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3. In the Index Selection dialog box, select an index, if the one you want to search is available, or click Add and then locate and select the index to be searched, and click Open. Repeat as needed until all the indexes you want to search are selected.
4. Click OK to close the Index Selection dialog box, and then choose Currently Selected Indexes on the Look In pop-up menu.
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1. In the “Edit” menu, choose “Full Text Search”.
2. A new window will appear with search options. Enter your search terms and proceed with your search as usual.
STUDY OPPORTUNITIES AND CONDITIONS FOR EFFECTIVE INTEGRATION OF MIGRANTS BY MEANS OF E-PLATFORM IN EDUCATION ENVIRONMENT OF SIBERIAN REGION

O. Smolyaninova, E. Bezyzvestnykh
Siberian Federal University (RUSSIAN FEDERATION)

Abstract

The paper investigates the conditions for adaptation and integration of migrants by means of e-platform lifelong learning initiated in the Siberian region. The drivers for successful adaptation and integration of the students, children of migrants, in educational institutions of Siberia were identified. The paper presents the finding of psychological-pedagogical study of opinions of the educational entities in terms of adaptation of representatives of different cultures at schools.

Keywords: e-platform, tolerance, lifelong learning, multicultural education, integration, migrants.

1 INTRODUCTION

One of the attribute of modern society is the immensity and complexity of migration processes, their substance and impact on the economic, political and socio-cultural life of the country.

During 2013-2017 the annual inflow of migrants to the Krasnoyarsk Territory made up 130-160 thousand people, mostly contributing from Tajikistan, Kyrgyzstan, Ukraine and other CIS countries. One of the current challenges is social and structural adaptation in the society and for non-return migrants is their successful integration into the hosing society. According to the sociological research about 20% of migrants come to Russia for at least six months, as seasonal labor migrants. According to statistics, as reported by FMS officials for the Krasnoyarsk Territory the number for job seeking migrants makes about 66% [1]. More than a half of the migrants, according to Russian statistics, are seeking a long-term stay in the country, and a third of them looks into an opportunity of permanent residence and naturalization. In this regard, the development of such personal behavior as openness to interethnic differences, the ability to communicate and agree well with people of other cultures, languages and religions, readiness for dialogue become especially relevant.

One of the topical problems for the Russian education is to study socio-cultural adaptation and integration of migrants, especially in their children, in educational environment at various levels. In these conditions, the problem of adapting children and adolescents from families of ethnic migrants by means of education becomes paramount, since it is this system that is the key institution of socio-cultural adaptation [2].

Teachers, students and other agents of educational process are challenged to find the best ways for mutual adaptation in the host community on the one hand, and on the other hand, children, teenagers from families of ethnic migrants, with the purpose of creating and developing a favorable educational environment for both [3].

The main problems for students, who are children of migrants, are socio-cultural, linguistic and psychological aspects, which they face with immediately during education process. It is the responsibility of the educational system to consider the whole scope of circumstance e.g. environment, needs, physical abilities, temperament, responsiveness, as well as poor knowledge of non-native language in the migrant student. The main difficulties faced by migrant students in the non-native environment [4]:

- language differences between the migrant and native children, that results in the mindset, habits, contributing to the a cultural and social distance, since the migrant child is often from the lower strata of the society;
- lack of agreement on the forms of integration of migrants in an different cultural society;
- uncertainty in the term of migration (temporary/permanent);
- difficulties in organizing special education for migrant children due to their non-compact residence.
These problems become even more sensitive in the multicultural regions, like Krasnoyarsk Territory, which is represented by more than 159 nationalities, which makes 10.5% of the whole population, less labor migrants. By the end of 2012, over 70 national and cultural associations had been operating on the territory of the Krasnoyarsk Territory [5]. The Krasnoyarsk Territory with its capital city of Krasnoyarsk looks highly attractive for domestic and overseas labor migrants. This, on the one hand, facilitates the process of socio-cultural adaptation of migrants due to increased variability in the possibilities of personal and professional self-realization, as well as ethno-cultural diversity. On the other hand, it is characterized by rather harsh social conditions - high cost of living, competition on the labour market, information overload, etc.. The number of cases with cross-cultural adaptation of migrants, including in the field of education is steadily growing.

According to Y. Kim, cross-cultural adaptation is a ‘dynamic unfolding process by means of which the individuals by integrating into a new, unknown or adapted culture develop (or restore) and support relatively stable, reciprocal and functional relations within the environment’ [6].

In the course of cross cultural adaptation of migrants, in particular children-and young generation migrant, the social support provided by the host society becomes paramount. Similar support traditionally taught children of migrants can receive directly from representatives of a new (host) society and ethnic communities. Technologies of e-learning, distance learning technologies, resources of electronic platforms for continuous learning have become increasingly effective for the creation and continuous support of favorable conditions for training, adaptation and intercultural communication of migrants.

2 GOAL AND PROBLEM OF STUDY

The purpose of the study is to investigate and develop e-platform long life resources that would contribute building up opportunities to overcome actual difficulties faced by the migrants in a new environment and identify key factors for their fast and successful adaptation in the different cultures of social environment of the Krasnoyarsk Territory.

The problem of study is related to insufficiency of knowledge in terms of real difficulties which the strangers face with in new socio environment and determining key factors for their successful integration into the social environment of the Krasnoyarsk Territory.

3 BACKGROUND

Long life education is both a holistic system and a global trend in modern education. In the context of the condition for successful migrants adaptation and integration special emphasis is laid on multicultural educational environment focused on online and/or offline modes. Under these conditions, an educational institution (school or university) is regarded as the main agent of cultural socialization, not only for the first generation of migrants, almost all adaptation programs have been designed for the second and even third generation of migrants [7]. According to the results of international studies [7], migrant children often have problems with academic performance and prove to participate in intercultural conflicts in educational institutions. Moreover many experts [8] noted how it is important for the parents-migrants to be actively involved in the educational environment that was developed, including in the electronic environment.

According to Russian scholars [9], migrant children who came with their parents have a number of special features of resocialization and socialization. According to Russian legislation [10], migrant children are required to attend school. It is known that adolescent migrants, especially those under the age of 14-17, represent objectively the most socially vulnerable group. In this regard, the school environment can become a source of stress for migrant students, acting as a barrier to communication with indigenous children, without encouraging motivation for learning. In addition, the significant factor of socialization for migrant children is the language fluency level. Knowledge of Russian allows migrant children to successfully study at school, actively and successfully communicate with peers and teachers. Another condition affecting the sociocultural adaptation of migrant children is their engagement into extracurricular activities. According to the existing traditions of ethnic migrants in Russia, their children should help their parents after studying in their family business, performing any one-time of full time assignments. Participation in the family business helps a teenager more successfully and quickly complete the process of resocialization and later become self-employed.
4 EXPERIENCE

In 2016 at the Institute of Education, Psychology and Sociology of Siberian Federal University (IEPS, SibFU) has been implementing basic study under umbrella of the Russian Foundation of Basic Researches (RFBR), Administration of the Krasnoyarsk Territory and Krasnoyarsk Regional Foundation for Support of Scientific and R&D activity within the frame of the scientific project N 16-16-24005 ‘Development of Scientific and educational complex of the Krasnoyarsk Territory by means Electronic Platform for lifelong learning (PL2S)’ [11].

During implementation of the project the team of the IEPS, SibFU designed and adapted Electronic Platform for lifelong learning [12] for implementation of the challenges in terms of improvement and remodeling of pedagogical education and to contribute further development of scientific-educational complex of the Krasnoyarsk Territory.

One of the approaches which are exercised within the framework of the project, including migrants in the multicultural environment of the Siberian region is the development and use of the resources of the electronic educational platform for the organization of continuing education. The electronic platform provides opportunities for putting into action the principles of continuous education, taking into account the conditions of the multinational environment of the Siberian region, which include the following:

- ensuring the continuity of the content and coordination of educational, scientific and cultural activities at various stages of education;
- formation of the person’s need and ability for self-education and professional development;
- optimization of the system of training of teachers by further developing professional skills and competences in the area of multicultural education;
- transformation of the postgraduate education system on the basis of relevant state standards;
- creation of integrated curricula and programs for migrants-students;
- creation of a platform for online consultation and counseling support for migrants.

5 METHODOLOGY

In 2017, as the part of the RFBR project ‘Development of Scientific and educational complex of the Krasnoyarsk Territory by means Electronic Platform for lifelong learning (PL2S)’, a psychological and pedagogical study was conducted to study the opinion of students of the secondary school (grades 5-11) in Krasnoyarsk. The target methodology developed by the project team was used during the research. The number who participated in the survey made up 300 students totally. The purpose of the survey is to study the opinion of schoolchildren about the conditions created in schools for the integration of representatives of ‘other cultures’. ‘Other cultures’ we mean minority cultures of different peoples, except for majority, Russian culture. Therefore to comply with the purpose of the study, the project team developed the target questionnaire.

6 RESULTS

Below the analysis of the study is presented. When asked: ‘Are there children of different cultures among the students of your school’ 90% of the respondents were positive, and only 9% - were negative, 1% did not give any answer (table 1).

<table>
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<tr>
<td>No reply</td>
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<tr>
<td>Yes</td>
<td>90</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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Table 1. Are there children of different cultures among the students of your school?
The next question ‘Children of which cultures study in your school?’ 70% of respondents gave an answer and named cultures, 29% were undecided and 1% did not respond at all (table 2).

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<tr>
<td>No reply</td>
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<tr>
<td>Named other cultures</td>
<td>70</td>
</tr>
<tr>
<td>Were undecided</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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Among the typically mentioned nationalities and representatives of other cultures, were indicated: ‘the Armenians’ (180 answers), ‘the Muslims’ (170 answers), ‘the Tajiks’ (64 answers), ‘the Islam’ (60 answers), ‘the Uzbeks’ (50 answers), ‘the Kirghiz’ (46 answers), ‘the Ukrainians’ (38 answers), ‘the Tatars’ (36 answers), ‘the Khakas’ (30 answers), ‘the Gypsies’ (10 answers). Some responders came back with answers such as ‘the Caucasian people, ‘the children of Eastern peoples’, ‘our school is multicultural’.

Thus, the most mentioned cultures are the cultures of the CIS countries. Of equal significance for schoolchildren is the religious identity of the classmates. Many of the schoolchildren found it difficult to answer and could not name representatives of other cultures. Using the available findings we can conclude that civil identity prevails over the ethnic one in the schoolchildren of Krasnoyarsk, which provides a grass-root for strengthening social cohesion in the society of the Krasnoyarsk Territory.

The majority of schoolchildren answered ‘No, never” (43%), one fourth part of the respondents (25%) answered ‘Yes, rarely’, and 23% of respondents were undecided (fig. 1), when asked ‘Do students show their cultural peculiarities to their classmates?’ On the one hand, the results of the survey indicate a fairly homogeneous socio-cultural atmosphere in the schools of the Siberian region. On the other hand, an insignificant number of answers about the manifestation of the peculiarities of the ‘native culture’ by the children of migrant children (only 9%) can be viewed as a lack of conditions created in educational institutions for their openness.

The following fig. 2 percents the reply to the question ‘Assess the attitude of Russian schoolchildren to demonstration of other cultures peculiarities.'

![Figure 1. Do students show their cultural peculiarities to their classmates?](image)

![Figure 2. Assess the attitude of Russian schoolchildren to demonstration of other cultures peculiarities](image)
The majority of respondents were neutral (53%). 30% respondents reacted as ‘mostly positive’. A favorable trend, which is only 6%, for the development of the multicultural environment of schools is a relatively low percentage of negative attitudes, towards the cultural features of children of other cultures (fig. 2).

The feedback to the question related to the behavioral characteristics of representatives of minority cultures in the educational institution demonstrated the following results: 67% of respondents believe that they are not particularly stand out and behave like all students. However, 11% of the schoolchildren poll noted that migrant children lean toward violation of in-school code of conduct (fig. 3).

The next question was aimed at identifying circle of contacts of migrants’ children the results are presented in the table 3 below.

**Table 3. Which statement is the most representative in terms of the circle of contact for the children of other cultures in your school?**

<table>
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<th>Question 6</th>
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<td>Children of other cultures keep company with the children of the same culture and tend to exclude children of the Russian culture from their company</td>
<td>9</td>
</tr>
<tr>
<td>Children of other cultures pay no attention to the cultural differences and equally keep company with children of the host and other cultures.</td>
<td>73</td>
</tr>
<tr>
<td>Children of other cultures tend to keep from mingling with the children of their own culture and mostly keep company with the children of the host culture</td>
<td>3</td>
</tr>
<tr>
<td>Undecided</td>
<td>15</td>
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<td>Total</td>
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</tbody>
</table>

Following the results of the answers to this question, one of the favorable conditions for the integration and adaptation of migrant children in the schools of Krasnoyarsk could be the fact that the majority of respondents (73%) believe that ‘children of other cultures do not pay attention to the differences between them and the Russians schoolchildren, in their circle of fellowship equally include children of other cultures, and Russian students as host culture.’ Only 3% of respondents answered that ‘children of other cultures try to avoid contact with other children of their culture, their circle of contacts includes mainly Russian students.’

To the question of the questionnaire ‘Does intercultural-base conflicts take place between the students of your school?’, - the majority of respondents (48%) answered that ‘no, this does not happen’ (fig. 4).
It should be noted that 27% of the polled school students answered that intercultural-base conflicts occur. Thus, the obtained results confirm the relevance of the studies conducted the significance and necessity of determining the conditions for effective adaptation and integration of migrants in the educational institutions of the Siberian region.

The next question addressed in the questionnaire is related to the actual problems of communication in a multicultural educational environment, primarily with the study of the non-native Russian language by the children of migrants. The results of the survey are presented in the Table 4 herewith.

**Table 4. Children of other cultures in your school**

<table>
<thead>
<tr>
<th>Question 8</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainly understand Russian and use this language for communication with the classmates.</td>
<td>70</td>
</tr>
<tr>
<td>Are not very fluent in speaking and understanding Russian and use their native language along with the Russian language for communication with the classmates.</td>
<td>13</td>
</tr>
<tr>
<td>Mainly have problems with understanding the Russian language and mostly use their native language in communication with the classmates</td>
<td>1</td>
</tr>
<tr>
<td>Undecided</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

The majority of the respondents (70%) believe that children of other cultures ‘understand the Russian language well; they mostly use it for communication with their classmates.’

An important condition for establishing a productive intercultural dialogue is the willingness of representatives of different cultures to be actively engaged in communication and establish contacts (choose to adapt successfully). Thus, feedback to the question: ‘Which statement most accurately characterizes the relationship of children of other cultures with Russian students in your school?’ - The majority of polled schoolchildren (60%) believe that ‘children of other cultures are willingly and actively communicate with Russian students, eagerly engage with them’ (table 5).

**Table 5. Which statement most accurately characterizes the relationship of children of other cultures with Russian students in your school?**

<table>
<thead>
<tr>
<th>Question 9</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children of other cultures willingly and actively engage and communicate with Russian students.</td>
<td>60</td>
</tr>
<tr>
<td>Children of other cultures experience some difficulties in mingling with Russian students, their communication with Russian students is sometimes difficult</td>
<td>21</td>
</tr>
<tr>
<td>Children of other cultures try to avoid contact with Russian students, try to minimize interfacing with them</td>
<td>5</td>
</tr>
<tr>
<td>Undecided</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

Russian researchers argue that, children of migrants often have problems with academic performance compared to the performance of the Russian schoolchildren. However, our survey proved that the students themselves do not account academic performance for cultural differences. To the question: ‘How do children from other cultures study in comparison with Russian students?’- the majority of schoolchildren proved to not have any significant differences (63%), 10% of respondents answered that the children from other cultures are worse off than Russian schoolchildren (fig. 5).
Figure 5. What is the academic performance of children of other cultures against Russian?

The results of the answers to the final question of the questionnaire: - ‘Does your school orchestrate activities, events in which children of different cultures can participate?’ - prove the essential call for the development of a multicultural program in the educational institutions of the Krasnoyarsk Territory. Thus, more than a half of the polled students are unaware of the activities in which children of different cultures participated, 32% of respondents were undecided, 20% are sure that such events are not held at all (fig. 6).

Figure 6. Does your school orchestrate activities, events in which children of different cultures can participate?

Thus, the results of psychological and pedagogical studies have shown that respondents (Russian schoolchildren) mostly feel positive toward the cultural peculiarities of children of other cultures. On the top of it, the activities were identified that claim special care and significant efforts on the part of educators, primarily related to the rising level of conflict competence and the development of the multicultural educational environment of the educational institution.

7 CONCLUSIONS

The obtained results of the research are used for effective adaptation of migrants by the means of E-PLATFORM LONGLIFE LEARNING, for the development of a new model for creating the way of school life in terms of positions (educational work, working with parents, educational holidays, involving representatives of diasporas in the educational process) and conducting its approbation, productive interaction between the participants of the educational process on the basis of the principles of cooperation in the multicultural educational environment of the Siberian region.

ACKNOWLEDGEMENTS

The reported study was funded by Russian Foundation for Basic Research, Government of Krasnoyarsk Territory, Krasnoyarsk Region Science and Technology Support Fund to the research project № 16-16-24005 “Development of education and research center in the Krasnoyarsk Region by means of an electronic platform of lifelong learning (PL2LS)”.

REFERENCES


