

Socially-psychological adaptation of teenagers-migrants as a component of a safety of the municipal educational space

The process of migrant adaptation is double-sided, because it affects both sides: newly arrived people, who want to flow into new social surrounding and constant inhabitants, who often frankly resist and prevent this process. Special attention in the process of migrant's adaptation has to pay for children, because, from one side, there are children with different cultural traditions, values, stereotypes of the behavior, from different social sections in one educational space and this fact prevents from making optimal relations between pupils; from another side, just in the period of childhood and youth superior values of the person are cognizing and interiorizing, semantically-life conception is forming, attitude to himself and to others are forming, different social roles and demands are mastering, the models of the behavior are producing.

Key words: *social psychological adaptation, extreminal situations, migration, deformation of personal safety, safe educational space.*

A notion about social adaptation has to be examined as a process, which includes not only mastering, but also an active reproduction of social relations by individual in Russian psychology now. D. I. Feldshtein says, that processes of sociality-individuality (general semantic integrities of social adaptation) appear in the role of united indissoluble process, but definite domination of socialization or individualization shows on definite stages of personal development (theory of level development of the person). This aspect of the problem of social adaptation extremely important conformably to the problem of migration in the modern Russian society. Traditionally in Russian psychology is considered that an index of good adaptation of the person, including teenagers, is its socialization, it means good adoption of social experience, demands and expectations of the socium in the new life conditions. Individualization is – an aspiration for the man to understand his “I” – don't examine as an important component of social adaptation of the migrant, who frequently to achieve “psychological” comfort in new life world has to re-build not only external attributes of life and begin to correspond to the demands of new cultural context, but also in workmanlike manner change his semantically-life orientations, general life direction, review his value system. The problem of social adaptation conformably to the terms of migration, has to examine as a definite balance between socialization and individualization of the individual, because just in the interaction of these important components of personality, forming of personal as semantically-life conception, which understands as an individual generalized system of looks for the aims, process and result of his life happens.

Values and wants, relations and integrities of the concrete personality are in the base of this conception. Semantically-life conception begins to form in teen age, it could change and transform along man's life, but on the definite level of this

ontogenesis it is sufficiently steady (Stolin V. V., Stolina T. V.). That's why we can say that semantically-life conception is core direction of the personality, his sense of life. It contains life semantic singulars, values, which compose the base of the personality. We can understand and describe the mechanism of social adaptation of teenagers-migrants if we show the dynamics and peculiarities of semantic formations as a components of forming semantically-life conception of the personality. But traditional logics of teenager's adaptation has been changed and embarrassed by the gaunt of the contemporary world. International conflicts and wars, crisis of political power, market economy called powerful tension of social problems, negative factors in spiritual life of the society in general and in life of every man. An aspiration of definite groups to national intolerance and disconnection, intensified the problems of man's adaptation in re-cultural sphere. These circumstances were redoubled by social aloofness of young generation; they are strengthen by geopolitical instability, tensions of the hearth of civil agitations, national conflicts, which are stipulated for the development of migration processes, appearance of forced settlers, children-migrants, refugees.

The process of migrant adaptation is double-sided, because it affects both sides: newly arrived people, who want to flow into new social surrounding and constant inhabitants, who often frankly resist and prevent this process. Special attention in the process of migrant's adaptation has to pay for children, because, from one side, there are children with different cultural traditions, values, stereotypes of the behavior, from different social sections in one educational space and this fact prevents from making optimal relations between pupils; from another side, just in the period of childhood and youth superior values of the person are cognizing and interiorizing, semantically-life conception is forming, attitude to himself and to others are forming, different social roles and demands are mastering, the models of the behavior are producing.

Special attention in the problem of adaptation and assimilation of migrants occupies a problem of psychological adaptation of teenagers, because in this important period of socialization such important semantically-life parts structures as valuable orientations, direction of the personality, bases of self-regulation and self-actualization are forming. With breach of appropriateness of adaptation and appearance of disadaptation, risk of deformation of semantic sphere appears, processes of socialization-individualization break.

Feldshtein D. I. writes about the problem of containing of social forwardness: "socialization in wide understanding as a process of socialization-individualization, which is objective making with social reality and social sums, social demands, appears as a process of immanent self-development of child's psyche and personality. And the result of socialization-individualization as containing moments of the development in ontogenesis is level of social ripeness of growing man, it means an accumulation it in itself social as a personal affinity" (Feldshtein D. I. Socialization and individualization containing of social forwardness and socially-psychological realization of the childhood // *The world of the psychology*, 1998.# 1,p. 6-11)

School disadaptation –is socially-psychological and pedagogical event of the failure of the child in education surroundings (education, reference school group,

connection with the teachers and so on), which is connected with insoluble to the child conflict between demands of the educational surroundings and his psychological abilities, which correspond with his age sensitive period, with the level of psychological development. With school disadaptation child couldn't find his place in school surrounding.

Teenager-migrant to the greater degree than his coevals, living in native culture, is exposed to the risk of disadaptation. To the mind of Shabelnikov V. K., who is a specialist in the problems of personal deformation with destroying of traditional ethnic systems, "energy of the personality organizes and structures by such system of the relations, in which every person is included from the moment of birth. In family-birth structure exertion, gradients and hierarchy which make motives and senses of the people. Personality in its psychological and even in physiological organization, copies, gets and interiorizes in itself logics of efforts of the family-birth system. These efforts make motives, senses of the life and straggle of every individual, who was born and determined with birth. That's why social revolutions, which are directed to destroy social systems, which already had made, and relations, always in the fight to the personality's psychology in the oblast of motives and senses of people's lifes" (Shabelnikov V. K. Psychological problems of the personality in destroying ethnic systems// The world of psychology. 2005. #1 p. 73-74).