



VECTORS OF SOCIO-PEDAGOGICAL SUPPORT FOR THE ADAPTATION OF NON-NATIVE SPEAKING CHILDREN

Elena Bystray

South-Ural State Humanitarian Pedagogical University – Russia. ORCID: <https://orcid.org/0000-0001-5976-3465> E-mail: bistraieb@cspu.ru

Boris Artemenko

South-Ural State Humanitarian Pedagogical University – Russia. ORCID: <https://orcid.org/0000-0001-8101-4401> E-mail: artemenkoba@cspu.ru

Natalia Dildina

South-Ural State Humanitarian Pedagogical University – Russia. ORCID: <https://orcid.org/0000-0002-1581-7457> E-mail: dildinana@cspu.ru

Ivan Skorobrenko

South-Ural State Humanitarian Pedagogical University – Russia. ORCID: <https://orcid.org/0000-0001-6644-4091> E-mail: skorobrenkoia@cspu.ru

Olga Afanasyeva

South-Ural State Humanitarian Pedagogical University – Russia. ORCID: <https://orcid.org/0000-0001-9289-1573> E-mail: afanasevaou@cspu.ru

Nadezhda Permyakova

South-Ural State Humanitarian Pedagogical University – Russia. ORCID: <https://orcid.org/0000-0002-2489-3072> E-mail: permyakovane@cspu.ru

ABSTRACT

Objective: The aim of the article was to analyze existing methods of working with non-native speaking children and to identify directions for the development of preschool education programs for immigrant children.

Methodology: The research methodology included a qualitative analysis of pedagogical practices in Russian preschool institutions, a theoretical review of literature, legal frameworks, and educational concepts, as well as the development and testing of practical tools such as language games, cultural modules, and behavioral training. The study was supported by observations and real-life case studies.

Results: Pedagogical support for non-native speaking children in preschool institutions is structured around three key vectors: linguistic, sociocultural, and behavioral. These approaches involve the use of didactic-linguistic and role-playing games, ethnocultural monthly events, and other practices that facilitate adaptation to language, cultural, and social norms. This systematic work helps children overcome barriers, develop tolerance, and successfully integrate into a multicultural environment.

Conclusion: The implementation of linguistic, sociocultural, and behavioral vectors of socio-pedagogical support contributes to the successful adaptation of non-native speaking children within the preschool educational environment of the Russian Federation. This support helps overcome language and cultural barriers, fosters communicative competence, tolerance, teamwork skills, and conflict-free interaction in a multicultural community.

Keywords: Pre-school; Immigration; Multicultural; Pedagogy.





VETORES DE APOIO SÓCIO-PEDAGÓGICO À ADAPTAÇÃO DE CRIANÇAS NÃO NATIVAS

RESUMO

Objetivo: O objetivo do artigo era analisar métodos existentes de trabalho com crianças não nativas e identificar direções para o desenvolvimento de programas de educação pré-escolar para crianças imigrantes.

Metodologia: A metodologia de pesquisa incluiu uma análise qualitativa de práticas pedagógicas em instituições pré-escolares russas, uma revisão teórica da literatura, estruturas legais e conceitos educacionais, bem como o desenvolvimento e teste de ferramentas práticas, como jogos de linguagem, módulos culturais e treinamento comportamental. O estudo foi apoiado por observações e estudos de caso da vida real.

Resultados: O suporte pedagógico para crianças não nativas em instituições pré-escolares é estruturado em torno de três vetores principais: linguístico, sociocultural e comportamental. Essas abordagens envolvem o uso de jogos didático-linguísticos e de dramatização, eventos mensais etnoculturais e outras práticas que facilitam a adaptação à linguagem, normas culturais e sociais. Este trabalho sistemático ajuda as crianças a superar barreiras, desenvolver tolerância e integrar-se com sucesso em um ambiente multicultural.

Conclusão: A implementação de vetores linguísticos, socioculturais e comportamentais de suporte sociopedagógico contribui para a adaptação bem-sucedida de crianças não nativas dentro do ambiente educacional pré-escolar da Federação Russa. Este suporte ajuda a superar barreiras linguísticas e culturais, promove competência comunicativa, tolerância, habilidades de trabalho em equipe e interação sem conflitos em uma comunidade multicultural.

Palavras-chave: Pré-escola; Imigração; Multicultural; Pedagogia.

1 INTRODUCTION

The current stage of human development is marked by the presence of problems of a global nature. These include man-made disasters, the greenhouse effect, environmental pollution, and the fight against cancer, cardiovascular diseases, and infectious pandemics. Solving these issues requires the collective efforts of representatives from different countries. In this context, it becomes especially important to prepare the younger generation—starting from the preschool level – for intercultural dialogue and cooperation.

Moreover, the intensification of interethnic tensions on the political stage over the past two decades has led to an increase in population migration, particularly from the Middle East. As a result, the inevitable collision of Eastern and Western cultures has occurred, sometimes leading to intercultural conflicts.

It is also worth noting that the ideals of Soviet unity among peoples and cultures were





replaced in the early 1990s by an exaggerated sense of national self-identity among the peoples of the former Soviet republics, which in turn provoked numerous interethnic conflicts.

At the same time, the collapse of the Soviet Union worsened the socio-economic situation in many former republics, leading to increased labor migration from Central Asian countries to the Russian Federation – and, since 2014, from Ukraine as well.

The aforementioned prerequisites have helped define the relevance and social significance of this research.

At the socio-economic level, the relevance of the stated issue lies in the contradiction between the objective need to prepare the younger generation to confront pressing global challenges and the absence of a sound scientific and theoretical foundation for implementing a socio-vector model of pedagogical support for the adaptation of non-native speaking children in the preschool educational space of the Russian Federation and beyond. This issue has been explored in the works of A.M. Egorychev, N.N. Kasenova, N.V. Kergilova, V.M. Peshkova, M. Morgan, R. Natarajan, among others (Morgan, 2018; Natarajan, 2019; Peshkova, 2021). Nevertheless, a comprehensive system of socio-vector pedagogical support for adaptation processes of non-native speaking children is still not fully established or consistently functioning in the preschool context of the Russian Federation.

At the theoretical and methodological level, the relevance of this study is driven by the contradiction between the existing potential of preschool institutions to implement socio-vector pedagogical support and the lack of a developed theoretical and methodological framework for organizing such a process. The importance of addressing the adaptation of non-native speaking children of various age groups has been highlighted in the works of I.B. Baytimirova, M.V. Borovikova, O.V. Davletbayeva, A.N. Dzhurinsky, G.P. Ivanova, E.V. Kazakova, O.V. Musatova, S.V. Podzorova, M.A. Smirnova, I.V. Shestakova, A.M. Yamaletdinova, G. Akgül and others (Akgül, 2021; Kasenova et al., 2017; Shestakov, 2023; Smirnova, 2024; Yamaletdinova et al., 2022). Nonetheless, there is an urgent need to search for innovative approaches to address this issue.

At the scientific and methodological level, the problem's relevance is determined by the contradiction between the need to implement socio-vector pedagogical support that reflects a new format of interaction among participants in the preschool educational space and the lack of theoretical, didactic, and methodological foundations to ensure its effectiveness. While certain aspects of didactic and methodological support for





implementing socio-vector pedagogical accompaniment have been reflected in the works of A.G. Absalyamova, V.K. Kalinenko, Y. Karakasoglu, P. Mecheril, and others (Karakasoglu et al., 2019), a concrete set of methodological tools for its practical realization remains undeveloped.

Presidential Advisor of the Russian Federation, E.A. Yampolskaya, has emphasized the importance of developing a comprehensive system for supporting non-native speaking children—one that the Ministry of Education of the Russian Federation is ready to implement: “It would be good if this system covered all levels of general education, including preschool. The earlier we begin working with a child, the fewer problems we will face later with their adaptation and socialization,” she stated at the meeting of the Council for the Implementation of State Policy in Support of the Russian Language and the Languages of the Peoples of Russia on November 5, 2024. At the same meeting, President V.V. Putin highlighted the need for a unified federal strategy for working with children who do not speak, or poorly speak, Russian.

In 2022, a set of measures was developed and adopted for the socialization and psychological adaptation of underage foreign citizens enrolled in educational programs at the preschool, primary, basic, and secondary general education levels, as well as at the secondary vocational and higher education levels, for the period up to 2025.

Thus, the development and testing of methodological tools for implementing socio-vector pedagogical support for the adaptation of non-native speaking children in the preschool educational space of the Russian Federation is of critical importance to contemporary pedagogical science.

Based on this stated problem, the aim of this article is to examine and structure existing methods for working with non-native speaking children, as well as to identify specific directions for the further development of preschool education programs for immigrant children.

2 METHODOLOGY

The methodology of the study is based on a qualitative analysis of pedagogical practices within preschool educational institutions in Russia. The authors conducted theoretical and methodological analysis of existing literature, legal frameworks, and pedagogical concepts, followed by the development and testing of practical tools and





intervention strategies. These included the implementation of interactive language games, cultural education modules, and behavioral training activities aimed at improving the adaptation process of migrant children. The research was supported by observational methods and practical case studies demonstrating the application of the proposed support vectors in real educational settings.

3 RESULTS

Let us turn to the essence of the concept of pedagogical support. V.A. Slastenin defines pedagogical support as a process of engaged observation, counseling, personal involvement, and encouragement aimed at helping individuals independently overcome difficulties in challenging situations. V.A. Airapetov (2005) emphasizes the importance of partnership-based interaction between the educator and the learner, where the result is the formation of mutually agreed goals for joint actions and the analysis of outcomes achieved.

S.V. Silchenkova believes that the result of pedagogical support is positive personal transformation in students. E.A. Aleksandrova (2007) reasonably argues that pedagogical support fosters the development of the learner's selfhood, expressed in their ability to overcome difficulties and solve problems independently.

We believe that pedagogical support is especially crucial in the process of adapting students to new realities, and it becomes particularly significant in supporting non-native speaking children as they adapt to the culturally diverse landscape of the Russian Federation.

This process involves not only overcoming language-related challenges but also addressing the difficulties of integrating into the recipient country's cultural environment, which includes customs, traditions, mentality traits, etiquette norms, national stereotypes, prejudices, and more (Ziomas et al., 2017).

Let us now consider the essence of the concept of social support. According to Article 22 of the Federal Law No. 442-FZ of December 28, 2013 "On the Basics of Social Services for Citizens in the Russian Federation" (State Duma of the Federal Assembly of the Russian Federation, 2013), social support is understood as assistance provided to citizens—including parents, guardians, custodians, and other legal representatives of minors—in obtaining medical, psychological, pedagogical, legal, and social assistance that is not classified as formal social services.





Social support includes:

- the provision of social assistance, delivery of social services, and social rehabilitation in accordance with individual needs and the nature of the problems encountered;
- social education, which involves creating and implementing activities aimed at acquiring and internalizing universal and specialized knowledge and social experience, with the goal of forming socially positive value orientations;
- psychological, social, and legal support, intended to provide professional mediation and assistance in solving various problems;
- counseling, through which key directions for overcoming difficult life circumstances are identified;
- preserving, maintaining, and protecting the health of the family or individual, supporting them in achieving their goals, and helping unlock their inner potential, and so on.

The goal of social support for families with children is to help them overcome life difficulties, minimize negative consequences, or completely resolve family or individual problems. One of the categories of families in need of social support includes those in socially dangerous situations, as well as families of displaced persons, refugees, and migrants.

This issue is particularly relevant for migrant families with preschool-aged children. In this regard, coordinated efforts among all participants in the preschool educational process—educators and their assistants, parents of non-native speaking children, and the children themselves—are of critical importance.

The aim of socio-pedagogical support for non-native speaking children is to assist their personal development and foster their ability and readiness for conflict-free intercultural interaction with participants in the preschool educational process, as well as to cultivate an appreciation for the values of intercultural communication.

The multidirectional nature (vector-based approach) of socio-pedagogical support is reflected in organizing the adaptation process of non-native speaking children in the preschool educational system of the Russian Federation through three main directions: the linguistic vector, the sociocultural vector, and the behavioral vector (Gusev et al., 2022).

The linguistic vector focuses on helping non-native speaking children adapt to the norms of the Russian language. In preschool institutions, these children are required to communicate with educators and peers exclusively in Russian. They often face particular





difficulties in overcoming the language barrier. During Russian language instruction, children begin to develop competencies such as linguistic and communicative skills. This process also activates cognitive psychological components like attention, imagination, thinking, memory, perception, and others. Complicating this process is the inability to rely on the child's native language, as well as the absence of reading and writing practices in early stages of instruction (Baranova, 2012).

Didactic-linguistic games play a significant role in teaching Russian as a second language. Through participation in such games, non-native speaking children are able to overcome communication barriers without embarrassment, develop essential cognitive skills, and gain confidence in their intellectual abilities—all without experiencing discomfort due to their lack of language knowledge. Their engagement in playful activities helps eliminate the fear of making mistakes in a non-native language (Zheleznyakova, 2023).

Here are some examples of didactic-linguistic games: The teacher places various toys and objects on a table—ball, pencil, hat, toy car, doll, book, pear, teddy bear, and two cups. The aim of the game is to practice the agreement of possessive pronouns with nouns. A child picks an object and says, for example, “This is my ball,” “This is my toy car,” “These are my cups,” and so on.

The **linguistic vector** also focuses on reinforcing correct sentence structure (Illman & Pietilä, 2018). In the “Find the Mistake” game, the teacher reads aloud sentences, and the children must determine whether they are grammatically correct. If they detect an error, they must correct it. For example: “We were at Misha’s birthday because we gave him a toy car,” or “I dressed warmly today, so it’s snowing,” or “I went to the sea with my mom, so summer began.”

When teaching Russian, it is also important to use games that develop phonemic differentiation. For instance, the teacher reads out root-related words derived from “mir” (peace/world) and “drug” (friend). If a word with the root “drug” is heard, children stand up. If it contains the root “mir,” they sit down. Words include: mir, druzhba, drug, mirit’, druzhnyy, mirnyy, druzhochok, druzheskiy, mirolubivyy, druzhit’, mirno.

A game for reinforcing knowledge on the topic “animate and inanimate nouns” is conducted as follows: if the teacher says an animate noun, children squat; for an inanimate noun, they lean side to side. Words include: Fedya, boy, kitten, city, Barsik, chair, river, dog, boot, wardrobe, cow, sparrow, etc.

Acquiring new vocabulary, grammar structures, and phonetic patterns in Russian is





an extremely challenging process for non-native speaking children. Therefore, it is essential to alternate between mentally engaging games like those described above and physical movement breaks (Gorskikh, 2021).

For example, the following rhyme should be accompanied by appropriate movements: Ya idu, i ty idyosh' // Raz, dva, tri // Ya poyu, i ty poyosh' // Raz, dva, tri // My idyom, i my poyom // Raz, dva, tri [I walk, and you walk // One, two, three // I sing, and you sing // One, two, three // We walk, and we sing // One, two, three]

Thus, the use of didactic-linguistic games helps non-native speaking children overcome language barriers and the fear of making mistakes, while also fostering the development of communicative competence in the Russian language (Bondarenko, 2015; Khamraeva et al., 2023).

Socio-pedagogical support for the adaptation of non-native speaking children to the ethnocultural realities of the host country within the framework of the sociocultural vector involves organizing various events aimed at building a sense of identity for this group of children in their new sociocultural environment. It also promotes tolerance toward other cultures, as well as mutual enrichment and interaction between different cultural traditions (Boldyreva et al., 2023; Demintseva, 2019).

One example is the implementation of ethnocultural theme months in preschools with a multicultural student population. For instance, one such month was dedicated to Tatar culture. The goal of this month-long event was to introduce children to the culture, customs, traditions, and history of the Tatar people living in the Chelyabinsk region, and to foster in children a sense of tolerance and skills for intercultural communication. During the month titled "Exploring the Culture, Traditions, and Holidays of the Peoples of the Chelyabinsk Region: The Tatars," activities included conversations about Tatarstan, its symbols, and family traditions; book and photo exhibitions on national holidays; and various forms of parent involvement such as surveys and informational displays. The final event was a joint celebration of the Sabantuy festival, involving not only older preschoolers but also younger children, thus promoting inter-age and intergroup integration.

The theme month "Exploring the Art of the Peoples of the Chelyabinsk Region: The Tatars" was focused on introducing children to Tatar folk art, everyday life, songs and games, as well as folk crafts and hands-on creative work inspired by traditional motifs. This month was divided into several thematic blocks: "In the World of Fairy Tales," "In the Artist's Workshop," and "The Potter's Creations."





The first block introduced children to Tatar folklore through reading, listening to, and retelling folk tales such as *The Poor Man and the Two Beys*, *The Crooked Birch*, *Zilyan*, *The Miser and the Generous Man*, *Gulnazek*, and *Gulchachak*, as well as works by Tatar authors such as A. Alish (*Nechkebil*, *Tails*, *The Talkative Duck*), D. Tardzhemanov (*The Adventures of the Silver Tail*), and G. Tukay (*Shurale*, *The Water Spirit*). These were accompanied by dramatized games and both didactic and active games such as *Arkan Belentartyshu* (*Tug-of-War*), *Baganadan Baru* (*Walking the Log*), *Yabalak* (*Owl*), and *Yaulyk Biresh* (*Pass the Kerchief*). This block aimed to develop skills of tolerant behavior, foster a positive perception of literary works from other cultures, and generate lasting interest in language and cultural features specific to Tatar authors.

The “Artist’s Workshop” block introduced children to the aesthetics and symbolism of traditional Tatar ornamentation through discussions and hands-on creative work.

The “Potter’s Creations” block familiarized children with Tatar ceramics and nurtured respect for the craftsmanship of folk artisans.

The theme month concluded with a quiz titled *Art of the Tatar People* and a family drawing competition called *Tatar Patterns*.

The month titled “Exploring the Costumes of the Peoples of the Chelyabinsk Region: The Tatars” focused on developing respect for people of different nationalities and an understanding of the diversity of Tatar traditional clothing, its elements, patterns, and ornaments. The activities were carried out through both guided and independent learning experiences, including field trips to the Chelyabinsk Regional Museum, didactic games, and creative projects that helped children build a foundation of spiritual culture, respect, and interest in Tatar heritage.

The final example, the theme month “Exploring the Cuisine of the Peoples of the Chelyabinsk Region: The Tatars,” helped broaden children’s knowledge of Tatar national dishes, encourage interest in history and traditions, support exploratory learning and creative activity, and strengthen communication skills in intercultural settings. The month concluded with a joint parent-child activity where they prepared *chak-chak*, a traditional sweet dish. This event not only taught children how to prepare a national meal but also showed their desire to share it with others—an indicator of the program’s success.

Similar socio-pedagogical support was organized during theme months dedicated to Bashkir, Russian, Turkmen, Uzbek, and other cultures.

Socio-pedagogical support for the adaptation of non-native speaking children to the





ethnocultural realities of the host country, within the framework of the behavioral vector, involves creating a comfortable environment within the group. This environment should ensure that migrant children are accepted by their peers, feel safe making mistakes without fear of being laughed at, and experience understanding and support from other children representing various cultures of the Russian Federation.

The behavioral vector aims to develop behavioral patterns in non-native speaking children that promote socially acceptable ways of expressing negative emotions in stressful situations, especially in interactions with peers of different nationalities. It also encourages empathy and compassion toward adults and peers, expands their understanding of social norms, appropriate behavior, and moral values (Lamm, 2017; López-Jiménez & Sánchez-Torres, 2021).

Socio-pedagogical support must be structured in a way that provides children with the necessary assistance to develop a humanistic worldview as a foundation for personal self-affirmation. This includes self-awareness and understanding of one's cultural identity, enabling the child to acquire skills for independently resolving emerging problems.

The implementation of the behavioral vector of socio-pedagogical support helps reveal a range of abilities in preschoolers—such as the ability to analyze their own emotions and thoughts, to understand and reflect on the causes of their behavior, to evaluate the consequences of their actions for themselves and others, to assess the outcomes of their activities, and to interact effectively in unfamiliar situations (Mecheril, 2016). Intercultural interaction enriches their experience, promotes self-awareness, and fosters initiative, creativity, and mastery of social relationship norms. Furthermore, the behavioral vector enables the development of autonomy, responsibility, and social engagement in preschoolers, preparing them for successful socialization (Burner & Carlsen, 2022; Garipova, 2024; Vandyshev, 2019).

In practice, implementing this vector involved assigning simple individual tasks to non-native speaking children and encouraging joint tasks with their Russian-speaking peers (Boldyreva et al., 2023). This facilitated their integration into the new social environment, helped them develop teamwork skills, and nurtured readiness for tolerant behavior and self-reflection—important foundations for entering primary education.

Within the behavioral vector of socio-pedagogical support in the preschool educational environment of the Russian Federation, we used role-playing games to introduce children to the etiquette norms of modern Russian society. These games





supported interaction with peers and adults, encouraged tolerant behavior, and helped develop skills for avoiding conflict in intercultural settings.

Here are some examples of role-playing games:

The goal of the game “I like that you...” is to teach children how to name 5–10 positive qualities of a classmate, as well as to accept others with all their national characteristics. Children used phrases such as: “beautiful,” “brave,” “kind,” “polite,” “generous,” “cares for her little sister,” “helps her grandmother,” “makes up new words,” “walks carefully,” “has a vivid imagination,” “quick reflexes,” “reads a lot,” “counts quickly,” “can stand up for herself,” and so on.

The goal of the role-playing game “Learning to Make Peace” is to teach children how to find compromise in a conflict situation using appropriate phrases such as: “I was wrong,” “I agree with you,” “I don’t agree,” “I’m sorry for my behavior,” “I made a mistake,” etc. The teacher acts out scenarios using toys. For example: “The bunny and the fox cub had an argument and ended up missing something exciting. How can we help them make peace?” The teacher can use well-known stories or create new ones, modeling real-life situations through a fairy tale format.

The game “Guess Where I’m From” helps expand children’s ethnocultural knowledge. The task for the children is to guess, based on traditional costumes, where the “guests” have come from. The teacher hands out images of national costumes representing Tatars, Bashkirs, Uzbeks, Russians, Turkmen, and Belarusians. Children then identify which country or republic the “guests” came from. Additionally, the teacher asks them to locate these regions on a map.

The game “Who Knows More Magic Words in...” fosters the development of effective communication skills and empathy. Children demonstrate their command of their native (national) language by using polite “magic” words such as thank you, please, hello, etc. As they pass a ball in a circle, they say polite words in different languages: the first round in Russian, the second in Uzbek, the third in Bashkir, and so on. This game nurtures communication culture in preschoolers and encourages their readiness and ability to use polite expressions appropriately.

4 CONCLUSION

In conclusion, it can be confidently stated that the integration of three interrelated





directions—linguistic, sociocultural, and behavioral—into the system of socio-pedagogical support plays a crucial role in the adaptation process of non-native speaking children within the preschool education system of the Russian Federation. This multidirectional approach not only helps children overcome initial difficulties related to language barriers and fear of making mistakes but also builds a strong motivation to learn Russian, master its basic norms, and develop communicative competence.

Thanks to a well-designed system of activities, non-native speaking children gradually become part of a multicultural educational space, learning to perceive and respect various cultural traditions, norms, and values. They develop tolerance and openness to interacting with peers of different national backgrounds, which greatly facilitates their successful socialization and integration into the new environment. Through group activities, preschoolers enhance their teamwork abilities, cooperation skills, understanding of mutual support, and respectful communication. Moreover, the consistent use of behavioral practices helps them adopt appropriate behavioral norms and teaches them to avoid conflict and interact constructively with peers and adults in an intercultural context.

REFERENCES

Airapetov, V.A. (2005). *Pedagogicheskoye soprovozhdeniye dukhovnogo stanovleniya starsheklassnikov v protsesse ikh priobshcheniya k russkoy khudozhestvennoy kul'ture* [Pedagogical support of spiritual formation high school students in the process of their introduction to Russian art culture]: Diss. Cand. Ped. Sci. Leningrad State University named after A.S. Pushkin, St. Petersburg, 241 p.

Akgül, G. (2021). A comparative study on the adaptation of immigrant students among five European countries. *Journal of Educational Sciences & Psychology*, 11(73), 16-29.

Aleksandrova, E.A. (2007). Vidy pedagogicheskoy podderzhki i soprovozhdeniya individual'nogo obrazovaniya v usloviyakh mul'tikul'turnogo obshchestva [Types of pedagogical support and accompaniment of individual education in the context of a multicultural society]. In I.M. Bykhovskaya (Ed.), *Lichnost' v sotsiokul'turnom izmerenii: Istoriya i sovremennost'* [Personality in the socio-cultural dimension: History and modernity] (pp. 298-307). Moscow: Indrik.

Baranova, V.V. (2012). Yazykovaya socializaciya detej migrantov [Language socialization of migrant children]. *Antropologicheskij forum*, 17, 157-172.





Boldyreva, S.Yu., Pukhovskaya, N.E., & Khoruzhenko, V.K. (2023). Social'no-kul'turnaya adaptatsiya detej migrantov i ih integratsiya v norvezhskoe obshchestvo v 1990-2000-e gody [Social and cultural integration and adaptation of migrant children into Norwegian society in 1990s and 2000s]. *Nauchnyj dialog*, 12(2), 275-300. <https://doi.org/10.24224/2227-1295-2023-12-2-275-300>

Bondarenko, M.A. (2015). Priemy rasshireniya leksicheskogo zapasa uchashchihsya [Techniques for expanding the vocabulary of students]. *Russian language at school*, 11, 3-8.

Burner, T., & Carlsen, C. (2022). Teacher qualifications, perceptions and practices concerning multilingualism at a school for newly arrived students in Norway. *International Journal of Multilingualism*, 19(1), 35-49. <https://doi.org/10.1080/14790718.2019.1631317>

Demintseva, E.B. (2019). Etnicheskie vs social'nye granicy: Deti migrantov v shkolah [Ethnic vs. social boundaries: Children of migrants in schools]. *Etnograficheskoe obozrenie*, 2, 98-113. <https://doi.org/10.31857/S086954150004878-5>

Garipova, L.M. (2024). Agentnost' detej v migracionnyh strategiyah i scenariyah integratsii [Children's agency in migration strategies and integration scenarios]. *Etnograficheskoe obozrenie*, 5, 111-135. <https://doi.org/10.31857/S0869541524050071>

Gorskikh, O.V. (2021). Obuchenie detej-inofonov russkomu yazyku v shkolah Tomskoj oblasti: Itogi monitoringa [Teaching Russian language to bilingual children in schools of the Tomsk Region: Monitoring results]. *Pedagogical IMAGE*, 15(4), 371-381. <https://doi.org/10.32343/2409-5052-2021-15-4-371-381>

Gusev, A.V., Khachikyan, E.I., Maslennikova, O.V., Filimonova, T.I., & Semkova, I.V. (2022). Integratsiya detej-inofonov v rossijskoe obrazovatel'noe prostranstvo: Lingvisticheskaya i sociokul'turnaya adaptatsiya [Integration of foreign-language children into the Russian educational environment: Linguistic and socio-cultural adaptation]. *Modern Pedagogical Education*, 6, 298-304.

Illman, V., & Pietilä, P. (2018). Multilingualism as a resource in the foreign language classroom. *ELT Journal*, 72(3), 237-248. <http://dx.doi.org/10.1093/elt/ccx073>

Kasenova, N.N., Kergilova, N.V., & Egorychev, A.M. (2017). Adaptatsiya detej-inofonov, bilingvov i migrantov v obrazovatel'nyh organizatsiyah kak uslovie effektivnoj integratsii v rossijskoe obshchestvo [Adaptation of speakers of other languages, bilingual, and migrant children to education settings as a condition for their effective integration into Russian society]. *Novosibirsk State Pedagogical University Bulletin*, 7(6), 101-112. <http://dx.doi.org/10.15293/2226-3365.1706.07>

Karakasoglu, Y., Mecheril, P., & Goddar, J. (2019). *Pädagogik neu denken!: Die Migrationsgesellschaft und ihre Lehrer innen* [Rethinking pedagogy!: The migration society and its teachers]. Weinheim: Beltz, 136 p.





Khamraeva, E.A., Kytina, N.I., & Bolmazova, E.V. (2023). Kompleksnaya diagnostika urovnya vladeniya russkim yazykom obuchayushchih v polietnicheskikh klassakh RF [Comprehensive diagnostics of the level of Russian language proficiency in a multiethnic Russian school]. *Russian Language Studies*, 21(3), 370-386. <https://doi.org/10.22363/2618-8163-2023-21-3-370-386>

Lamm, B. (2017). *Kultursensitive Arbeit in der Kita* [Culturally sensitive work in the daycare center]. Freiburg; Basel; Wien: Herder, 288 p.

López-Jiménez, M.D., & Sánchez-Torres, J. (2021). *Intercultural competence past, present and future: Respecting the past, problems in the present and forging the future*. Singapore: Springer, 280 p.

Mecheril, P. (2016). Migrationspädagogik: Ein Projekt [Migration education – A project]. In P. Mecheril (Ed.), *Handbuch: Migrationspädagogik* [Handbook: Migration education] (pp. 8-31). Weinheim: Beltz.

Morgan, M. (2018). Interkulturelles Lernen erfolgreich in den Kita-Alltag integrieren [Successfully integrating intercultural learning into everyday daycare routine]. *KiTa Aktuell Bayern*, 30(6), 131-133.

Natarajan, R. (2019). *Sprachliche Wirklichkeiten der Migration. Sri-lankisch-tamilische Flüchtlingsfrauen und ihr Umgang mit der deutschen Sprache* [Linguistic realities of migration: Sri Lankan Tamil refugee women and their use of the German language]: Dissertation. Gottfried Wilhelm Leibniz University, Hanover.

Peshkova, V.M. (2021). Transnacional'noe detstvo. Chast' II: Mesto i rol' detej v migracii iz srednej Azii v Rossiju [Transnational childhood. Part II: The place and role of children in migration from Central Asia to Russia]. *Monitoring of Public Opinion: Economic and Social Changes*, 5(165), 450-473. <https://doi.org/10.14515/monitoring.2021.5.2065>

Shestakov, I.V. (2023). Adaptaciya i obuchenie detej-inofonov v sisteme obshchego obrazovaniya Rossijskoj Federacii [Adaptation and education of non-native speaker learners in the general education system of the Russian Federation]. *Lomonosov Pedagogical Education Journal*, 21(3), 75-90.

Smirnova, M.A. (2024). Deti migrantov v Rossii: Potrebnost' v integracionnoj obrazovatel'noj podderzhke [Children of migrants in Russia: The need for integrative educational support]. *Demographic Review*, 11(1), 81-103. <https://doi.org/10.17323/demreview.v11i1.20933>

State Duma of the Federal Assembly of the Russian Federation. (2013). Federal Law of December 28, 2013, No. 442-FZ, "On the basics of social services for citizens in the Russian Federation". *Sobranie Zakonodatel'stva Rossijskoi Federatsii* [SZ RF] [Collection of Legislation of the RF] 30.12.2013, No. 52 (Part 1), Item 7007.





Vandyshev, M.N. (2019). Kak obuchat' detej migrantov – Vmeste ili razdel'no? Opyt pedagogov Sverdlovskoj oblasti [To include or not to include? Immigrant children education as perceived by the teaching community in Sverdlovsk Region]. *Educational Studies*, 2, 179-198. <https://doi.org/10.17323/1814-9545-2019-2-179-198>

Yamaletdinova, A.M., Davletbaeva, O.V., & Baytimirova, I.B. (2022). Sovremennye podhody k obucheniyu detej-inofonov russkomu yazyku na urovne osnovnogo obshchego obrazovaniya [Modern approaches to teaching Russian language to children-inophones at the level of basic general education]. *Vestnik Bashkirskogo universiteta*, 27(1), 167-173.

Zheleznyakova, E.A. (2023). Modelirovanie sistemy obucheniya russkomu yazyku kak nerodnomu detej mladshogo shkol'nogo vozrasta iz semej migrantov [Creating the system of teaching Russian as a second language to primary school children from migrant families]. *Russian Language Studies*, 21(4), 474-487. <https://doi.org/10.22363/2618-8163-2023-21-4-474-487>

Ziomas, D., Antoinetta, C., & Danai, K. (2017). *Integrating refugee and migrant children into the educational system in Greece*. European Commission.

