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Socio-cultural Adaptation of Children of Migrants In the Process of Ethnographic Tourism

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Abstract

The article examines the conditions and directions of socio-cultural adaptation of migrant- children in the process of ethnographic tourism. The terms "migration", "socio-cultural adaptation", "social activity", "ethnographic tourism" are specified. The peculiarities of socio-cultural adaptation of pupils of different nationalities in elementary school in the western region of Ukraine are described. The stages of socio-cultural activity defined by V. Ruthen and M. Koksien are specified in accordance with the conditions of the elementary school. The influence of factual and virtual ethnographic tourism on the formation of children's status is researched. It is noted that in the conditions of organization of educational process in primary school virtual tourism is more often used. Requirements for using virtual tours, oral journals, projects in the process of socio-cultural adaptation of migrant- children are analyzed, and the features of how to conduct these activities with children from 6 to 10 years old are presented. The main thing about using virtual ethnographic tourism is that children not only get acquainted with and adapt to a new socio-cultural environment, but also introduce classmates to their native socio-cultural setting. The role of factual tourism, the main task of which is to get acquainted with culture, everyday life, traditions, dialects, cuisine, and applied art is analysed. For this purpose, teachers use excursions, sightseeing tours in the museums of the city and the region. Schoolchildren were analyzed in order to identify groups of differentiation by level of social activity. The role of official and interpersonal communication in the development of social activity of pupils of junior school age is determined. To monitor the tendencies of interaction between official and unofficial statuses of students and children of migrants in the system of communication and relations in the class, the coordinate - sociogram analysis of the class was used. We used it to observe changes that occur in the groups of attachment and alienation between children aged 6-10 years old in the process of using factual and virtual ethnographic tourism.

Keywords: Children of migrants, Elementary school, Socio-cultural adaptation, Ethnographic tourism, Social activity, Communication, Official and unofficial status.

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Introduction

One of the signs of the modern development of society is the phenomenon of migration. Ukraine is a state characterized by external and internal migration processes. Therefore, the study of the problem of adaptation of migrant- children in the socio-cultural space actualizes their ways and forms.

The analysis of scientific social-pedagogical literature shows that the majority of works reveal the general problems of social adaptation as a specific form of a person's activity (B. Ananiev, G. Bull, L. Vygotskiy, O. Leontiev, etc.), as the correlation of problems of social adaptation with social guidelines (A. Nalchajian, K. Rogers, L. Festinger, etc.), as adaptation of people to mental and physical activity (A. Andropova, A. Khripova, etc.).

Discussion

The purpose of the article is to determine the features of the organization of educational work with the use of ethnographic tourism in the educational process of primary school aimed at socio-cultural adaptation of migrant- children.

To solve this problem it is necessary to define the concept of "immigration", its types and the main causes of its occurrence. Immigration means the movement of people across the border or within the country. Therefore, there are two types of immigration: external and internal.

External migrants are people who come from other countries. In particular, the analysis of the students of High school № 3 in Ivano-Frankivsk (Ukraine) shows that children of 17 nationalities study at the elementary school: Germans, Poles, Estonians, Latvians, Armenians, Azerbaijanis, Georgians, Kazakhs, Belarusians, Tatars, Turks, Hindus, Koreans. The causes of migration: availability of work (most often it is selling in the bazaars and organization of restaurant and hotel business) and studying in higher educational institutions.

To the peculiarities of internal relocation, we note that after Ukraine has gained its independence, the volumes have decreased significantly. The modern society is not characterized by organized resettlement and labor force collections. Today, internal immigration is often a forced one.

Since 2014, the main cause is the military conflict and temporarily occupied territories. Parents' resettlement was caused by ideological conflicts; the uncertainty of legal status, the lack of possibility to run entrepreneurial activity through the unregulated legal field and economic sanctions, fears caused by historical past, etc. The Ministry of Social Policy statistics (2019) show that by January 2019, more than one and half million people were forced to emigrate from the temporarily occupied territories of Donetsk and Lugansk regions and the Autonomous Republic of Crimea.

We should note that children, who became immigrants or internally displaced persons, need social and pedagogical support for better adaptation. The complexity of the process of adaptation to the school and national environment is that the children are rebuilding the system of values and cognitive orientations of the individual forming new types of interpersonal relationships, assimilating new ways of cognitive and social activity. Therefore, there is a need to find ways of socio-cultural adaptation.

We agree with N. Morgunova (2014) that socio-cultural adaptation is adaptation of the individual to the conditions of the new socio-cultural environment, new values, norms of behavior, traditions, which contributes to successful existence in the new cultural environment.

While organizing work in High school № 3 in Ivano-Frankivsk, primary school teachers relied on the researches of the Finnish scientists V. Ruthen and M. Koksien (1991, p.89), who identified four stages of socio-cultural adaptation of foreigners.

The first stage is a "phase of the initial reaction", which is characterized by the formation of protective mechanisms, a decrease in the socio-cultural activity and ability to work. The second stage is a "phase of social adaptation" characterized by an increase in the performance of vital functions automatically,

attention to new information is slowing down, a feeling of irreality and a desire to faster live through a today's day are present. The third stage is defined as the "contrast" phase of adaptation. It can take the form of prolonged apathy or change into aggression. It is also characterized by the lack of communication, the emergence of a language barrier. The fourth stage is a "phase of rehabilitation". It is characterized by the revival of social activity and abilities for creative activity, arises understanding of customs, traditions and stereotypes of another culture, a so-called convergence with a new culture takes place.

According to our research, the conditions for a successful socio-cultural adaptation of elementary school students are the organization of interpersonal interaction between teachers and students, and between students in the classroom, and it must be based on mutual understanding, mutual respect, and cooperation.

In the pedagogical process, information on the peculiarities of children's engagement in the multicultural environment is constantly monitored in the following areas:

- Changes in children's identities;
- Changes in the relationship among children, between children and adults.

Socio-cultural adaptation of primary school children is carried out in the studying and educational processes. The basic principles of its realization are the principle of equality of cultures, the purposefulness in the organization of the pedagogical process for it being systematic and consistent in the forms and methods, taking into account age, individual, national characteristics of children, the combination of pedagogical guidance with the initiative and individual activities of students, the combination of respect for the personality of pupils with reasonable demand to them.

According to O. Gukalenko, specific features of the educational work with migrant- pupils include the fact that their main characteristics are based on such national categories as language, history, art; the principle of globalism is defining; its functioning is carried out within the framework of multicultural society and multicultural educational space (2000, p.51).

An important condition for the socio-cultural adaptation of junior schoolchildren is the formation of their vital position, which, according to O. Kirichuk (1983), is as an integral system of individual, selective, conscious connections with different aspects of objective reality, and manifests itself in social activity. As we know, the bearer of social activity is a person, as a social being with their social, psychological and biological characteristics. The biological aspect of activity is reflected by qualitative and quantitative characteristics of the organism's activity. The psychic side manifests itself in the systematic hierarchical formation from the material and spiritual needs to a social position. The social side is determined in the synthesis of the mental, physiological and physical manifestations of the functions of the organism and is conditioned by the consciousness and purposeful will of a person.

Social activity is represented by individual activity. The degree of individual activity of pupils has a different gradation from minimum to maximum. Therefore, the correlation of conscious with spontaneous in the social activity of different age groups is uneven.

We should note that social activity is primarily manifested in communication, the basis of which is the communicative activity, which includes the following components: emotional, which manifests itself in the feelings of sympathy, friendship, mutual respect, mutual help; cognitive component manifested in the desire of students to learn, to teach each other; value-orientation component characterized by the formed ability to adequately assess people's qualities, their actions; objectively effective component, the manifestation of which is care for peers.

The analysis of the level of formation of the communicative activity of pupils of the junior school age in terms of the normal functioning of their moral position in the multicultural environment shows that the range of care about the children is narrowing without specially developed educational programs.

With the aim of effective socio-cultural adaptation of migrant- children, it is necessary to develop their educational and cognitive activity, which promotes the development of skills to adequately reflect the surrounding world, to receive the most complete information about the natural and social environment, about themselves. The level of development of educational and cognitive activity depends on the method of organization of the educational process if the organization can be based on reproductive or productive ways of gaining knowledge. Reproductive assimilation of knowledge by students contributes to the formation of dogmatic, passive-contemplative thinking. Productive method develops skills and abilities to rethink the known, analyze facts, gain knowledge independently, etc.

Integration: Facilitating Activities

One of the ways that facilitates the socio-cultural adaptation of migrant- children in elementary school is the use of ethnographic tourism.

Ethnographic tourism is a kind of tourism that helps to study the cultural and everyday features of the peoples in the world. Several authors identify ethnographic tourism with the concepts of ethnic or nostalgic tourism believing that its main goal is not only the enrichment of spiritual culture, but also the upbringing of national consciousness, self-identification in the youth generation (Kulakovsky, 2012).

We believe that ethnographic tourism is a broader concept. It promotes the spread of knowledge about the peculiarities of ethnic groups, the national identity of the population of different regions and countries, and prevents the spread of negative stereotypes regarding cultural and linguistic identity.

We should note that taking into account the age features of junior pupils, ethnographic tourism in elementary school is organized in two directions: factual and virtual, the use of which in educational work in elementary school will promote the development of social activity of pupils of elementary school age, and, accordingly, their socio-cultural adaptation.

Teachers T. Ludikova and O. Pavlenko used such forms of educational work in the pedagogical process in grades from 1 to 4 in High school № 3 in Ivano-Frankivsk with the purpose of realization of virtual ethnographic tourism as projects, virtual tours, oral journals.

Oral journal is a cognitive form of the organization of educational process, which consists of a series of short speeches (pages) on various topics of the surrounding world and within the classroom's life. It can be issued systematically (e.g. once in two weeks or monthly) and on a regular basis. For the purpose of socio-cultural adaptation, the study of ethnic groups of the Carpathian region is an example of the systematic issue of the oral journal.

The attributes of the oral journal are:

1. There must be "pages" (up to 3-4).
2. Each page must be decorated on paper or declared orally by students.
3. Each page must have the start and end.
4. Mandatory summary of the educational event.

Some scenarios of oral journals:

1. The class is divided into small groups, each of which under the guidance of the teacher prepares one page.
2. Each group prepares an issue of the oral journal subsequently.

Virtual tours, which are a cognitive form of organization of the educational process, participants of which share their knowledge, impressions, and proposals about one or another aspect of the surrounding life, play an important role in the socio-cultural adaptation of migrant- children.

A typical feature of the virtual tour is the use of role-playing games in the form of travel, which facilitates the exchange of experience, the collective discovery of the world in an exciting form, develops curiosity, intelligence, creative imagination, mutual assistance.

Virtual tours can be held in one classroom or between several ones. Accordingly, participants can be both pupils of the same age and different age groups. Adults (teachers, parents, public figures) can act as leaders, advisers or ordinary travelers.

The attributes of the virtual tour are: a map showing an imaginary city (country) with stops-over. Maximum number of stops-over during a single trip - 4 (Fourth stop - return home); transport: a time machine, flying ship, train, plane, rocket, etc. Virtual tours can be carried out as one or as a series (cycle) on a specific topic.

Among the options for holding a virtual tour, we distinguish the following: 1. a table is hung on the board showing the map of a country (city, village), where the stops are marked. Children travel under the guidance of the teacher. 2. The class is divided into teams that represent crews of ships, time machines, space ships, etc. Each crew transports other participants to their stops and gives the information. 3. Teams act as different delegations (people of different professions or hobbies, different historical times and countries, etc.), who first meet each other as visitors.

Results

The analysis of social activity of students makes it possible to differentiate pupils of elementary school age into three groups:

The first group is characterized by individual social guidelines, which are opposite to socially meaningful. The main features can be: indifferent attitude or ignoring social norms and rules.

The second group is characterized by a system of contradictory social attitudes arising from the collision of experience with the requirements of social consciousness. It manifests itself in a conscientious personal attitude to educational-cognitive activity, adherence to collective demands, respect and attentive attitude towards classmates. However, the basis of these guidelines is a hyperertrophic desire to appeal to others.

The third group includes students who have formed a system of socially significant guidelines.

Observations, questionnaires of students indicate the dynamics of changes in these groups.

The fixing experiment shows that in the first form to the first group belong 38.1% of schoolchildren, to the second – 44.6%, to the third – 17.3%.

The control experiment shows that in the third form to the first group belong 14.5% of schoolchildren, to the second – 40.2%, to the third – 45.3%.

Positive socio-cultural adaptation of junior pupils is also influenced by the situation of the pupil in the subsystem of business and emotional- business relations. We agree with the opinion made by O. Kirichuk, who outlined the following statements: 1. Positive or negative attitude of the child to the team, its goals and tasks is determined by the child's status in the system of unofficial interpersonal relationships; 2. Status in the system of official relations depends on the attitude of the child to educational and socially useful activities (1983, p.68).

The coordinate and sociogram analysis of the elementary school staff enabled to establish the tendencies of interaction between the official and unofficial statuses of pupils, migrant- children in the system of communication in the classroom.

In this context, we should note that 73.4% of first-graders, 62.0% of second-graders, 52.9% of third-graders, and 48% of fourth-grade students with high academic activity occupy a rather favorable position in the system of informal relations. Our research has also shown that it is precisely in the elementary school that children want to be part of activists.

A particular role in the socio-cultural adaptation of children is played by projects based on the development of cognitive skills among pupils, the ability to independently build their knowledge and navigate the information space, develop critical thinking, and build skills for cooperation. We should note that the use of projects for the purpose of socio-cultural adaptation is always focused on the individual activities of pupils. They assist schoolchildren to acquire the ability to perform a variety of social roles: a leader, performer, mediator, promote the expansion of the circle of communication, form the ability to comprehensively examine problems, familiarize themselves with different cultures, develop the ability to use research techniques and methods. Teachers developed the following projects:

- Research projects, which corresponded to the logic of the research, have its structure;
- Creative projects, which resulted in the creation of newspapers, essays;
- Game projects, participants of which were historical, fairy-tale characters.

In the process of working on projects, the class was divided into groups, each of which received its task.

Summarizing the experience of teachers, we will define the basic requirements for the organization of forms of educational work of virtual ethnographic tourism.

Educational activities should be accessible, interesting, emotionally-rich, so that during their conduct student creativity, self-initiative, self-expression could flow, so that everyone could feel pleasure and satisfaction from participation in them. They should rely on knowledges gained in the lessons, deepen and expand them. It is important not to accumulate a large number of educational activities. It is necessary to take into account the principles of consistency, continuity, taking into account the age and individual characteristics of junior pupils. It is essential to set time limitations while conducting them. In particular, in the first and second classes educational activities are held for 10-15 minutes, on main holidays- up to 30 minutes; in the third and fourth classes 20-30 minutes are spent, on main holidays- up to 45 minutes. It is necessary to involve children in preparation of the organization and conduct of educational activities. If possible, parents, grandparents, and other adults should be engaged in preparation and conduct of educational activities.

In order to form a clear system of pupils' knowledge about the world around us, the history and culture of the people, about its traditions, norms and values that will allow them to be full members of society, teachers used the following educational events: factual and virtual excursions to the Local Regional Museum of Prykarpattya, the Art Museum of Prykarpattya, offered virtual tours around the places of ethnic groups Hutsulshchyna (Kosiv region), Boykivshchyna (Dolyna region), Pokuttya (Rohatyn region); preparation of oral journals about the museums of Prykarpattya, etc. The schoolchildren also prepared the projects. At the same time, the pupils, with the help of their classmates, were preparing virtual tours, oral journals and projects on the peculiarities of their national and ethnic cultures.

The main tasks of factual tours are familiarization with culture, everyday life, traditions, dialects, cuisine, arts and crafts. Ivano-Frankivsk is located in the foothills of the Carpathian Mountains. Therefore, teachers use excursions around the city in addition to sightseeing tours, in particular, the Museum of Hutsul life, ethnography and musical instruments of Roman Kumlyk (Verkhovyna, Ivano-Frankivsk region), the Pysanka Museum and the Museum of Folk Art of Hutsulshchyna and Pokuttia "Hutsulshchyna" (Kolomyia, Ivano-Frankivsk region).

The analysis of quantitative indexes of the attractiveness of using different organizational forms of ecotourism with class students, where children of migrants study, makes it possible to determine their place and role in the socio-cultural adaptation of junior pupils.

An effective means of knowing and evaluating the official and unofficial communication between pupils in the classroom in the process of using ecotourism is the coordinate-sociogram method of its analysis (using the methodology by O.V.Kiychuk).

The children were asked the given questions: 1. Who do you like the most from peers and why? 2. Who do you like the least or not at all and why? 3. Who of the pupils would you like to work with in the group when preparing an educational event and why? 4. Who of the students wouldn't you like to work with in the group when preparing an educational event and why? Answers to the questions are recorded in a special sociometric table, where the names of girls and boys are written alphabetically. Positive (+) and negative (-) choices are fixed in the table in a row vertically. Accordingly, the students' answers are marked in a row horizontally. From the table we see the number of positive and negative choices.

The next stage in our study was to determine the status of a pupil in the subsystem of informal communication by the formula: $S_i = \Sigma R / (N-1)$, where S_i - is an unofficial status, ΣR - is the algebraic sum of the positive and negative choices that a student received, N - the number of members of the team who participated in the study.

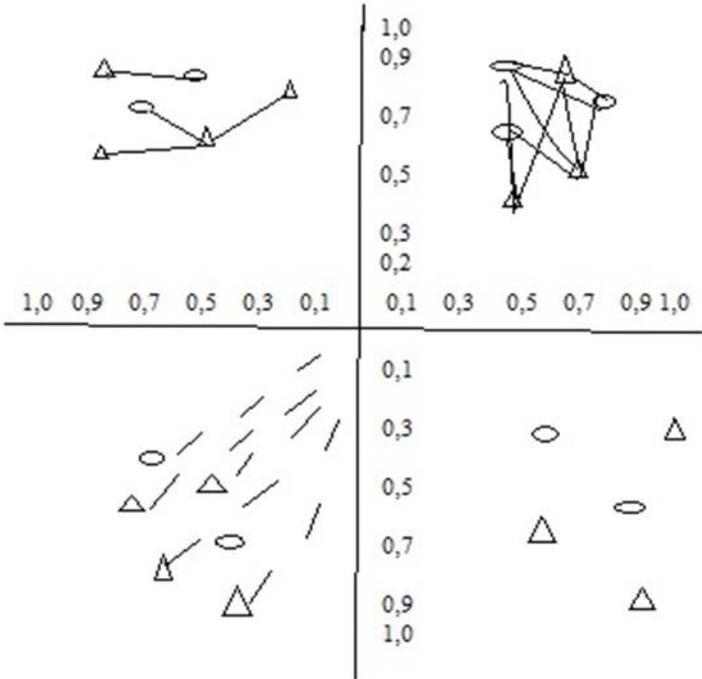
We should note that the emotional well-being of a pupil depends on the desire of classmates to communicate with him and on mutual sympathies. Thus, one of the factors contributing to the socio-cultural adaptation of migrant-children in the school environment is the emotional well-being and the particularities of communication in the classroom.

To determine the official status of a pupil in the classroom, the formula was used:

$C_i = \Sigma O / (N-4)$, where C_i - is an official status, ΣO - is the sum of marks for a semester from the subjects of the school curriculum, N - the number of subjects of the school curriculum, the success of which was taken for analysis.

To determine the interaction of official and unofficial systems of interpersonal communication in the classroom, the coordinate-sociogram matrix is used.

Fig. 1 reflects the interaction of official and unofficial subsystems of interpersonal communication of children in the 1st grade. We can note that some children are outside the classroom.



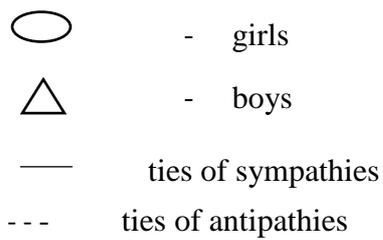


Fig. 1. Interaction of the official and unofficial subsystem of pupils of 1- A class of school № 3 in Ivano-Frankivsk.

Fig. 2 shows changes in the relationship in the classroom, but in the third year of training after the experiment.

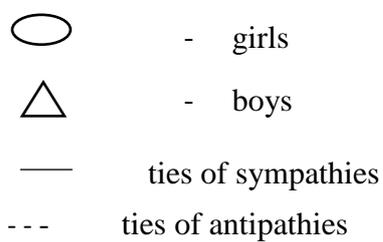
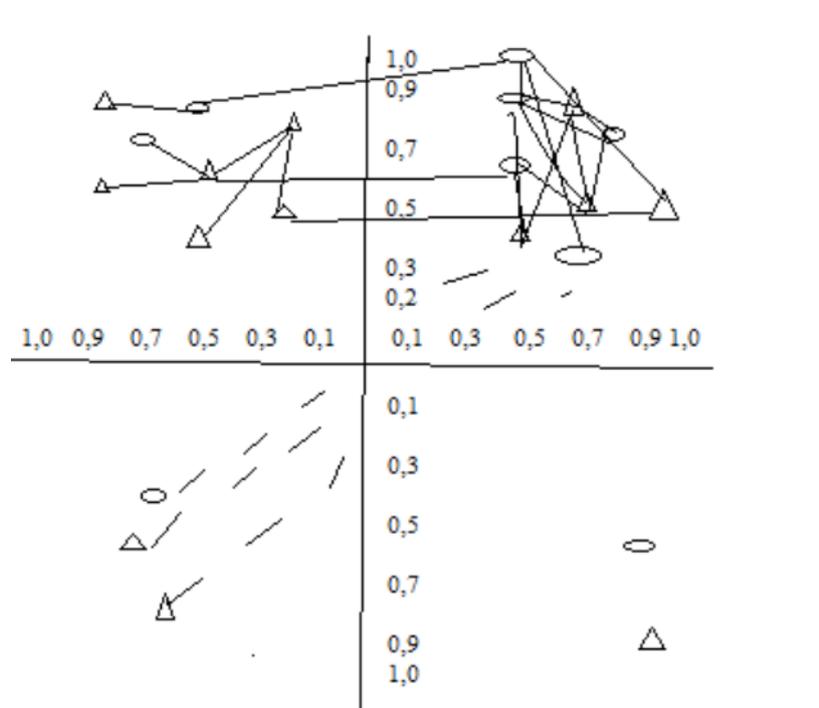


Fig. 2. Interaction of the official and unofficial subsystem of pupils of 3- A class of school № 3 in Ivano-Frankivsk.

Thus, with the help of the coordinate-sociogram matrix, we can monitor the place and status of the child in the field of relationship in the classroom, in the groups of attachments and alienation, to record the changes taking place in the process of using factual and virtual ethnographic tourism.

For the purpose of socio-cultural adaptation of migrant-children in elementary school, it is necessary to develop their social activity through the determination of official and unofficial status in the process of using factual and virtual ethnographic tourism.

Conclusion

For the purpose of socio-cultural adaptation of migrant- children aged 6-10 years old, it is necessary to develop social activity through the determination of official and unofficial statuses in the process of using factual and virtual ethnographic tourism. A particular role in the organization of factual tourism is played by educational events in the form of virtual tours, oral journal, and projects. Factual tourism in the form of excursions and sightseeing tours contributes to a faster socio-cultural adaptation of migrant- children to the primary school pedagogical environment. Using the coordinate - sociogram matrix helps to monitor the changes in the official and unofficial statuses of children in the process of using ethnographic tourism.

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