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Psychological difficulties of communication and assessment of life events by children migrants and non-migrants

In researches, studying problems of migration and adaptation to new socio-cultural environment [1, 5, 6] it is pointed out that migrants have difficulties in social contacts, feel social isolation from local population, estrangement from the new place, their needlessness. Mutual misunderstanding, mistrust, and prejudices characterize interaction between migrants and local population. In the opinion of researchers [4, 6], it is typical for children migrants of all ages. They underline, that all listed features of interaction are extremely expressed among teenagers and reveal themselves not only in contacts with local population. Isolation, alienation, display of negativism and high aggressiveness, low social activity, irritancy, sensitivity, vindictiveness, bad knowledge of standards and rules of local population's behavior, unformed socio-communicative skills, corresponding to new socio-cultural environment, are distinctive characteristics of children migrants.

The most important spheres of communication and interaction for children are the institutions like the family, school and peers – this fact is noted in majority of socio-psychological works. In this study we examine the difficulties of communication of children migrants just in these situations of interaction.

Some authors [4, 6] believe that as a consequence of migration relationships between children and parents are changing: parents' support is lowering, misunderstandings between children and parents are growing, the number of conflicts is increasing. Conflicts, sense of guilt, anxiety, fear and display of inaction for making life better are typical for many adult migrants. But at the same time children adapt faster and easier to this new life situation, they assimilate standards and values existing in the new culture. That's why it is hard for parents to find common ground with the children. There are frictions and failures in communication between children and parents. Communication, as a whole, becomes deficient.

Other researchers [3] pay attention to difficulties that children migrants have in education, but practically don't associate them with communication particularities of children migrants with teachers, they don't take into account the difficulties of interaction of children migrants with teachers and classmates.

We didn't find records of comparative analysis of situations with complicated communication between children migrants and children non-migrants and works, studying attitudes of children migrants to the migration as a life event. Therefore the goal of our research is the comparative analysis of situations with deficient communication between children migrants and children non-migrants and their assessment of life events.



The participants were 145 pupils of the 5-6th forms, 26 of them are children migrants from the North Caucasus Republics, living in Rostov-on-Don for 3-5 years, 119 children non-migrants.

The tasks of the research are:

1. To carry out comparative analysis of difficulties of communication between children migrants and children non-migrants in different situations of interaction.
2. To analyze assessment of life events by children migrants and children- non-migrants.

For analyzing the difficulties of communication between children migrants and children non-migrants in different situations of interaction ("pupil-teacher", "classmate-classmate", "child-parent") we used our questionnaire "Particularities of experiencing difficulties of communication by children", consisting of 2 parts. First part of the questionnaire contains open-ended questions, helping us to take information about children's migration. Second part of the questionnaire contains closed questions, focused on finding out how often the difficulties or lack in communication appear, what part a child plays in relations and how he is satisfied by his relationships.

For processing data received we used Student's t-criterion (computer program of data analysis "SPSS").

Received information testifies that children migrants don't differ from children non-migrants by the frequency of difficulties of communication with classmates emergence ($t=0,515$). Children migrants are more satisfied with their relationships with teachers than children non-migrants ($t=2,229$). Children migrants have difficulties of communication with parents and children migrants feel isolation and rejection of their parents more often than children non-migrants ($t=2,094$).

Also semi-structured interview was used for additional analysis of children with difficulties in communication situations. Its results confirm that situations of difficulties in communication of children migrants and children non-migrants are the same. Children migrants and children non-migrants find difficult situations in communication with children, parents and teachers. But children non-migrants much more often recognize that they have situations of uncomplicated communication with parents ($t=2,337$).

To analyse children's assessment of life events was used methods by Burlachuk L.F. and Korjova E.U. "Psychological Autobiography" working with which children should list significant past and future events, give each event a mark (how happy or sad it is), point out its approximate date.

Received data show that there is no difference between children migrants and children non-migrants in the quantity of named valuable events, in time retrospection and in dividing up quantity of events by basis spheres of activity: family, leisure and school. Most mentioned past events for all children are trips and relatives' death, of future – professional education.

There are differences between children migrants and children non-migrants in frequency of coming across and assessing definite events. Among past events children



migrants rarely name such events as relatives' birthdays and weddings, getting pets, entertaining. Among future events children migrants rarely than children non-migrants name such as their birthdays, holidays, having new things. Children migrants are more negative to such future events like changing the place of living (buying flats/houses or moving), getting job, but more positive to their future marriages.

Received data let us make a conclusion that communication difficulties of children are strongly correlated with their assessing life situations and depend on situation of interaction. Children migrants' difficulties in communication extremely manifest themselves in the situations of interaction with parents.

Scientific novelty of this research consists in discovering the particularities of children migrants' communication difficulties in different situations of interaction. Received data can be used for developing psychological help programs to children migrants for getting through communication difficulties and socio-psychological adaptation.

The Literature

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