

SPECIFICS OF THE INTEGRATION OF FAMILY AND SCHOOL PHYSICAL EDUCATION IN MULTICULTURAL SOCIETY

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Abstract: The enhancing migration processes in various Russia's regions lead to a wider ethnic range of students in educational institutions. Therefore, pedagogues should know special educational technologies associated with the specifics of students' ethnic identity. All this makes the issue under study relevant. The goal of the paper is to reveal the involvement of parents of junior schoolchildren – the representatives of non-indigenous nationalities in school education and the involvement of professional educational technologies in family education. The technology of a consultative dialogue, which enables to reveal the challenges of family education and consider them in a holistic manner as well as to assist in their solution from the perspective of a current theory of education, is the leading method for studying this issue. For this purpose, the authors have created a multi-ethnic child-adult consultative center. The paper shows the problems of training and education of junior schoolchildren – representatives of non-indigenous nationalities revealed during the study. It defines the needs for arranging a consultative dialogue between pedagogues and parents of junior schoolchildren on the issues of their education, socialization, and adaptation in a Russian-speaking region. The paper defines the principles of integration of family and school education on the example of physical education. It gives the topics of consultations on the integration of family and school physical education, which are of most interest for the representatives of non-indigenous nationalities. The paper proves that the implementation of these results will enable to optimize the process of socialization and adaptation of junior schoolchildren of non-indigenous nationalities in a Russian-speaking region and will contribute to the consolidation of schoolchildren. The materials of the paper can be useful for the pedagogues at other levels of education as well as for specialists of further education system in working with multi-ethnic child groups and for social pedagogues in working with migrant families and creating conflict-free educational environment.

Keywords: multi-cultural, system of school and family education, multiethnic consultative center, technologies of counseling, needs for communication.

Introduction

The topic is relevant from the practical viewpoint, since modern growth of migration processes makes it necessary to create conditions for preparing a younger generation for a life in multi-cultural society. Growing national self-identity and a pursuit of ethnic and ethno-cultural self-identification condition the interest of nations in their culture. The contact between different cultures inevitably causes conflicts, especially among junior schoolchildren who have not yet developed respect to people differing from them both externally and internally [22]. Parents often cannot explain the value of friendship, cooperation, and respect to the personality of the representative of another culture to their children. This concerns physical education as well [11]. Therefore, a pedagogue of physical culture becomes engaged in the organization of activity that would eliminate the contradictions between family and school education [21]. This work should be addressed to both children and parents and can be conducted in a consultative center within an educational institution [25].

In multi-cultural society, pedagogues show a high level of creative potential and apply various educational technologies to involve and adapt the representatives of non-indigenous nations in a Russian-speaking region; however, these educational technologies often remain quite ineffective, if they do not account for the national traditions represented in student's family in the multi-ethnic group of junior schoolchildren [1, 5, 15]. Hence, the challenges of interaction between ethnic groups may intensify and it becomes more difficult for pedagogues to solve them without participation of the parents of these children. These problems involve, among other things, poorer performance, emotional isolation among fellow students, and loss of ethnic identity [5].

All this leads us to the necessity of integrating family and school education, which have common goals. Thus, the value of child's health, which is a subject of concern of physical education, may become a uniting value. Besides, physical education can be executed both at home and at school [12, 13]. Parents can also participate in it. This is another reason why this integration can be very fruitful. Moreover, it is natural for schoolchildren that pedagogues and parents play a crucial role in their activity [3, 6]. The disagreement between family and school education causes negative consequences associated with schoolchildren's maladaptation and deviations in behavior. These deviations involve a whole range of bias in behavior from extreme reticence and anxiety to hyperactivity and even aggression [2, 14]. This problem is difficult to solve for two reasons. The pedagogues are poorly informed about education in the families of migrants and representatives of non-indigenous nationalities because life inside the diaspora is very reticent; on the other hand, parents often have a biased representation of the role and functions of school education in the socialization and social realization of their children [19, 20].

Materials and methods

Glossary

Socialization is a complex and manifold process, which involves individual's mastering of social norms and cultural values of his society throughout his lifetime. It also includes individual's mastering of socio-cultural experience and its further development; personality formation, individual's learning and mastering of values, norms, mindsets, and models of behavior natural for this society, social community, and group. Besides, it

involves person's involvement in social practice, his acquisition of social qualities, mastering social experience and realization of his essence by performing a certain role in practical activity etc. [18. 24]. Social adaptation of migrants' children is a process of individual's active adjustment to the conditions of changing environment, i. e. social-psychological, sociocultural adaptation [4]. Adaptation can also denote the adjustment of a person or a group to new another environment and partly the adjustment of this environment to them for the purpose of mutual coexistence and interaction in all the spheres of social life [10. 23]. The adaptation of children of forced migrants to the new conditions is carried out through serious sociocultural and psychological changes [8].

Technology of a consultative dialogue is possibilities of a dialogue as a method of training and education, demonstration of different, earlier unknown or unusual ways of life, attitude to it, participation in one's development, finding life mode congruent to a client etc. Thus, a consultant does not say "Follow me!" to a client but "seduce" him to change himself by a thesis "Look how it can be done..." Unlike an ordinary dialogue, a consultative dialogue enables to conduct coaching, i.e. to enable a person to solve his problems himself relying on the consultant's recommendations [16]. A consultative center. A social services institution designed for defending rights and interests of individuals and their adaptation to society by assisting them in addressing social, psychological and legal issues. In a multi-ethnic consultative center, a consultant is usually a pedagogue; however, students' parents and even children can consult in solving some issues including knowledge of education traditions, ethnic peculiarities of education and national ideals [7].

A review on the issue of integration of family and school physical education in multicultural society

The issue of personality socialization was a focus of many scientists starting from classic pedagogics (A.S. Makarenko, K.D. Ushinsky, V.A. Sukhomlinsky and others). They underlined in their works that personality and group formation should go hand in hand. Socialization aims at creating a healthy personality and appropriate healthy society; however, the authors usually deal with the relations between a group and a personality as a two-stage system, where the group is created at the first stage and then, being highly forced, it becomes environment and main condition for personality development. We should note that most researchers (I.P. Podlasyy, A.T. Kurakin, L.I. Novikova, V.I. Maksakova, N.S. Dezhnikova and others) treated group as a class or a creative group, while family was considered a particular social group focused on the creation of family values instead of values of activities typical for a group, which performed different tasks of children education. The relations between family and school education especially in junior schoolchildren were studied by such authors as (A. I. Zakharov, A. S. Spivakovskaya, A. Ya. Varga, Э. G. Eidemiller, Yu. Gippenreiter, M. Buyanov, Z. Mateichik, G. Homentauskas, A. Fromm, R. Snider and others). They implied that such integration would be successful in the education of junior schoolchildren, for whom the opinion of pedagogues and the opinion of parents are equally important. A.V. Petrovskiy and M.G. Yaroshevskiy mention that in any other age, the influence of either family or pedagogues is reduced. In this aspect, the choice of junior schoolchildren is justified [19].

In fact, interaction is sublimation of a dialogue, i.e. it is impossible either to contribute to the development of junior schoolchildren or assess their development if they are not involved in the dialogue, in creative interaction. Dialogue education was a focus of scientists (V. S. Bibler, A. K. Khusainov, E. V. Ponomarenko, M. V. Klarin, D.

Johnson, D. Dewey and others), dialogue technologies (dispute, discussions, round table etc.) have been elaborated hence. Therefore, it was offered to apply dialogue interaction of family and school as the leading technologies, i.e. “Teacher - student”, “Student - parents”, “Teacher - students’ parents become a polylogue “Teacher - student - parents” [9].

The creation of child-adult consultative center Ethno-Veche

In the context of the above, we have revealed theoretical and practical prerequisites for creating a child-adult consultative center aimed at integrating family and school education. The prerequisites for creating the child-adult consultative center Ethno-Veche: 1. Poor pedagogues’ awareness of the traditions and methods of family education especially concerning children from non-indigenous families. 2. Parents’ representation of the role and function of school education biased by media. The prerequisites for creating a child-adult consultative center for uniting the tasks of content and methods of family and school education including physical education also involve the components of family education potential: 1) a humanistic representation of the ideal person fixed in the ideal in the folk epics; 2) educational factors of the family: association of education with nature and labor, healing forces of nature, words and actions of parents, national traditions of education, traditional activities and craftsmanship. The potential of integration of family and school education within a framework of a consultative center from an educational institution: 1) pedagogy of joy; 2) creative technologies of cooperation; 3) activity approach; 4) pedagogue’s authority; 5) stability and traditions of the group of students. Thus, the topic under study is technologies for integrating family and school education on the example of physical education, curation and possibilities to implement them in a multi-ethnic child-adult consultative center Ethno-Veche. The hypothesis of the study is the assumption that the creation of a child-adult consultative center will enable to integrate family and school education without conflicts and socialize personality of a junior schoolchild in a multi-ethnic child group.

Results

The challenges of training and education of junior schoolchildren from non-indigenous ethnic groups as a basis for the activities of a child-adult consultative center. Monitoring in more than 20 schools with students of different nationalities in Nizhny Novgorod and Nizhny Novgorod Region has enabled to make a rating by the significance of social issues that influence the schoolchildren’s education for pedagogues and parents.

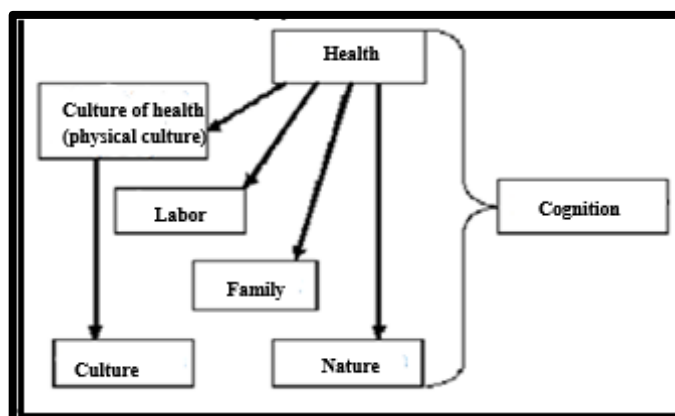
1. Informative and communicative unawareness of children, adolescents and their parents - the representatives of dynamically developing ethnic communities - of the conditions of life and education in a new Russian-speaking region is becomes more serious because of language barriers.

2. Poor provision and organization of safety behavior of the representatives of dynamically developing ethnic communities in a new place of residence due to ignorance of the challenges of ethnic communities in the region by authorities and weak legal base on these issues.

3. Disorientation in the cultural-historical and geographic environment of the Nizhny Novgorod Region. This tendency is explained by the fact that newcomers have poor knowledge of Russian and no motivation to enter the cultural space of society in a new place of residence, since they need to address the utilitarian issues of survival.

4. Lack of adaptive system of cultural and leisure activities focused on tolerance within educational institutions and inefficiency of current fitness technologies towards the representatives of dynamically developing communities, since pedagogues usually do not have a specially training for carrying out professional activity in a multi-ethnic educational entity of general and supplementary education. These negative social tendencies in junior schoolchildren and their families in a new region of residence cause the following challenges in training and education: 1. Problems with health caused by relocation; 2. Language barrier; 3. Psychological problems associated with different national customs and traditions; 4. Psychological barrier of entering a new group; 5. Barrier of reduced motivation due to unsuccessful activity; 6. Lack of life perspectives in a Russian-speaking region.

All these challenges in the education of such children have enabled to define and specify the areas of focus and technologies of working in a new child-adult consultative center. Areas of focus. To create the content of physical education of junior schoolchildren, we have chosen the following areas of focus: Physical culture as a part of personality's culture; Nature of health and healing forces of nature; Culture of healthy labor and rest; Value of a healthy lifestyle as a basis of healthy society development; Development of health as a basis of intellectual development and a platform of cognition. Therefore, in all these areas, physical culture is associated with social values as shown in the scheme.



As a result, we have created a child-adult consultative center in the school No 9, Sormovskiy district, Nizhny Novgorod. We have chosen a technology of integration of family and school physical education as a pilot theme for this center.

Tasks and principles of activities of the consultative center Etno-Veche associated with the integration of family and school physical education

1. Preserving national culture and traditions of physical education and recreation.
2. Creating needs for cognizing the values of physical culture including Olympic and national sports and outdoor games.
3. Restoring and maintaining physical and mental health and adapt to new geographic and climatic conditions. Entering the educational environment of a new educational institution.
4. Creating a need for conflict-free communication with the representatives of indigenous ethnic groups of the Nizhny Novgorod Region and acquiring skills of concerned and tolerant interaction on the base of sport and fitness activity.

5. Entering a Russian-speaking region as a new place of residence basing on the common interests in a healthy lifestyle and sport activities in the information-communication space.

6. Creating a need for acquiring the skills of creative productive interaction in multi-national groups of students and sport teams.

7. Create a need for revelation, self-development, and self-realization of one's sporting abilities in new social conditions. Entering sport activities in the system of supplementary education.

8. Creating a positive image of the representatives of indigenous and non-indigenous nations living in a Russian-speaking region based on peaceful sport competition and cooperation in the sphere of health. Entering the dialogue of cultures basing on festival, competitive (peaceful patriotism), creative, concert and other activities to enhance tolerant perception of another nation.

9. Extending informational and communicative space of an intercultural dialogue by Internet technologies. Entering forums, chats, social networks, websites on social life, and consultative websites on various issues of a healthy lifestyle in case of adaptation to new living conditions.

We have addressed these tasks basing on our principles of integration of family and school education including physical education and recreation within a framework of a child-adult consultative center.

1. "The most important thing for parents is their children's health". System physical, mental, and social recreation of children and adults contributes to mutual understanding in a multi-ethnic community.

2. "The unknown does not mean frightening". The involvement of parents in new forms of children's training and education established in Russia based on cultural and historic local lore and acquaintance with the bases of the Russian language, traditions and everyday customs.

3. "Good peace is better!" The participation of children and adults in joint health-related events enables to improve mutual understanding between the representatives of various ethnic groups and initiates the creation of comfortable and developmental educational environment in the traditions of inclusive education.

4. "Do better than we". The work on revealing inclinations and abilities of children – the representatives of different ethnic groups – enables to conduct a more targeted selective work and send children to creative studios and sport sections, which would fully develop educational needs, creative aptitudes, and abilities of all the members of migrants' family and create acmeological pursuits in them.

5. "Read it - Envy me - I am a citizen" pedagogue's activity for creating small and big patriotism when children defend the honor of their class, school, and district in sport competitions. Such patriotism is peaceful; it counteracts the occurrence of interpersonal conflicts.

A technology of a consultative dialogue on the integration of family and school education and its influence on socialization and social adaptation of junior schoolchildren in a multi-ethnic child group

This practice has enabled to elaborate and conduct consultations for parents and children to implement the above areas of work with account for principles mentioned above. The consultations were an introduction in the preparation for educational events or new components of physical culture and sport activity. They have also been conducted

as an analytical event according to the results of joint activity of children, parents, and pedagogues. The technology of consultations was elective depending on the needs of parents and students and the goals of activity: individual and group, school and distant, at home and in a camp, online and offline.

A topic of consultations for children

A topic of consultations for children "Physical culture as a part of personality's culture"

1. Who is your favorite athlete and why?
2. In what things do you want to be like him/her, what do you want to take from the best athlete?
3. How do good athletes behave, how did they learn to be good, what has helped them?
4. What does your physical culture consist of?

A topic of consultations for parents "Physical culture as a part of personality's culture"

1. Do you think that you are people of culture?
2. Do you think that you are people of physical culture?
3. What are the indices of physical culture in a person?
4. How does a person acquire physical culture in your country and in Russia?
5. What is your role as parents in the education of your children as physically cultural persons?
6. How can school help you to make your children more physically cultural?
7. How can parents help the school in physical education of their children?

A topic of consultations for children "Nature of health and healing forces of nature";

1. Rules of personal hygiene.
2. Daily routine.
3. Nutrition regimen
3. Morning exercises
4. Sun, air and water are our best friends.

A topic of consultations for children Culture of healthy labor and rest

1. Morning hygienic gymnastics – morning exercises
2. Walking and jogging.
3. Peculiarities of independent exercises.
4. Self-control during physical exercises.
5. We need some rest (In this case, daily regimen, sleep arrangement, and physical exercises are the best remedy against fatigue).

A voluntary consultative dialogue has involved a component of activity, for example, in the form of "sport samples", when parents and junior children themselves have been offered to try new outdoor games and then cook and taste new healthy dishes. They have had an opportunity to define their physical conditions immediately on the spot during the consultation and make a rapid diagnostic of their health. Besides, they could master simple techniques for removing fatigue and tension and acquiring psychological comfort through motor activity. Therefore, the dialogue of schools has been largely represented by the language of motor actions, which has enabled to reduce the influence of a language barrier on the co-operation of pedagogues and parents of junior schoolchildren.

The implementation of the technology for integrating family and school physical education has had the following results: 1. 76% of parents and 46% of pedagogues have explicitly confirmed better adaptation of migrants' children in a Russian-speaking region. Teachers have reported schoolchildren's performance, while parents are more interested in child's health due to entering sport and fitness activity, better discipline and higher diligence of their children. 2. A little less than 20 of % of parents are ready to preserve the same focus of relations, namely to discuss the issues of child's health and physical education, his possibilities in socially significant activity in sport and physical culture with a pedagogue. More than 70% of parents of junior schoolchildren have seen something more than simple discussion of their health and the health of their children in this interaction – in the perspective, they are ready to discuss all the current issues of their child's training and education. 3. The objective examination of students' health has enabled to confirm the opinion of their parents that healing as a sign of child's adaptation to a multi-ethnic group of students has become more intensive. 4. The pedagogues report that the number of parents of junior schoolchildren who wish to participate in students' sport activities as well as in other educational activities in school and do participate in them has increased by 34%. 5. Sociometry and Seashore Consolidation Index enable to state that a group of children has become more consolidated during such joint consultations; the number of outsiders in the classes has reduced by 12%, while the number of children capable of manifesting leader's quality has increased (by 8%).

Therefore, the results of the study enable to conclude clearly that the technologies of a consultative dialogue enable to optimize the process of integration of family and school education for adaptation and socialization of junior schoolchildren as well as better consolidation of a multiethnic group of students.

Discussion

Pedagogical conditions of providing the efficient work of a child-adult consultative center Ethno-Veche

Conditions of project realization. This project can be realized within a framework of general education, the system of supplementary education and in the institutions for social support of legal migrants. The project may involve the specialists of recreation and rehabilitation system including doctors and consulting psychologists in health care institutions and resorts. The structure of the focus of Ethno-Veche is realized on a meaningful basis of health-creation focus of the ETNO-GLOBUS.RF - Ethno-Olimp center together with Ethno-Soglasie and Ethno-City focuses. Information support of Ethno-Veche activity has been provided by Ethno-Print cluster. The dialogue has been important for child's health and interest in sport. It enabled to define the following positions: Basic professional positions of a pedagogue in this interaction are: position of a technologist; position of a diagnosing researcher; position of an informer-enlightener; position of a mediator; position of a cultural guide; position of a coordinating manager; position of a motivator; position of a controlling referee; position of a generator of ideas; position of a critic-corrector etc.

Conclusion

The issue under study should be addressed in the following areas: 1. To reveal the issues preventing children from adaptation to the educational space of family and school; 2. The center should deal with the issues of schoolchildren's adaptation at the initial stage of education; 3. To direct the activity at the interaction between family and school in

addressing the issues of education and socialization of junior schoolchildren from migrants' families on the basis of a consultative center. To implement the solutions found during joint consultations with family and school. Then we will have a positive effect on personality's socialization and creation of conflict-free educational environment between family and school and for the creation of a consolidated group of children at school. The goal of the concept. The concept of the Etno-Veche project is designed for the following groups of professionals: 1. Pedagogues and specialists as well as pedagogical groups working with children, families, adolescents, and young persons - the representatives of various ethnic groups; 2. Class teachers who face the representatives of dynamically developing ethnic diasporas in their classes; 3. Supplementary education teachers engaged in creative workshops, studios, sections, and clubs with multi-ethnic groups of students or particular representatives of non-indigenous ethnic groups; 4. The representatives of social organizations interested in adapting labor migrants and their children in a Russian-speaking region as quickly as possible. The goal of the project has been achieved. The authors have revealed that consultative support and patronage of labor migrants' families in their children's adaptation to educational space of a Russian-speaking region contribute to their successful socialization and creative self-realization based on methodology, content, and technologies of a healthy lifestyle.

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