

SCIENTIFIC APPROACHES AND DEVELOPMENT OF MODELS FOR ORGANIZING EDUCATION FOR CHILDREN LEADING NOMADIC LIFE WITH THEIR PARENTS

^aGAVRIIL MIKHAILOVICH FEDOROV, ^bROSALIA SERAFIMOVNA NIKITINA

*Federal State Scientific Institution "Scientific Research Institute of National Schools of the Republic of Sakha (Yakutia)", Lenina str., 4/2, Yakutsk, Russia, 677027
email: ^adyondy@mail.ru, ^bnikitina_rs@mail.ru*

Abstract: The paper is aimed at detailing scientific approaches and developing models of organizing the education for children in the areas of nomad settlements. The leading approach to studying this problem is the social and cultural one which allows considering scientific approaches in an integrated way and developing models of organizing the education for children leading nomadic life with their parents. In the paper, scientific approaches to organization of the educational process are described and substantiated: the civilizational one, the social and cultural one, the activity-based and synergetic approaches. New models of organizing education for children leading nomadic life with their parents have been developed for improving previously designed concepts, teaching and learning support.

Keywords: education, nomadic life, indigenous small-numbered peoples of the North, areas of nomad camps.

1 Introduction

The relevance of the research. In the civilization conditions of the contemporary society, nomad forms of organizing preschool and general education are vital and sought after for supporting nomad families busy in traditional sectors of economy. Given the modern social and cultural situation in the areas of traditional settlement of indigenous small-numbered peoples, there is the long-standing need of searching for new approaches to organizing the education of children leading nomadic and (or) semi-nomadic life with their parents.

According to the data of education authorities in 8 regions of Russia, submitted to the Ministry of Education of the Russian Federation at the beginning of the academic year 2019-2020, 4676 nomad families lead the traditional life in the areas of traditional economic activity of the indigenous small-numbered peoples of the North, Siberia, and the Far East (they move about following the reindeer, and lead nomadic and (or) semi-nomadic life).

The educational process in the areas of nomad settlements is organized in the Republic of Sakha (Yakutia), Yamal-Nenets and Chukotka autonomous districts, Amur region, and Taimyr Dolgano-Nenets municipal area of the Krasnoyarsk territory.

According to the results of the research conducted (2019), it has been found that the wish of nomad families to educate children without separation from their parents is catered for only partially. This is associated with the fact that children mainly live at boarding schools, except in the Republic of Sakha (Yakutia), where a network of nomad schools has been kept for ensuring primary general and basic general education according to individual curricula. Practically, a small number of children of the younger school age nomadize with their parents.

Practice shows that in individual subjects of Russia families need education of children in conditions of nomad territories. Currently, a new vision of education of children in the areas of nomad settlements is necessary which is in line with the recent realia of the society and the state.

In the conditions formed, the way the educational process can be organized in nomad conditions has to be studied for ensuring the accessibility of preschool and primary general education in the subjects of the Russian Federation.

In the domain of organizing the education for children leading nomadic life with their parents within the Russian Federation, there are problems demanding both basic and applied research. First of all, scientific approaches to organization of the educational process for children leading nomadic life with their

parents are not studied, with the contemporary realia, new social and cultural situation borne in mind. For education of small-numbered peoples, scientific grounds have not been provided, and the conceptual framework and definitions used in it have not been sorted out. They have not yet developed models of organizing the educational process in conditions of nomad territories, with the requirements of education of the future, socialization of children and the young people in the era of digital transformation of social and economic life in Russia, as well as both Russian and international best practices taken into account. Secondly, changes in the "social and cultural portrait" of the participants of educational relations (children, parents, teachers) leading nomadic life have not been studied, their life strategies and social and cultural competencies have not been identified. Thirdly, basic resource support models for nomad kindergartens and nomad schools have not been created yet. Fourthly, teaching and learning aids have to be developed for the use in the variable part of education.

For solving the found main problems of education of children leading nomadic life with their parents, it makes sense to analyze scientific approaches and education organization models.

2 Literature Review

Pedagogical science and practice has viewed the questions of education of children leading nomadic life with their parents from various standpoints: as organization of the processes of upbringing and training with the specific circumstances of nomad schools taken into account (Egorov & Neustroev, 2003), as community-based education as the principle of actively involving all participants of the educational process into the activity (Robbek, 2007). In conditions of the upgrade of general education system in the 2000s (2004), consideration of age-related and individual particularities of training and upbringing of the children based on the folk pedagogy is of great importance (Nikitina, 2000). The content and technology of education are studied from the point of view of teaching and learning support at nomad primary schools (Fedorov, 2006, p. 94), applying new work forms in the educational process (Nikitina, 2019, p. 831-837). Within the topic of the research, urgent questions of children's self-organization and self-fulfillment during further education in reindeer herding (Fedorov, 2018, p. 403-410), children's joint activity with their peers and adults (Lebedeva, 2011, p. 170-173; Fedorov, 2013, p. 120-125) are also discussed.

The problems of professional training of teachers for small-numbered and nomad primary schools of the North and East of Russia (Neustroev & Neustroeva, 2012, p. 73-78), developing the educational program for them (Zhirkova & Yakushkina, 2018), studying the pedagogical potential of ethnocultural traditions of the nomad peoples of the North (Neustroeva & Shergina, 2018, p. 92-115) are highlighted in the works of Z. S. Zhirkova (Zhirkova & Yakushkina, 2018), N. D. Neustroev (Neustroev & Neustroeva, 2012, p. 73-78), V. P. Marfucalova, T. A. Shergina, N. V. Okoneshnikova, T. M. Borisova, E. E. Sidorova (Neustroeva et al., 2012, p. 1-8; Neustroeva & Shergina, 2018, p. 92-115). These studies are the theoretical basis for organizing education in conditions of nomad territories; they reinforce the scientific basis for creation of new models and teaching and learning support up to the modern realia.

Studying the concepts of education of children in indigenous small-numbered peoples developed in various years is of no small importance. These are the concepts of reforming the system of preschool and general education and training the personnel from the number of the very indigenous small-numbered peoples of the North (Artemenko et al., 2001), models of ethnic (national) schools for the indigenous small-numbered peoples of the North of the Russian Federation (Nasilov, 2001), and the concept of a system of nomad educational institutions of the Republic of Sakha (Yakutia) (Robbek, 2007). The concepts

are implemented by the municipal structure authorities, including the tribal nomad communities.

The concept of reforming the system of preschool and general education and training the personnel from the number of the very indigenous small-numbered peoples of the North identifies the specific conditions of functioning of the schools, provides for various types of schools (nomad ones, boarding schools, stationary ones) and models of organizing the teaching and upbringing process depending on the economic calendar and modifying the content of education up to the national and regional particularities and traditions. In this concept, the requirements for developing the content of education are formed with the focus on aligning the program of nationally-oriented study courses. Special attention is paid to the responsibility of the state for the Northern children's getting a full-fledged education consistent with their life plans (Artemenko et al., 2001).

In the concept of the model of ethnic (national) schools for the indigenous small-numbered peoples of the North of the Russian Federation, the main emphasis is on analyzing the linguistic situation and particularities of forming the content of education, teaching and learning support: the models of ethnic experimental (the nomad one, the taiga one) schools for various regions are described; variants of models of curricula for various types and kinds of national educational institutions are suggested (Nasilov, 2001).

The concept of a system of nomad educational institutions of the Republic of Sakha (Yakutia) describes the general bases for creating nomad schools, details the main lines of work with the material and spiritual culture of the indigenous small-numbered peoples of the North borne in mind, relying on the culturological approach.

The analysis of the above concepts allows finding that the Republic of Sakha (Yakutia) disposes of the sufficient social, material and technical, scientific, personnel resources, regulatory and legal framework for its nomad general educational organizations to function successfully. The creation of nomad school is first and foremost associated with the social request of the public, with development trends of the ethnoses, the parents' request and the children's interest considered. The material and technical outfit of objects, the scientific basis rely on the cluster approach, interaction with scientific institutions, higher educational institutions doing research in sociolinguistics, ethnography, sociology, linguistics, and philology. The personnel basis is created with the best traditions of pedagogy of the North. The teachers have to know the culture and language of the people. One of the key conditions of activity of the schools is the regulatory and legal framework.

3 Research Methodological Framework

The objective of the research is: to give theoretical substantiation for scientific approaches to education of children of the indigenous small-numbered peoples of the North, Siberia, and the Far East of the Russian Federation leading nomadic life with their parents; to develop and test out education organization models in the nomad conditions.

The task of the research is: to analyze scientific approaches and models of organizing education for children of indigenous small-numbered peoples in conditions of nomad territories.

The research methods are: theoretical (the analysis of scientific literature within the aspect under study), the theoretical and empirical ones (modeling).

4 Results and Discussion

For developing the education of children leading nomadic life with their parents further on, the contemporary realia have to be taken into account. With regard to this, the authors suggest taking the following scientific approaches to organizing the educational process as the scientific basis: the civilizational one,

the social and cultural one, the activity-based and synergetic ones. What is the prerequisite behind such a conclusion? First of all, this is assurance of accessible education in the areas of nomad settlements. Second, these are the establishment of children's personalities (learning the worldview and values of the nomad lifestyle), individualization (learning oneself, one's view of the world, one's values) and integration of the children (entering the social and cultural environment) determining their activity and behavior. Third, the experience of the centuries, material, cultural, and spiritual traditions of the people must be transmitted. Fourth, the quality of social life of the communities has to be improved, and so does the productivity of their labor. Fifth, children have to be given professional guidance in various spheres of life activity, including the agricultural sector.

The civilizational approach allows detailing particularities of the education of children in the areas of nomad settlements. It creates the social and personnel basis and provides an opportunity for studying the uniqueness, originality, and identity of the culture of nomadic life of indigenous small-numbered peoples. It is in this line that A. J. Toynbee (1966), N. Ya. Danilevskiy (1991), and N. L. Gumilev (1993) laid down the main provisions of the civilizational approach. The originality of nomad educational institutions within this approach ensures organizing the children's educational activity aimed at improving their self-organization in the class-based, extracurricular activity, and in further education. In their turn, teachers as coordinators of the educational process create favorable conditions for the children's achieving qualitative changes, "encourages the children to coordinate their own knowledge, attitudes, and actions with the knowledge, attitudes, and actions of teachers" (Stepanov, 2019, p. 8), peers, parents, and other adults. The teachers compile individual curricula, manage study projects using computer and network means, multimedia technologies, specialized software for individual study courses. They organize children's movement in the traditional kinds of economic activity and folk crafts: conduct testing and self-control of research, project, and practical abilities, etc.

The necessary conditions for prompt licensing and implementation of educational programs in full according to the federal state educational standard, with age-related, mental and physiological particularities, dispositions, abilities, interests, and needs of the students taken into account, have to be created in the areas of nomad settlements from the very beginning of educational activity.

The social and cultural approach, "as a scientific and pedagogical trend, is a paramount resource for analyzing situations, spotting educational problems, and solving them, while also the foundation for development of educational practice" (Tsirulnikov, 2007, p. 91). This approach determines specific features of the nomadic lifestyle, the nomad family, the traditional economic activity, communal settlement for transforming the social and cultural environment. It is the activity of non-commercial organizations (NCO) in the tribal communities that becomes one of the essential mechanisms in terms of the former. Participation in regional and federal grants and contests can help attract investments from various sources.

The activity-based approach is the methodological basis in the part of the content of education. New knowledge cannot be mastered without practical and research activity. Searching for problem solutions independently leads to finding a way out of a situation having emerged, gaining basic skills in reindeer herding, fishing, ecology of the environment, fundamentals of security and life activity. In terms of the process of joint activity of children and adults, this approach is aimed at forming and developing their creative capacities, satisfying their individual needs of intellectual, moral, and physical improvement, forming the culture of a healthy and safe lifestyle, organizing one's free time. Thus, further education of children ensures career guidance for them, their adaptation to living in the society, identification and support of the children who manifest outstanding abilities. Meanwhile, the role of informal education is important "as a broad range of educational programs beyond participation of the

state but within the current legal framework" (Tsirulnikov, 2007, p. 118-121). Informal education "is the education helping one catch up on the material which was missed for any reasons, regardless of the level of education, gender, age, etc., it promotes continuous enrichment of an individual's creative capacity" (Tsirulnikov, 2007, p. 12-16).

In conditions of the ongoing upgrade of the system of education, it is the synergetic approach as the modern methodological focus on children's self-organization and self-fulfillment that is the foundation for changes. Here, the foreground is taken up by productive activity (the practical, project, creative, research one) the result of which is a particular product (for example, manufacturing parts of the dwelling, transport equipment, fishing gear that could be categorized as "exciting or not exciting", "original or not original", etc. During the activity, individual educational paths are elaborated, which is important in nomad conditions when compiling the daily routine and adopting new habits. With regard to this, prospects and opportunities for the children's personal growth open up (motivation, mobilization, performing activities without aid, self-improvement, self-actualization).

Proceeding from the analysis and definitions of the scientific approaches, the scientific and methodological base on the said topics range, and studying the regional practices of organizing the educational process in conditions of nomad territories, the authors have developed 6 models of education for children leading nomadic or semi-nomadic life with their parents.

According to model 1 "Structural units carrying out educational programs for children leading nomadic and (or) semi-nomadic life with their parents", the children of preschool and primary school age can be educated. The second model is a comprehensive educational organization having a structural unit "Nomad school".

Model 2 "Nomad comprehensive educational organization (an entity)" can be created if the school is licensed for educational activity. Such a school has to function all year round.

Model 3 is a nomad comprehensive educational organization (an entity). Model 4 represents the family form of getting education. In model 5, "Public and private partnership", communities of the small-numbered peoples participate in educational programs for children as the interested members of educational relationships. They can also create autonomous non-profit organizations according to the Federal Law "On non-commercial organizations" and obtain educational licenses for individual educational activities. The last one, model 6, is a nomad camp.

Summing up the results of studying the scientific approaches to education of children of indigenous small-numbered peoples who are busy in the traditional sectors of economy in conditions of nomad territories, the authors see the prospects for qualitative improvement of the way the educational process is organized in the areas of nomad settlements. The prospects are as follows:

- the legal basis has to be further developed, with particularities of organizing the education for children leading nomadic life with their parents to be captured in the federal legislation and taken into account in licensing of the educational activity; special conditions for working in the nomad context have to be created;
- the number of children covered by services of preschool education without separation from their parents in the traditional settlement areas has to be increased;
- nomad comprehensive organizations (entities) have to be developed which implement preschool, primary general, and basic general education programs up to the federal state educational standards of preschool, primary, and basic general education, as well as the further education program (general development pre-professional program) based on individual curricula;
- conditions have to be created for the communities of small-numbered peoples to keep up the state and private partnership relations with the state authorities or local self-

government authorities in implementing further education programs and nomad camps;

- curriculum guidelines, teaching and learning support have to be developed for carrying out models of education for children leading nomadic life with their parents.

In terms of content, the developed models have been included into the Recommendations on methods and Analytical materials on organizing the education of children of the indigenous small-numbered peoples of the North of the Russian Federation leading nomadic life with their parents.

5 Conclusion

Based on studying the scientific approaches to education of children leading nomadic life with their parents, the authors have developed models, recommendations on methods and analytical materials.

In this research, scientific approaches (the civilizational one, the social and cultural one, the activity-based and the synergetic ones) have been defined for improving the concepts, teaching and learning support available previously and for developing new models of organizing the education for children leading nomadic life with their parents.

Six models have been developed:

- structural units implementing educational programs for children leading nomadic and (or) semi-nomadic life with their parents;
- nomad comprehensive educational organizations (entities);
- family education form;
- state and private partnerships;
- public and private partnerships;
- nomad camps.

In terms of content, the developed models have been included into the Recommendations on methods and Analytical materials on organizing the education of children of the indigenous small-numbered peoples of the North of the Russian Federation leading nomadic life with their parents.

In the Analytical materials, the results of monitoring the contemporary condition of education of children of indigenous small-numbered peoples leading nomadic life with their parents are presented, education models are identified, and forecast solutions for problems and particularities of the resource support of the educational process are outlined.

Recommendations on methods describe organizational and legal forms of education and organizing the educational activity of children leading nomadic and (or) semi-nomadic life with their parents.

Summing up the results of the research, the authors outline the following prospects of qualitative improvement of the way the educational process in the areas of nomad settlements is organized:

- the accessibility of preschool education services has to be widened, and so does functioning of comprehensive organizations having the "Nomad school" and "Nomad kindergarten" structural units, as well as of independent institutions registered as entities;
- preschool, primary general, and basic general education programs have to be carried out according to individual educational paths and relying on the civilizational, social and cultural, activity-based, and synergetic approaches with the use of modern educational activity organization forms;
- conditions have to be created for the state and private partnership relations in carrying out further education programs and organizing nomad camps in settlements;
- further educational programs and projects of teaching and learning support have to be developed.

In 2020-2021, within fulfillment of the SRW schedule, the collective "social and cultural portrait" of the children, parents and teachers will have to be studied, and teaching and learning aids will have to be elaborated keeping in mind the best practices of education in nomad conditions and the achievements of the contemporary science, technology, and foreign experience.

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Primary Paper Section: A

Secondary Paper Section: AL, AM