

PECULIARITIES OF SOCIAL PSYCHOLOGICAL AND ECONOMIC ADAPTATION OF PUPILS FROM THE MIGRANT FAMILIES IN THE CITY OF KRASNOYARSK IN SIBERIAN REGION

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Abstract

The paper considers the peculiarities in social psychological and economic adaptation of pupils in Siberian region. Sociocultural and psychological adaptation of the migrant pupils is analyzed, the positive attitude of the aboriginal pupils and the authorities is identified. The most relevant results of the research connected with the migrant pupils integration into a new society being a complex comprehensive process with both the internal psychological mechanisms and child's potential and external mechanisms connected with its interaction with a number of social institutes are described.

Keywords: migrant pupils, school, teacher, adaptation

JEL classification:

1. Introduction

1.1. Topicality

At the end of the XXth and the beginning of the XXIst centuries the migration flows in Krasnoyarsk Krai turned out to be of large scale. Looking for better life the migrants move to the places with safer and more stable social economic situation. It is quite natural that when coming to a new community the migrants bring their own culture which is not appropriately perceived by the majority of the residents.

The Report on the Children's Place in Krasnoyarsk Krai in 2015 states that 6,816 underaged foreign citizens and underaged people with no citizenship equaling to 1.2% of the pupils in the general education schools in Krai (2.8% from the overall number of the pupils in the educational institutions in the city of Krasnoyarsk; about 3% in the educational institutions in the city of Norilsk) are registered at the place of stay. The fact that a typical school is characterized by a multinational nature is determined by a geographical factor: Leninskii district has the city largest Asian market "KrasTETs". Here one can buy anything, cheap shoes, clothes, underwear, kitchen utensils, fruits and vegetables are offered as well. The market is controlled by the Chinese, Azerbaijanians, Tajiks who work there from dawn till dusk. T.I. Yatsenko says that in the city of Krasnoyarsk a number of school are characterized by the so called problem of inofon-children (for them the Russian language is not their native language) overcrowding. In Leninskii district in the city of Krasnoyarsk the school #16 has more than 55 per cent of migrant children, while in some forms of this school this figure reaches 80%, the school #47 teaches 35% of pupils from this category, for the school #50 the percentage is 37, for the school #13 it is 20%, while the school #65 has 21% of migrants. We shouldn't forget that a number of European countries (Germany, France, etc.) faced some cases when the number of the pupils from the migrant families reaches 60%, and they experienced huge problems in the forms since the destabilized quantitative ethnic

balance among the pupils resulted in the interpersonal conflicts between the aboriginal pupils and the migrants.

The economy development in the east of the country triggered the increase in the number of the foreign migrants in Siberia. The city of Krasnoyarsk and Krasnoyarsk Krai became a strategic region in the development of science and country's economy. The analysis of the statistical data made us conclude about the quantitative characteristics of the migrant population of Krasnoyarsk Krai: the main category of the migrants is the CIS countries inhabitants being grown up and educated in their mother tongue, having the understanding and being acquainted with Russian culture and traditions within the educational policy adopted in their states. In 2016 the main sources of the arriving migrants were the CIS countries: Azerbaijan, Armenia, Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan, Ukraine.

Considering the fact that migration is one of the factors having an impact on the political cultural composition of the population in the region, it is also one of the key factors to shape and to develop the political educational space with this process determined by a quantitative increase among the visitors arriving to work and wishing to stay in the region together with their children of the foreign citizens and by the qualitative characteristics of the labor migrants.

Thus, it is reasonable to say that children and migrant teens are potentially the main group of the migrant population shaping the political cultural educational space in Krasnoyarsk Krai.

2. Method

In 2016 we surveyed 500 pupils of 12-15 years of age from the migrant families in a number of schools in Krasnoyarsk. The research was based on mixed methods: large-scale questionnaires in schools and the collection of the qualitative data. The purpose of the questionnaire was to get the quantitative data about the children, their academic achievements and plans, entrepreneurial behavior, standards and values, as well as ethnic, language and social economic characteristics of their families.

This questionnaire allowed us to find out that migrant children being taught in the Russian general education schools in Siberian region did not experience any expressed hostile attitude from the Russian speaking population. Parents and the migrant children themselves evidenced that the attitude towards them in schools was quite friendly (that was the answer from about 80% of the surveyed migrants). It means that the Russian pupils have positive attitude to their migrant peers more than the Russian society to the adult migrants on the whole. Still, a question "Do you feel a hostile attitude from your peers in your school?" was answered by 22% in the affirmative, by 64% in the negative, while 14% from 500 migrant children said that they did still experience this attitude. Thus, we see that more than 60% of migrants confirm that there is tolerant environment in the schools. A.V. Guslyakova notes that personal tolerance can be explained with the general attitude of a person toward the environment, towards other people. This evidences good work from the school staff where the migrants are taught.

3. Results

Let us give some examples from our survey. For instance, a question "What do you like in Russians?" revealed the main answers, such as openness, ease at communication and diligence. A question "What do you dislike in Russians?" had the following answers: rudeness, cruelty, low conduct, impudence, laziness. It should be noted that the migrant pupils were very accurate at identifying the national features of the Russian teenagers. A question "Do you accept the culture and language of Russia?" had the following answers. 68% answered in the affirmative, 17% answered probably, 15% answered in the negative. On the whole, one can say that migrants still have to accept the Russian language and culture since they live in our society. If we recall our school time, it should be noted that typically children play tricks on each other during the breaks or after the lessons. The same is true towards the migrant children. The migrants, however, can not sometimes get the essence of the jokes and understand them. This unmalicious leg-pulling from the aboriginal peers can often hurt them. In the schools the Russian speaking peers usually unmaliciously laugh at the language

mistakes, sometimes at the appearances which are totally different from the socially accepted ones. For example, 25 % of pupils said that they were always pulled leg, 7% of the migrants noted that this was a rare case for them, while 68% said that they did not pay attention to leg-pulling. It was important for us to identify the attitude towards the peers, to schooling and the general values of the ethnic minority children.

The analysis of the academic achievements showed that in case the migrant pupils were born in a Russian speaking society in Siberian region or moved to the region when they were seven, then they were equally successful with the aboriginal peers with no regard to their ethnic background. But those who moved to the region when they were 10-14, their performance was worse than the one of their Russian speaking peers. Still it may happen that the children of the aboriginal population have worse educational performance than the inoethnic children. It was mentioned above that this could be explained with the difficulties of the move and the language acquisition in an awkward age. The analysis of these results for the migrant youth in the Western English speaking countries shows and we believe that motivation and a desire to integrate into the accepting society are relevant in successful studies since the migrant youth must achieve the success by the skin of their teeth in comparison with the peers from the Russian speaking society. Our research revealed one peculiarity in all schools with the migrant pupils, the schools try to integrate them in different extracurricular activities for better socialization which contributes into friendlier connections with other children. This aspect - attitude in a form - was analyzed giving the following conclusions:

1. The choice of a teenager of the same gender has the strongest effect, with the boys being more vividly expressed than with girls.

2. The ethnic majority children do not have any preferences in nationality when choosing friends. Ethnic minorities prefer to have friends among the representatives of the same nationality. D.A. Aleksandrov thinks that ethnic majority children do not pay attention to ethnicity in their choice of friends, it means they do not care about the national background of their friends and where they come from. In contrast, in case of having an opportunity the migrant children try to communicate with other migrants since they have similar background and problems, at the same time the migrant children communicate with the majority.

3. The preference in similar attitude to studies (A-students have friends with A-students, C-students - with C-students), as well as in similar anti-school attitudes and future plans for higher education is revealed.

4. Social economic status of the family does not play any significant role in the choice of friends.

As we can see, social psychological and cultural adaptation of migrant pupil's personality to a new society is a complex comprehensive process with both the internal psychological mechanisms and child's potential and external mechanisms connected with its interaction with a number of social institutes. To identify the peculiarities of the social psychological adaptation of children in the city of Krasnoyarsk with its properties reflecting the specificity of this phenomenon the research was carried out in 2015 in a Municipal Budgetary General Education Institution, Secondary School # 16, Leninskii district in the city of Krasnoyarsk. The respondents included 57 upper-form pupils (9-11 forms), representatives of the Armenian, Georgian, Tajik, Kyrgyz, Uzbek, Azerbaijanian nationalities.

The surveyed upper-form pupils have a sufficient command of the Russian language and live in Russia for about one year up to ten years. The empirical research used the personal details (schooling time in a Russian speaking school) and diagnostic methodologies: social-psychological adaptation questionnaire by C. Rogers and R. Diamond (social-psychological adaptation diagnostics in bipolar indicators of adaptation, accepting oneself and others, emotional comfort, control locus, dominating); communicative organizational capability questionnaire by B. A. Fedorshin (assessment of development level of communicative and organizational capacities); questionnaire "Identifying the ways to regulate the conflicts" by K. Tomas.

Quantitative-qualitative analysis of the obtained diagnostic data showed that 25% of the surveyed migrants had low level of communicative capacity development, while 70% of them had low level of organizational capacity development. In the conflict situations the respondents typically apply the strategy of compromise and adjustment and use the

competition, cooperation and avoidance two-three times less. It is evident that the upper-form migrant pupils lack the leadership qualities and confidence. Majority of the upper-form migrant pupils (73-97%) show the indicators of adaptation, self-acceptance and acceptance of others, emotional comfort, control locus, domineering in the zone of uncertainty, which evidences both middle level of manifestation of these characteristics and their instability, insufficient development.

To reveal the trends hidden from the direct observation and assessment the obtained empirical data underwent the mathematical statistical analysis. The interconnections between the indicators were examined with a method of cluster analysis and Ch. Spearman's rank correlation method (statistical software Statgraphics Plus v.2.1.), with the relevant ($p \leq 0,05$) and highly relevant ($p \leq 0,01$) interconnections being under analysis.

First of all, the correlational connections were found inside these methods, for instance, the inverse (negative) correlational dependence between the K. Tomas's questionnaire figures was revealed: the choice of strategy of compromise and adjustment in solving the conflicts excludes the usage of the competition strategy, while the choice of the avoidance strategy excludes the cooperation respectively. The figures of social-psychological adaptation are also closely intertwined with each other. The adaptation among the upper-form migrant pupils is directly connected with self-acceptance and acceptance of others, with emotional comfort, inner control and domineering. In contrast, disadaptation is directly connected with self-non-acceptance and non-acceptance of others, with emotional discomfort, external control, being led and escapism.

Secondly, the relations between the figures from different methods, including the schooling period in a Russian speaking school, are inversely connected with the indicators of adaptation, self-acceptance and acceptance of others: the longer the upper-form pupils study at school, the lower these indicators are. This trend is rather disappointing: we can assume that, on the one hand, children master Russian language and culture better and integrate into society better, while, on the other hand, they lose their ethnic identity. This brings some disbalance into I-concept which impacts on self-acceptance and acceptance of others.

High level of communicative ability development is combined with low level of disadaptation, while high level of organizational abilities – with the application of cooperation strategy in conflicts (and with non-use of avoidance strategy), self-acceptance and acceptance of others, domineering. The application of cooperation strategy in conflicts is directly combined with the high level of external control locus, while frequent application of compromise strategy is connected with low figures for disadaptation, self-acceptance and emotional discomfort. Avoidance strategy is preferred due to low level of self-acceptance and emotional comfort, while adjustment strategy – due to disadaptation, emotional discomfort, being led and escapism.

Thus, upper-form migrant pupils with middle and higher level of communicative and organizational ability development are appropriately adapted, accept themselves and others, have leadership qualities, prefer to solve the conflicts through cooperation and compromise. Disadapted upper-form migrant pupils, on the contrary, do not accept themselves, have rather low level of communicative and organizational ability development, experience emotional discomfort, are led, solve conflicts through avoidance or adjustment.

Cluster analysis allowed us to find the additional interconnections of the indicators forming close bonds (clusters) (Fig. 1).

Figure 1 – Dendrogram of cluster analysis (OX axis indicates the numbers for methods' indicators, OY axis shows the distance between the indicators in conventional units)

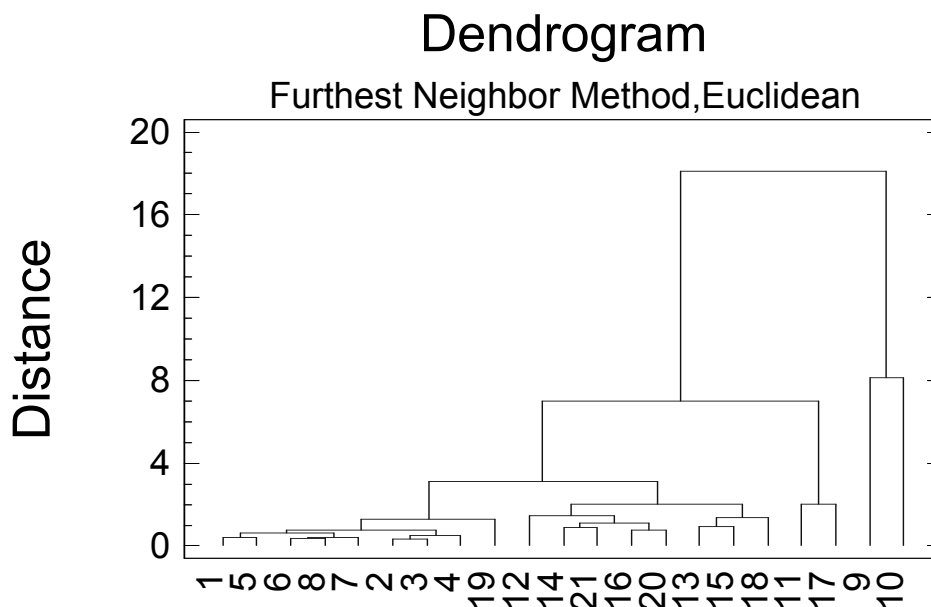


Figure 1 illustrates that the 1st cluster includes the indicators № 1, 2, 3, 4, 5, 6, 7, 8, 19 (schooling period, communicative and organizational abilities, behavior strategies in conflicts, domineering). The indicators show the socialization, communicative and conflict competence, organizational abilities, leadership. We believe that the cluster can conventionally be named “Competence in interpersonal relations” or “Social mental capacity”.

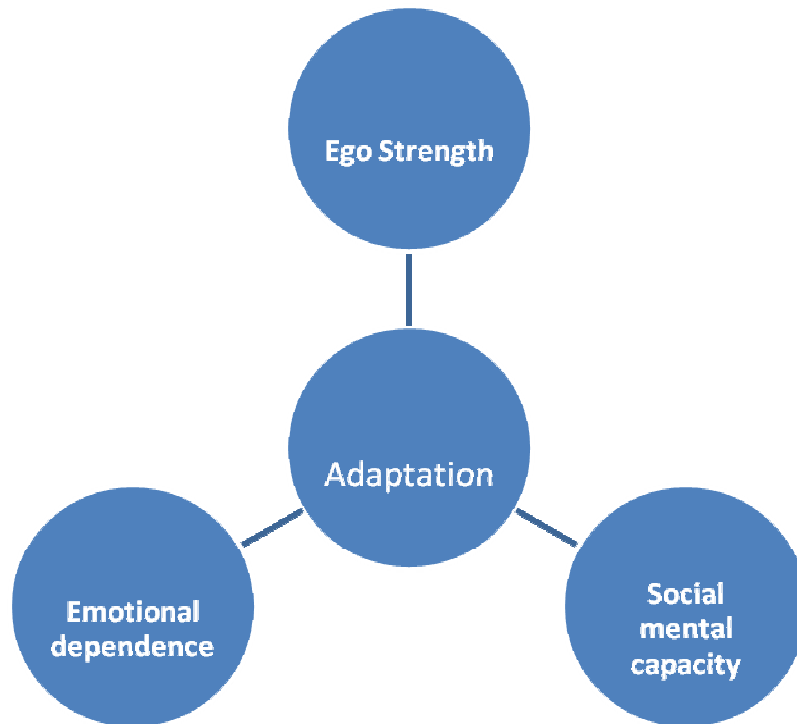
The 2nd cluster comprises the indicators № 12, 13, 14, 15, 16, 18, 20, 21 (self-non-acceptance, acceptance and non-acceptance of others, emotional comfort and discomfort, external control, being led, escapism). Here the emotional state and health, external surrounding orientation, dependence are combined. This cluster can conventionally be named “Emotional dependence from society”.

The indicators № 11 and 17 (self-acceptance and inner control) are somewhat apart from these two clusters, and the indicators № 9 and 10 (adaptation and disadaptation) are quite close to them.

4. Discussion

Thus, adaptation is, first of all, connected with self-acceptance and inner control locus (this connection can also be seen in the above described results of the correlation analysis), while on the second priority basis it is connected with the level of social mental capacity development and the successful symbiosis with the social surroundings. We can assume that an adapted upper-form pupil accepts himself, sees him to be the reason and the creator of the events in his life, takes the responsibility, is very active. We feel that the notion “Ego Strength” expresses the essence of this cluster which, in fact, is an important adaptive mechanism.

The specified cluster can help us to plot a three-component model of social psychological adaptation of the upper-form migrant pupils with such blocks as “Ego Strength”, “Social mental capacity”, “Emotional dependence from society” (Fig. 2).

Figure 2 – Model of social psychological adaptation of upper-form migrant pupils

The obtained data allowed us to work out the recommendations aimed at developing the psychological work with the disadapted upper-form migrant pupils in three directions. The research shows that the development of self-acceptance and inner control locus is the most relevant and high-priority area. This can be done through special role plays and trainings in self-understanding, self-confidence. Trainings in communicative competence and special business (management, organizational, project) plays, discussions in the form a debate are second on the priority list. Both the former and the latter trainings must include the plays and exercises aimed to reduce the emotional tension, to ease anxiety and to create the atmosphere of acceptance and emotional comfort.

Economic reasons forced majority of the migrant parents to come to Russia. It is known that many coming migrants can't find job in their professional field of knowledge or have insufficient level of education and Russian language, therefore they have to organize small-scale enterprises (many of which are organized with the help from the ethnic diaspora) being a small shop, bakery, hairdressing saloon, etc. 10-12 year old boys from the migrant families join the family business and by the time they are 14–15 they are competent enough in the sphere of trade, service provision, entrepreneurship, everything which is called small business. Some migrant parents work at the market, leave for purchasing the products to sell and leave their children to their relatives or elder children who can not fully control the attendance and academic achievements of the children. Very often the case may be that the parents oblige their children to sell at the market instead of attending the school, the reason being the need to sell the products as quickly as possible. Missing the classes due to the needs of family business is determined by the migrant children inclusion into the entrepreneurial activities of their fathers and other relatives. Migrant pupils are involved into loading-unloading works, small-scale wholesale, building remodeling into a storage house or office. And this is done when other children are in school and study. Still, foreign researchers U. Schoof and K. Haftendorn believe this to be a natural process when after school (within reasonable limits) children typically help their parents in their business and acquire the professional skills and competencies connected, for example, with the accountancy, logistics, etc. Thus, the teenagers are gradually involved into the entrepreneur job through practice, sometimes with no understanding of the entrepreneurial basics, through trials and errors, consciously participate in the economic life of their family. So, we see that migrant teenagers acquire the first experience of economic socialization and adaptation mainly in family business, which inevitably gives tangible social economic and financial effect both for the

family and for the children. Children participation in family business is considered to be an indicator of stability and strength of the family. This is sure to develop the mechanisms of successful economic adaptation of migrant children to a new political cultural educational space.

Being plunged into a new economic culture a child starts to consciously perceive the image of society's life, to strive for perfection in developing the relations with the environment and to master the social roles which he/she will have to perform in this society.

Along with that, it becomes clear that teenagers who are involved into family business need some theoretical knowledge, skills and competences which a school can not provide in a concentrated form.

Today the school faces new challenges connected with qualitative education for the migrant pupils, with special economic training, as well as with the planning their career and social adaptation. The school helps migrant pupils to master the basics of the entrepreneurial activities and teaches them financial literacy. During studies the pupils from migrant families are explained the meaning of terminology, are paid their attention to the issues of market economy functioning for people from other countries and cultures.

It should be noted that the obligatory school curriculum does not include this work. On the whole, we found out that the pupils from migrant families are not completely aware of the economic activities even in their country. If a migrant teenager has some economic knowledge, skills and competences, then we feel that he is more inclined to choose his individual way of living, no matter whether he is going to work in entrepreneurship area or in any other economic area. Knowledge connected with the financial literacy is valuable only with the developed competences referred to the main spheres of activities of the pupils themselves.

We conducted the research to see what financial literacy knowledge the pupils from the migrant families have. How can the financial literacy impact their social cultural adaptation to the society in Krasnoyarsk Krai? All these questions are far from being academic by nature, especially in the period of financial crisis experienced by our society. C. Bowen believes that today both the migrant adults and their children face the problems of economic socialization. Is it useful for the pupils from the migrant families to get acquainted with the basics of economics and financial literacy while studying in a secondary school? Should they be involved into discussion about the family budget? Should they be involved into arriving at joint decisions? All these questions are an area of concern for majority of the migrant parents and responsible teachers.

Before we started working with the pupils in the area of economic adaptation, we developed a questionnaire to identify the elements of their financial literacy.

Questionnaire in financial literacy for the pupils from migrant families.

1. Do you feel the lack of financial literacy which makes it difficult for you to make the decisions in personal or family finances?
2. Are you aware of the main types of the financial services, such as savings account, debit and credit cards, Internet payment systems, insurance companies, etc.?
3. Do you understand their purposes and what the terms of their usage are to solve different life problems, for example, to get a loan on education?
4. Can you manage your money every day?
5. Can you assess you future financial needs?
6. Can you plan and budget your household?

It turned out that none of the pupils from migrant families can correctly answer any of six suggested questions. Having this in mind we concluded that these pupils did not develop the basic competence in financial literacy.

As we agreed with this statement, we tried to teach the basics of the financial literacy as close as possible to the real life of the pupils and to connect the material with the current economic situation in the country and in the city of migrant pupil residence. Some lessons were devoted to the discussion on what value for money means and how to find the possibility to save the money through using the web-sites and services, for instance.

This approach allowed us to exploit the curiosity of the migrant pupils to activate the discussion of the topic "Economic adaptation" which includes a section "Financial literacy" explaining the basics of bank functioning, whether it is worth taking loan on buying the

household utensils, and what threats the personal bankruptcy can carry with no possibility to pay the loans, etc.

5. Conclusion

Thus, we see that the peculiarities of the social psychological and economic adaptation of the pupils from migrant families in the city of Krasnoyarsk in Siberian region serve to be one of the forms for the migrant pupils to adjust to a new social surrounding and are means for the migrant personal fulfillment.

The conducted research does not cover all aspects of the problem, the following areas should be further examined: summary of the organizational pedagogic principles, nature and peculiarities of the social cultural adaptation and integration of the pupils from the migrant families in a secondary school and identification of the social cultural adaptation model in Siberian region.

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