

**LINGUISTIC EDUCATIONAL TECHNOLOGIES FOR MIGRANTS SOCIAL
ADAPTATION: PROCESS, CHALLENGES AND POTENTIAL**

***TECNOLOGIAS DE EDUCAÇÃO LINGÜÍSTICA PARA ADAPTAÇÃO SOCIAL DE
MIGRANTES: PROCESSO, DESAFIOS E POTENCIAL***

***TECNOLOGÍAS EDUCATIVAS LINGÜÍSTICAS PARA MIGRANTES ADAPTACIÓN
SOCIAL: PROCESO, RETOS Y POTENCIALES***

Tatiana I. SHULGA¹
Anna M. YUDINA²
Andrey A. PLIGIN³
Alla A. KORZHANOVA⁴
Tatiana G. KARPOVA⁵
Elena V. KULESH⁶
Gulnaz Sh. ASHRAFULLINA⁷

ABSTRACT: Modern society development acquires widespread severe use of such a phenomenon as migration, which is inevitably connected with the individual's adaptation to the new social conditions. The study aims to identify the characteristics of the adaptation of migrant children to a new educational environment. The study uses the questionnaire method, which allows us to study and analyze the experience of activities to identify and concretize linguistic educational technologies for adaptation in relation to migrants. The article examines the peculiarities of linguistic educational technologies for the adaptation of migrants of different age categories. It can be concluded that children learn a new language faster than adults learn and often take on the role of interpreter for their parents. The data obtained in this paper can be used in social psychology, occupational psychology and for further theoretical development of this issue.

KEYWORDS: Linguistic educational technology. Migration. Adaptation. Social conditions. Characteristics of relations.

¹ Doctor of Psychology, Associate Professor of the Department of Social Psychology, Moscow State Regional University, Moscow, Russia. ORCID ID: <https://orcid.org/0000-0002-3584-6087>. E-mail: shulgatiana@gmail.com

² PhD in Education, Associate Professor of the Department of Pedagogy, Vladimir State University named after Alexander Grigoryevich and Nikolai Grigoryevich Stoletov, Vladimir, Russia. ORCID ID: <https://orcid.org/0000-0001-5420-6643>. E-mail: anna-yudina@mail.ru

³ Doctor of Psychology, Professor of the Department of Social Psychology, Moscow Psychological and Social University, Moscow, Russia. ORCID ID: <https://orcid.org/0000-0002-5675-3699>. E-mail: pligin@nlpcenter.ru

⁴ PhD in Education, PhD in Education, Associate Professor of the Department of Social and Cultural Activities and Tourism, Gzhel State University, Elektroizolyator, Russia. ORCID ID: <https://orcid.org/0000-0003-1162-2035>. E-mail: akorj@inbox.ru

⁵ PhD in Philology, Associate Professor, Dean of the Communicative Management Faculty, Russian State Social University, Moscow, Russia. ORCID ID: <https://orcid.org/0000-0003-4028-9948>. E-mail: karpovaTG@rgsu.net

⁶ PhD in Psychology, Associate Professor of the Department of Psychology, Pacific State University, Khabarovsk, Russia. ORCID ID: <https://orcid.org/0000-0001-9010-6025>. E-mail: resurssentr@mail.ru

⁷ PhD in Education, Associate Professor of the Department of Physical Education and Sports, Naberezhnye Chelny Institute (Branch), Kazan (Volga region) Federal University, Naberezhnye Chelny, Russian Federation. ORCID ID: <https://orcid.org/0000-0003-1309-3456>. E-mail: haki83@mail.ru

RESUMO: O desenvolvimento da sociedade moderna adquire amplo uso severo de um fenômeno como a migração, que está inevitavelmente ligado à adaptação do indivíduo às novas condições sociais. O estudo tem como objetivo identificar as características da adaptação de crianças migrantes a um novo ambiente educacional. O estudo utiliza o método de questionário, o que nos permite estudar e analisar a experiência de atividades para identificar e concretizar tecnologias educacionais linguísticas para adaptação em relação aos migrantes. O artigo examina as peculiaridades das tecnologias educacionais linguísticas para a adaptação de migrantes de diferentes categorias de idade. Pode-se concluir que as crianças aprendem um novo idioma mais rápido do que os adultos e, muitas vezes, assumem o papel de intérpretes dos pais. Os dados obtidos neste artigo podem ser usados em psicologia social, psicologia ocupacional e para um maior desenvolvimento teórico desta questão.

PALAVRAS-CHAVE: Tecnologia educacional linguística. Migração. Adaptação. Condições sociais. Características das relações.

RESUMEN: El desarrollo de la sociedad moderna adquiere un uso severo y generalizado de un fenómeno como la migración, que está inevitablemente relacionado con la adaptación del individuo a las nuevas condiciones sociales. El estudio tiene como objetivo identificar las características de la adaptación de los niños migrantes a un nuevo entorno educativo. El estudio utiliza el método de cuestionario, que nos permite estudiar y analizar la experiencia de las actividades para identificar y concretar tecnologías lingüísticas educativas para la adaptación en relación con los migrantes. El artículo examina las peculiaridades de las tecnologías de la educación lingüística para la adaptación de migrantes de diferentes categorías de edad. Se puede concluir que los niños aprenden un nuevo idioma más rápido de lo que aprenden los adultos y, a menudo, asumen el papel de intérpretes de sus padres. Los datos obtenidos en este artículo se pueden utilizar en psicología social, psicología ocupacional y para un mayor desarrollo teórico de este tema.

PALABRAS CLAVE: Tecnología educativa lingüística. Migración. Adaptación. Condiciones sociales. Características de las relaciones.

Introduction

Modern society, evolving, has given rise to the phenomenon of migration. Becoming continuous and determinant of people's life success, being quite a complex process, migration is ambiguously interpreted by representatives of different sciences (YUNDINA, 2004; ALEKSEEV & KARACHURINA, 2006; BELOZEROV, 2002; KUTUEV ET AL., 2017; REZNICHENKO ET AL., 2018; EZHOV ET AL., 2019).

Theoretical analysis of scientific literature shows that the understanding of adaptation contains the idea of personal activity, the idea of creative, purposeful and transformative nature of its social activity in various spheres of life: political, ecological, social (GELBRAS, 1996; TOPILIN, 1993; URSUL, 2002, 2001). Foreign and domestic scholars refer to adaptation as a way of solving the problems faced by an individual. The socialization of the individual is the background against which new norms and values emerge, allowing the

individual to function effectively in society. The main objectives of adaptation are self-education and development; the restoration of social status by the individual; and the manifestation of new qualities by the individual (VOROBYOV & EROKHIN, 2002; TYURKIN, 2005; RAZUMOVSKAYA ET AL., 2018). The scientific literature distinguishes between the concepts of adaptation and adaptability. The former refers to the process, the latter to the outcome of the adaptation process.

In addition, pedagogical adaptation is also distinguished, which involves adapting to the system of education, training and upbringing that forms the individual's system of values. Domestic scientists have highlighted the problem of school maladaptation, which manifests itself in the deviant behavior of students, namely mental development disorders, suicide and juvenile delinquency. There is also a distinction made between internal adaptation, which maintains stability in the body, and external social adaptation. The understanding of the latter is based on an assessment of the individual's contribution to social life. An important aspect of social adaptation is the awareness of an individual's acceptance of a social role. This is the reason why social adaptation is considered one of the main socio-psychological mechanisms of personality socialization (BLYAKHER, 1997; PUTILINA ET AL., 2019; ORLOVA, 1994).

One of the ways of adaptation of migrant children is social adaptation. This method is characterized by well-expressed social adaptation of migrant children. However, children show distrust in aggressive forms. This way is characteristic of Russian children who migrated from hot spots. Recognizing the role of education in the process of social adaptation of migrant children, scientists introduce the term adaptation education, which implies preservation of one's ethno-culture by a migrant (ALLAKHVERDYAN, AGAMOVA & IGNATOVA, 1995; KULAKOVA, 2003; CHUREKOVA, 2001; BUBNOVA ET AL., 2018).

Adaptation education includes creation of a unified educational space as an environment for social and pedagogical protection and rehabilitation of children. In Western migrant countries, school is one of the main tools for their integration into the host community (VAZINA, 2002; MUKHINA, 2004; CHERDYMOVA, 2011). Research indicates that migrants have a certain impact on economic development, but that oversaturation of the market with migrant workers can be a factor of interethnic conflicts. In addition, intolerant attitudes of the adult population towards migrants can provoke conflicts among youth and children, which can later be transferred to the sphere of labor relations (VASILYEV, 2000; RATS, 1999; GRZEGORCZYK, 1992; ARKHIPOV, 2004; BORZENKO & KUVAKIN, 2002; SHARP, 1990).

Analyzing domestic and foreign experience in the work on social adaptation of migrant children in the educational space, we can say that the main means of social adaptation of migrant children are conversation, tutoring, tolerance trainings, language courses, special school courses, and special programs. In addition, the means for adults are modular education, trainings and seminars, tutoring, career guidance, which includes methods of social adaptation (MYASNIKOV, WOLFSON & SAVINA, 2006; CHERDYMOVA, 2010; ADOLF & PILIPCHEVSKAYA, 2011; DZHURINSKY, 2011; BUDANOVA, 2007; KARGAPOLTSEVA ET AL., 2019).

Materials and Methods

The study uses the questionnaire method to explore and analyze the experience of activities to identify and specify the means of adaptation in relation to migrants.

Studying the process of pedagogical adaptation of students to new social conditions, one can set the following tasks:

- To analyze the specifics of the implementation of migrant children’s social adaptation means in the educational space;
- To identify the means of social adaptation of migrant children;
- To develop recommendations for the implementation of means of migrant children’s social adaptation.

At the first stage of the study, the questionnaire questions were developed.

At the second stage of the study, a program was developed aimed at developing the adaptive capabilities of migrant children to new educational conditions. The program included trainings and seminars conducted by specialists from different fields (psychologists, social workers, lawyers, teachers) (Figure 1).

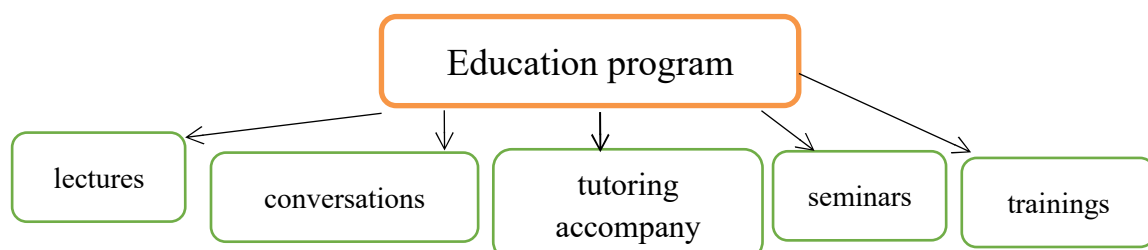


Figure 1. Educational technologies included in the educational program for migrants

Tolerance trainings for migrant children as a means of social adaptation aim to teach migrant children and adolescents how to make choices and decisions in an informed way.

This creates a basis for the formation of a law-abiding citizen and lays the foundations for social and civic maturity and responsibility.

In addition, funds for social adaptation of migrant children were allocated to teachers of educational institutions, whose training would influence the process of social adaptation of migrant children. The main tool is the training of education professionals, which involves modular training, training and seminars for professionals, tutoring of practicing teachers, training and retraining of adults.

Modular training is accompanied by appropriate methodological support that takes into account the needs of the region as identified by a study of the ethno-cultural situation in education.

Methodological support for the implementation of social adaptation tools for the children's migration makes it possible to provide counselling and information support to specialists of educational institutions. At the third stage, a comparative analysis of the results obtained before and after the implementation of the program on the formation of students' adaptation abilities to new conditions was carried out.

The questionnaire included the following questions.

What is your area of professional interest?

What is the nature of your communication in the process of adaptation to the new environment?

What is the success of your children's social adaptation?

What is your relationship with your child's teachers?

What activities do you know about in the migration center?

What activities do you take part in?

Who or what do you think will help you better, faster adapt to the new conditions?

These questions have determined the logic of the research on the specifics of migrants' perception of educational technologies.

Results

The project that is analyzed examines the social partnership that manifests itself in the interaction between the education agency and the administration. When analyzing migrants' answers, it is noted that, from their point of view, the involvement of different actors in the implementation of social adaptation means for migrants' adults and children would be significant (88% of the answers of those interviewed). Interviewees note that this makes

social work with migrants more effective and is a kind of resource for implementing means of social adaptation in particular for migrants' children (72% of respondents). It is noteworthy that the declared means of social adaptation of migrant children in the educational space are implemented based on the migration center existing at the teacher training college. In other words, a specialized institution for the implementation of social adaptation measures for migrant children has been set aside in the educational space. This aspect deserves attention and can be taken into account in the development of relevant recommendations. It is found that migrants' knowledge of foreign experience in the implementation of social programs and legislation reveals the following: migrants note that organized language courses are significant as a means of social adaptation for migrants (67%), especially the possibility of free or moderate fees (100% of those migrants for whom these courses seem to be significant). Many interviewees mention that migrants should attend language courses (67%) and participate in social programs for migrants (77%) in order to adapt better. Interviewees (23%) assume that the government allocates some funds for these activities every year. Knowledge about the experiences of foreign countries regarding migration and the adaptation of migrants was interesting. This is how knowledge about migration to Israel is mentioned. Some interviewees (13%) indicate that in Israel the integration of migrants begins with learning Hebrew, the national language. There is a wide variety of courses for learning Hebrew, ranging from full-time schooling to online courses on the internet. Interviewees note that migrants are also provided with financial assistance to learn the national language, which is sufficient for living in Israel for the first six months of their lives. Only 2% of the interviewees are familiar with the activities carried out with migrants in the UK. Only 2% of interviewees indicate that the least protected categories of residents are legally entitled to education, jobs, promotion and various kinds of financial benefits. Furthermore, 13% of those interviewed indicate that they are aware of the large flow of migrants into the EU. 23% know that there is a large influx of migrants from Turkey in Germany, but boys are mostly unwilling to study because of the national mentality.

To solve the second objective of the pilot study, the center for social assistance to families and children became the research base. The choice of this center for the study is largely because these centers have experience of implementing social adaptation tools for migrants' children. Regarding the knowledge about the activities carried out in Russia for the adaptation of migrants, the following was revealed. First, the interviewed experts showed a number of center-based activities aimed at the social adaptation of migrants' children.

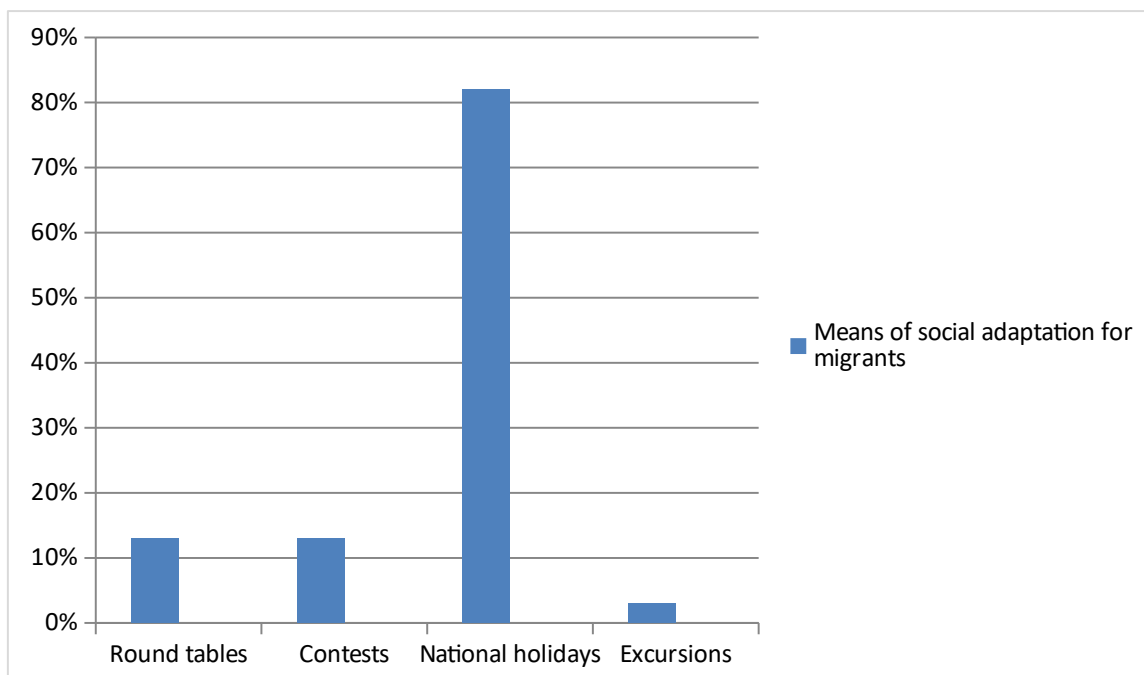


Figure 2. Means of adaptation for migrants

All festivals and celebrations aim to ensure that all national communities participate in them. The age of migrant children ranges from seven to seventeen, i.e. the whole school age of the students is covered. The cohesion and social adaptation of migrant children lies in the fact that all events are held only in Russian (100% of all events). Based on the analysis of migrants' questionnaires, the following means of social adaptation for migrants that are familiar to them have been identified at the center: interethnic events for children (43% of respondents know about these events), round tables (13% of respondents), multinational holidays (82% of respondents), excursions (3%), interethnic festivals (82%), annual regional contests for children (13% of respondents) (Figure 2).

Specialized Russian language courses (100%) stand out as the main means of social adaptation for migrants' children. It should be pointed out that, as a rule, these courses are implemented with the involvement of teachers of Russian language and literature, defectologists, speech therapists, namely: migrant children are taught through specialized Russian language courses, and the number of children always varies, but groups of about fifteen children in the main group, and seven or ten children in individual courses are usually taught. Children who do not speak Russian at all or have a poor command of it attend groups. The expert also pointed out that the Migration Centre service cooperates with boarding schools where migrant children are educated based on regular curricula. Every year, boarding school authorities send migrant children to children's health camps through family centers. In

order to show the extent to which migrant children who do not attend special Russian language classes receive an education, a questionnaire survey among migrant children and an expert survey were conducted.

In the course of the study, it is revealed that among the children of migrants studying in schools, there are migrant children who do not attend specialized Russian language courses. These are children who have little or no command of the Russian language, who are taught individually at home with teachers from the school they attend. According to the expert, migrants' children adapt socially very easily; only the first year of Russian language instruction is difficult, while the subsequent years of study in general education classes are easy. A questionnaire survey reveals that out of 100 per cent of migrant children, 83 per cent are satisfied with their education at the school. Migrants' children have friends in the classes where they study. Most of the children surveyed reports good relationships with teachers. 92% of migrant children, even though they do not speak Russian well, answers that Russian is not difficult for them. 13% of migrants' children are in individual education, at home due to not knowing Russian when they came to Russia. Out of 100% of the surveyed migrants' children, only 18% want to return to their home country, the rest of the migrants' children also have a desire to go to their home country only to see their relatives. The questionnaire survey shows that almost all migrant children have good academic performance together with their peers who are native Russian speakers. The questionnaire and expert survey also reveals a tolerant attitude towards children and equal treatment of all children in general. It should also be pointed out that the program aimed at the adaptation of migrants to new social conditions, according to the interviewees, has a rather positive impact on the efficiency and success of adaptation.

Discussions

Tolerance combines patience, tolerance and some other aspects and qualities of relationships. The problem of social adaptation of migrant children also arises because of the existence of a learning problem. Social adaptation of migrant children in the process of education takes place in certain phases.

An analysis of the legislative framework of the Russian Federation in relation to migrants shows that the laws imply legal regulation of problems arising for migrants, such as housing, registration and educational problems. Migrants' problems and inability to solve them on their own puts them in the position of clients. A number of problems accompanies

ensuring the migration process. Thus, there are progressive and regressive trends in Russian legislation regarding migrants. All interviewed migrants note the knowledge that the following documents must be presented when contacting the county information support service: birth certificate of the child (foreign nationals must provide a notarized translation of the certificate); passport of one of the parents (legal representatives), with foreign nationals having a notarized translation of the passport in hand; a document proving that the child lives or stays at the address stated in the application, residence or domicile registration, in some cases a rental agreement, proof of ownership of the home.

The developed information and guidance booklet aimed at helping parents of migrant children and migrant children themselves to choose an educational institution for better and easier social adaptation among their peers and to learn the Russian language is particularly noted by migrant interviewees. Especially noteworthy is the important role that educational institutions, where children interact with their peers, play in the social adaptation of migrant children.

Conclusions

Researchers in the study of the concept of educational space define it, both like educational space, educational institutions and include the educational environment within it.

Thus, we can say that it is very important for migrant children to study in Russian language educational institutions, which will contribute to their easy adaptation among their peers.

Children learn a new language more quickly than adults learn and often take on the role of interpreter for their parents. Such duties often lead to nervous breakdowns in children. Such children develop persistent mental lability, instability, drug addiction and suicidal tendencies later in life and more often during puberty.

Communicating in a migrant family only in a new language, abandoning their native language in order to adapt more quickly to the new country, leads to the subsequent alienation of children from their parents, often - to deviation, drug addiction, etc.

For Russian migrants, the situation is aggravated by the fact that in the model of upbringing inherited from the Soviet system, the child is not initiated into meaningful problems.

A further means of social adaptation for migrant children is identified as special programs for returnee children, which help newly arrived citizens to adapt more easily to their new country. One further means identified is projects aimed at integration.

Thus, analyzing domestic and foreign experience in the work on social adaptation of migrant children in the educational space one can say that the main means of social adaptation of migrant children are conversation, tutoring, tolerance trainings, language courses, special school courses and special programs. The means for adults are modular education, trainings and seminars, tutoring, career guidance, which includes methods of social adaptation. The means of social work with migrant children are festivals, celebrations and events.

First, attention should be paid to the fact that the social adaptation of an individual requires well-organized social work of various kinds that would make it possible to make full use of the arsenal of social adaptation tools for migrants' children in the educational space.

Having analyzed the social and legal documents, laws regulating the management of migration processes and regulating the stay of migrants in the host society, we found that there are progressive and regressive trends in the legislation of the Russian Federation in relation to migrants. The above-mentioned trends are directly reflected in the way migrant children are perceived and categorized in the educational space. It is likely that when deciding on new measures and programs for the social adaptation of migrant children, and on the need and criteria for statistical identification of this category, the existing practices of attitudes abroad and in Russia should be taken into account.

The problem of Russian language skills for migrants' children is becoming particularly acute. Therefore, it is very important for migrant children to study in educational institutions and communicate with Russian-speaking peers. The interaction of the educational institution with the families of migrants, in particular with the parents of migrant children, is of certain importance.

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