

## TEACHERS' PROFESSIONAL COMPETENCE AS A RESOURCE FOR ADAPTING FOREIGN MINORS AND CHILDREN WITH A MIGRATION BACKGROUND

*The article discusses the issue of professional competence of teachers working with children (students) with migration history, i.e. children with special educational needs. It is proposed to understand "children with migration history" as those children who have at least one parent born outside the Russian Federation. It is teachers who become the main helpers and "guides" in the complex process of linguistic and socio-cultural adaptation that such a child undergoes at school. The polyethnicity of the Russian state influences the content of education, which in many subjects of the Russian Federation has a significant ethnocultural component, especially in extracurricular activities and supplementary education. It also determines the daily practice of educators, who teach children of different ethnic and religious backgrounds. For successful interaction with them and especially with their parents and family members, it is important for a teacher to have intercultural competence and to master the technologies of adaptation and integration of foreign-ethnic students into class collectives. The authors suggest paying special attention to the professional development of pedagogical workers and specialists working with foreign minors in the educational environment, provided for in paragraph 12 of the Set of Measures for the Socialization and Psychological Adaptation of Foreign Minors, and adding specific methodic and didactic aspects to all such professional development programs.*

**Keywords:** *quality of education, intercultural competence, adaptation of children from families with migration history, adaptation by means of education, integration of migrants, migration studies, ethno-confessional stereotypes*

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