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# PEDAGOGICAL SCIENCES

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## **SOME PECULIARITIES OF FOREIGN STUDENTS' WORK IN GOOGLE-CLASS IN DEPENDENCE ON THEIR BELONGING TO TYPOLOGIES**

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Remote learning becomes an actual field of multi-facetated study due to COVID-19 and thus necessity to find new and to improve the present pathways and methods of teaching at various levels of the education beginning from schools [1, p.362-364]. Education methods and ways differ in various countries but educative strategy in priority is individualized learning connected to human typologies taking into consideration [2, p.16-20; 3, p.329-334]. Modern educational tendencies and prospects are assessed taking into account typological aspects [4, p.470-475]. Thus one can say about typological approach in Pedagogy that is of crucial importance while working with foreign students [5, p.27-28]. Special manuals for left-handed students were created in part in Moscow on the background of dominant right hemisphere activity taking into consideration [6, p.1-200; 7, p.56-62]. One must not hurry the left-handed pupil or student up [8, p.1-232].

Goggle-class belongs to rather spread mean of remote learning. We used it in English groups at the 2<sup>nd</sup> course while teaching Physiology during remote and usual education. Practically all the students' problem – that they use non-adapted scientific sources while preparing to their lessons from Internet but not manuals, methodical instructions in part attached to every lesson in Google-class. We did not see this non-

usage valuable dependence on typologies belonging of the students from various countries. Unfortunately slow tests and tasks performance was characteristic for many students, though medical students were more active while working in Google-class. Both medical and dental students preferred solving tests to the tasks and answering the questions especially the ones from dental faculty. Girls were more active in Google-class than guys, in part, the Iranian and the Moroccan ones. Choleric students were impulsive and made mistakes bigger amount comparatively to other temperaments' representatives as well as were using the works of other students. Sanguinics were performing the tests and tasks the mostly careful, the melancholics took the second position, and phlegmatics had the least velocity of works. Tests were more difficult to be solved for left-handed students that is connected to physiological and psychological abilities of right hemisphere dominant in them – ability to decompose (to split), to analyze and to mark the main that is of crucial importance for solving the tests is very weak because of simultant synthetic thinking. It is known that the left-handers' population is not one-digit with differentiating the real, hidden or forced and unreal left-handed people [9, p.98-102]. Unreal left-handers had good tests writing because left hemisphere became dominant in them with good ability to analyze and to distinguish the main. Forced (hidden) and real left-handers had the same problems while the tests writing. Teachers should not put the results on tests in priority in such students, this activity type should be only applied as the additional one and left-handed applicants of the education should be given more time to solve them comparatively to the right-handers. As for us, we applied teaching tests on the board with the correct answers detailed discussion and notes in the copy-book, controlling tests were absent at the first stages of the education (tests in Google-class were discussed and their results were not taken so much into consideration while putting the marks). Externals had tests and tasks performance less velocity comparatively to the internals. The students with coping behavioral strategies were quiet, more reflexive, had bigger percentage of self-activity though less speed of performance comparatively to the ones with avoiding and defense strategies, who were impulsive, possessed less percentage of self-activity and more significant using

the works of their counterparts.

It turned out that tasks on the heart-vascular and excretory systems were the most difficult to dental students of the examined groups.

As a whole, many students needed in active control of their activity in Google-class, and the answers' attachment represented also rather significant problem for the students independently on their temperaments.

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