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TYOLOGICAL ASPECTS AND PEDAGOGICAL ADAPTIVITY IN RELATION TO REFLECTIVE EDUCATION

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Reflective education attracts the attention of various specialists, mainly teachers at kindergartens, schools, colleges, higher educational establishments; psychologists; and simply – fathers and mothers, grandparents who would like to give their children and grandchildren the Best Education, based into reflexy taking their psycho-physiological distinguishing features into obligatory consideration, with other words – taking their typological belonging into obligatory account. It is worthy to mention that interest to reflective education was found in different countries, their parts and even cities: Iraq (Baghdad city) [1], Pakistan with comparison with the UK [2] and with comparison of this education reflective practices intellectual roots in the ancient and contemporary Pakistanian teachers [3], in Afghanistan [4], Indonesia [5], Philippines [6], Taiwan, Southern Vietnam, Western Australia [7], India [8], Hyderabad city [9], China [10], Malaysia [11], Turkey [12], Italy [13], Lithuania [14], Norway, the UK, the USA. Ethnic typological aspect found its describing in the articles about professional development models, for example, in Japan, according to which teaching is considered to be as a craft [14], critically reflective pedagogical model for enhancing learning and teaching in construction disciplines in Australia [15]. They say and they write about causal models and experimentation strategies in scientific reasoning [16].

There are learning styles and learning spaces [17]. Typologies impact on reflective education is present also in the grouping dependently on teachers' content knowledge and pedagogical content knowledge [18; 19]. Pedagogical content knowledge (PCK) was thought to be as a conceptual tool to understand teachers as professionals [20].

Also it is worthy to mention that they say and they write about pedagogical adaptivity in the context of general pedagogical knowledge in the teachers [21]. Adaptivity was assessed in this context in the ethnic typological aspect taking into consideration or even ethno-age because students represent a separate age category. For example, such articles were written in Norway [22], Ukraine (while emphasizing to education of the adult and while using the term “adaptive adult education”) [23], Athens city (Greece) while discussing the adaptive feedback framework to support

reflection, guiding and tutoring [24], Australia (while discussing teacher adaptive practices as a key factor in teachers' implementation of assessment for learning) [25].

It is important to note that both education reflective character and its adaptivity can and must concern both the education applicants and the tutors and that the biggest success in a study will be reached if to realize it simultaneously, with the students and teachers typological belonging taking into obligatory consideration; additionally age typological aspect is expressed while working with the different-aged children, adult people in colleges, institutes and universities; ethnic and even ethno-age – if to take psycho-physiological peculiarities of the International students from various countries into consideration; ethno-gender-age – if to remember and to use the varieties between different-aged females and males from different countries. Reflective education, structured Pedagogy as the variant of adaptive learning as well as inclusive education based onto humanism and maximal individual approach (id est typological belonging) must be modern Pedagogical sciences branches in priority.

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