effectiveness of the model is determined by its methodological basis – the event-based approach. The implementation of the model assumes that students and other subjects of the network assess the significance of the various activities in which they participate on the basis of the eventfulness. Developed by E. I. Golovakha, A. A. Kronik [4], the theory of the psychological time of a personality can be used as a mechanism to identify such an assessment. Their leading idea is that each person perceives time differently. It allowed the use of the terms “event”/“non-event” as a unit for evaluating activities. In the course of this study, we focused on three levels of “events.” (1) Events that influenced the outlook of schoolchildren and their self-esteem. (2) Events that have had a positive impact on the daily activities of schoolchildren. (3) Events that do not become an event. Thus, the following criteria were chosen as the performance criteria for pedagogical support: (1) assessing the schoolchildren’s educational institution as an important event in life; (2) evaluating educational success (winning in competitions of creative works, etc.); (3) attitude to social activities (participation in the activities of public associations related to the interests of the future profession); (4) attitude to the future profession (success of the professional test, evidence of recognition of the results of the tests, relations with future colleagues, prospects for labor achievements, the material side of labor). Also, the common criteria for assessing the psychological state of schoolchildren were used: (1) “intrapersonal” criteria used to assess the understanding and “acceptance” of oneself, openness to the formation of feelings experience, freedom of behavior, etc.; (2) “interpersonal” criteria used to assess the processes of understanding other people, socialization and creative activity.

The proposed model of pedagogical support of self-determination of participants of different age communities in the event network will be useful when analyzing the educational and pedagogical activities of teachers in educational different-ages communities, The proposed model of pedagogical support of self-determination of participants of different age communities in the event network will be useful when analyzing the results of designing an educational path, assessing readiness for self-determination, and manifesting a subject position in various fields of activity. The difference of this model from the existing ones is that self-determination occurs in the event network, the creation of which is the differentiation of group subjects and events being significant for them. The result is the acquisition by the educational community of an “individual” person, his unique educational practice, and educational product. The technology of pedagogical support in the network is the design technology.

The result of developing event networks of continuing education by different-age communities is the inclusion of children and adults in the updated interpersonal relations and the system of social relations set by the state and society, the mastery of community members in positive ways, means of interaction with the surrounding society. Event networks of continuing education for different-age communities suggest changing the following components of education and upbringing: full implementation of the principle of continuity in the modern system of public education; activization of a new subject of education; changing the child’s attitude to the educational process; changing the worldview of all subjects; a change in the way education is organized; orientation on joint activity of children and adults.

5. Conclusion

In the conditions of development of the continuous education system in the CIS member states, additional education is regarded as a special social institution, designed to help those who are trained in discovering their individuality, awareness and the formation of the “I” image, self-determination and self-realization, including professional. In such institutions, they prepare for living conditions in a highly competitive environment, develop skills to fight for their ideas and implement them. That is why, a number of studies on the self-determination, including professional, of high school students in event networks have great prospects. Expanding the sample of educational organizations to test the developed model and test its effectiveness in the context of developing systems of continuing education in the Commonwealth countries is of great interest.

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