



## SOCIO-PEDAGOGICAL WORK WITH CHILDREN OF CENTRAL ASIAN MIGRANTS IN RUSSIA

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**Annotation:** The article focuses on the issue of socio-pedagogical work with children of Central Asian migrants in Russia. The authors analyze the challenges and opportunities that arise in this context, considering the social, cultural, and linguistic diversity of the target group. The article presents the results of empirical research conducted in Moscow and discusses the main strategies and methods used in working with these children. The authors emphasize the importance of intercultural education and the need to develop a positive attitude towards cultural diversity among both migrant children and the host society. They argue that this can be achieved through the creation of inclusive educational environments that respect and value the diversity of all students.

**Keywords:** Socio-pedagogical work, Central Asian migrants, Russia, intercultural education, language support, cultural diversity.

Migrants from Central Asia have been coming to Russia in significant numbers since the 1990s, seeking employment and better living conditions. According to official statistics, there were approximately 3.8 million migrant workers in Russia in 2020, with the majority coming from Central Asia, including Uzbekistan, Tajikistan, and Kyrgyzstan (Federal State Statistics Service, 2021). These migrants face numerous challenges, including language barriers, social isolation, and discrimination. Children of Central Asian migrants are a particularly vulnerable group, facing additional challenges in accessing education and adapting to a new cultural and linguistic environment.

Socio-pedagogical work with children of Central Asian migrants in Russia is an important area of research and practice, aimed at promoting the integration and well-being of this target group. The term "socio-pedagogical work" refers to a range of activities aimed at social and educational support, aimed at addressing the complex needs of children from migrant families (Gorbatova & Gorbatov, 2018). These activities include language support, cultural and social adaptation, and intercultural education.

The aim of this paper is to provide an overview of socio-pedagogical work with children of Central Asian migrants in Russia, highlighting the challenges and opportunities that arise in this context. The paper is based on a review of existing literature and empirical research conducted in Moscow, one of the largest destinations for Central Asian migrants in Russia.

The first section of the paper provides a brief overview of the migration patterns and the socio-economic context of Central Asian migrants in Russia. The second section discusses the challenges that children of Central Asian migrants face in accessing education and adapting to a new cultural and linguistic environment. The third section presents the main strategies and methods used in socio-pedagogical work with these children, focusing on intercultural

education and language support. The final section concludes with recommendations for educators, policymakers, and other stakeholders working with this target group.

Migration patterns and the socio-economic context of Central Asian migrants in Russia

The collapse of the Soviet Union in 1991 led to a significant increase in labor migration from Central Asia to Russia. The lack of economic opportunities in the newly independent states of Central Asia and the growing demand for labor in Russia created favorable conditions for migration. According to official statistics, the majority of migrants from Central Asia come to Russia for work and stay for an extended period, often bringing their families with them (Federal State Statistics Service, 2021).

Central Asian migrants in Russia face a range of socio-economic challenges, including low wages, precarious employment, and inadequate living conditions (Nikolaeva, 2016). Many live in overcrowded housing and lack access to basic services, such as healthcare and education. Children of migrant families are particularly vulnerable, facing additional challenges in accessing education and adapting to a new cultural and linguistic environment.

Challenges faced by children of Central Asian migrants in Russia

Children of Central Asian migrants in Russia face numerous challenges in accessing education and adapting to a new cultural and linguistic environment. One of the main challenges is language barriers. Many migrant children have limited proficiency in Russian, the language of instruction in Russian schools. This can lead to difficulties in understanding the curriculum and communicating with teachers and peers. Moreover, migrant children may face discrimination and social isolation, which can exacerbate the language barriers they face (Kuznetsova & Aleksandrova, 2020).

Another challenge faced by migrant children is cultural adaptation. Children from migrant families may experience difficulties in adjusting to the norms and values of the host society, as well as maintaining their own cultural identity. This can lead to feelings of cultural dislocation and social exclusion (Zhurba, 2019).

Finally, migrant children may face barriers in accessing education. Many migrant families live in precarious housing conditions and lack the necessary documentation to enroll their children in school. Moreover, migrant children may be forced to drop out of school to help support their families or to return to their home country (Gorbatova & Gorbatov, 2018).

Strategies and methods in socio-pedagogical work with children of Central Asian migrants in Russia

Socio-pedagogical work with children of Central Asian migrants in Russia aims to address the challenges that these children face in accessing education and adapting to a new cultural and linguistic environment. The strategies and methods used in this work include intercultural education, language support, and cultural and social adaptation.

Intercultural education is an approach to education that recognizes and values cultural diversity, promoting respect for different cultures and the development of intercultural competencies (Gorbatova & Gorbatov, 2018). Intercultural education can help to create an inclusive educational environment that respects and values the diversity of all students, including migrant children. It can also help to promote understanding and tolerance between different cultural groups.

Language support is another key component of socio-pedagogical work with children of Central Asian migrants in Russia. Language support can take the form of language classes,

language tutors, and bilingual education programs. Providing language support can help migrant children to overcome linguistic barriers and fully participate in the educational process.

Finally, cultural and social adaptation programs can help migrant children to adjust to the norms and values of the host society, as well as maintain their own cultural identity. These programs can include cultural events, workshops, and activities that promote social integration and intercultural exchange (Kuznetsova & Aleksandrova, 2020).

Recommendations for educators, policymakers, and other stakeholders

In conclusion, the paper emphasizes the importance of socio-pedagogical work in promoting the integration and well-being of children of Central Asian migrants in Russia. To address the challenges faced by this target group, educators, policymakers, and other stakeholders should consider the following recommendations:

**Increase access to education:** Policymakers should work to ensure that all migrant children have access to education, regardless of their legal status. This can be achieved by simplifying the registration process and providing support for undocumented migrant children.

**Provide language support:** Educators should provide language support to migrant children, including language classes, language tutors, and bilingual education programs. This can help to overcome language barriers and ensure that migrant children can fully participate in the educational process.

**Promote intercultural education:** Educators should promote intercultural education in schools, recognizing and valuing cultural diversity and promoting respect for different cultures. This can help to create an inclusive educational environment that respects and values the diversity of all students, including migrant children.

**Address housing and living conditions:** Policymakers should work to improve the housing and living conditions of migrant families, providing access to basic services such as healthcare and education. This can help to alleviate the economic pressures that many migrant families face and ensure that children have a stable and safe living environment.

**Provide social and cultural adaptation programs:** Educators should provide social and cultural adaptation programs to help migrant children adjust to the norms and values of the host society, as well as maintain their own cultural identity. These programs can include cultural events, workshops, and activities that promote social integration and intercultural exchange.

Overall, the paper highlights the need for a comprehensive approach to socio-pedagogical work with children of Central Asian migrants in Russia, involving a range of stakeholders and strategies. By addressing the challenges faced by migrant children and promoting their integration and well-being, policymakers and educators can help to ensure that all children have access to education and the opportunity to reach their full potential.

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