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ADAPTATION DIFFERENT ASPECTS

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Questionnaires to adaptation assessment were and are created in various countries and concern to adaptation different types and aspects for instance childbirth experience cultural adaptation in Iranian women [1].

Adaptation process nowadays touches various spheres of life: quarantine during Corona (by Iranian research) [2]; sportive education to Chinese and Korean college life in physical education majors [3], sports media in Iran [4]; Psychology while future career planning (Iranian work) [5]; urban places of living and urbanization as a whole in Iranian cities [6]; Agriculture in this country [7]; Medicine in Dutch women in Reproductology [8]; Family Psychology for example in Iranian families [9]; expatriates and migrants [10].

Adaptation process is in tight connection with coping strategies [11] in part with acculturative stress (these data were received among Mexican American college students [12]).

There is an opinion that international students represent vulnerable student population [13]. More often adaptation process is assessed in relation to students' adaptation – to education in bigger extent than to new environmental conditions. New educative methods comprise important part increasing proper adaptation process for instance integrated inclusive education programs in Islamic Republic of Iran [14]. Special attention is paid to this integrated inclusive education applying for the students with special needs and slow education [15]. Together with integrated inclusive education assistive education approach is proposed, here is the Iranian scientists' research [16]; we consider that it should be pedagogical approach in priority especially for education foreign applicants alongside with maximally individualized approach [17; 18] and inclusive education [19]. International transitions to higher education were found out to be very important by British scientists [20]. Acculturation or trans-cultural adaptation of education foreign applicants is assessed and studied in various aspects in different countries in part for Turkish applicants in Bulgaria and Netherlands [21]. they say about acculturation process among foreign students to multi-ethnic educational environment in higher educational establishment [22; 23], about acculturation stress and multi-facetated huge social support [24] essentiality for foreign applicants for

example for Latinos in California [25]; proper acculturation as successful adjustment rather important pathway having the leading positions among them [26; 27; 28]; proper acculturation and adjustment factors for instance foreign languages management [29; 30], emotional intellect developmental degree in part by Iranian scientists data [31]; educative means with computer new opportunities, Internet and mobile phones usage in part in Iran [32; 33; 34] and South Korea [35; 36; 37]; trans-cultural or cross-cultural experience exchange between foreign students in various educational establishment in one country and between countries [38; 39], for example, in Australian university for Japanese students [40], in African international college students [41]; adjustment factors in English-speaking universities [42], in North American students [43], in the Moroccans in the Netherlands [44] in part; domestic and foreign applicants adjustment process separate study [45]. There is an international adjustment comprehensive model with multiple theoretical perspectives integration [46]. One speaks about consideration about international students' cross-cultural adaptation three styles [47].

Separate place belongs to school adaptation and multiple data are present in Iranian scientific printed works [48] as well as the one to professional activity in professional technical average educational establishments for foreigners [49].

Turkish scientists consider acculturation particularly and social adaptation as a whole as a powerful mean to prevent the psychological distress [50]. It is very important to know and to remember that social adaptation as a whole and acculturation particularly prevent also the acculturative stress [51] and cultural shock [52] in the foreign students and even the graduates [53].

There are cross-cultural researches across 50 countries concerning to sojourner stress and adaptation in them [54].

Thus, adaptation study has multi-facetated character and it has big attention to its study in different countries due to its actuality some aspects of which were discussed in the present article.

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