

Ә.Еники ачыклавынча, Касыймда беренче югары типтагы мәдрәсә 1833 нче елда ачылган. Анда жәдитчә укыту оештырылган. Аңа Идел, Урал, Себердән килеп, шәкертләр белем алган. Күренекле әдип Закир Һади да шунда укыган.

Касыймлылар сәнгать үсеше ягыннан да алга китә. Беренче ачык театр тамашасы анда 1898 нче елда уйналган. Касыймда туып-үскән Әшрәф Синяева, Гомәр Девишев кебек сәхнә осталарының танылып китүе очраклы хәл булмый. Әдипне Әшрәф Синяеваның туган йортын күрү сокландыра. Бу ике катлы йорт бик нык. Аеруча капка багаларының кызыл кирпечтән ясалып, һаман тузмый торыуы шатландыра.

Ә.Еникинең “Касыймга сәяхәт”ен шартлы рәвештә ике өлешкә бүлүгә мөмкин. Беренче өлештә әдип Касыйм шәһәре, аның табигате, биналары белән мөстәкыйль танышып, бәйләп йөрүе. Ул монологны хәтерләтә.

Икенче өлештә Касыйм шәһәрәндә гомер кичергән, аның үткәнен һәм бүгенгесен тоташтырып торучы Әхмәт абзый Ишимбаев белән диалогы. Әңгәмә вакытында Ә.Еникине Касыймның үткәне генә кызыксындырмый, ул аны тарих, мәдәният, белем алу системасы, тарихи шәхесләре белән бәйләп карый.

Аларның аралашуы нәтижәсендә бик күп тарихи истәлекләр барлана. Шуларның берсе – Касыйм ханлыгының үткәнен мәңгеләштергән тәкыяга бару. “Касыйм ханлыгы”ның калдыкларына бару. Тәкыя эчендәге каберлекләрнең берсе язусыз гына калдырылган. Каберне күрү әдипне тарихи сәхифәләр белән бәйләүгә этәрә. Аның Казан ханлыгы ханбикәсе Сөембикә кабере дип фаразлыйсы килә.

Шулай итеп, Ә.Еники татарлар яшәгән Касыймга ясаган сәяхәтәннән канәгать кала. Бу әдипнең татар тормышын, тарихын, халыкның яшәү рәвешен өйрәнүгә багышланган беренче сәяхәте генә булмый. Гомумән, ул йөргән юлын, күргән кешеләрен, аларга карашларын әсәрләрендә даими сурәтләп килә. “Касыймга сәяхәт” тә жанры белән аерылып торса да, аның “Курай”, “Ялгызлык”, “Йөрәк сере”, “Вөждан”, “Соңгы китап” кебек әдәби, истәлек-мемуар кебек әсәрләренең дәвамы булып тора.

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MIGRATION ANALYSIS THROUGH INTEGRATION POLICIES: CASE STUDY RUSSIAN SOCIO-CULTURAL AND ECONOMIC CONTEXT

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The interest in migration issues in the quality of international migration flows in Russia: movements whose main motive was repatriation are being replaced by labour migration. Experts estimate that about 10% of the labour force in our country are migrants. As the domestic labour market is characterized by a high prevalence of low-paid jobs, we are beginning to lose out in the global competition for the human capital of migrants.

The author considers both internal migration, as Russia has low territorial mobility, and international migration, as Russia has remained an attractive country for migrants after the collapse of the Soviet Union for more than 25 years, with open borders for the EAEU countries. The analysis of migration through the prism of integration policies proposed in the report deserves special attention - a key lesson to be learnt from the example of European countries. For this reason, particular attention is paid to the experience of migration policies in other countries, with a focus on measures that correspond to the Russian socio-cultural and economic context. This is about differentiated selection of migrants, regulation of migrants' stays in the country and integration policies.

In countries with a long migration history, the issue of migrants' integration come up at some point. The integration process is an important part of migration policy. In recent years, the two policies - migration and integration - have been separated at the state authorities, as integration policies often include programs aimed at the so-called second generation - the migrants' children - as well as at the host society itself. A migrant who decides to tie his/her life to the country should be included in the host society: language, traditions, culture and rights. However, the integration process doesn't imply a complete traditions' renunciation of one's country and language - they become part of one's private life. French integration policy includes several programs: teaching French language, cultural values and customs; support in migrants' employment; support for special groups of migrants including women, elderly people and refugees; discrimination on racial prevention.

In recent years, French integration policy has focused on culture and education. The main role is played by schools, which should provide every child, regardless of their origin, with an education. Foreign children, like nationals, can be enrolled in State schools and, in addition to basic classes, primary schools offer "bridging classes" (*classe d'initiation - CLIN*) or "extra classes" (*cours de rattrapage intégrés - CRI*), to help them learn French and integrate into school life. Secondary school has developed programs that target migrants and migrant backgrounds and enable them to subsequently study at colleges and vocational technical schools.

The integration programs are aimed at migrants and people from a migrant background as well as at the local population. For example, the slogan of one project is: *"Living together in accordance with the principles of tolerance, respect for difference and desire to live together"* (*"Vivre ensemble en faveur de la tolérance, du respect des différences et du désir de vivre ensemble"*). These programs are usually held in the most disadvantaged areas and suburbs which are aimed at creating a tolerance atmosphere there. Private galleries and artists' studios are often involved in such programs, including inter-generational and inter-group activities. In such initiatives, a great deal of attention is given to programs implemented at local levels - in cities or neighborhoods.

Similar processes are taking place in Denmark, where local municipalities are also delegated the responsibility of establishing integration programs. As in France, the main problem in integrating migrants remains their concentration in certain neighborhoods. To date, 34 residential neighborhoods in Denmark have ghetto status. Municipalities were supposed to resettle migrants and help them find jobs. In 1999, the first Integration Act was introduced, according to which municipalities were obliged to prepare and conduct a three-year integration program for migrants over 18 years old. Migrants who underwent the program had to be assigned to a certain municipality and, in fact, had the right to reside only in that municipality.

In 2007, the government introduced the so-called Declaration on Integration and Active Citizenship in Danish Society. It consists of 15 points that oblige all applicants for a residence permit to take language courses, seek employment in case of unemployment, and most importantly, to become active citizens of Danish society. The declaration regulates a set of rules, behavioral norms and values of Danish society. In addition, Danish language learning programs were intensified, including opportunities to attend classes on-the-job for employed migrants. Special programs for children and unemployed women were created. In order to stimulate the work of the municipalities, in 2008, the ministry introduced a grant system: the municipalities with the best integration results received financial support from the state. The declaration also prescribed compulsory language exams. Thus, a migrant is supposed to turn from a passive aid recipient into an employed, active citizen, who shares the values of Danish society, first of all, democracy, freedom of conscience and

equality of sexes. The Danish integration policy is based on economic considerations of preserving the welfare. The government focuses on the economic integration of migrants to make them economically active and independent of state benefits.

As experience in many countries shows, integration policies should be a two-way process. The problem is that sometimes it is not only migrants who don't want to integrate but also society that doesn't want to accept migrants. All the innovations in integration policies in European countries in recent years are related precisely to overcoming xenophobia and racism in society. Such programmes target education, culture, media and other areas of life that may contribute to tolerance. The experience of such programmes is worth adopting in Russia as well. An important feature of integration policies in recent years has been the transfer of many of their implementation functions to municipalities. In fact, each municipality builds its policy depending on the difficulties faced by local authorities. Ghetto problems are not yet a problem in Russia, because of the social mixing of cities, preserved since the Soviet times. However, as in other countries, the situation varies from one region to another, from one city to another, so policies at the local government level will be more effective.

In recent years, all the countries receiving migrants have been talking not only about the cultural dimension of integration but also about the labour dimension. Now instead of appealing to the collective identity of "migrant minorities", states address the individual identity of the "migrant worker" and the main objectives of integration policies become training and labour market participation as fundamental successes for the integration into the host society.

The Russian Federation needs the infrastructure to facilitate the integration of migrants. Failure to implement relevant policies in the near future will lead to a growing sense of "threat" from "outsiders" in the country and the emergence of inter-ethnic conflicts. The children of migrants, the so-called second generation, are growing up and the lack of programmes aimed at them can lead to a generation of "outsiders". This is what we are seeing in Europe today. There is a possibility of a growing terrorist threat and a rise in xenophobia towards people of different nationalities - not just migrants, peoples (not only migrants) in the Russian Federation.

Today we can identify several important shortcomings in Russia's migration policy system that need to be corrected in the coming years:

1. Inconsistency in the implementation of migration policies. In the short term, it is necessary to formulate its objectives and to follow them clearly at all stages of the formation of migration legislation and in the sphere of law enforcement, without looking back at the momentary situation.
2. There is no clear system for the differential treatment of migrants. Along with an insufficiently elaborated program for attracting highly qualified specialists, there is virtually no program for attracting qualified specialists with competences that are in short supply on the Russian labour market. It should be taken into account that the difficulty of solving these problems is related not only to the lack and undeveloped mechanism for attracting potential workers, but also to the low migration attractiveness of Russia, especially outside the post-Soviet space.
3. The lack of a flexible and transparent mechanism for obtaining residence permits and citizenship. There is little or no choice in the migrant's strategy for staying in the Russian Federation - from short-term to long-term. The residence permit is not used as an independent category, but serves only as a stepping stone to citizenship.
4. Lack of integration policy in Russia, starting from the conceptual framework and ending with practically no integration institutions. The abandonment of such policies in the near future would lead to a growing sense of "threat" from "outsiders" and the possible emergence of interethnic conflicts. There is a need to develop integration programmes aimed at different groups of migrants: those who intend to stay in Russia, children of migrants - as well as the host society and work with the media.

All these problems have been faced by other states at different stages of foreign history. Many have been solved by addressing labour market needs as well as demographic demands. Instead of addressing these issues in the Russian Federation, there have been varying degrees of "declarations of

intent” or there have been similarly declaratory efforts to deal with issues which are unrelated to migration policy, such as the management of internal migration.

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ЭКОЛОГИЗАЦИЯ ШКОЛЬНОГО ГЕОГРАФИЧЕСКОГО ОБРАЗОВАНИЯ КАК ОСНОВА ФОРМИРОВАНИЯ ЭКОЛОГИЧЕСКОЙ КУЛЬТУРЫ НА УРОКАХ ГЕОГРАФИИ

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Аннотация. В последние десятилетия географическое образование терпит большие изменения. На территории России, принята концепция развития географического образования, где отмечается, что предмет география формирует представление о деятельности человека во взаимосвязи с окружающей средой, а географическая информация служит базой для выявления и решения ряда проблем. Вопросы экологии занимают важное место среды острых проблем современности [3, с. 57]. Они носят как глобальный, так и региональный характер, зачастую оказывают влияние на жизнедеятельность общества и каждого человека по отдельности. Знание и понимание таких экологических проблем – не только очень важный показатель уровня развития общества, но и предпосылка к оптимизации взаимоотношений природы и человека. Ключевая задача географического образования заключается в экологизации.

Ключевые слова: экологизация, окружающая среда, природа, география, географическое образование.

На сегодняшний день существует четкое понятие «экологизация школьной географии» – это довольно характерная черта современного школьного образования, ответ на насущные потребности общества. Конечным итогом экологизации должно быть формирование у школьников этического отношения к природе в целом, а также в вопросах воспитания гражданской ответственности за состояние природной среды обитания [2, с. 37].

Проблематика актуального экологического знания вследствие обострения взаимных отношений природы и общества находит свое отражение во всех имеющихся на