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SECTION 21.

PEDAGOGY AND EDUCATION

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ADAPTATION PROCESS MULTI-FUNCTIONALITY AND ITS CONNECTION TO TYPOLOGICAL ASPECTS

As the modern scientific literature review demonstrates adaptation is assessed in various branches of Science and even in the crossing between them: there exist career adaptation model in Iranian students (ethno-age typological aspect) while speaking about career adaptability mediating role in relationship between emotional intelligence and career decision making difficulties [1]; adaptation in architecture in Tehranian urban places concerning to elder people welfare in different urban areas (ethno-age aspect plus urban area) [2]; adaptation policies to climate changes in agriculture in Iran (ethnic aspect) [3].

Adaptation is assessed mostly in Medicine, Psychology and Pedagogy. Here are the examples. In Gynecology (Reproductology) female psychological adaptation and coping intervention (ethno-gender aspect plus behavioral strategy) for oocytes retrieval were studied by the specialists from Netherlands [4]; in Oncology – various coping strategies adaptation by Nigerian patients suffering in cancer (ethno-age aspect plus behavioral strategy) [5]. Psychologists work with couples in various countries (ethno-gender aspect), in part in Iran [6]. Ethno-gender-age aspect in Psychology scientific area: there exists work on the effectiveness of positive thinking skills training on high school girl students' happiness and social adaptation in a separate city (Mehraban, Iran) [7], the works about immigrants particularly of males and females Iranian adolescents in Malaysia while describing the adaptation in ethno-gender-age aspect and while differentiating the monocultural and multicultural adaptation [8]; about Arab-Canadian adolescents (ethno-age and ethno-gender-age typological aspects) [9]; there is a comparative study of adaptation problems between immigrant adolescents, and national adolescents in Australia [10]. One should differentiate the terms “acculturation” concerning to foreign students and immigrants [11] for example there is research about Turks in Bulgaria and the Netherlands representing a comparative study of their acculturation orientations and outcomes [12]; “acculturative stress” [13; 14], as well as there exists a whole direction of Psychology – Psychology of immigration [15] and there must be big multi-facetated work on the immigrants social support [16] and special educational means that will allow reaching good educational outcomes [17].

There exist adaptation (in part the psychological one) versions in various countries while emphasizing adaptation study in ethnic aspect particularly in Iran [18], in Otolaryngology for odorants perception (in Malaysia, the test cultural adaptation) [19].

Questionnaire characterizing psychological adaptation severity is present while uniting the Psychology and Medicine in ethno-gender aspect – in Iranian women suffering from multiple sclerosis [20]; cognitive adaptation training in men and women candidates for cholecystectomy [21].

Countries and separate educational establishments must share their experience about multiculturalism respect and foreign students maximal natural and social (in part psychological) adaptation reaching ways and mechanisms [22], there must be multi-facetated researches of the specialists from Science various branches in this aspect and the students' typologies belonging should be taken into account obligatorily as well as the individual approach in learning must be Pedagogy direction in priority [23; 24; 25; 26; 27] particularly at remote learning [28; 29]. Cognitive Psychology as Psychology direction tightly connected to Pedagogy and higher nervous activity Physiology must take the higher education maintainers typological belonging into account [30].

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