

Psychology of Personality in the Conditions of Modern Migration Processes

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ABSTRACT

The relevance of the research problem due to the fact that, together with a positive influence on the demographic situation, the consequences of migration processes have a negative impact in all areas of social life and become a source of social tension and destabilization of the economic and political situation. The purpose of the article is to describe the process of implementing an eclectic model of individual psychological support to the younger members of the families of migrants. The leading approach in the provision of psychological assistance is multi-modal multidimensional model of restoration of internal stability, allowing to provide comprehensive and targeted psychological effects. The article presents a case description of the practice of psychological help, which revealed the potential of this model, it disclosed the specifics of its application and justified the use of the model as a tool for studying the effectiveness of psychological correction. The materials of the article are of practical value to the professional psychologists, since the implementation of the model described above allows to record personal experience of the practice of psychological help, making it available for analysis and systematization, as well as improve the competence of psychology students by solving problems of various types that are based on this model.

KEYWORDS

Workers, migrants, psychological support, multi-modal approach, psychological correction

ARTICLE HISTORY

Received 10 May 2016
Revised 19 June 2016
Accepted 19 June 2016

Introduction

In the present decade migration has acquired the status of one of the most important global problems. Migration processes around the world, including Europe and Russia, reached enormous proportions. According to the published report of the office of the UN High Commissioner for Refugees in Geneva, to the end of 2014 the number of displaced people in the world reached 59.5 million people.

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In 2015, there was an increase in the number of refugees, asylum-seekers and internally displaced persons, at the end of the year, this number exceeded 60 million. In Europe during the first half of 2015, most new applications for asylum were submitted in Germany - 159 thousand. Russia is in the second place - 100 thousand, mainly people who left Ukraine because of the armed conflict.

The movement of people in such a significant scale in combination with the considerable complexity of the problems of life support significantly aggravates the social, economic and political situation globally, in Europe and in Russia.

Together with a positive influence on the demographic situation in the country, the consequences of migration processes have a negative impact in the political, social, economic, cultural, psychological and religious aspects of life. Migration processes have become a source of social tension and destabilization of the economic and political situation.

The development of Europe and Russia as a unified multi-ethnic and multilingual society is a real fact. For the harmonious coexistence of all peoples there should be cooperation not only at the political and economic levels, but also in the interpersonal and inter-religious aspects.

This suggests developing of the specific measures aimed at the integration of migrants and displaced people in the new social and cultural environment. The main mechanism of this process is to compare the values and goals of the individual or a particular social group with the goals and values of the other people and other social and ethnic groups, other cultures, religions and ideological systems.

Intensification of migration processes is accompanied by the currently increasing manifestations in the mass consciousness of various prejudices and fears: xenophobia, fear of migrants and ethnophobia. These manifestations are pathological reactions of the mass consciousness to the encounter with the representatives of other culture. These symptoms lead to an increase in the number of the facts of the infringement of human rights, the growth of nationalism, diverse forms of discrimination, religious and other intolerance.

Thus, in the conditions of growth of the ethnic, religious and social diversity of modern society, in the conditions of inability of the existing social strategy of formation of tolerance to meet the challenges of the current social situation, in the absence of an effective instrument for ensuring harmony between individuals and groups with a variety of conflicting values, there is a dangerous trend of growth of the inter-ethnic, interfaith, inter-generational and political intolerance.

Among the problems the migrants face at the new place of residence, are social aspects of the legal regulation of their new status, employment issues, housing and welfare arrangement and other important issues. In addition, internally displaced persons face difficult social and psychological problems of adaptation and mutual coadaptation of the migrants and the host society.

The above problems are complex, multifaceted and long-term processes related to the experience of migrant lifestyle changes, assimilation of cultural differences, periods of isolation and deprivation associated with the formation of tolerance as the local population and the migrants themselves.

In the study of the psychological characteristics of tolerance of migrants, we relied on the works of the scientists, who consider the relationship of the indigenous population and immigrants (Badishtova, 2003; Dmitriev, 2006), problems of acculturation in the new states (Berry, 1997) etc.

At the same time, migration is one of the main factors in the development of the modern world. Migrants are overwhelmingly the mass of young, active, employable and entrepreneurial people. They are independent and influential factor in the development of the society. Precisely because of the above, the psychological study of the impact of the migration situation in the world on the psychology of the individual becomes especially important.

Materials and Methods

During the course of the psychological correction which was of research and exploratory nature the following methods of work of the psychologist were used: theoretical (analysis of the documents and the products of activities, content analysis, the method of mental experiment, forecasting, systematization and generalization of facts and concepts, modeling, design); Empirical methods (method of expert evaluations, analysis of the results of the study and generalization of the experience of high-level specialists, psychological diagnostic techniques, psychological experiment); the qualitative methods (registration, ranging, scaling).

One of the main guidelines of our work was the integrative model of coping with the crisis - BASIC Ph (Lahad, 1993).

Results

Case description of the individual psychological help to the younger member of the family of migrants

A young man committed a suicide attempt was sent to the office of medical, social and psychological assistance at the Republican Psychiatric Hospital by the psychiatrist. According to the opinion of the competent doctor the imminent threat of relapse was low, but the preventive work of a psychologist was required aimed at the general immaturity of the individual to initiate personal growth. The psychologist collected detailed information about the boy and his family.

The description of cases from diagnostic and correctional practices are an important section of psychological science. Such cases perform the function of empirical evidence, as well as illustrations of theoretical provisions of concepts of psychological diagnostics, correction, accumulation and transmission of diagnostic experience in the process of psychological counseling. The case studies are well represented in psychological journals. Each of them is useful and interesting. They open for psychologists the unique world of the lives of clients, their individual life stories.

Description of the case studies can be full and redundant. Full description contains the necessary and sufficient information for the implementation of the diagnostic process for the recognition of the individual characteristics of the client, the causal relationships that caused the incoming request to the psychologist. Correct description allows to develop an action plan to provide the psychological assistance to the client.

The situation of migration - is a form of extreme influence on the person, when a large number of factors, requiring its own specific character in the adaptation process, thereby causing a state of stress of high intensity at the same time affects the person. In the case of forced migration the cause of it lies outside of the individual and is completely dictated by external circumstances (forced migration), which greatly reduces the willingness to adapt to changing circumstances, and is

often accompanied by severe psychological trauma (military and ethnic conflicts, loss of relatives, the threat of their lives, etc.).

At the individual counseling the psychologist set an objective - to occupy the position corresponding to the person's unique combination of coping resources. At the level of long-term work - to offer the client a variety of activities, covering the whole range of the BASIC Ph - so that he could find the types of resource activities corresponding to his style of coping with the crisis.

The model BASIC Ph was created in the course of working with people who live under the constant threat to their lives. Conducting monitoring and research among people under stress, an Israeli psychologist Mooli Lahad found that each person has their own unique combination of resources to cope with adverse circumstances (Lahad, 1993).

The model includes six basic characteristics and parameters that make up the core of individual style of coping with adverse circumstances:

B - Beliefs and Values

A - Affects and Emotions

S- Social Relations

I - Imagination and Creativity

C - Cognition and Thought

Ph - Physiological Resources and Activities

Mooli Lahad called this model «BASIC Ph» and found that the combination of all six parameters was the individual style of dealing with adverse circumstances.

Potentially every person has each of the above-mentioned modalities in early childhood and throughout his or her life. It is important to note that each person has their own preferred methods of coping with the crisis in different periods of life, and in the course of their use these techniques are developed and improved. Some of them remain undeveloped due to various circumstances of our lives.

Lahad focuses more on successful than on the unsuccessful cases of the use of our internal resources.

There are people who use the beliefs and moral values (Beliefs and Values) for coping with stress and crisis. We have in mind not only the religious beliefs and political opinions, but the sense of hope, the psychological and philosophical meaning, the sense of mission and purpose, the need to find Self and clearly express his or her own essence.

Others take emotional or affective modalities of coping (Affects and Emotions) - they use the expression of one's emotions (crying, laughing, the story of his experiences), or non-verbal methods such as drawing, reading, writing.

The third type of people chooses the modality of social interactions (Social Relations), to gain support in their sense of belonging to a group or organization, in solving social problems in the implementation of one of the social roles.

The fourth type uses the imagination (Imagination and Creativity), to cover up gross facts with the help of dreams and happy thoughts; they try to escape with the help of creative imagination, inventing creative solutions to the problem, based on improvisation and humor.

Some people benefit from cognitive-behavioral coping method (Cognition and Thought). Cognitive strategies include gathering information, problem solving, introspection, inner speech, favorite activities.

People of the type called “Physiological Resources and Activities” react to adverse situations with a physical response. These techniques include relaxation, desensitization, meditation, exercises, physical activities. Energy expenditure is an important aspect of many kinds of implementation of the stress coping. It also includes: eating, sleeping, and other activities.

Social history

The whole complex of problems is diagnosed in migrants and those who receives them. There is a high level of stress in receiving families. In rural areas the stress levels are lower, because there are new workers on the farm. The destination place is not a positive environment for migrants. Immigrants are under pressure from both sides: from those who received them, and from the far social environment.

Surrounding people are usually interested in the answers to such questions: why they left and what the situation was. At the same time migrants are required to have a high level of loyalty to the receiving party. This provokes the fixation of neurotic response mechanisms. Antisocial personality traits are being activated in migrants. Typical personality radicals are aggravated in people. The behavioral reactions are becoming more childish and naive. People become infantilized after having changed their habitat.

Family history

We studied the inner circle of people surrounding the family of migrants . We tried to find out what the kind of positive or negative messages are being received by the persons. Our observations have shown that a person becomes a new member of the family system. Resentment arises when a person gets used to support. As time passes it is becoming increasingly difficult to give help and support in the same extent and there soon comes the time when the needs of the person are denied. This causes severe resentment from their side. In this situation, the objective of the psychologist is to inform about the necessity to respect and protect the borders of the family system.

Objective setting of the psychological correction

The aim of psychological correction is to create conditions for personal growth of the young men and the prevention of repeating suicide attempts.

Suicidal behavior among young people is often due to the fact that teenagers and young people, not having enough life experience, can not correctly determine the purpose of their lives and plan ways to achieve it.

Researchers distinguish the main factors that protect people from the development of the suicidal tendencies.

From the standpoint of suicidology, antisuicidal personality factors are the well - formed attitudes that hinder the implementation of suicidal intentions. These are the positive patterns of behavior that are associated with the achievement of specific objectives:

- significant emotional attachment to the family and friends;
- a sense of duty towards them, parental responsibilities;

the presence of a variety of vital, creative, business, family, and other plans;
psychological flexibility and adaptability;
the ability to offset the negative personal experiences;
the ability to use the techniques of self-regulation and mental tension removal.

The non-adaptive conditions that trigger suicide in mentally healthy individuals, are:

reduced tolerance to psycho-emotional stress;
originality of intellect (perfectionism, being too categorical, immaturity of judgment);
inferiority of communication systems, that is, the inability and unwillingness to communicate;
inadequate assessment of their personal capacity;
weakness of psychological protection;
decrease in understanding the value of life.

The transition of the state of disadaptation into the suicidal behavior depends on two factors:

1. Limiting or reducing to single the number of the variants of resolving the conflict seen by the person.
2. Familiar options to solve the conflict situation subjectively evaluated by the person as ineffective or inappropriate.

After stating the necessary theoretical principles the description of the results of psychodiagnostic examination of the teenager is given.

Diagnostic conclusion

The survey was designed to provide meaningful answers to the following questions:

1. What is the relevance of the conflict that led to the suicidal attempt to the current time?
2. What is the degree of fixity of suicidal tendencies in the person who committed a suicidal attempt at the current time?
3. What is the attitude of the person to the committed attempt of suicide at the current time?

The client shows sincerity, emotionality and high level of detail in the conversation.

When going through the large diagnostic personality questionnaires the client loses interest in them noticeably, and talks about the termination of the experiment. Therefore compact projective techniques were used, such as the Lüscher Color Test (Sobchik, 2010), Szondi test (Sobchik, 2010), Modified questionnaire to identify the types of accentuations of character in adolescents (Licko, 2010) and clinical interview.

In the experimental work the client is focused on success, however, depletion occurs quickly. Mental processes of attention and memory are at a normal level, the attention span is at the lower limit of normal. At the conceptual level of thinking the accessible primary level is the concrete situational with a developed differentiation and generalization.

The accentuation of character demonstrated is hyperthymic. The client shows the increased positive emotional background, good rapport, developed communication skills. However, the manifestation of leadership trends is not typical for the client. The hidden accentuation detected during testing and the interview is the cycloid: periodic fluctuations in mood and vitality were observed.

According to the Szondi test the factors h+ and m+ are clearly manifested.

The data show the strong unstable type of central nervous system. Constitutional type is infantile, sthenic (hyperthymic) type of emotional response.

When testing with the help of the method of the color choices (the Lüscher Color Test) there are strong color combinations: +3+4 in the first position, which corresponds to the risky nature, combined with the instability of the emotional state; X6X0, corresponding to a greater need for security and a stable, permanent choice of -1-7, meaning stress, the blocked need for independence and an increased self-control to help hiding his vulnerability. The results of the interviews confirm the data of psycho-diagnostics.

The conversation showed the presence of the conflict of the unfulfilled desires in the past or an inferiority complex (the conflict between desires and reality). The process of breaking up with his girlfriend caused a suicide attempt. At the time of the conversation the urgency of the conflict was not important for the client. He condemned actively the suicide as a way out of situations of this kind for him and other people. However, in the immediate environment of the client there was a suicide attempt: the father tried to hang himself, the client's girlfriend had made conspicuous preparations for the hanging, a new friend was from the Internet community, endorsing suicide. The client offered his new friend going to a psychologist to talk about suicidal thoughts, but the girl ceased acquaintance with him.

On the body the client has scars from cuts inflicted on the outer side of the forearm, and traces of the match burns. The origin of them he explains by his stupidity and the desire to show contempt for pain, he wants to remove the marks on the skin using cosmetic products.

In the conversation the client expresses his negative attitude towards suicide. He explains his suicide attempt of the situational stupidity. The client is actively making plans for the future, he speaks of his desire to get the driver's profession and join the army. Sessions with the psychologist attends carefully, warns of possible delays, but it is combined with the frequent absenteeism at college. The client explained his behavior by the desire to obtain the driving license and join the army as soon as possible. He does not find his college classes to be interesting and challenging. The attitude to alcohol and smoking was discussed. The client declares actively his desire to reduce the consumption of beer significantly and refuse vodka absolutely. Conversation with his mother confirms these words. The refusal of smoking causes great difficulties, it was recommended to apply for a free line of smoking cessation, to consult a psychiatrist. The client occasionally used chewing gum with therapeutic dose of nicotine. This helped to reduce the number of cigarettes up to 1 - 3 per day, however, by the end of the series of sessions with the psychologist the number of cigarettes increased again to 1 pack a day. The sessions with the psychologist takes as a prescribed medication, a course which one should as quickly as possible.

Keeps the relationship with the girl who caused the suicide attempt, uses social networks for communication. The client shows the signs of emotional dependence. The client told about their intimate relationships. He calls the relationship "friendly sex".

Thus, the relevance of the suicidal conflict for the client is small. The person actively manifests a negative attitude towards suicide. Suicidal tendencies in the behavior of the client are not diagnosed.

The development of the strategy of the correctional - developing activities of a psychologist

In order to develop a strategy of psychological intervention, the client was given a projective technique "Writing the story in six parts" (PSM), developed by M. Lahad and included in the BASIC Ph model.

The client was given the following instruction:

"You're going to tell a story without using words. Tell the story using the drawings according to the received instructions and questions. Don't worry about the quality of the drawings and the extent of their transparency: you can always give your explanations. Keep in mind — later the story may be told by words."

A. Divide the page (A-4) into six parts, in any way, but just don't cut it.

B. Take the main character — hero or heroine of any story, legend, film, or think of your hero yourself. Decide where the character lives — this will be the first part of your story.

C. In the second picture there will be presented the mission or task, performed by the character. In every fairy tale or legend, the hero performs some task. What is the task of your hero/heroine?

D. The third picture describes – who or what helps the hero?

E. The fourth shows the obstacle which stands in the way of the hero?

F. Fifth shows the way the hero overcomes the obstacle?

J. Sixth shows what happens next?

These are the six parts of the story.

Now tell it using lines, shapes, symbols or images. When you finish, explain what is happening on the paper (no time restrictions).

The client came up with the following story:

1) There was once a reed (C), and he was short (Ph).

2) When he grew up (Ph), he wanted to get to the other reeds (S).

3) He had an assistant (S, Ph) who raised him, and he had a bow and arrows (C, D).

4) Obstacles were people (S-) with guns.

5) He had the umbrella (S), so the reed was able to get to the other reeds (S).

6) At the end of the story a good man (A) brought all (Ph) the reeds in the garden (C).

Analysis of the story according to BASIC Ph gave the following results:

B...0,...1 A, S 3..., S-...1, I...1, C... 4,...4 Ph.

Summary: The client resources to overcome the crisis are concentrated in the area of practical activity (physical) and the sphere of knowledge (cognition).

There are resources in the social sphere, and at the same time, the presence of negative S- indicates the conflict situation in the social sphere. Imagination is weak, not a resource to overcome the situation. Emotion is also expressed weakly. Low self-estimation, his own position in life is not yet formed, there may be a fit of depression.

When a client tells his story, the counselor should listen to the story and understand it on several levels:

- 1) the tone in which the story is told;
- 2) The context of the story and its ultimate goal (the theme);
- 3) The main methods of coping with stress, reflected in the story (BASIC Ph).

It is believed that by telling a projected story based on the elements of a fairy tale and myth, the client describes the method by which he projects himself on the organized reality and, thus, provides contact with the world.

"Coping" with the situation can be in many different forms, and the conclusion can be emotional, intellectual, social, or fantastic. It is important therefore to be attentive to the methods of action used by the narrator, and initiate the contact in accordance with these methods.

Analyzing the story the psychologist designs the most developed model of "coping", counting how many times each model occurs in the story: this model is used most often by the narrator.

Programs of psychological intervention, as the result of the evaluation of resources of coping with a crisis situation, are based on complex methods, developed in accordance with the detected in the client model of coping and its configuration.

The cognitive model includes, primarily, information gathering and problem solving. As it turned out the person does not have a developed imagination, ordinary problem solving is not enough for him. In his case, improvisation, finding solutions beyond the ordinary should be developed. This means: to develop resourcefulness and ability to find alternative solutions, or, figuratively speaking, "the solution of the second degree." In addition, since we are talking about a person whose methods of coping are social by nature, problem solving needs to be directed to social purposes, such as, for example, considerable responsibilities in a particular group or organization.

Principles of implementation of the correctional - developing activities

In the course of further correction and development activities, we proceeded from the fact that for the prevention of deviant behavior at an early stage of its occurrence is required:

discover ways to meet the needs mastered by this time by the high school students;

find the possible deviation in the needs and how to meet them in the process of planning for the future;

to provide educational interventions for the elimination of deviant ways to meet needs, organizing the assimilation of socially acceptable ways of activities.

The considered approach to individual work with a teenager was based on the assumptions that:

A teenager experiences the problem like a real problem;
Wants to achieve results;
Can do it with our help;
Our help should be sufficient.
To achieve these goals, we offer a five-step scheme of work.
Making contact;
Revealing the essence of the request;
Forming the image of the desired result;
Correctional work;
Completion.

We assume that to achieve the desired result at the next step we need not proceed to the next, as the step itself can be the sufficient help. In addition, work on the next step cannot be done efficiently without relying on the previous steps.

The first and indispensable condition of quality work is to establish and maintain permanent contact.

Here we rely on:

Image;

Tuning techniques (for posture and breathing, voice and rhythm, and - on the values);

Supportive hearing;

Active listening;

Reflection of feelings.

In the next step we identify the essence of the experiencing problems.

Here we:

Ask the correct questions, first, expanding the range of searches and then narrowing it around emotionally meaningful topics;

Rely on the skills of observation and characteristic external signs;

Use the knowledge about the second plan;

Identify "ideological base" of the problems: non-adaptive attitudes.

Before starting to work on changing the situation, we efficiently generated the image of the result desired by the teenager.

At this stage we need to:

Formulate a positive goal;

Make sure that the position of a teenager is active;

Find out all details about the result;

Find out the criteria of achieving the result;

Identify the available resources;

Establish the desired bound of the result;

Test the acceptability of the consequences of achieving the result.

Continuing remedial work, we mean the division of topics by levels:

Environment;

Behavior;
 Abilities and capabilities;
 Beliefs, values and criteria;
 "Self";
 Spirituality.

On the first level the work with the environment implies three possible approaches:

the impact on the environment,
 the change of the environment,
 the creation of an alternative environment.

The work on the level of behavior is based on the following scheme:

Learn what behavior is false or defective;
 Offer a different behavior;
 Teach to another embodiment;
 Correct mistakes, to encourage achievement;
 Form the skill of self-assessment.

The correction of perceptions about the abilities and opportunities, the challenge is to:

Question the belief in "impossibility" of something;

Offer to make a condition under which that would become not only possible, but is definitely possible;

Organize the implementation of the stipulated conditions;

Help the teens make the suggestion about the possibility of the desired behavior.

To bring about change at the level of belief we need:

Recognize the mistake of thinking;
 Teenager demonstrate her impact in his life;
 Offer to give other examples;
 Help make sense of the error generated by the belief;
 Help make sense of the result.

Working with the disadvantages on the level of "Self" rests on the assumption that the client needs:

Love yourself and others;
 Make sure of his own importance;
 Ensure the meaningfulness of its existence.

In the latter case we can already speak about the work on the border of "Self" and the level of spirituality.

In this case, we:

Help to consider the life seriously in terms of the question "why?".
 Give examples of possible socially acceptable "meanings of life".
 Provide time for reflection and search.

Offer was found to bring spiritual values into everyday life.

Finally, we needed to complete the work. We did this by making sure that the purpose of the work is achieved: from the point of view of a teenager and ours. Then we made sure that people know what to do next.

In the end, it was necessary to give a person the feeling of confidence, "that he might be able to do the job and may continue to rely on his ability to cope with such difficulties independently. At the same time we demonstrate a willingness to communicate and, in the case of urgent need to help.

The results of the work

Delayed observation showed positive developments in the teenager. He received the specialty of a military driver. He actively prepares for military service. Repeated reception of the psychiatrist did not reveal suicidal tendencies and inclinations.

Discussions

The previous researches of the impact of migration on the psychological characteristics of the person were made by A.G. Asmolov (2001), S.K. Bondyрева (2003), L.Grinberg et al. (2010) etc.; the main directions of the psychotherapeutic work with migrants were studied by V.V. Gritsenko & N.E. Shustova (2004), G.U. Soldatova, L.A. Shaigerova & O.D. Sharov (2001) etc.

However, scientific papers of applied nature, devoted to the methodology of psychological assistance to migrants and internally displaced persons are few and they are only debatable.

Conclusion

The consequences of migration processes have a negative impact in all spheres of social life and become a source of social tension and destabilization of the economic and political situation. The main aim of the article was the description of the process of implementing of an eclectic model of individual psychological assistance to the younger members of migrant families. A leading approach in the provision of psychological assistance was multi-modal multidimensional model of restoration of internal stability, allowing to provide comprehensive and targeted psychological effects.

The paper presents the description of the case from the practice of the psychological care, which had revealed the potential of this model, the specificity of its application and justified the use of the model as a tool for studying the effectiveness of psychological help.

Recommendations

The materials of the article are of practical value to the professional psychologists, since the implementation of the described model allows to register own experience of the psychological activity, making it available for analysis and systematization, and also to improve the competence of students-psychologists by solving tasks of different type, built on the basis of this model.

Taking into account the obtained results, it is possible to outline two promising directions that require further consideration: working with migrant families, aimed at developing skills in understanding cross-cultural interaction in the activation of ethnic stereotypes and prejudices. Second - work with the host population, including trainings of prevention of xenophobia and the formation of tolerant attitudes among Russian adolescents and young people at risk.

Acknowledgments

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

Disclosure statement

No potential conflict of interest was reported by the authors.

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