

COMPLEX ISSUES OF INTERACTION WITH PARENTS — REPRESENTATIVES OF ETHNIC MINORITIES IN THE PRACTICE OF RUSSIAN SCHOOLS

School support and cooperation with parents are important for the adaptation of students from families with migration history. Parents who face difficulties in a new environment often can't help their children to adapt, so a school should become the main institution of assistance; therefore, it should apply a special approach and provide continuous psychological and pedagogical support. The experience of educational organizations from different regions shows that special volunteer groups can provide an effective solution to the difficulties caused by poor command of the Russian language among parents from non-Russian ethnic groups, their cultural and religious attitudes. Such volunteer groups are made up with school specialists, representatives of ethnic diasporas and other parents with migration history who have positive experience of adaptation. A school's active participation in such families' life may consist in helping adults to learn Russian and informally involving children in extracurricular activities — through theater, sports, intellectual and competitive activities. Continuous support provided to a family by school staff, that is, a class teacher, psychologist, social pedagogue, teacher of supplementary education, is essential. Involving parents in school life strengthens a child's self-confidence, promotes socialization and a partnership between a school and a family.

Keywords: parents — representatives of ethnic minorities, school, adaptation, migration, socialization

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