



## **СЕКЦІЯ XXI. ФІЛОСОФІЯ ТА ПОЛІТОЛОГІЯ**

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COVID-19 pandemy created an essentiality of emergency remote education and it is paid significant attention in a various countries for example Turkey [1]. As a whole, the Turkish scientists paid and pay much attention to distance learning study in a context of COVID-19 in higher [2] and lower educational establishments, its problems [3] with ethnic typological aspect taking into consideration. Finnish teachers wrote their article in ethnic typological aspect while describing the research project performed in small rural primary schools [4]. Not only the teachers' but also the students' opinions towards distance learning were and are taken into consideration while the printed works writing, for example in Turkey.

The teachers demonstrate or don't demonstrate varieties of their attitude about distance learning during COVID-19 period dependently on their typological belonging: Turkish primary school teachers did not express gender varieties and express valuable age varieties and the ones because of working stage concerning to remote learning [5].

Remote learning can be used together with non-remote education while forming so-called blended learning which is also paid significant attention in a various countries in part because of this combination rather big novelty, essentiality to adapt this element in a traditional university culture, finding a proper designs of blended learning, its challenges and perspectives as it has been performed in Saudi Arabia [6; 7]. Blended learning has two synonyms – hybrid or mixed-mode learning; blended learning has been introduced in Pedagogy by American Society for Training and Development and many research were and are dedicated to it in a different countries: in Canada – while studying the blended learning innovation [8], blended faculty development community [9; 10; 11]. Canadian specialist professor Garrison DR and his co-authors particularly from Turkey introduced and

described the term “community of inquiry” [12].

Thus, remote education was and is studied while typological aspects taking into obligatory consideration and it is indeed a proper approach. As a whole, education internationalization is considered to be Pedagogy direction in priority and is paid significant attention in Netherlands, Australia, Turkey (separately for medical students) [13; 14; 15], China (at economical enterprises) [16], with a comparative characteristics between different countries, for instance Australia and China [17], English-speaking countries [18; 19], in part Asian countries [20; 21; 22; 23; 24; 25; ] therefore with ethnic typological aspect taking into account.

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