



Mkrtchyan I.A.

Problems of adaptation of schoolboys – forced immigrants

As during the 1980-1990 there appeared a plenty of forced immigrants, this fact has put forward a problem of complex adaptation of these groups of people. The analysis of problems of adaptation of forced immigrants shows, that they extremely require the professional psychological help. In our opinion, the degree of expressiveness of stress of acculturation, duration of intercultural adaptation depend on many factors among which rather essential are socially-demographic, social and specific personal features. Process of adaptation is multilateral, active; it includes formation of means and ways of behaviour directed on mastering by educational activity and effective interaction with new social environment. The difficulties leading to infringement of adaptation, often have temporary character, however among some children they are characterized by gravity and prevent from general psychosocial development.

Key words: adaptation, forced immigrant, acculturation, segregation, marginalization.

The major problem in studying of features of adaptation to new socio-cultural environment of forced immigrants is the problem of strategy of adaptable process.

The first question which is mentioned in a vein of this problem concerns the ratio of group and personal levels of acculturation. Such differentiation has been made in cross-cultural psychology. This parity is important for two reasons. First, if at a level of group changes happen in social structure, the political organization, economic relations, cultural features, at a level of the personality the behaviour and phenomena of consciousness (identity, values, attitudes) are transformed. Secondly, acculturation of each person is a unique process which can not coincide with group changes [1, 6]

In work with schoolboys – forced immigrants it is necessary to reveal individual coping strategy available to the child who has come to Russian-speaking school, and also to reveal coping strategy of his parents as they can render huge influence on passage of adaptation of the child to school and new vital conditions [3, 4]. Duration of intercultural adaptation depends on many factors among which rather essential are social and demographic, social and specific personal features [8, 9].

Among social and demographic factors the sex is one of the most actively influencing on the forced immigrants' adaptation. Our data specify that female persons are less adaptive in comparison with male persons. They are more subject to deterioration of psychological state and health, among them there are more spread pessimistic estimations concerning correctness of the made choice and estimation of prospects of adaptation to new conditions [5]. For girls – forced immigrants of the more significant is importance of preservation of cultural loans from those people in whose environment they lived before moving from Native land. Expressiveness of aspiration to preservation of the socio-cultural identity among girls can operate in two directions. One of these directions conducts to a negative attitude to other cultural environment, refusal of interaction with it, and, hence, to isolation from a



new environment; another – to acceptance of new cultural values without loss of own, that is to integration [10].

In comparison with sex the factor of age influences on the process of adaptation to conditions of foreign culture's environment much more. Young men adapt to conditions of foreign culture's environment more quickly, than elder people. Children of preschool age adapt quickly and successfully, but for schoolboys-teenagers this process can appear painful. Immigrants of young age experience the crisis of identity connected with change of a residence and social environment less sharply. The young generation of immigrants finds the place in new environment more quickly and they feel themselves more comfortably in it.

The factor of not less importance, influencing on development of these or those social and psychological phenomena, is the social status of immigrants caused by their residing in city or countryside. Forced immigrants who have lodged in settlements and villages were more frustrative in the new socio-cultural environment. Personal features are one of the most significant factors influencing on adaptation of the individual. On the basis of our research by means of 16-factor questionnaire of Kettel there have been received the average personal structures, which gave following result. Among the forced immigrants such qualities as riches and brightness of emotional experiences, naturalness and ease of behaviour, sociability, openness, attentiveness to people, aspiration to cooperation are expressed. These people are characterized by emotional immaturity, not always can operate emotions and mood; they are self-reliant, realistic, responsible, diligent, strictly adhere to moral principles; they are characterized by low self-checking and sensitivity to social approval.

Forced immigrants are inclined to show the tendency to independence; they are inclined to aggressive upholding of these rights. They have various intellectual interests; such qualities as criticality and analyticity of thinking are expressed among them. These people behave independently, but often cannot show the initiative. It is necessary to consider, that any characteristic is dialectic and has both the "obverse", and the "reverse" side. The specified personal features are good for some kinds of activity or situations and bad for others. Also huge value has social and psychological criteria of adaptation at school. New conditions of a life in which the schoolboy – forced immigrant gets coming to school since the first days puts before the child a number of problems. It is necessary for him to master by educational activity successfully, to master school norms of behaviour, to join class collective, to adapt to new conditions of mental work and mode. Process of adaptation is multilateral, active, including formation of means and ways of behaviour directed on mastering by educational activity and effective cooperation with new social environment. Difficulties leading infringement of adaptation more often have temporary character, however among some children they differ by seriousness and interfere with general psychosocial development [2, 7]. As the carried out research shows infringement of adaptation are preconditions for development of pathological states of different sort.



The Literature

1. Kochetkov V.V. Psychology of intercultural distinctions. – M. – 2002. – 19 p.
2. Nanso M.D. Problem of interethnic integration. Abstract. Rostov-on-Don, 1993. – 18 p.
3. The psychological help to migrants / under the edition of Soldatova G.U. – Moscow, 2002. – 420 p.
4. Psychology of refugees and forced immigrants: experience of researches of practical work / under the edition of Soldatova G.U. – Moscow, 2001. – 330 p.
5. Pukhovskiy N.N. Psychopathological consequences of extreme situations. – Moscow: Academic project, 2000. – 70 p.
6. Soldatova G.U. Psychology of interethnic intensity. – Moscow, 1998. – 48 p.
7. Stefanenko T.G. Ethnopsychology. – Ekaterinburg, 2000. – 68 p.
8. Shaigerova L.A. Crisis of identity of forced migrants from Afghanistan. – Moscow, 2000. – 17 p.
9. Shaigerova L.A. Crisis of identity at situation of forced migration. – Moscow, 2001. – 75 p.
10. Eminov M.S. Psychology on migrants and migration in Russia. – Moscow, 2001. – 44p.