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PEDAGOGY NEW DIRECTIONS AND TYPOLOGICAL ASPECTS CONTRIBUTION IN THEM

Human typologies taking into account is actual in many branches of Science, particularly in Psychological Pedagogy. Ethnic belonging, place of living (rural, urban), gender, age, interhemispherical asymmetry individual profile (dexterity, sinistrality real, hidden, unreal, ambidextrism, ambisinistratism), temperament type play the leading position among typological aspects in relation to corresponding human typologies.

To start with, studentshood represents separate age group. There exist also typologies of teachers from several points of consideration. Pedagogy new directions are applied successfully in various countries in the educational process.

Multicultural identity development must be taught beginning from the elementary school and special models are developed in various countries and educational establishments while emphasizing the necessity to create culturally relevant Pedagogy during the educational process [1]. Collaborative Actions are performed by the teachers in various countries and in different branches of the subjects studied in part while teaching the English as the foreign language for the Iranians [2]. Ethnic (ethno-age, if to be more exact because students and pupils represent separate age categories) typological aspect in Pedagogy found its expression even in Sport namely while badminton teaching in Iran there was an application of so-called non-linear Pedagogy: it took the skill's acquisition complexity into account as well as the individuals' inherent tendency while providing the movements affordances while being effective therefore in the goal tasks fulfillment [3]. Critical Language Pedagogy Literacy Scale was developed and then was introduced in the educational process in Iranian Universities [4]. Canadian and Iranian scientists developed the concept of adaptive university according to which the university represents living organization and a dynamic system essential to be adaptive both for its survival and its progress within the internal and external changes [5]. Practic-based Pedagogy [6] is applied in all countries in part in medical educational establishments. Ethno-age typological aspect is also actual in assessing and comparing the speech peculiarities in monolingual and bilingual children: for instance Iranian bilingual children aged 4-5 years received third-level score in the test of dual cards while their the same-aged counterparts – the fourth level or the full use [7]. Cognitive rehabilitation is performed in sick children in part the pedagogic means are used to help children and students with dyslexia and dyscalculia disabilities [8] as well as specific learning disorders [9], hearing loss [10].

Ethno-gender-age typological aspect concerning to Critical Pedagogy was described in Iranian scientists work [11] the conclusion of which was as follows as: gender differences are unrelated to Critical Pedagogy level perception in English foreign language Iranian teachers, teaching experience levels difference seems to be non-valuable. Cognitive Linguistics represents separate pedagogic direction where typological aspects have significant contribution [12] as well as Cognitive Psychology [13].

There exist versions of Annett's Handedness Test in various countries in part in Turkey [14]. The students' and the teachers' temperaments taking into account is rather important in Pedagogy [15; 16; 17]. Interhemispherical asymmetry individual profile indexes taking into consideration plays significant role while educating the foreign students, particularly at remote learning [18]. As a whole such indexes taking into account are important not only in Pedagogy but in Psychology and other sciences [19].

Thus, our brief literary review shows the actuality and validity of various typological aspects in Pedagogy various branches many of which are new.

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