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To the study of the problem of migration

The issue of international migration has taken a leading position in world politics and media. The report of the UN Secretary-General Ban Ki-moon made at the 67th session of the UNGA on August 3, 2012 states that "... international migration is a global phenomenon with constantly growing scale, complexity, and impact. Today, almost all countries are both countries of destination, origin and transit for international migrants. Traditional migration trends are complicated by new migration flows arising from changing economic, demographic, political and social conditions" [1, p. 3].

Sociologists argue that numerous ethnic and religious conflicts have caused a wave of immigration to the countries with stable economy, which allows migrants to secure a stable life. Social and economic problems of the developed countries are now accompanied with social problems of migrants. Most migrants do not seek to adapt to the modern Western society within the limits provided for them by this society [4, I.M. Kuznetsov].

Sociological studies give enough data to form a social portrait of a migrant based on such criteria as the level of education, marital status, presence of children, language skills, religion, and average age of migrants. The migrants coming to Russia not only wish to improve their family's living conditions, but rather their migration is aimed at changing the residence, legal status, settling in a new place, purchasing real estate, and sending children to Russian secondary schools and universities.

It is but natural that much attention should be paid to language skills of migrants, to their knowledge of the Russian language as the language of international communication and history of the Russian state. According to the requirements of the UN Convention against Discrimination in Education, "... education shall be directed to the full development of an individual and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship among all nations." Moreover, the Convention states that it is the duty of the signatory states "to prevent, in cases where public authorities provide various forms of assistance to educational institutions, any preferences or restrictions based solely on the fact that a student belongs to a particular group" [5, p. 64].

Based on the Russian public migration policy for the period up to 2025, a major focus is made on assisting the rehabilitation and reintegration of migrants by establishing constructive interaction between the host community and migrants, in accordance with constitutional rights and freedoms; developing the conditions for the adaptation and integration of migrants by providing such support measures as

Russian language courses, instruction on legal issues, cultural traditions and social norms and establishing the appropriate infrastructure in the countries of origin and in the various Russian regions; providing access of foreign residents and their family members to social, medical and educational services in accordance with their legal status...” [3].

Socio-psychological research works devoted to the problem of migrants' integration in the educational environment (O.E. Khukhlaev, I.M. Kuznetsov, M.Yu. Chibisova) argue that “...integration of migrants and their children in particular into the educational environment is recognized as a priority policy at all state power levels...” [5, pp. 68]. In order to ensure that a migrant child quickly adapts to the new environment, it is not enough to provide support from an educational psychologist, who does not always have the knowledge, skills and abilities to work with this category of citizens. It is essential to ensure effective work of teachers, members of migrant families, child's peers in school; a migrant child should be involved in different cultural, sports and public activities. “Thus, integration is not just some formal arrangement of migrant children in the educational environment ensuring their economic and social rights in accordance with existing laws. This is a process of mutual association of migrants and the host community in a new socio-cultural environment, when no side loses its initial socio-cultural identity, but often the host community's cultural component becomes the dominant...” [5, p. 71].

According to psychologists (O.E. Khukhlaev, I.M. Kuznetsov, M.Yu. Chibisova) studying this issue, migrant children present a particular social community cooperating with parents, relatives, students, and teachers. Adaptation of children is often a more difficult process than the one of adults, given the sensitive children's psyche and a sufficiently high level of aggression and violence both among migrant children and their peers. One should also remember the psychological component of adaptation, including internal psychological experiences of migrant children when entering into a new cultural environment. By studying a group of migrant children, one should take into account many factors, such as specific features of host region, the attitude of local authorities and educational institutions towards the problem of migration, cultural characteristics and presence of ethnic conflicts in host region. A child's age, family social status and attitude towards the process of its education also play an important role in the adaptation process.

The study (by G.E. Zborowski, E.A. Shuklina) considers two main viewpoints towards social education of migrant children, associated with the two types of language and sociocultural adaptation. In theory, migrant children should come to school having certain knowledge of the Russian language. However, in practice, such students have little or no such language skills. In addition, a migrant family does not speak or practice Russian at home. The process of social adaptation of migrant children depends on the nature of international attitudes and relations manifested in school. Teachers point out that migrant children have a stronger binding to their culture, religion and family. Thus, the period of social adaptation of such children may be quite long and the time for adaptation may differ.

After analyzing research works devoted to political, social and psychological problems of migration, we may conclude that the need for improving the legal and

regulatory framework, searching for new ways of interaction and building relationships with all relevant government authorities may not be met at the level of the Russian Federal Migration Service only. It is necessary to form Centers for Studying the Education of Migrant Children aimed at developing the conditions for the integration of migrants into the educational environment. [5]

References

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