

THE ROLE OF SOCIOCULTURAL ENVIRONMENT IN ADAPTATION OF STUDENTS FROM CENTRAL ASIA: CASE OF CHELYABINSK AND TOMSK REGIONS

The success of integration of children with migration history into educational organizations depends on how systematically the work on their linguistic, psychological and sociocultural adaptation is built. The use of sociocultural environment resources and the involvement of social partners play an important role in this work. While educational organizations in different regions of Russia face similar problems related to the increasing influx of migrants in recent years, and the algorithm of work within schools is approximately the same, the mechanisms for building a network with external partners in the socio-cultural environment of each region or city vary. The article examines the experience of the network of educational organizations and partners in Chelyabinsk and Tomsk regions, which can be considered as an integration model with a regional component. It demonstrates not only active use, but also shaping of the environment with a variety of social groups being involved. Thus, the socialization and integration of children with migration history shows quite a success. In general, the understanding of sociocultural environment as a set of conditions on which the existence and development of the individual and society depend is actualized.

Keywords: migration, integration, children with migration history, sociocultural environment, sociocultural adaptation, MPGU, Etnosfera

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