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**MODERN CONDITION AND DEVELOPMENT PERSPECTIVES OF  
NOMADIC SCHOOLS SYSTEM (EXAMPLE - YAKUTIA)**

***Abstract:** one of the most acute problems of the life support of indigenous representatives from the north of Yakutia is a question of providing basic knowledge of secondary educational standards. There are 6 nations recognized under this category in the Republic of Sakha (Yakutia). According to several specialists, the current system of nomadic schools upsets the balance among the world of local culture and the range of basic knowledge which direct indigenous youth to the “big” space of potential. In other words, such situation for the indigenous peoples of the North threatens to become an existence problem of one particular ethnic group or another.*

***Keywords:** small indigenous peoples of the North, nomadic schools, Yakutia, republican experience, modern information technologies, youth.*

The relevance of this research topic depends on the category position of the Russian population defined in modern legal practice as the small indigenous peoples of the north.

The innovativeness of the work lies in generalizing the work on the topic under consideration and the republican experience in organizing the form of educational institutions located in the remote regions of the Russian Federation.

The goal of the study is to assess the current state of the system of nomadic educational institutions and to consider the prospects for its development.

The objectives to achieve this goal are as follows:

- study of works on the idea of a nomadic school;
- consideration of the current state and its prospects.

Since the 90s of the 20th century regional educational system was developed. The system of nomadic educational institutions was not so much theorized but in places underwent various approbations within it. Nomadic schools were not separated as another area of the educational procedure but were considered part of the rural ungraded national school system.

Gradually, the formation of the education system for indigenous people began to be studied more or less from a scientific perspective at the Institute of Problems of Indigenous Peoples of the North of the SB RAS. The process of reorientation from the general vision of the education system to a separate system of nomadic educational institutions was carried out by scientific knowledge on the basis of the Institute. Especially, it is worth noting the name of Vasily Afanasiyevich Robbek who promoted the idea of nomadic schools not only in the scientific and educational context but also the spectrum of the socio-political principle in the government of the Republic of Sakha (Yakutia). The promotion of this project became the basis for future legislative initiatives on nomadic schools.

So far, there is the Act of the Republic of Sakha (Yakutia) on nomadic schools of 22 July 2008 in the system of nomadic schools in Yakutia. The table shows that indicators have a trend for positive development.

### **Learning the Languages of the Small Indigenous Peoples of the North in the School of the Republic of Sakha (Yakutia)**

Languages	1989		2000		2006		2008	
	Schools	Students	Schools	Students	Schools	Students	Schools	Students
Evenki	1	188	9	751	14	1168	15	1337
Even	3	485	20	882	19	1084	22	1160
Yukaghir	-	-	3	103	5	119	4	100

Chukche e	-	-	-	-	2	100	1	76
Dolgan	-	-	-	-	1	10	1	103
In total	4	673	32	1736	41	2481	43	2776

The article of the Second Act presents the types of nomadic schools in Yakutia: nomadic school (branch), primary nomadic school – kindergarten, community school, tutorial school, taiga school, stationary nomadic school, Sunday school, network nomadic school and summer nomadic school. In addition to the presented types of nomadic schools, the Government of the Republic is planning to introduce the so-called "family nomadic school". It suggests a form of consensus among two worlds – local and “big” which is a condition for the preservation of the tribal traditions of the indigenous peoples of the North.

Modern information technologies solve problems of distances and spaces. In practice, nomadic educational institutions have already begun to apply technology for real access. It should be pointed out that conducting online classes and the availability of remote communication for representatives of the small indigenous peoples of the North in maintaining a dialogue with the “big” world will provide plenty of opportunity. The quality of education of young people and their promotion of peace will noticeably improve, without departing from the traditional habitat. Also every student of a nomadic school will have the opportunity to receive knowledge not only from Russian teachers, but also from foreign teachers.

Thus, despite the short period of development, the system of nomadic educational institutions has a huge opportunity for further development. The life of the indigenous peoples of the North is becoming more comfortable, modern and integrated into the “big” world with information technologies.

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