

Development Features of the Emotional Sphere in Teenagers of Labor Migrants in a New Multicultural Environment

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Abstract: The article considers the features of the development of the emotional sphere in adolescent labor migrants in a new multicultural environment.

A brief theoretical review of scientific research in the field of studying the emotional sphere is presented. Psychological and pedagogical recommendations are given for solving the main problems of children from migrant families.

Keywords: The process of adaptation of migrant children, adolescence, satisfaction of vital needs, psychosocial factors, emotional sphere of migrant children.

Migration has always been considered one of the important problems of population and was understood not only as a mechanical movement of people, but as a complex social process that concerns many aspects of the socio-economic life of people.

Migration of the population is any territorial movement of the population, which is associated with the crossing of both internal and external borders of territorial-administrative entities in order to change their permanent place of residence or temporary stay in the territory for study or work, regardless of the prevailing influence of which factors it happens - attracting or pushing [¹].

As a rule, migration processes affect the psychological state and adaptation of the child. The process of adaptation of migrant children in modern environmental conditions develops in such a way that they need to spend large internal intellectual and emotional resources to adapt to new conditions. Migrant children overcome anxiety and stress, break with the familiar environment and loved ones with whom they lived before moving.

Almost all adolescent migrants experience a high level of stress and find themselves in social exclusion, which is aggravated both by the contradictions between personal social expectations and the reality in which they find themselves, and by the "culture shock" syndrome caused by the negative consequences of resettlement. All this causes negative feelings, feelings of loss, inferiority and rejection, difficulties in the implementation of social roles and transformation in the system of value relations of the individual

An adapted migrant child is characterized by the acceptance of the norms, values and traditions of the society in which he lives, building an adequate system of relationships with people, the ability to develop his potential at all levels.

Consequently, one of the most important conditions for the effectiveness of the adaptation process of children from migrant families is the maximum satisfaction of vital needs, among which the following

¹Gulyaeva A.N. Sociocultural adaptation of migrant children // Psychological and pedagogical research. 2010. No. 5. URL: http://psyjournals.ru/psyedu_ru/2010/n5/Gulyaeva.shtml (date of access: 10/15/2019).

needs acquire the greatest importance: the opportunity to be socially and psychologically protected, confidence in the future, a sense of community, favorable living conditions, good relationships, getting knowledge, communication, belonging to a certain group, self-realization, material well-being.

Migration processes lead to the emergence of a whole range of "children's" problems, characterized by certain specifics and requiring their urgent and detailed solution [2].

Datsko O.V. and Furs S.M. identify specific and important "children's" problems:

- psychological stress associated with a forced change in the familiar environment (teenagers, due to their dependence on adults, are always forced migrants) and a violation of the structure of familiar family, natural-territorial, cultural-communicative and other ties;
- mismatch in the system of social needs and values, identity crisis;
- general dissatisfaction with oneself and various aspects of life;
- difficulties in integrating into a new communication environment for the child, and as a result, often occurring states of mental tension and anxiety, increased conflict and aggressiveness, rejection and alienation, etc. [3].

Due to social, psychological and age characteristics, adolescence is characterized by a great susceptibility to the emotional experience of a situation of social instability, adolescent migrants are more susceptible and tend to experience a psychological crisis. One of the manifestations of such a crisis is a change in worldview, maladjustment, difficulties with entering adulthood.

Adolescent migrants are a special age and social category of the population that needs to create special conditions that will help them more easily adapt to the changed conditions of their environment.

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Adolescence is a sensitive period for the development of the emotional sphere of the individual. The emotions and feelings of a teenager come to the fore here. Adolescence is spoken of as a period of increased emotionality, which manifests itself in mild excitability, passion, frequent mood swings, etc. At this stage, the child, as it were, passes from childhood to a new state. It is known that "adult" life is more difficult than the life of children, and not all adults feel comfortable in it. A teenager, on the other hand, has to master this area in all its complexity in a relatively short period. Therefore, a teenager sometimes becomes vulnerable, emotionally unstable, shows a sense of insecurity, anxiety, lack of a sense of security, security. Often all this leads to a violation of the development of the emotional sphere. Defect in the development of the emotional sphere, clearly manifested in adolescence is the superficiality of feelings, their rapid fading, as well as the poverty of emotional life: the narrowness of the circle of phenomena, environmental events that can cause an emotional response. A significant defect for adolescents is also the one-sided orientation of feelings to the objective world to the detriment of their orientation to the sphere of human relations.

The emotional sphere undergoes a significant change in the course of a person's maturation [1, p. 123]. And adolescence is considered especially "emotionally rich", there are emotional disorders that occur

²Gromova E. The development of ethnic tolerance at school // Education of schoolchildren. 2011. No. 1. S. 13-18.

³Alieva T.I., Buchilova I.A. Problems of socio-cultural adaptation of children of primary school age brought up in conditions of bilingualism in families of migrants//Collections of conferences of the Scientific Center Sociosphere. 2013. No. 6. P. 154.

⁴"Social adaptation of migrant children in a secondary school" Usheva T.F., Munkoeva N.A.

during this period, and as a result, mental disorders; therefore, the study of the emotional development of a given age is of particular interest to psychologists.

One of the striking features of adolescence is personal instability, which manifests itself in frequent mood swings, affective "explosiveness", this is associated with the process of puberty, physiological changes in the body. However, it should be noted that during adolescence, the emotional sphere undergoes significant changes. It has been established that with age, children begin to better identify emotions; in adolescence, the boundaries of "emotional" concepts become clearer. In adolescents, a significant expansion of the vocabulary of emotions is recorded as they grow older and an increase in the number of parameters by which emotions differ.

According to researchers, the emotional development of adolescent boys differs from the emotional development of girls. It is believed that girls are more emotional and they are more intense than boys experience on a variety of occasions, they like to talk about their feelings more. However, they have different emotional reactions to difficult situations. Girls often experience "failures" in the emotional sphere - their mood changes dramatically, tears appear, etc. Boys, on the other hand, react to a greater extent by changing their behavior - for example, they can flare up, be rude. Emotions, as such, they most often avoid showing, but they behave more noisily, many of their actions are accompanied by unnecessary movements (they cannot sit still, twirl something in their hands, etc.). Such violent reactions are an attempt to shift the responsibility for failures from oneself to the surrounding circumstances or simply "relieve" internal tension in screams and unnecessary movements. Relationships with parents and peers are among the most significant areas of problem experiences for adolescents. Such vital areas as leisure and school also cause them anxiety, although to a lesser extent. And experiences associated with one's own person and the opposite sex are usually inferior in importance to the life spheres noted above. In addition, as studies by A.I. Podolsky and O.A. Idobaeva, for the majority of adolescents, the life sphere of the "future" is the source of experiences: what awaits them next, how will their future life turn out, will they be able to fulfill their plans and make their dreams come true? And more worries about the future

Of great importance at this age is communication with peers, which becomes an acute need for a teenager and is associated with many experiences. Communication with comrades is a source of not only the emergence of new interests, but also the formation of norms of behavior. This is due to the fact that among teenagers there are certain requirements for friendly relations - for sensitivity, responsiveness, the ability to keep a secret, understand and empathize. In adolescence, the need for good friends becomes very tangible. Teenagers are beginning to reach out to their peers to find what their parents used to give them. Such communication with peers marks a new (interpersonal) stage of emotional development, which is characterized by the emergence of adolescents' ability to emotional decentration.

However, in adolescence, friendships sometimes lead to conflicts if their participants do not receive satisfaction of their needs. Teenagers, for example, may make the wrong choice: the behavior of friends who do not meet their needs can cause annoyance and anger. The stronger and more selfish the feelings that make a teenager seek someone's friendship, the more likely that such a relationship will be tense and "explosive". And, whenever the desires of unbalanced, socially immature adolescents are not satisfied, the response is a violent outburst of emotions, which can lead to a temporary or final break in relations.^[5]

⁵(Khrushchev V.A. Smyshlyaeva N.G. //Features of the emotional development of adolescents//Journal: Bulletin of the North Kazakhstan University named after Manash Kozybaev, 2015, Petropavlovsk)

When working with migrant children, it is important to take into account the current level of knowledge, depending on the stage of education, the dynamics of ideas. Training and education is carried out through the influence of national culture, ethnic and intercultural processes. It is important to note that the level of development of social adaptation does not depend on the nationality of the child. Cultural characteristics affect the adaptation and cognitive period of the child. Migrant children need to be provided with effective social support, since in the changing conditions of the surrounding reality, simple human communication is not enough for them. [⁶].

In the psychological and pedagogical support of children from migrant families, educators, teachers, parents and a number of specialists in the socio-psychological service should take part: a social pedagogue, a teacher-psychologist, a teacher-defectologist, a speech therapist. The accompaniment process should be productive, diverse, interesting for the child and include a number of different methodological techniques.

Psychological and pedagogical support should be aimed at solving the main problems of children from migrant families:

1) problems that are associated with a violation of the communication of migrant children (due to the low level of Russian language proficiency). The problem of communication is most widespread among migrant children. Beginners are forced to communicate with the class teacher in various school situations, with the school administration, with other teachers and, most importantly, with classmates and other students;

2) emotional problems (aggressiveness, anxiety, etc.);

3) other problems, which are mainly related to the physiological characteristics of children.

Having studied the main features of the social adaptation of migrant children, we can say that it is necessary to create a multi-purpose system of psychological and pedagogical support, which allows taking into account certain characteristics of adaptants and a specific educational environment.

Thus, it is necessary to determine the conditions necessary for the social adaptation of migrant children in a general education school in the process of psychological and pedagogical support. The necessary conditions for the social adaptation of children from migrant families are: active inclusion of migrant children in the socio-cultural environment of the educational institution at the place of residence; organization of a favorable socio-cultural environment of an educational institution for migrant children; positive intercultural communication in an educational institution.[⁷]

It is useful to represent family, religious, cultural values, which are often perceived by a child from infancy. This allows you to more competently plan the work on the adaptation of children from different ethnic cultures. When working with migrant children, an important component is the interaction of the family and school environment, since a child from a foreign cultural environment is often torn between these components of his life.

⁶Usheva T.F. Tekhnologicheskie osobennosti formirovaniya refleksivnoy kompetentnosti uchashchikhsya // Shkol'nye tekhnologii. 2017. No. 6. S. 34-40.

⁷Social adaptation of migrant children in a secondary school Text of a scientific article in the specialty "Sociological Sciences" Usheva T.F. Munkoeva N.A.

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