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SOME OF OWN POINTS OF VIEW TO REACHING THE PROPER ADAPTATION BY FOREIGN STUDENTS

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Annotation. Modern society is characterized by education applicants' vast exchange between various countries that makes their proper adaptation reaching any educational establishment important task. It is impossible without good health maintaining and saving. Good health in part will be in dependence on academic performance. Academic performance is defined particularly by interest to study and by comfortable atmosphere at the lessons. Applicant-centered educative approach with the Teacher Helper, Advisor, Psychologist in bigger extent than Tutor, inclusive education with maximal individual approach applying should be in priority especially for education foreign applicants teaching. It is impossible to be reached without typologies belonging significant taking into consideration for individualization in study and proper social, cultural, trans-cultural (cross-cultural) adaptation reaching.

Key words: foreign students, social adaptation, human typologies, individualized study, inclusive education.

Receiving a qualified education is any person desire and right. Of course, much higher results are achieved if the education applicant has individual approach to study and if he/she has got an interest to it. As the physiologists say the attention highest degree or so-called post-arbitrary attention is based on interest. Such an individual approach should be reached by any educational establishment maximally. It should be reached both under non-remote and remote education conditions. Doubtly, any educational establishment can have its own ways and mechanisms of such an individualization which is considered to be the educational mean in priority in

modern Pedagogical Sciences [1, p.92-100] in part during foreign students remote education [2, p.56-62; 3, p.16-20; 4, p.329-334]. Such an individual approach is based on applicants' typologies belonging taking into consideration or with other words on typological aspects taking into account. There should be striving to transform mono-cultural adaptation to the multi-cultural one [5, p.1-32] and adaptation assessment scales were created in different countries for instance in Iran [6, p.125-138].

Creating the favorable psychological conditions during students' life in the classrooms and out of them is also very important for successful study. Every academic group has got its own responsible teacher who helps in everyday life situations with word and deed, controls the applicants' education. Such a Teacher should be Psychologist, the students' Real Friend and Advisor but not only a tutor. Students-centered approach with helping and advising but not only controlling from the teachers' side is considered to be better and is applied in many countries in the educational process in primary, secondary and higher educational establishments. Such curators must not have formal attitude to their groups but must be very responsible while realizing that their Help and Proper Attitude will encourage to optimal natural and thus social adaptation of the students. Also it should be mentioned that applicant-centered approach in education is considered to be one in priority in different-leveled educational establishments and in the ones specialized by one or another scientific branch [7, p.1-7].

They differentiate psychological adaptation, adaptation to study, cultural and cross-cultural (trans-cultural) [8, p.106-114; 9, p.96-98], social-cultural [10, p.98-101] adaptation of foreign students in part. There should be cultural stress and shock avoiding but reaching the maximal cultural and cross-cultural comfort.

We also consider that inclusive education should be applied not only for its applicants with special needs, slow education [11, p.9-21] but for all applicants from abroad because it allows maximal individual approach creating and is based into humanity principles [12, p.53-55]. Integrated Inclusive Education Programs were proposed and were involved into the pedagogical process in many countries

particularly in Iran [13, p.119-130].

Psychologists think that such an approach of Help and Support can not affect the applicants' psychics and can not make them to leave education if they have educational difficulties on one or several academic disciplines. It is important not to criticize the students in the presence of other people. Mostly it concerns to melancholics, melancholics with cholerism, left-handers and foreign students [14, p.237]. Only negative attitude to study will have left-handed melancholic or melancholic with cholerism coming from abroad, having language difficulties in part under criticism conditions and especially non tet-a-tet. Thus, one can see one example of typologies belonging taking into consideration (temperament type, interhemispherical asymmetry individual profile, ethnic belonging) [15, p.106-115; 16, p.84-92]. Of course, their influence is stronger if they are in complex [17, p.45-52; 18, p.229-238; 19, p.31-35].

Psychological comfort obligatory condition is academic groups proper compiling: it is essential to avoid presence of the students from countries which are in war or in bad political relationships in one group; one or several girls from near abroad moslemic countries and many guys from the Arabic ones must not be in one academic group (rather modest and shy girls can have rather persistent attitude from their male counterparts). Usually the groups' filling is performed in the educational establishment entrance order without mentioned circumstances taking into consideration that can result into various conflicts. Moreover, to our point of view, it is better to have the students from one country (or close) in one academic group because they will help one another if there are language difficulties (for instance, the Moroccan will help the Moroccan or the Tunisian to study the material in French if they don't know professional English or Russian well) though some specialists consider that the students from such groups will not study subjects in necessary language because will use the one/s they know better.

Thus, typological aspects taking into consideration represents powerful mean of reaching the foreign students' maximal adaptation in part the social one [20, p.322-330; 21, p.42-44]. It possible to state, that the different-leveled educational

establishments teachers should widen Differential Psychology principles and indices applying in Pedagogy [22, p.111-119] to provide the applicants' teaching individual approach in maximal possible extent. It is also rather important to remember that students represent separate age category and that is why they become Age Physiology and Age Psychology study object. Age Psychology can be thought as Differential Psychology chapter and a separate academic discipline at the same time. As a whole, Differential Psychology touches psychic development individual varieties. It is known that such differences become more significant at dys-adaptive changes in people. Differential Psychology develops normal psychics' questions together with General Psychology, Children Psychology (Age Psychology) as well as Pedagogic Psychology. It is also very important to understand that Pedagogical sciences are in very tight connections to the Psychological ones, in part it concerns to General Pedagogy, Didactics and Methodology. Any Teacher should be Psychologist.

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