

PEDAGOGICAL CONDITIONS OF ADAPTATION AND DEVELOPMENT OF MIGRANT CHILDREN'S INDIVIDUALITY IN THE CONTEMPORARY SOCIO-CULTURAL SITUATION

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The relevance of the research problem is due to the necessity of understanding the problems of interaction in teaching and learning process of different ethnocultural groups. The purpose of the article is to comprehensively characterize the pedagogical conditions of adaptation and development of migrant children's individuality in the contemporary sociocultural situation for further application in practice. The leading approach to the study of this problem is criterion-oriented that allows to realize models and methods of policultural (i.e. multicultural) upbringing and education. The article outlines how to meet cultural and educational needs, how to enhance adaptive capacity and develop individuality of migrant schoolchildren - representatives of different ethnic societies. The article reveals the specificity, objectives, functions, content of migrant children's upbringing and training. Recommendations on identification of possible difficulties that a teacher may face in the process of policultural upbringing and effective ways to overcome them are given in this work. The article may be useful for teachers of secondary schools, also, for teachers who organize migrant children's upbringing and training in different types of educational organizations and children's collectives.

Keywords: history of education, migration, policultural education, polyethnicity of migration origin, migrant children, adaptive capacity, individual-based model of upbringing interaction.

INTRODUCTION

Enormous migration growth is one of the most important tendencies of social changes in a modern world. Large diasporas of various ethnic groups have appeared as a result of global migration movements in the modern world. Migrants' education is becoming more urgent due to significant demographic changes in many regions and countries.

Objectively, such education is necessary. Numerous groups of migrants are concerned about the entry into the culture of a host country and at the same time they seek to preserve ethnocultural identity through education (Fayzullina, 2015a).

Polyethnicity of migration origin generates questions of varying difficulty in the sphere of education and upbringing for different regions and states. For example, in secondary schools of the USA, Russia, Canada migrants' pedagogical problems are solved within historically formed traditions of multilingual, policultural,

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polycivilizational society. In the states of Western Europe, by contrast, polyethnicity of migration origin has arisen in the societies which were previously relatively homogeneous in their origin and nowadays the school has to solve migrants' pedagogical problems without any lasting stock of historical experience (Sapego, 2006).

Many migrant schoolchildren are in a situation of cultural shock caused by contradictions and differences between customary and new cultures (Fayzullina, 2007; Fayzullina, 2015b). Shock effect has a long-term nature and should be considered in pedagogical work with children of migrants. During the first few weeks or months migrant pupils are usually exposed to euphoria, not being able to objectively assess the situation. Then comes the most painful state - fear and confusion. And finally, when migrant schoolchildren try to enter into a dialogue with other schoolchildren, stability stage is achieved.

Summarizing international experience we can formulate several perspective directions of pedagogical support and migrant children's adaptation to the realities of a secondary school and polycultural society: the experience of entering into a system of diverse social, cultural and ethnic links; the subjective reproduction of such links; the correlation of personal and generally accepted social values.

As can be seen, migrant children's ethnic socialization in a secondary school means pedagogical process, a positive result of which is upbringing of the schoolchildren, who are concerned and active in international dialogue and opposed to xenophobia, aggressive nationalism; besides, the schoolchildren are "charged" on interaction and cooperation in polyethnic and polycultural society (Plotnikova, 2012).

METHODOLOGICAL FRAMEWORK

The problems of social adaptation and pedagogical support for migrants are relatively new to a secondary school. The search for the optimal pedagogical prophylaxis of ethnic and cultural conflicts and the ways to promote readiness for effective self-realization in the adult world are needed.

Pedagogical support of migrants' children, as a rule, is carried out in the following directions:

- Socio-communicative support. It involves a systematic acquaintance with the culture, language and behavior norms of a host country.
- Linguistic support and specific teaching of school subjects. Bilingual teaching (in the language of the majority and the language of migrants) promotes academic progress of schoolchildren, helping them to overcome difficulties in studying social sciences, history, natural science, where it is used the conceptual vocabulary, usually gleaned from a dominant language.

- Work with parents. At the same time, migrant families take part in overcoming their children's learning difficulties, bear primary responsibility for children's familiarization to a dominant culture, which is developing in educational and polycultural environment.

The effectiveness of socio-cultural adaptation is largely a consequence of pedagogical support, through which migrant schoolchildren gain confidence, better realize their identity in the mirror of polycultural society.

A case studies analysis shows that academic progress of migrant schoolchildren becomes higher if their parents take part in discussing a problem of teaching and learning successfulness (Gulyaeva, 2010).

The 'parental involvement strategy', proposed by Russian scientists, can be used for unharmed overcoming of "culture shock" which migrant children feel (Kadochnikova, 2013).

Such technology comes from a direct relationship between the effectiveness of migrant children's pedagogical support and the degree of parents' involvement in studying process. With cooperation of teachers and parents it is taken into account the necessity to activate certain emotional and motivational sphere, namely, the perception of effective education as a way of achieving success in a different cultural environment. The 'parental involvement strategy' initiates a similar motivation of migrant schoolchildren. Ultimately, the family becomes effective and indispensable force affecting migrant children's pedagogical support (Petrochenko, 2012).

The training of migrants somewhat mitigates the problem of their cultural and social adaptation. However, migrants' entry into a dominant culture is a considerable challenge.

Difficulties arise because of lack of scientific-pedagogical elaborations, educative work fragmentation on polycultural upbringing; because of teachers' weak professional readiness to pedagogical activity in polyethnic and polycultural environment. As shown by monitoring of Russian scholars, only 20% of those surveyed teachers were able to present the ethnic classes characteristics. Only 36% of teachers use examples, characterizing national and ethnocultural region peculiarities; the 27% do not give a distinct definition of 'polyculture'; the 45% do not name specific technologies of pupils' polycultural support; about 50% do not own dialogical methods of cross-cultural education (Petrochenko 2011).

Every teacher of an educational institution should prepare himself/herself for overcoming barriers to normal communication and development of schoolchildren from different ethnic and cultural groups, for establishing humane relations between such children in a multinational classroom. The main teacher's task is to organize cultures dialogue in a secondary school.

A real premise of polycultural upbringing and education is a multinational composition of students. Teacher's polyculture is formed primarily in the walls of student audiences. Therefore, a transformation in the sphere of higher education,

providing for establishment of tolerant relations between students from different ethnic groups, is needed. That is about elaboration of the behavior skills based on understanding, tolerance, dialogue, compromise, self-respect and respect for others. Modernization of teacher's professional training in the spirit of polyculture requires, first of all, a reform of education content, namely, the introduction of additional programs, special courses, etc. The course "Intercultural Mutual Understanding" on the study of culture, philosophy, history of indigenous ethnic groups and migrants, offered by some foreign authors for training system of a polylticultural teacher, can become the connecting academic subject (Fayzullina and Saglam, 2015).

RESULTS

Key concepts

Teachers of educational organizations face significant challenges. They have to deal with pupils whose ethnic traditions and cultural values have essential distinctions; hence, it gives to rise discrimination cases, xenophobia, and imperfect understanding of values of a different culture. Because of this, it is necessary to adjust to the peculiarities of every pupil as a subject of education, i.e. to keep in mind that education is not only the acquisition of professional knowledge and skills, but also the revealing of individual ethnic and cultural identification.

It is required, on the one hand, a certain general cultural and professional grounding, on the other hand, polyculture and ownership of education technologies in multiethnic and polycultural environment from the teacher, working in a multinational class.

A polycultural teacher must have the ability to teach and educate simultaneously, a strong theoretical pedagogical education, high culture and awareness of upbringing values, freedom and responsibility, a sense of belonging to an intellectual elite. The teacher need to have high culture, to be bilingual, open to the values of many cultures, and at the same time remain tolerant with regard to these values. A school teacher must demonstrate high moral qualities, love their pupils, regardless of their ethnic, cultural, religious belonging. Personal qualities of a polylticultural teacher should be in harmony with professional knowledge and skills.

The program of pedagogical polylticultural education along with general pedagogical knowledge and skills should form teachers' typical professional and personal qualities allowing to work effectively in a multicultural class. The main method of such pedagogical education is problem-based teaching and learning, when knowledges are acquired in the course of discussions, in overcoming certain difficulties in their understanding. The teacher should learn coming in touch with the problems which he/her will face at school. Receiving a teaching degree students

should systematically analyze various pedagogical situations of interethnic and intercultural communication, to seek a way out of them through dialogue organizations.

The degree of actualization of ethnic individuality

What must the teacher do in order that the process of adaptation and manifestation of migrant child's individuality would proceed successfully?

It is necessary to create certain pedagogical conditions. But which ones?

These are circumstances that contribute to migrant children's successful adaptation and the development of schoolchildren's individuality in the process of upbringing activity: creating the "activity niches" for migrant child in various activities of a class community; ensuring a migrant child's favourable position in a system of ties and relationships with classmates; organising externally expressed, materialized in the words personally oriented activities in a class collective based on pupils' individual characteristics; upbringing instrumentation as individual's self-knowledge and self-development, its self-actualization; individual adjustments in some schoolchildren's upbringing, overcoming the "resistance to upbringing" (Konstantinov, 2007).

The named development conditions of migrant children's individuality in the process of upbringing activities undoubtedly should be attributed to the category of those circumstances, which are important in adaptive capacity building. Nine pedagogical conditions conducive to successful process proceeding of adaptation and manifestation of migrant children's individuality were also revealed and formulated by us. We carried to them the following circumstances:

- the perception of individuality as a particularly significant value by a class teacher and his /her pupils;
- the presence of holistic and adequate representation about every pupil, his/her achievements and challenges, especially typical and bright individual sides of his/her personality at the teacher;
- the upbringing orientation on actualization and realization of collective and individual creativity, on manifestation and development of aptitudes and abilities;
- the optimal combination of group and individual forms of upbringing work aimed at forming general, special and single in a child;
- the stimulation of schoolchildren aspirations to planning and implementing independent work on self-improvement, to solving important problems for themselves;
- the support of class teacher's and pupils' efforts from upbringing, psychological, social and pedagogical services of an educational organization.

Ethno-cultural needs

Let us consider each of the above conditions, pre-drawing attention to the fact that the whole list of them is linked with the work of a class teacher who, in our conviction, can and should play a leading role in teaching staff activities on ensuring migrant child's successful adaptation and development of pupils' individuality.

The first pedagogical condition is the perception of a class teacher and his/her pupils individuality as a particularly important value. The change of teachers' methodological orientations does not occur quickly and spontaneously. It is necessary to conduct a specially organized activity aimed at both improving theoretical and technological training of teachers and making adjustments to the system of their professional-personal orientations in order to replace a sociocentric approach by individually-oriented one.

The second condition is the presence of holistic and adequate representation about every pupil, his/her achievements and challenges, about especially typical and bright individual sides of his/her personality at the teacher. These representations of a class teacher about his/her pupils are formed both voluntary and involuntary in the process of upbringing interaction with pupils, while observing their behavior, involvement in classroom and school activities, their building relationships with classmates, teachers, other children and adults.

The teacher, as a rule, has a large amount of information about every pupil, but often the information gathered by the teacher, characterized by fragmentation and lack of system.

Sometimes important aspects of the migrant child's personality and his/her manifestation of individuality, significant achievements and problems for him/her remain out of sight. Obtained information is not always objective and authentic. Mastering and applying methodic of psychological-pedagogical diagnostics, modern techniques and methods of analysis and systematization of pedagogical information by the teacher in his/her practice help to eliminate these shortcomings.

The third condition is upbringing focus on the actualization and realization of migrant child's needs to become and be him/herself; on the formation of his/her knowledge, abilities and skills of self-knowledge, self-projection and self-reflection; on the development of moral forms and methods of self-realization and self-affirmation by him/her. This condition is associated with the targets and content of upbringing process and is a necessary provision orientation prerequisite of upbringing activity on the development of migrant child's adaptive potential. Upbringing can and should be directed to the realization of migrant child's vital needs to become and be him/herself.

The successfulness of the process of defining own niche in the classroom (school) community's life is the fourth condition of pedagogical ensuring of pupils' individuality development process. A class teacher should take care of the cultivation a wide range of joint and individual activity types in a classroom

community that allows all or most members of a collective to find something to their liking in accordance with their interests and needs.

When the child finds his/her niche in classroom (school) community's life that is reflected in his/her high activity and interest in common affairs. A freedom choice principle should replace a pedagogical anachronism: requirements for children's compulsory participation in all activities and events. Every conscious and voluntary choice made by the child brings him/her closer to self-realization, disclosure and flourishing of the unique individuality.

The fifth condition is the creation fruitful atmosphere in a class collective that encourages a class teacher and his/her pupils for collective and individual creativity, for expression and development of their aptitudes and abilities. The creativity can be called both a source and a sculptor of individuality. But unfortunately, it is not always an attribute of classroom communities life. There are many pupil groups and classes where the events are held on other people's scenarios, where the pupils' actions are strictly governed by adults' instructions, where the diligence and accuracy following of given patterns serve as a main criteria for the success of undertaken activities. In such circumstances children have no desire to act proactively and creatively, to display and develop their abilities. A completely different situation is in pupil collectives whose mentors are the teachers who attribute the creativity to the category of the most significant values of their professional and personal lives. Their pupils 'become infected' very quickly with the creativity from them. In these classes to be creative is prestigious and habitual. Here the collective and individual creativity plays the role of the main system-forming factor. In such commonalities children want to demonstrate their capabilities and abilities, they strive to be initiative, active and creative. Here it is much easier and for a migrant child to become him/herself, to form his/her skill and experience of social success achievement.

The sixth condition is an optimal combination of group and individual forms of upbringing work aimed at forming general, special and single in the migrant child's personality. It is unlikely that anyone should be encouraged that it is necessary to use both group and individual work forms in upbringing activities. Almost all teachers apply both of them. But the problem still exists and it consists in the search for the most rational and correct ratio of the used forms, because there is often "skewness" in one direction or another. Once A. S. Makarenko opposed the "paired pedagogy" which meant the domination of upbringing practice of individual work forms. At present, the upbringing process is saturated with group and frontal forms of pedagogical interaction. It is not a mere coincidence that in a class teacher's upbringing activity there will be no dogma of formation pedagogy which is occasionally violent, but there will be ideas of humanistic pedagogy and psychology. The teacher should direct his/her efforts at mobilizing pupil's internal forces for the work on self-improvement and should not direct his/

her efforts and actions at solving pupils' problems. Besides, the teacher should direct his/her efforts to actualize and support his/her own aspirations in overcoming difficulties encountering on his/her life path.

The eighth condition is teacher's theoretical and technological readiness to implement individually-oriented upbringing activities. Work successfulness on the creation of seven conditions mentioned above largely depends on the level of class teacher's professional competence and mastery.

DISCUSSION AND CONCLUSION

If a theoretical and technological arsenal of the teacher is not filled with scientific representations about the essence of an individual and possibilities of his/her development, with techniques and methods of backing his/her becoming and manifestation, with forms and methods of pedagogical support of migrant child's self-improvement process, with diagnostic tools to examine the formation results of pupils' individual peculiarities, he/she (i.e. teacher) should not start clarifying the individuality in upbringing, psychological and socio-pedagogical services of an educational institution. Primarily, the heads of educational institutions should take care of it. They can provide the interaction of all structures of school collectives in the work on children's individuality development by means of administrative decisions. Every structural unit can make a contribution to the common cause. Organizing school-wide events and groups, clubs, sections work, upbringing service increases the range of possibilities for the manifestation and development of schoolchildren's abilities, interests, and hobbies. Through trainings of personal growth and the special course "Create Yourself" teachers-psychologists help pupils master the self-improvement techniques and methods. Solving the issues of children's social protection, social-pedagogical service helps create favorable conditions for every pupil's life and development.

Thus, our selected and systematized information will help the supporters of the individual-based model of upbringing interaction to make their actions more focused and effective. As a result, the number of migrant children, adapted and able to creatively and successfully build their livelihoods, will increase.

Multiethnicity, multilingualism, polycivilization of modern educational institutions pose complex problems of education and upbringing.

The problems are exacerbated by four factors: firstly, by the crisis of ideas and experience of socialist international upbringing; secondly, by the socio-demographic shifts caused by a massive influx of refugees and migrants from the former republics of the Soviet Union; thirdly, by strengthening of national and cultural self-determination processes of peoples from the Russian Federation; fourthly, by the presence of negative nationalist sentiment in society. Assessing the state of polycultural upbringing in educational institutions of the Russian Federation, it should be recognized that it is not a school and pedagogy priority. In

political declarations and pedagogical writings there are right calls for upbringing in the spirit of polyculture. However, not always and not everywhere they are introduced into the practice of upbringing. Scientists-educators, teachers often ignore such “inconvenient questions”, as interethnic conflicts, cultural prejudices, nationalism. Meanwhile, the multicultural of a person is not of genetic origin. It is socially defined and should be brought up.

The search for pedagogical principles and coordinates to prevent a possible crisis caused by the clash of pupils’ cultural and ethnic interests falls on upbringing and education.

Modern pedagogy is based on the fact that education and upbringing can not but take into account national (ethnic) differences. Such upbringing and education are consistent with pedagogy understanding grounded on the ideas of variability, opening the prospects of multivalued on the objectives and content of education and training, meaning the provision of necessary minimum of pupils’ equality in a multicultural school class and maximum consideration of pupils’ individual differences.

RECOMMENDATIONS

Data discussed in the paper can be useful for social anthropologists (ethnologists), sociologists, demographers, regional ethnographers while studying local and regional communities.

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