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COGNITIVE LINGUISTICS: TYPOLOGICAL ASPECTS CONTRIBUTION

Neurocognitive function assessing in children represents important task of modern Cognitive Psychology and Pedagogical Psychology both under physiological and pathological conditions. The researches performed demonstrated the necessity to take the observed and examined children's typologies into account. In part, such works are performed at higher nervous activity problems [1] (reading problems in both-gendered high school graduates, females have higher score on reading and practically absent speech problems because of their hemispheres less ambilaterality due to callosal body stronger development in posterior but not anterior parts comparatively to males) and the diseases as well as syndromes of other system than the nervous one; in various countries, even in one country part; in different-aged children; in boys and girls. Such a work as [2] according to which Iranian boys sick in acute lymphoblastic leukemia suffer from stronger cognitive disturbances than the aged-matched girls and additionally the disorders' degree is bigger the younger the children are, gives a brilliant example of this. There exist such new directions in Science as Cognitive Linguistics and Cognitive Sociolinguistics (for identifying the collective representation and cultural cognition to get a deeper supposing of phenomena and concepts cultural understanding [3]). There is such pathology as William's syndrome: the patients even in adulthood have metaphors little understanding and they can hardly use them [4]. There are researches according to which healthy 2-5-year-old boys comprehend Persian metaphors better than their aged-matched counterparts [5]. Such health problems assessment represents also Cognitive Linguistics subject and is an important applied branch on the crossing between Pedagogy, Linguistics, Psychology, Neurology, Pediatrics, Pathopsychology.

As the literary review demonstrates Pedagogy and its separate branches have connections to age, gender, gender-age, ethno-age and ethno-gender typological aspects (the mentioned researches were performed in Iran). Ethnic aspect is determined by various language connections as well as tests [6], elements (like including the texts describing the culture while providing the intercultural competence) [7] and methods (particularly the term-formation ones) taking one from another or one from others [8].

Bilinguals possess often difficulties in foreign language translating and writing in it in part the Persians studying Arabic [9], in the Persians studying French [10]. Such works are performed in different countries in both-gendered and various-aged students while involving thus typological aspects taking into account as well. This direction is actual because of students' mobility and studying in foreign countries in significant extent.

Intelligence Quotient and introversion/extraversion were found to have more effective role than self-esteem to make a significant difference when participants among Iranian students tried to show various words while different schemata applying; anxiety played the least role in them [11].

Thus, temperament parameters also contribute in pedagogical process while creating the additional typological aspect that is necessary to be taken into consideration during working with the students.

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