Contemporary educational policy in Bulgaria encourages the tolerant relations of its citizens with other citizens of different ethnic and religion belonging. Physical education and sport have increasingly been seen as a factor for modeling the behavior and adaptation of foreign students. It contributes to facilitate the socialization and integration with Bulgarian students. This factor is a possibility for manifestation of the personal and cultural identity and is a means of overcoming stress in the initial and further contacts with the university - the new institution with all kinds of requirements within its organization policy and rules. In this respect, engagement of foreign students in fitness can help to achieve greater success.

Keywords: physical education, personality adaptation, physical abilities, school process, teacher, percentages

INTRODUCTION
The process of adaptation not only leads to good professional training but it also enlarges and deepens the social and sports connections among the students in the group, no matter what their religious and ethnic differences may be. It ensures their mutual interrelations and is the basis of an integral cultural and spiritual community.

The aim of this investigation is to increase physical efficiency of foreign students who practice fitness in profiled groups.

To meet these goals, we have set up the following objectives:

♦ Building a strategy for activity and combining effective methods of active motive activities in the physical education and sport classes.

♦ Improvement of the foreign students’ linguistic competence and their knowledge of fitness technology and organization of the training process in physical education and sports, in order to develop their motive abilities and skills.

♦ Improvement of the students’ knowledge with respect to the technique and accurate terminology when doing fitness exercises that are included in the basic and additional programs for physical education and sports classes.

♦ Ensuring effective education during the practical classes with respect to equivalent professional training of all students, as well as their motivation to take up fitness training.

PRESENTATION
The general fact has been proven that after entering the University, foreign students undergo considerable changes with respect to their spiritual and physical development. These changes are logical and only natural, since there is a period of transition, characterized by quantity dimensions in the new circumstances. Foreign students have to adapt to them and practice fitness in order to remain fit both physically and mentally. Difficulties also occur due to the fact that the process of adaptation is accompanied by differences in traditions and conventional forms, typical of a given country. It is the reason for the psychological discomfort which most foreign students experience in the beginning. Later it appears to be some sort of challenge for their social, emotional and learning abilities. The students also face various requirements that need suitable adaptive behavior.

Along with all other things they have to learn in their classes of Methods of teaching physical education and sport, the students are under stress all the time.

This fact should be well-known and born in mind by both the trainer and the students. In the course of their
everyday training they get acquainted with the basic characteristics of the educational process. What follows is a process of transition, characterized by qualitative changes, in the centre of which is a cognitive activity full of processes that are complex and difficult to learn, such as concentrated apprehension, retaining and updating of the received information. It also influences to a very high degree the students’ behavior and they try to perform all set tasks diligently and in accordance with their abilities. At this point we should point out that stress is valid to all and in spite of its various forms, it is in the centre of the adaptive process. This process has got two directions – learning with its versatile aspects and the new social unit – the group. All this is entirely new to foreign students. Even if some students in the group are in closer relationships, the group still remains new to all the students. Although the objectives, set by the tutor, are connected with the methods of teaching physical education to students and are the same to all students, it is difficult to unite first-year students in a group due to differences connected with their religion, traditions and the ethnos they belong to.

The tutor’s activity is focused on their efforts to help the students learn the technique of various motive skills. For foreign students this process is accompanied by suitable adaptive behavior. They learn new patterns of behavior, new rules and norms, which they have to bear in mind in their new social surroundings. They also learn how to communicate with the other students, most of whom are more or less in contradiction with their initial linguistic preparation, their own idea of the reality and ability to cope with everything successfully. Problems begin to appear. Most of them are connected with the new system of how to teach physical education and sport, i.e., the processing of the information and the fulfillment of motive activities. We all know that one’s mentality plays crucial role in activity programming. That’s why students’ behavior is adequate to the seriousness of the problems connected with their vocational, theoretical and practical preparation. Therefore the process of adaptation is connected with the way of thinking, mentality and those elements which help or impede the students’ adaptation to the new circumstances and surroundings (Артамонов, 1965; Бошев, 1976; Пандов, 1972; Зара, 1971). We must never forget that foreign students have to be fit in order to remain healthy and be able to adapt more easily.

According to the generally accepted definition of adaptation (getting used to the new social environment, finding out conventional ways leading to effective comprehension of the material as well as satisfying all personal requirements), rule number one for the successful coping with the process of adaptation in the new circumstances is that foreign students must accept the existing situation and be flexible enough to find adequate activities that will help them satisfy their needs (Wallin, & Schendel, 1972; Zara, 1971).

We should answer a few questions in order to decide what the easier way of adapting is:
- Is there any need of any special efforts on behalf of the tutors? Or are the dynamics of the educative process itself and the environment favorable enough?
- Should the tutors aim their activities at the communicative difficulties which the foreign students not only come across but also very often lead to unnecessary negative results?
- Is there an effective approach to students’ adaptation and how clear our aims are? Can we give an account of the efficiency of our actions?

What can we do in order to help this process?

In order to realize the aim and the tasks of this investigation, our research work was aimed at the following:
- Building up of adequate communicative abilities in the foreign students; creating good conditions for communication among the students on one hand and among the tutors and the students on the other hand. The result being some sort of correcting of the process of communication.
- Establishing individual, personal attitude in foreign students, attracting at the same time their maximum commitment in the process of their teamwork.
- Building up skills for independent activity and consolidating students’ motivation for their physical education and sport training.

All this depends on course on the tutors’ abilities to communicate with the students and model their interrelations. Actually, this means including a dialogue form of communication. In this way a constructive cooperation among the participants in the educational process is realized, on the basis of mutual trust and benevolence.

In the course of the teamwork with foreign students, tutors became aware of the most professionally important competences. This enabled the students to develop a critical attitude towards the studied material, as well as to correlate it with their own abilities and skills. During the same period of time foreign students learned to base their communication on empathy. In this way they managed to become a part of the whole group structure and be accepted by the rest of it. They also showed willingness to be more active in the process of learning. The specific difficulties, which some of the students faced with, forced the tutors to help them by building up specific communicative skills in these students, thus helping them to adapt more easily and remain healthy and fit. The positive results and well-learned methods of teaching physical education created friendly atmosphere and a good basis for mutual cooperation.

During the educational process the students acquired special knowledge, learned how to control their own movements in accordance with the requirements for good technique. From the pure practical aspect of cooperation in their methodology classes in the beginning, they gradually moved to a higher, theoretical and mental level of co-operation, thus reaching more mature and
personal way of co-operation in the end. From this point of view the results from the tutors’ efforts to help foreign students adapt to the new environment and working conditions more easily are directly connected with the real social and personal premise, without which students’ adequate communication and active attitude towards life and social contacts is impossible.

The improved motive activity helped the students to satisfy their natural and inner need of co-operation and empathy. The interrelations were of positive character. This enabled the building up of a good premise for excellent coordination of the activities and good interrelations in the group itself, based on harmonized efforts to reach the common basic aim.

Students’ motivation to participate actively in the process of their professional development was of great importance too.

Very often the curriculum is overloaded. On the other hand foreign students have to stick to a lot of inner rules, to fulfill their everyday duties, to prepare themselves for seminars. All this “absorbs” their psychological energy and activity, tires and puzzles them. They react in the most normal way – by becoming scared, hesitant, nervous. Their reactions are two-sided – reluctance and hesitation. In cases like these, what they need is their tutors’ hearty and maximum support in the first place, and more or less the same reaction on behalf of the other students in the group.

We were well aware of the fact that if we wanted the process of foreign students’ adaptation to be successful we should take into consideration not only the tutors’ role in this process, but the students’ idiosyncrasies as well as the studied material, full of various games. The games required joined efforts, inner grouping and dependence on one another, dominant emotional and positive experience. Through their active participation in the games foreign students become equal to the other students in the group, particularly if they stick to the rules, show initiative and make their own decisions. All this models their characters and leads to a successful revival through good health and fitness.

The educative process is for all students and it is carried out by all students. The role of the tutor is to direct, to control the interrelations in the group and to stimulate the students’ positive performance.

RESULTS

1. The final results, after the experiment had been carried out, enabled us to define the number of choices and rejections on the basis of certain criterion. They show definite increase of the number of choices, compared with those at the beginning, namely 45% to 86%. This is due to the professional communication in the course of the educative process and the successful adaptation of all foreign students.

2. The result analysis, concerning the investigation of the students’ physical tenacity at the end of the experiment, shows considerable increase (fig. 1).

This increase has been influenced by: the constant impact of the tutors on the students’ communicative abilities; the adequate tutors’ strategies; the qualitative professional training; strong motivation for emotional communication and mutual trust.

CONCLUSION

We can definitely say that foreign students successfully cope with all new challenges. Their adaptation most often assumes the form of being tolerant. The balance of their interests is kept by the constant dialogue between equal partners – between the students and the tutors and among the students themselves. All this reflects on their motive activity.

We should also point out that one of the most important factors for students’ successful adaptation is their natural thirst for knowledge and professional good training. Tutors should always bear this in mind. They should always try to achieve a higher quality of the educative process, having in mind students’ individual idiosyncrasies. We must not underestimate the purely human characteristics and peculiarities of foreign students if we want to have psychological comfort in the process of teaching. Only then foreign students will adapt easily and will stay fit and healthy.

REFERENCES


Fig.1. It shows the increase of the tenacity index of foreign students, practicing fitness in specialized groups, in per cent. 1 – rapidity; 2 – tenacity; 3 – Strength of the arm and shoulder muscles; 4 – Strength of the muscles of the lower limbs.
ОБУЧУВАЊЕ НА СТРАНСКИ СТУДЕНТИ - УЧЕСНИЦИ ВО ПРОФИЛИРАНИ ГРУПИ ПО ФИТНЕС

(Преиходно сооиштение)

Димитар Е. Обрешков
Универзитет во Русе „Ангел Канчев“, Факултет за охраниото здравје, Одел „Физичко воспитување и спорти“ , Русе, Бугарија

Апстракт
Современата образовна политика во Бугарија ја поттикнува врската на главата со другите глави од различна етничка и религиозна припадност. Физичкото образование и спортот се повеќе се третира како фактор за моделирање на однесувањето и адаптацијата на странските студенти. Тоа придонесува за подобрување на социјализацијата и интеграцијата со бугарските студенти. Тој фактор претставува можност за манифестирање на личниот и културниот идентитет и претставува средство за совладување на стресот при почетното и натамошното контактирање со универзитетот - новата институција со најразлични барања во врск со неговата организација, политика и правила. За поголема успешност во таа насока, може да потпомогне и занимавањето на странските студенти со фитнес.

Ключни зборови: физичко воспитување, адаптација на личноста, физички способности, учебен процес, наставник, проценија

Correspondence:
Dimitar Obreshkov
Ruse University “Angel Kanchev”
Faculty of Public Health
8 Studentska st., 7017 Ruse, Bulgaria,
E-mail: dobreshkov@uni-ruse.bg
