FORMAL AND NON-FORMAL EDUCATION IN ENHANCING THE WELL-BEING AND SECURITY OF OLDER ADULTS

INTRODUCTION
Population aging is a universally recognized social pattern. Along with this process comes a change in the social portrait of older people and a reconsideration of old age as a phenomenon. In traditional society, older people were a link between generations, the basis for the transfer of experience and life values. Under the new conditions, the process of learning is no longer connected with the transfer of the experience of older generations. As a consequence, the elderly began to lose their social status, were gradually pushed to the edge of the socio-cultural areal of society and acquired the features of a marginal subculture. This is especially noticeable with regard to low-skilled citizens with a low level of education. This is one aspect of the problem.

The other aspect is related to what is referred to in scientific literature as “the threshold of old age”, i.e., the age at which 15 years remain before the end-of-life expectancy. UN experts believe that this age is 60 years old which is confirmed by the realities of developed countries. For modern Russia, this estimate is rather an expected forecast, although we can hope that it is achievable for our country. The image of old age is changing radically: the terms of “active old age” and “the third age” denote the state of a person who is still quite active, has preserved an adequate level of health and vitality, and is capable of self-realization in various spheres of life activities including professional activities.

The present study focuses on the educational needs and abilities of older people and the impact of targeted educational activities within the framework of social work with older people on their well-being and social security. Satisfaction of educational needs of senior citizens is now becoming one of the foundations for the prolongation of active longevity and active professional activity in this age group. This factor is important in all respects: economic, social, and socio-cultural. The study of these needs and their impact on the social well-being of senior citizens is of great theoretical and practical importance.

Educational needs depend on the attitudes of senior citizens themselves. The analysis of the internal structure and the typology of elderly groups illustrate the differences in these needs: they range from refresher courses and additional vocational education as performing compensatory functions for active working citizens to training courses for improving computer literacy necessary for pensioners to solve household problems and pay for utilities. However, of importance are also the educational needs associated with broadening one’s horizons and the realization of cognitive interests not demanded in youth and adulthood, for example, in the framework of cognitive tourism, developing hobbies (hobbies), etc.

LITERATURE REVIEW
The study of formal and non-formal adult education attracts a wide range of scientists. It examines various aspects of educational activity, the socio-cultural environment of higher education (TIKHONOVA et al., 2018), the role of development of scientific potential in formal education (EGORYCHEV et al., 2020), and the individual educational routes of students including the elderly ones (FOMINA et al., 2018).
Our foreign colleagues emphasize the general problems of the social status of the elderly considering this age as the age of mature subjectivity (BIGGS; HAAPALA; LOWENSTEIN, 2011; MOODY, 2001). The opportunities for strengthening the intergenerational ties based on promoting education for the elderly are emphasized by L. Chauvel (2006) and K. Komp, van T. Tilberg (2010). At the same time, educational technologies provide opportunities to overcome communication barriers even for individuals with gerontological autism problems (HAZAN, 2011). M. Kohli (2005) explores the importance of elder education for equality and social justice. Russian research focuses on different aspects of improving the well-being of older people. Attention to the social health of elderly women is studied by O.A. Anikeeva (2021), family problems in the aspect of assistance for the elderly are considered by R.V. Kozjakov (2015).

The pragmatic topic of information literacy of the elderly determining the degree of their integration into society and the level of their well-being is the focus of the studies of S.V. Belov (2014), M.A. Gasanov (2015), R.A. Naumov (2015), O.V. Volkova, R.I. Ananchenkova, O.V. Besschetnova (2018). Researchers note that the development of computer and information technology skills increases the competitiveness of the elderly in the labor market, the possibility for extending the period of full professional activity, which in turn increases the financial level of the elderly and their social well-being (SIZIKOVA, ANIKEEVA, 2018). The development of intellectual abilities of the elderly through the game of chess is examined by A.I. Alifirov (2018). Special attention is paid to the work of “universities of the third age” or “silver universities” (KONDRATOV, 2009). Special needs of the elderly in education and the peculiarities of the educational process are studied in the works of O.A. Anikeeva, V.V. Sizikova, S.N. Fomina (2017), including the ones intended for social workers (ANIKEEVA, FOMINA, SHIMANOVSKAIA, 2021). In Russia, the main functions of information literacy training for the elderly are assigned mainly to social service organizations (KOZLOVSKAIA, SHIMANOVSKAIA, 2017). Researchers note the importance of improving the information and computer culture of the elderly for their communication and broadening their horizons but also for their political and social activity (VLADIMIROV, 2013).

The analysis of extensive literature allows us to conclude that the topic under study is relevant and has both theoretical and practical importance. However, the issues of organizing special educational services for different groups of pensioners (working and non-working, with a high level of education and with a lower level of education) have not yet been studied much, as well as the barriers to the development of different forms of education. The relationship between formal and non-formal types of education and their importance for different groups of pensioners remain unexplored.

**METHODS**

Based on the conducted analysis, we identify the object of the study (pensioners of the Moscow region including the megalopolis of Moscow and the Moscow region) and its subject: the impact of educational activities on their well-being and social security. The purpose of the study is to identify the impact of educational activities of senior citizens on their quality of life, level of well-being, and the degree of their involvement in professional activities and social activity.

To achieve this goal, we set ourselves the following objectives: to study the needs of different groups of older people in educational activities, both formal and informal, to analyze their preferred sources of information, and to identify the importance of educational activities in improving the well-being of senior citizens. The study hypothesizes that specially organized educational activities addressed to older people and accounting for the specifics of their capabilities and attitudes can significantly improve both their financial situation and social and psychological well-being.

Applied research methods deployed in the study are represented by questionnaires (pilot survey; N - 52). The sample of respondents includes 28 women aged 55 to 82 (14 working pensioners and 14 non-working pensioners) and 24 men aged 60 to 83 (12 working and non-working pensioners). Among the respondents, there were 38 people with higher education, 16 with secondary vocational education, and 8 people without special education including social service workers with no professional education. Thus, we can define the type of sampling
as quota random sampling. Another method used in the study was in-depth interviews (N = 8). In addition, participant observation, self-report methods, an expert survey, as well as the analysis of methodological documents and materials were also used.

In the course of the study, a pedagogical experiment on the organization of educational activities for both working and non-working citizens was conducted. During the experiment, we studied the requests of the trainees and identified the difficulties they had during the training, as well as explored their self-assessment of their psychological state before and after the educational experiment.

All respondents were informed about the purposes of the study and gave voluntary consent to participate in it. The study was conducted in Russia in the Moscow region as a part of the preparation and implementation of the regional program “Active Longevity of Moscow”. The methods of results processing include the analysis of statistical data obtained from official sources and as a result of studies by other authors (secondary data analysis); mathematical methods, as well as results visualization methods.

At the first stage of the study, statistical data characterizing the situation and problems of this age group were studied. The data were obtained from official sources (Federal State Statistics Service, data from the Ministry of Labor and Social Protection of the Russian Federation, Department of Labor and Social Protection of Citizens of Moscow, Ministry of Social Development of Moscow Region, etc.), from the materials of sociological research (VTSIOM, research centers of the Higher School of Economics, etc.), as well as from official documents.

At the second stage, the research was conducted by methods of the pilot survey, in-depth interviewing, and an expert survey. At the third stage, a pedagogical experiment was developed and conducted – short-term courses were organized for working pensioners and non-working pensioners separately. Two experimental groups and one control group (not involved in educational activities) were formed. At the last, fourth stage, the results of the study were summarized and recommendations for the study on a larger sample were developed.

RESULTS

The conducted study is based on the understanding of formal education as professional training of different levels based on educational activity and an educational standard, completed by a diploma, certificate, or certificate with qualification and usually conducted in specialized educational institutions. Non-formal social education is the acquisition of knowledge in the form of additional education in clubs, circles, public organizations, in various kinds of courses that do not have the objective of providing professional education; at this level, education has a relatively systemic nature but does not provide in-depth training. Non-formal education serves as a supplement to any knowledge and satisfies an individual’s needs for self-development.

In modern conditions, the proportion of older people who continue to work is increasing. This indicates that the burden on working citizens is growing. Thus, the task of prolonging active life for the elderly and increasing the proportion of pensioners who continue to work is becoming a nationally important task.

However, to meet this objective, it is crucial to improve the educational level of the elderly. The study shows that working pensioners are concerned about keeping their jobs and improving their competitiveness. They can be assisted through refresher courses or even retraining. The educational needs of senior citizens in this sphere are associated with the need to update their professional knowledge, to acquire new competencies, including those related to computer literacy and skills to work with the Internet, Internet data.

The educational needs of a different social group – non-working elderly citizens – are completely different. This group is not homogeneous. It includes quite independent and well-off retired senior citizens. The solution to this problem is proposed through the mechanisms of tertiary socialization and assimilation of new statuses by older people. In this context, educational technologies of cultural, compensatory, adaptive, and developmental nature play a significant role. According to the results of the survey, the interests of both groups are as follows (Table 1).
The table indicates that the respondents have quite a variety of educational needs corresponding to different life goals and objectives of older people. At the same time, 76.9% of respondents show interest in formal education that can allow them to improve their professional competencies and show competitiveness. This is due to the fact that most of the respondents are working pensioners. The motivation to continue working is mostly related to financial problems (the opportunity to significantly increase personal income and family income). The second place is occupied by such motives as demand and desire for the realization of one’s potential.

Three-quarters of the respondents live with their children. Their relationships with them differ but mutual assistance is present. The results of the survey show that senior citizens developed their initial computer skills in the family. On the one hand, this result is good as it indicates continuity and kinship relationships. On the other hand, the quality and professionalism of such assistance are questionable especially with regard to the skills needed to continue professional activities. In addition, the study shows that 15.4% of respondents could not rely on family assistance for various reasons.

The data obtained from the survey were verified in a pedagogical experiment. Professional development courses for working pensioners (improving computer and information literacy) and classes for non-working pensioners on healthy lifestyles were organized. Both groups listened to lectures and participated in several practical lessons. The lessons were taught by Moscow university students as a part of their volunteer work. Game and interactive educational technologies were used. This aspect greatly increased the interest in lessons as well as their effectiveness.

Citizens who completed the training courses noted an increase in confidence in their future, increased adaptability to new demands at work, and increased communication skills. Working senior citizens improved their level of well-being. Non-working senior citizens were able to make new friends and change their attitudes toward their lifestyle. Both groups noted that their increased level of education and competence promoted their level of security both in terms of information competency and social security.

However, this work should not be a one-time effort. It requires continuous attention on the part of social service organizations and educational organizations that could get involved in the development of a variety of training courses appropriate to the needs of the elderly.
In addition, at least minimal harmonization of formal education and non-formal education including the preparation of a series of training films and the expansion of lecture series in distance education at the request of citizens is required.

**DISCUSSION**

The international (global) study of the quality of life of older people (Global AgeWath Index), 2015, was conducted by the organization with the same name and is based on a statistical analysis of 13 dynamic indicators of the quality of life and well-being in older people (HELPAGE INTERNATIONAL, 2015). All indicators are divided into four groups: financial security, health, general living conditions, and education and employment of older people. Thus, educational needs and opportunities to meet them are set as basic indicators of the quality of life of older people. In Russia, it is one of the forms of social services for the elderly that involve specialists in social work, representatives of the education sphere, and volunteers from among the youth (FIRSOV, SHIMANOVSKAIA, 2018). For this exact reason, training specialists for this work and evaluating the quality of their work call for special attention.

This is due to the fact that increasing the level of education of the elderly is seen as an important factor in social development. Researchers believe that the development of modern knowledge society is impossible without increasing the level of education of the elderly. Knowledge and skills in adults are studied abroad (as well as in Russia since 2010) under the Program for the International Assessment for Adult Competencies (PIAAC) (PODOLSKII, POPOV, RYLIK, 2015). The program is being simultaneously implemented in 27 leading world countries and is aimed at obtaining scientific data for the development of innovative public policy in the field of education and training. Studies show that the potential of Russian elderly citizens is quite high, especially at the level of fundamental professional training, but is somewhat inferior in terms of applied and technological skills and competencies.

The peculiarities of organizing educational activities for the older generation relate not only to their needs but also to psychological and pedagogical characteristics. It requires a good understanding of age-specific characteristics of memory, perception, and ways of professional thinking, it is necessary to consider a certain degree of conservatism of the older generation to ensure the success of the educational process. In this regard, we can recommend creating educational groups for people of the same (close) age group, designing individual educational cases, and developing distance education targeted at particular age groups.

**CONCLUSION**

The study of the influence of educational activities, formal and non-formal education of senior citizens on their quality of life and level of well-being shows a direct correlation of these factors. Active longevity of the elderly assumes, on the one hand, the possibility and the need to extend the time of active professional life. This aspect signifies both an increase in material security of elderly citizens and an indicator of their social demand and opportunities for self-realization. Happy old age implies the ability to maintain an interest in life, the opportunity to communicate with family and friends. Educational technologies in formal and non-formal education can resolve this problem. However, the problem of studying the possibilities of older people in terms of the organization and implementation of educational activities, as well as the opportunities of society in terms of involving older people in active professional and social activities remains a prospect for further research.

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Formal and non-formal education in enhancing the well-being and security of older adults

Educação formal e não formal para melhorar o bem-estar e a segurança dos idosos

Educação formal y no formal para mejorar el bienestar y la seguridad de los ancianos

Resumo
O estudo das necessidades dos idosos e das possibilidades de ativar sua posição de vida e melhorar seu bem-estar e segurança social foi realizado utilizando-se os métodos de questionário, pesquisa pericial, entrevista e teste. Os resultados foram testados em experimento sociopedagógico. As conclusões derivadas como resultado do estudo mostram que o potencial do idoso é usado em menor grau do que o exigido pelos próprios idosos e pela sociedade como um todo. Ao mesmo tempo, o nível de escolaridade afeta diretamente a qualidade de vida, o nível de bem-estar dos idosos e o grau de envolvimento em atividades profissionais e atividades sociais. No geral, há uma correlação direta entre o nível de educação dos idosos e sua adaptação na sociedade moderna, bem como entre o nível de educação e satisfação dos idosos com a vida.

Palavras-chave: Geração mais velha. Necessidades educacionais. Educação de idosos. Educação formal. Educação não formal.

Abstract
The study of the needs of the elderly and the possibilities to activate their life position and improve their well-being and social security was carried out using the methods of a questionnaire, expert survey, interviewing, and testing. The results were tested in a sociopedagogical experiment. The conclusions derived as a result of the study show that the potential of the elderly is used to a lesser extent than required by the elderly themselves and society as a whole. At the same time, the level of education directly affects the quality of life, the level of well-being of older people, and the degree of their involvement in professional activities and social activity. Overall, there is a direct correlation between the level of education of older people and their adaptation in modern society, as well as between senior citizens’ level of education and satisfaction with life.

Keywords: Older generation. Educational needs. Education of senior citizens. Formal education. Non-formal education.

Resumen
El estudio de las necesidades de los ancianos y las posibilidades de activar su posición de vida y mejorar su bienestar y seguridad social se llevó a cabo utilizando los métodos de un cuestionario, encuesta de expertos, entrevistas y pruebas. Los resultados fueron probados en un experimento sociopedagógico. Las conclusiones derivadas del estudio muestran que el potencial de las personas mayores se utiliza en menor medida de lo requerido por los propios ancianos y la sociedad en su conjunto. Al mismo tiempo, el nivel de educación afecta directamente a la calidad de vida, el nivel de bienestar de las personas mayores y el grado de su participación en actividades profesionales y actividades sociales. En general, existe una correlación directa entre el nivel de educación de las personas mayores y su adaptación a la sociedad moderna, así como entre el nivel de educación de las personas mayores y la satisfacción con la vida.

Palabras-clave: Generación mayor. Necesidades educativas. Educación de las personas de la tercera edad. Educación formal. Educación no formal.