

**PEDAGOGY AND EDUCATION**

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**Tkachenko Elena Viktorovna**

Candidate of medical sciences, assistant of Physiology chair

Ukrainian medical stomatological academy

**Sokolenko Valentyna Nikolayevna**

Candidate of biological sciences, associate professor of Physiology chair

Ukrainian medical stomatological academy

**TO THE QUESTION ON DISTANT LEARNING PECULIARITIES AND APPROACHES TO IT IN FOREIGN STUDENTS TAKING INTO ACCOUNT THEIR BELONGING TO HUMAN TYPOLOGIES**

We paid our attention to foreign students' physiological and psychological peculiarities taking into account their belonging to various typologies in a row of works for instance [1; 2; 3; 4; 5]. The students were from different countries, both of medical and dental faculties, of Russian and English education forms. We took into account such typologies as interhemispherical asymmetry individual profile (sinistrality, dexterity, ambidextrism), gender, age, temperament, ethnic belonging, control locus (external, internal), behavioral strategies (coping, avoiding). Also we were trying to distinguish and to assess peculiarities and approaches to foreign students study taking into account their belonging to human typologies [6; 7; 8; 9].

But quarantine because of corona virus infection made educational establishments to change the education style to the distant one beginning from schools and ending with higher educational establishments. Of course, this way is rather comfortable as the additional one but it was a new experience of its using as the main one in part in our educational establishment. There were three main forms of it: Google class used mainly for the students educating in English groups and giving the questions at the chair site with the students' answers further receiving by the teachers' mails

though some chairs used ZOOM for the students educated both in Russian and English as well. Disadvantage of ZOOM usage for such students' category was impossibility to be at their computers on time. It was especially difficult for left-handed and melancholic students. Our Physiology chair used Google class for English students distant learning and the students' answers sending by e-mail to the teacher attached to every academic group for Russian groups.

Many students were not in time concerning to ready answers sending in part the Moroccan and the Indian ones. The Indian girls were characterized by worse activity during distant learning comparatively to guys. Choleric Indian students had rather bad self-organization, there were many similar answers to one and the same question. As a whole, the Indian students demonstrated worse results on distant learning in comparison to the ones before it. The most common mistake: non-adapted Internet sources using but not manuals, methodical instructions, multimedia presentations, youtube films attached to the materials for preparing at every lesson. Also we found bad knowledge concerning to the chair and academy sites using especially in Moroccan guys. They asked to give the questions practically personally to everyone. We divided the questions into the variants which numbers were in correspondence to the students' maximal number in the academic group. Then every student should answer the questions and solve the tasks of the variant which number was the same as the student's ordinal number in the electronic register. It was so for the students of Russian educating form at our chair.

All the asked students mentioned the necessity of the material studied discussing at the lesson. Nobody told that it had been much better to have distant learning comparatively to the usual one. We came to the same conclusion because the level of self-work activity is rather low mostly and there are many language barriers for Russian educated students mostly for the Arabic ones. They were from Morocco mostly, some students were from Jordan (there were even the cases of complete impossibility to write in Russian). The ones from Turkey, Uzbekistan, Turkmenistan did not demonstrate language difficulties.

The left-handed students were characterized by time big deficiency that was in correspondence with some works results of prominent Russian physiologist and psychologist A.V. Semenovich who dedicated many years of his life to studying the world and peculiarities of the left-handed and gave the world such nice and useful books for psychologists and parents in part as [10]. A.V. Semenovich paid his attention to assessing and analyzing the individual varieties in the childhood while describing the bases of the childhood neuropsychology that has not only theoretical but rather big applied significance in Psychology, Physiology, Medicine (particularly Pediatrics), Pedagogy, Logopedy, Defectology [11]. It should be taken into account because students represent separate age group and because sinistrality peculiarities received in childhood will influence on this person distinguishing feature during his/her students' life. We have dealt to left-handed students mentioned distinguishing feature before not one time and have given more time for their working activity that improved the results received effectiveness significantly. This feature was impressed more during distant learning because there were not time limits due to separate lessons absence. Left-handed foreigners needed especially expressed individual approaches, their temperaments taking into account comparatively to the right-handers.

We would like to mention another peculiarity of such left-handed students who have language barriers in part: they need in the manuals with little information but with many tables, figures. Such a manual for "lazy" or left-handed students was created in Russia for the ones studied Physiology in English [12]. This problem is of crucial significance at distant learning when the students do not have ability to listen to the teachers' explanation. Brain peculiarities of left-handers determine the fact of increased necessity of such manuals as well as colorful multimedia presentations for their self-work because they are visuals mostly and it is rather difficult to distinguish similar and to recognize the main for them [13; 14]. Also such students often ask for such presentations with much empty place for making the information translation in their mother tongue of other foreign language they managed well.

Human typological aspects are important and are necessary to be taken into

account in Psychology, Pedagogy, Physiology in big extent.

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