

Abstract Book, 5th WORLD CONFERENCE ON EDUCATIONAL TECHNOLOGY RESEARCHES, Anadolu University Open Education
Faculty Conference Center (Lefkosa) 15-17 October 2015, Nicosia, North Cyprus



**5th WORLD CONFERENCE ON EDUCATIONAL TECHNOLOGY
RESEARCHES**

**Anadolu University Open Education Faculty Conference Center
(Lefkosa)
15-17 October 2015, Nicosia, North Cyprus**

ABSTRACTS BOOK

Organization

Association for Human, Science, Nature, Education and Technology
Academic World Education and Research Center - A non-profit international
organization

www.awer-center.org

Chair

Assoc. Prof. Dr. Fezile Özdamlı

Co-Chair

Assist. Prof. Dr. Erinç Erçağ

Conference Committee Members

Prof. Dr. Ferhan Odabaşı, *Anadolu University, Turkey*

Prof. Dr. Hafize Keser, *Ankara University, Turkey*

Prof. Dr. Huseyin Uzunboylu, *Near East University, North Cyprus*

Prof. Dr. Jacobus G. Maree, *University of Pretoria, South Africa*

Prof. Dr. Janet Parker, *Open University, UK*

Prof. Dr. Jean Underwood, *Nottingham Trent University, UK*

Prof. Dr. Kinshuk, *Athabasca University, Canada*

Prof. Dr. Servet Bayram, *Marmara University, Turkey*

Prof. Dr. Steven M. Ross, *Johns Hopkins University, USA*

Prof. Dr. Ülkü Koymen, *Near East University, North Cyprus*

Prof. Dr. Yavuz Akpınar, *Bogazici University, Turkey*

Assoc. Prof. Dr. Sarka Hoskova-Mayerova, *University of Defence, Czech Republic*

Assoc. Prof. Dr. Selma Koc, *Cleveland State University, USA*

Assoc. Prof. Dr. Mehmet Erdem, *University of Las Vegas, USA*

Secretariat

Aras Arifoglu

wcetr.info@gmail.com

International Scientific Committee

Prof. Dr. Stephen W. Harmon, Georgia State University, USA
Prof. Dr. Ali Ekrem Özkul , Anadolu University, Turkey
Prof. Dr. Arif Altun, Hacettepe University, Turkey
Prof. Dr. Begoña Montero, Universidad Politécnica de Valencia, Spain
Prof. Dr. Carmen Pérez-Sabater, Universidad Politécnica de Valencia, Spain
Prof. Dr. George S. Mouzakitis, Greece
Prof. Dr. J. Michael Spector, University of Georgia, USA
Prof. Dr. Kiyoshi Nakabayashi, Chiba Institute of Technology, Japan
Prof. Dr. Aytekin İşman, Sakarya University, Turkey
Prof. Dr. Marina S. Mcisaac, Arizona State University, USA
Prof. Dr. Mehmet Gürol, Fırat University, Turkey
Prof. Dr. Mehmet Kesim, Anadolu University, Turkey
Prof. Dr. Murat Barkan, Yaşar University, Turkey
Prof. Dr. Petek Aşkar, Izmir Economics University, Turkey
Prof. Dr. Jacobus G. Maree, University Of Pretoria, South Africa
Prof. Dr. Janet Parker, Open University, UK
Prof. Dr. Buket Akkoyunlu, Hacettepe University, Turkey
Prof. Dr. Colin Latchem, Open Learning Consultant, Australia
Prof. Dr. Ferhan Odabaşı, Anadolu University, Turkey
Prof. Dr. Hafize Keser, Ankara University, Turkey
Prof. Dr. Halil İbrahim Yalın, Gazi University, Turkey
Prof. Dr. Hüseyin Uzunboylu, Near East University, North Cyprus
Prof. Dr. Jean Underwood, Nottingham Trent University, UK
Prof. Dr. Jongho Shin, Seoul National University, South Korea
Prof. Dr. Kinshuk, Athabasca University, Canada
Prof. Dr. Mohammad H Yarmohammadian, Isfahan University of Medical Sciences, Iran
Prof. Dr. Nick Rusby, British Journal of Educational Technology, UK
Prof. Dr. Peter Goodyear, The University of Sydney, Australia
Prof. Dr. Rauf Yıldız, Çanakkale Onsekiz Mart University, Turkey
Prof. Dr. Rozhan M. Idrus, University Sains Malaysia, Malaysia
Prof. Dr. Servet Bayram, Marmara University, Turkey
Prof. Dr. Uğur Demiray, Anadolu University, Turkey
Prof. Dr. Yavuz Akpınar, Bogazici University, Turkey
Prof. Dr. Salih Uşun, Muğla University, Turkey
Prof. Dr. Zeki Kaya, Gazi University, Turkey
Prof. Dr. Ray Webster, Murdoch University, Australia
Prof. Dr. Thirusellvan Vandeyar, University of Pretoria, South Africa
Prof. Dr. Sonia Maria Suae-Garaboa, University of A Coruña, Spain
Prof. Dr. Yolanda Sealey-Ruiz, Columbia University, USA
Prof. Dr. Tse-Kian Neo, Multimedia University, Malaysia
Prof. Dr. Christine Harmes, James Madison University, USA
Prof. Dr. Antonella Carbonaro, University of Bologna, Italy

Prof. Dr. Tom Baranowski, Baylor College of Medicine, USA
Prof. Dr. Yu-chu Yeh, National Chengchi University, Taiwan
Prof. Dr. Steven M. Ross, John Hopkins University, USA
Prof. Dr. Ulku Koymen, Iefke European University, North Cyprus
Prof. Dr. Ahmet Mahirođlu, Gazi University, Turkey
Prof. Dr. Adem Karahoca, Bahcesehir University, Turkey
Prof. Dr. Deniz Deryakulu, Ankara University, Turkey
Prof. Dr. Fatos Adiloglu, Bahcesehir University, Turkey
Prof. Dr. Eralp Altun, Ege University, Turkey
Prof. Dr. Kamisah Osman, University of Kebangsaan, Malaysia
Assoc. Prof. Dr. Zehra Özçınar, Atatürk Teacher Training Academy, North Cyprus
Assoc. Prof. Dr. Abdullah Kuzu, Anadolu University, Turkey
Assoc. Prof. Dr. C. Hakan Aydın, Anadolu University, Turkey
Assoc. Prof. Dr. Gulsun Kurubacak, Anadolu University, Turkey
Assoc. Prof. Dr. Mansour Abdi, Arak University, Iran
Assoc. Prof. Dr. Murat Ataizi, Anadolu University, Turkey
Assoc. Prof. Dr. Mustafa Murat İnceođlu, Ege University, Turkey
Assoc. Prof. Dr. S. Sadi Seferođlu, Hacettepe University, Turkey
Assoc. Prof. Dr. Yu-Mei Wang, University of Alabama at Birmingham, USA
Assoc. Prof. Dr. Mehmet Erdem, University of Las Vegas, USA
Assoc. Prof. Dr. Selma Koc, Cleveland State University, USA
Assoc. Prof. Dr. Sarka Hoskova-Mayerova, University of Defence, Czech Republic
Dr. Ana Loureiro, Polytechnics Institute of Santarem, Portugal
Dr. Mazzola Luca, Italy

ABSTRACTS

TEACHING ENGLISH

Alina Zhan,

Abstract

Many parents would like to teach their children English at home, but don't know how to start. It doesn't matter if your own English is not perfect. The most important thing is that you are enthusiastic and that you give your children lots of encouragement and praise. Your child will pick up on your enthusiasm for the language. Don't worry if your child doesn't start speaking English immediately. They will need a certain amount of time to absorb the language. Be patient, and they will begin to speak English in their own time.

Keywords: English immediately, English in their own time

ADDRESS FOR CORRESPONDENCE: Alina Zhan,

E-mail address: airport85@mail.ru

MEASURING HEALTHCARE UNDERGRADUATE STUDENTS' ATTITUDES TO INTERPROFESSIONAL EDUCATION IN SAUDI ARABIA; THE VALIDATION OF AN ARABIC VERSION OF THE UNIVERSITY OF WEST ENGLAND INTERPROFESSIONAL QUESTIONNAIRE

Sukinah Alshaikh, University of Southampton, Faculty of Health sciences, United Kingdom

Alan Borthwick, University of Southampton, Faculty of Health sciences, United Kingdom

Crissi Gallagher, University of Southampton, Faculty of Health sciences, United Kingdom

Sara Hean, University of Stavanger, Norway

Abstract

Interprofessional education encourages learners from various health and social care professions to understand each other's roles and prepares them to work together to foster collaboration and improve quality of care (Pollard et al. 2004). Although Saudi Arabia has witnessed the introduction of problem based learning (PBL) in medical curricula, which is thought to pave the way for successful interprofessional education (IPE) (Dahlgren 2009), the introduction of IPE has been slow in many Middle Eastern countries, and in particular in Saudi Arabia (El-Zubeir et al. 2006). Research suggests that Saudi students' attitudes towards PBL are positive (Al-Damegh and Baig 2005; Gowda et al. 2013). It is important now to assess how receptive students are to IPE in this national context, as attitudes are likely to affect their future learning and collaborative behaviour (Forgas 2010). The study is currently underway that explores Saudi undergraduate students' attitudes towards interprofessional education. It gives particular consideration to cultural sensitivities, notably those relating to gender differences and the type of professional discipline which may impact on the likelihood of successful implementation of these programmes.

Keywords: relating, successful implementation, likelihood

ADDRESS FOR CORRESPONDENCE: **Sukinah Alshaikh**, University of Southampton, Faculty of Health sciences, United Kingdom

E-mail address: salshaykh@hotmail.com

THE EFFECTS OF EMBODIED AGENT'S VISUAL REALISM IN VIRTUAL LEARNING ENVIRONMENT

Tze Wei Liew, Multimedia University, Jalan Ayer Keroh Lama, Melaka, 75450, Malaysia

Nor Azan Mat Zin, Universiti Kebangsaan Malaysia, Jalan Reko, Bangi, Selangor, 43600, Malaysia

Noraidah Sahari, Universiti Kebangsaan Malaysia, Jalan Reko, Bangi, Selangor, 43600, Malaysia

Su-Mae Tan, Multimedia University, Jalan Ayer Keroh Lama, Melaka, 75450, Malaysia

Abstract

The present paper investigated the effects of an embodied agent's visual realism on learners' cognitive and socio-emotive outcomes in a virtual learning environment. One hundred forty-four university sophomores interacted with either a realistic agent (3D-rendered and naturalistic) or an unrealistic agent (2D-rendered and stylized/cartoon) in a virtual learning system that delivers a lesson on basic computer programming. Results showed that the unrealistic agent imposed an extraneous cognitive load and hindered learning transfer, particularly for male learners. The hypothesis that an unrealistic agent will elicit higher socio-emotive responses from learners was not supported. On the contrary, the realistic agent induced a higher level of positive affect in learners than the unrealistic agent. Theoretical and design considerations regarding agents' visual realism are discussed in this paper.

Keywords: virtual agent; visual realism; virtual learning environment

ADDRESS FOR CORRESPONDENCE: **Tze Wei Liew**, Multimedia University, Jalan Ayer Keroh Lama, Melaka, 75450, Malaysia

E-mail address: liew_tzewei@yahoo.com

MULTIFUNCTIONAL INTERACTIVE TEACHING METHOD FOR 1:1 DIGITAL LEARNING INITIATIVES

Serhat Grgn, Instructional Technologist, İELEV Eđitim Kurumları, Trkocađı Caddesi No:4 Cađalođlu -
Istanbul, 34120, Trkiye

Fatih Yrk, IT Coordinator, İELEV Eđitim Kurumları, Trkocađı Caddesi No:4 Cađalođlu - Istanbul, 34120,
Trkiye

Abstract

Many approaches are being used in the schools and companies where tablets are used for education. LMS's which are introduced to the market and applications which can be reached from application stores are being used more effectively classrooms via web software. The most important points that schools and teachers have to emphasize are: 1- How to run the strategies of education with the help of BYOD or tablets given to students. 2- To form 1:1 instructions for teaching with the help of iPads and tablets. Modelling of education to be studied on is applied with functions like; - Getting students involved before the lesson; - Getting them taking part in the lessons in an efficient way; - Make them a part of the process even when the lesson is over. A teaching model has started at IELEV Educational Institutions with 310 students and 160 teachers during 2014/15 in Istanbul, Turkey. In this study, the focus is on the model that has been in progress.

Keywords: at IELEV, 310 students and 160 teachers

ADDRESS FOR CORRESPONDENCE: **Serhat Grgn**, Instructional Technologist, İELEV Eđitim Kurumları,
Trkocađı Caddesi No:4 Cađalođlu - Istanbul, 34120, Trkiye
E-mail address: sgurgun@ielev.k12.tr

IDENTIFYING AND IMPLEMENTATION OF THE FINANCING SOURCES OF TOURIST ENTITIES

David Gabriela, Vasile Goldiș” Western University of Arad, Romania
Boiță Marius, Vasile Goldiș” Western University of Arad, Romania

Abstract

Located at the intersection of the two spheres (tourism markets and financial ones), the tourism entity in Romania is interested in finding the formula to assure optimum financing by attracting financial resources in the field, on the one hand and on the other hand it is interested in meeting the high demand for profit from tourism and economic sphere. The objective determinant of Romanian tourism entity is to maximize the value by carrying out a profitable activity. The touristic entity must obtain profit to generate sufficient funds to distribute cash dividends to shareholders, while paying creditors at a favorable interest on borrowed funds.

Keywords: tourism, tourism market, tourism demand, financing, profit

ADDRESS FOR CORRESPONDENCE: **David Gabriela**, Vasile Goldiș” Western University of Arad, Romania

E-mail address: Gabriela_dvd@yahoo.com

THE RELATION BETWEEN THE EXPOSURE TO MOBING AND BURNOUT LEVELS OF SECONDARY SCHOOL TEACHERS

Rasim TÖSTEN,
Yunus Emre AVCI,
Veysel OKÇU,

Abstract

This study was conducted to determine the relation between the level of burnout and the level of exposure to mobbing. The research is in relational survey model. The population of the research is composed of 1153 secondary school teachers working in Siirt city center in 2014-2015 academic year. As the number of teachers included in the research population is not high, sampling was not made and 354 of the distributed scales were analysed. In the study, "Negative Acts Questionnaire" Scale developed by Einarsen and Raknes (1997) was used to measure the frequency of teachers' exposure to mobbing behaviours. To determine the teachers' burnout levels "Maslach Burnout Inventory" (MBI- Educators Survey) developed by Maslach and Jackson (1981) was used. The results showed that teachers are exposed to negative behaviours under the sub-dimensions of "work related mobbing" and "mobbing directed at social relations" at "occasional" level. With regard to the burnout levels of the secondary school teachers, the highest value is observed in "emotional exhaustion" sub-dimension while the lowest is in "depersonalization"; and the personal accomplishment is at moderate level. As a result of the research, based on the perceptions of the teachers, a positive and medium level of relation was determined between the "work related mobbing" and "mobbing directed at social relations" sub-dimensions of mobbing and "emotional exhaustion" and "depersonalization" sub-dimensions of burnout, while the relation with the personal accomplishment dimension was at a negative and medium level. As a result of the regression analysis, it was found out that both sub-dimensions of mobbing significantly predict all the dimensions of burnout subscales.

Keywords: Mobbing, burnout, school, teacher

ADDRESS FOR CORRESPONDENCE: Rasim TÖSTEN,
E-mail address: rasimtosten@hotmail.com

TWO WAYS OF SECOND LANGUAGE VOCABULARY ACQUISITION

Sarka Hubackova, University of Hradec Kralove, Rokitanskeho 62, 50003 Hradec Kralove, Czech Republic
Ilona Semradova, University of Hradec Kralove, Rokitanskeho 62, 50003 Hradec Kralove, Czech Republic

Abstract

The study covers two modes of teaching foreign language vocabulary. The traditional way – translation pairs – is drafted in the introductory paragraphs; the approach of studying new words in context of a sentence is dealt with in detail. The author, backed up by her long-time experience as a teacher of German, compares the advantages and disadvantages of both teaching techniques. She appreciates the new method in dependence on the type of the relevant foreign language, of German in that concrete case, and on overall language knowledge of students. She warmly recommends the usage of the new method in teaching reading skill. The present study is discussing the using two ways of teaching and learning new words in German as a foreign language. The suggestions given here are reflecting long-term teaching experience of the author looking back on her student childhood in secondary school many years ago. This happens especially in the introductory section of the study to reveal one way mentioned above.

Keywords: Second language, foreign language, Teaching, vocabulary, acquisition;

ADDRESS FOR CORRESPONDENCE: **Sarka Hubackova**, University of Hradec Kralove, Rokitanskeho 62,
50003 Hradec Kralove, Czech Republic
E-mail address: sarka.hubackova@uhk.cz

ELEARNING PROSPECTS AND TEACHER'S SKILLS

**Ilona Semradova,
Sarka Hubackova,**

Abstract

eLearning prospects and teacher's skills are the core topics of this paper which aims at ICT implementation to the process of education and teachers' competence development. We investigate whether, and if so, how is changed the scope and content of teachers' competencies related to the ICT implementation into the education process. Particular pedagogical and didactic context within the use of ICT in education process are often examined. This paper aims especially at the general epistemological, ethical and broader social context of eLearning. Primarily hermeneutic approach is used and the initial sources of interpretation are provided by the means of frequency analysis of the motives of the students' reflections. The interview is used as a complementary method. Our results are based on frequency analysis of the motives of the students' reflections at the Faculty of Teacher Training during the period of 2004/2005; 2009/2010, 2014/2015 academic years and their comparison. The data are complemented by suggestions from interviews with teachers in 2010 and 2015. The personal, social, professional and methodical competencies are highlighted. In the long term prospective of the investigated problem it became apparent that the scope and content of teacher competencies have sustained core and shifts towards the need for a greater range of competencies relate in particular to the use of ICT in the education process in a world of difference.

Keywords: competences, ICT, education process, eLearning, a world of difference

ADDRESS FOR CORRESPONDENCE: **Ilona Semradova,**
E-mail address: sarka.hubackova@uhk.cz

VISUALIZATION AS INNOVATIVE RESOURCE OF MODERN EDUCATION

Elena Ryaguzova, Personal Psychology Saratov State University

Abstract

There are presented the results of empirical study aimed at the reconstruction of meaning of visual message. It is argued that the introduction of multimedia technologies into the educational process makes it possible to visualize meaning, give it special significance, and choose personal way in educational environment.

Keywords: the subject of the educational process, innovation, media technology, visualization, knowledge, understanding.

ADDRESS FOR CORRESPONDENCE: **Elena Ryaguzova**, Personal Psychology Saratov State University
E-mail address: riaguzova@yandex.ru

YOUTH DISCOURSE IN TOPICAL, SOCIOLINGUISTIC AND PRAGMATIC ASPECTS

Vladimir Karasik,
Kussain Ryssaldy,
Zhazira Bekzhanova,

Abstract

The article studies youth discourse from topical, sociolinguistic and pragmatic viewpoints. Our purpose is to prove the hypothesis of topical and pragmatic differences between the discourses of adults and youth; to find out differences in topical interests between students and working youngsters of service staff. Methods of study are sociolinguistic survey and discourse analysis. In the article we present the main results of the survey arranged at the university dormitory among the students and among the working youth. There were given seventeen topic, and the respondents were to select the most typical and popular topic for discussion among his/her friends. Discourse was analysed on the materials of WhatsApp messages of young and older volunteers. As a result of the questionnaire, students chose career as the first important topic, the second place was given to entertainment. Working youngsters preferred entertainment as the first priority, and money became the second topic. Messages of adults contained more words in a message, while youngsters' messages were full of emoticons, acronyms and symbols. Adults mostly followed neutral register, while youngsters' talks were brief, but emotional, closer to informal register. Youngsters illustrated less distance in communication with close friends rather than adults. These two steps of our research prove that interests of youth depend on the social status they have and their social environment. Difference between adults' and youth perception of "closeness" is different. These results can be significant contribution of linguistics to modern pedagogy and youth sociology

Keywords: youth discourse; topical framework; social distance; sociolinguistic aspect; pragmatic aspect; questionnaire; comparative discourse analysis

ADDRESS FOR CORRESPONDENCE: Vladimir Karasik,

E-mail address: zhazirulya_26@mail.ru

SCHOOLS OUT VIRTUAL WORLDS IN: IMPROVING ENGLISH THROUGH EXPOSURE TO LANGUAGE IN SECOND LIFE DIGITAL ENVIRONMENT

Levent Uzun,

Abstract

The present study investigated the educational options and opportunities that the Second Life (SL) platform provides as a 3D multiuser interactive digital environment. The current work was a pilot study for a bigger scale international project that is going to be carried out in cooperation with different educational institutions and schools within the European Union. The participants were 20 university students and 40 secondary school students who were guided, supported, and supervised by their lecturers (N=7). The university students had role-plays to act as foreign persons of different nationalities, which was not known by the secondary school students. The persons of the two groups were to meet in the virtual campus that was created as an English language learning and practicing village. The SL platform was used as the base of the educational digital environment, which was filled appropriately with materials that were in parallel with the curriculum of the 7th grade secondary school English as a Foreign Language (EFL) curriculum of the Turkish Ministry of National Education. The study was applied in the spring semester of 2014-2015 educational year. Therefore the topics of the course units that have been predetermined by the Council of National Education for the spring semester have been covered in the study. The participants interacted and collaborated with one another through their unique avatars, which necessitated activating their vocabulary and grammatical knowledge as well as the four skills (i.e. writing, reading, speaking, and listening). The communications and actions that took place in the virtual campus were recorded and qualitatively analysed in addition to the face-to-face and online interviews that were realized with the participants. Results suggested that SL digital platform holds a strong potential to serve as an educational tool, specifically for foreign language education, but also other purposes. The content and discourse analyses that were carried out on the data obtained from the present study revealed that the participants were highly motivated during communicative activities, which was not exactly same with the one-way interaction with the web-based materials. Therefore, it is possible to confidently postulate that the SL digital platform suppresses the web in every aspect regarding the scope, necessities, and philosophy of education.

Keywords: Foreign language education, Second Life, digital platform, virtual environment.

ADDRESS FOR CORRESPONDENCE: **Levent Uzun,**

E-mail address: ulevent@uludag.edu.tr

EMBRACING DIVERSITY THROUGH STUDENT IDENTITY CONSTRUCTION ON SOCIAL MEDIA ENVIRONMENTS: A CASE OF EDUCATOR-STUDENT AND PEER-BASED ENGAGEMENTS ON FACEBOOK

Patient Rambe,
Naledi Makhalemele,

Abstract

In an increasingly complex university environment where cultural diversity and inclusiveness are not only demanded in face-to-face contacts but also in technology-mediated learning environments, critical questions are being posed on how educators can draw on technology mediated environments (e.g. social media environments) that students bring to their encounter with university learning to create more inclusive, culturally diverse learning contexts. One logical strategy of generating inclusive, culturally diverse, information- rich online learning environments is to harvest textual resources that student individually and collectively generate on Facebook as a proxy to understanding the different identities they construct and articulate in social media environments. To explore diversity from the perspective of student construction of online identities, Community of Practice and Butler's performative theories were harnessed as theoretical lenses for exploring student construction and negotiation of different personas in a Facebook academic environment. A multi-method ethnographic approach involving in-depth semi-structured interviews, post-observation debriefings, and mined Facebook postings uncovered rich student identities constructed through lecturer-student and student-peer interactions. Five identity typologies namely, cognitively proximate, cognitively emergent, cognitively distal, cognitively challenged and acolytes are reported. Findings suggest that cultural inclusivity and diversity at university are not only fostered by the reinforcement of strong academic identities (i.e. student personas which master critical engagement, peer-based strategic networking and integrated knowledge from diverse sources on Facebook) but rather accommodating other emergent identities (i.e. those with a social orientation who engage in social learning). More importantly, culturally-inclusive teaching should address the unintended consequences of the academic appropriation of Facebook such as differential academic empowerment and general apathy of withdrawn personas that are nervous to articulate their ideas in 'mediated public' spaces.

Keywords: unintended, mediated public" spaces., emergent

ADDRESS FOR CORRESPONDENCE: Patient Rambe,
E-mail address: prambe@cut.ac.za

EMPIRICAL VERIFICATION OF STIMULATORS AND INHIBITORS OF CREATIVITY DEVELOPMENT AND SHAPING THE CREATIVE ATTITUDES OF STUDENTS

Aneta Sokół,
Agnieszka Gozdek,
Irena Figurska,

Abstract

Creativity, beside knowledge and innovation, is a significant determinant of the growth of modern economies. It is the potential of non-materialistic resources on which depend economic successes of whole regions as well as of business entities functioning in them. Non-materialistic resources are difficult for diagnosis owing to their attributes and a difficulty appears among researchers of the presented phenomena in interpreting the applied methods and the analysis of obtained research results. However, all the time attempts are made to describe economic components of this type because theorists as well as experienced experts of economic life prove, in their numerous publications on the problem, that the significance of these resources for the development is unquestionable. Therefore, the attempt to study the determinants of creativity development and creative attitudes among young people was made. These factors are so desirable in today's economy. The main objective of the research was: Using scientific procedures and using the appropriate methodology examined and recognized stimulators and inhibitors of creativity development at universities and their impact on the creativity development of students. The considerations were the basis for the formulation of research hypothesis: The higher the level of stimulation from the university in the development of creativity, the higher the level of creativity among students, which as part of the intellectual capital is a major factor in the development of micro- and macro-region. In order to verify this objective and the research hypothesis, tests on a group of 232 students from the University of Szczecin, West Pomeranian University of Technology and the Academy of Arts were conducted.

Keywords: competence, students, human capital, creativity, higher education institution

ADDRESS FOR CORRESPONDENCE: Aneta Sokół,
E-mail address: aneta.sokol@wzieu.pl

THE EFFECT OF USING ICT IN PROMOTING STUDENTS' SELF DIRECTED LEARNING

Simin Ghavifekr, Education, University of Malaya, Malaysia

Abstract

In this 21st century era, teachers and students are encouraged to use technology to increase their performances. In the latest trend of teaching and learning process, Information, Communication and Technology (ICT) literate skill has made a vital shift whereas the approach in the classroom has changed from teacher-directed toward student-directed learning. It means that teachers are no longer a sole and primary source of information and knowledge in the classroom. Therefore, the style of teaching and learning has changed from a traditional approach toward a technology-based by utilizing ICT as the complementary tools to back up students in learning process. In this regard, the main purpose is to give more freedom to students in choosing their own way of learning by using ICT as the main self-directed learning tool. The main focus of this study is to identify whether students' interaction in using ICT can enhance their self-directed learning. Moreover this study attempt to measure the level of self-directed learning readiness of students and to analyze the effect of using ICT in promoting students' self-directed learning. A survey questionnaire was distributed randomly to the total of 100 (43% male and 57% female) year 1 to year 5 students from five private secondary schools in Selangor, Malaysia. The data for this quantitative research were analyzed for both descriptive and inferential analysis using SPSS (version 22) statistical software. The overall findings revealed that the students' interaction with ICT tools can enhance secondary school students' self-directed learning. Results show that majority of students are able to interact with computer, and ICT tools to figure out a way to learn the key focus of the lessons based on the self-directed learning. To enhance students' self-directed learning outcomes, there is a need to consider other aspects of ICT integration for the future study. This is especially from management point of view in terms of strategic planning and policy making to support ICT –based teaching and learning environment.

Keywords: ICT, Self-directed learning, Teaching & learning, Education, Malaysia

ADDRESS FOR CORRESPONDENCE: **Simin Ghavifekr**, Education, University of Malaya, Malaysia
E-mail address: drsimin@um.edu.my

KNOWLEDGE MANAGEMENT OF STUDENTS THROUGH ADAPTIVE PROJECT-BASED LEARNING

Oleg Tilchin,

Abstract

The two of the major learning challenges in education are that students do not build knowledge of higher levels (know-how, know-why, care-why) and that they lack sufficient motivation. A constructive way of overcoming the challenges is the use of project-based learning (PBL). An educational technology providing knowledge management (KM) of students through adaptive PBL is proposed. The two-stage process of adaptive PBL allows a balance between personalized PBL and collaborative PBL. Adaptability of PBL is realized through changes in formative assessments for students depending on the dynamics of knowledge building, adaptive formation of knowledge heterogeneous collaborative groups, flexible choice of instructional projects for collaborative groups, and also by setting adaptive formative assessments for collaborative groups. The proposed technology enables stimulation of knowledge building of higher levels due to using adaptive formative assessments; facilitation of knowledge sharing among the students due to formation of collaborative groups with maximum mutual supplementation of personal knowledge; productive studying of a course by each student; measurement and precise objective evaluation of personal knowledge and collaborative work that motivates students for active learning during project performance; effectiveness of KM of students caused by using the coefficient of success of knowledge building.

Keywords: formation of collaborative, studying of a course

ADDRESS FOR CORRESPONDENCE: Oleg Tilchin,

E-mail address: oletilchin@gmail.com

BIOLOGIC ACTIVITIES OF POLLEN SAMPLES OBTAINED FROM DIFFERENT PHYTOGEOGRAPHICAL REGIONS IN TURKEY

Zeliha Selamoglu, Department of Biology, Faculty of Arts and Science, Nigde University, 51240 Nigde, Turkey

Hasan Akgul, Department of Biology, Faculty of Arts and Science, Gaziantep University, 27310 Gaziantep, Turkey

Hamide Dogan, Department of Biology, Faculty of Arts and Science, Nigde University, 51240 Nigde, Turkey

Ethem Akyol, Department of Biology, Faculty of Arts and Science, Nigde University, 51240 Nigde, Turkey

Abstract

This study aimed to determine the total antioxidant status, total oxidant status and oxidative stress indexes of pollen samples obtained from eleven different geographical origins in Turkey (Artvin, Balikesir, Duzce, Edirne, Kahramanmaras, Mersin, Mugla, Nigde, Ordu, Sivas and Van). Pollen samples were kept at +4°C until extracted. Total antioxidant status, total oxidant status and oxidative stress indexes in pollen samples extracted with specific methods were defined with *in vitro* analyses and results compared. These characteristics of pollen were analysed by the most sensitive and reliable measurement kits developed newly. As a result, the highest total antioxidant capacity was observed ($P < 0,01$) in pollen samples obtained from Artvin and Balikesir provinces. Total antioxidant capacities of pollen samples collected from different regions demonstrated differences because of different phytogeographic characteristics of regions in Turkey. Also, antioxidant properties of pollen depended on phenolic compounds that could change according to plant vegetation of pollen obtained from different regions.

Keywords: Antioxidant, *in vitro* Analyses, Oxidant, Pollen, Turkey

ADDRESS FOR CORRESPONDENCE: **Zeliha Selamoglu**, Department of Biology, Faculty of Arts and Science, Nigde University, 51240 Nigde, Turkey

E-mail address: zselamoglu@nigde.edu.tr

EĞİTİM FAKÜLTESİ ÖĞRENCİLERİNİN LİSAN DERSLERİNDE KULLANDIKLARI POWERPOİNT SUNUM YAPISI TERCİHLERİNE YÖNELİK TUTUMLARI

**Murat Yalman,
Bülent Başaran,**

Özet

Eğitimde teknolojik araç gereç kullanımı gün geçtikçe yaygınlaşarak artmaktadır. Öğrencilerine iyi eğitim vermek isteyen üniversiteler yeni teknolojileri kendi bünyesinde öğrencilerinin kullanımına açarak, kaliteli eğitim vurgusunu ön plan çıkarmaya çalışmaktadırlar. Gelecek nesillerin eğitimde büyük rol alacak eğitim fakültesi öğrencilerinin bilgisayar destekli paket programlar aracılığıyla hazırlanan eğitim sunumlarına bakış açıları bu yönüyle büyük önem kazanmaktadır. Bu çalışmayla geleceğin öğretmen adaylarının sunum hazırlamak için en sık kullandıkları paket program olan Ms PowerPoint konusundaki tutumları incelenmiştir. Çalışmanın katılımcıları Dicle Üniversitesi Ziya Gökalp eğitim Fakültesinde eğitim ve öğretim görmekte olan 978 öğretmen adayından oluşmaktadır. Çalışmada Apperson, Laws ve Scepansky (2008) tarafından geliştirilen 36 maddede oluşturulan beşli dercelendirmeli likert tipi ölçme aracı kullanılmıştır. Çalışma verileri web üzerinde hazırlanan uzaktan eğitim sitesi üzerinden iki öğretim yılında toplanmıştır. Elde edilen veriler SPSS programına yüklenerek çözümlenmesi yapılmıştır. Çalışma verilerinin çözümlenmesi sürecinde uygun olmadığı görülen anketler kapsam dışında bırakılarak anket sayısı 877'ye düşürülmüştür. Araştırmaya katılan öğrenciler eğitim fakültesinde öğrenim gören 9 bölümden (Sınıf Öğretmenliği, İlköğretim Okulöncesi Öğretmenliği, İlköğretim Matematik Öğretmenliği, Sosyal Bilgiler Öğretmenliği, Kimya Öğretmenliği, Ortaöğretim Matematik Öğretmenliği, Resim Öğretmenliği, Tarih Öğretmenliği, Türkçe Öğretmenliği) oluşmaktadır. Çalışmada öğrencilerin PowerPoint kullanımına yönelik tutum puan ortalaması $\bar{X}=3,9442$ ile "Katılıyorum" düzeyindedir. Araştırma katılımcılarının cinsiyet değişkenine göre PowerPoint sunum tercihlerine yönelik tutum puan ortalamaları arasında anlamlı farklılık belirlenemezken, farklı bölümde öğrenim görme durumlarına göre ($p=.000$ düzeyinde) tutum puan ortalamaları arasında anlamlı farklılık olduğu belirlenmiştir.

Anahtar Kelimeler: Eđitim, teknoloji, sunum, PowerPoint

ADDRESS FOR CORRESPONDENCE: **Murat Yalman**,

E-mail address: mumanenator@gmail.com

PENSION SYSTEM OF LATVIA: CASE STUDY APPROACH

Inese Mavlutova, BA School of Business and Finance

Stanislava Titova, BA School of Business and Finance

Abstract

The current paper offers a case study approach for testing several options and hypotheses. The need for Pension Reform in Latvia has been the result of a steadily increasing aging of the population. By 2001 a new three-level pension system was introduced in Latvia aiming to reduce the effect of demographic risks and demonstrating the country's intention to provide an optimal public or private compound in old-age provision. Nevertheless, the demographic prognosis of European Commission estimates that by 2060 the population in Latvia will reduce from 2.2 million to 1.7 million people, and the number of elderly people will almost double. The potential impact of demographic change on the age structure and the size of population is dramatic and still the main problem that cast the doubt on the ability of state mandatory pension scheme to provide the appropriate pension level. Personal financial planning, personal investments are important. The objective of this research work is to investigate whether the existing Pension system in Latvia is working effectively under changing economic environment. It also analyzes the role of Private voluntary pension scheme and the current demographical situation with a flow of emigration. The research work aims at offering several options for the improvement of the situation.

Keywords: Economic development, Demography, Pension Levels, Private voluntary pension scheme, Solidarity, Retirement.

ADDRESS FOR CORRESPONDENCE: **Inese Mavlutova**, BA School of Business and Finance

E-mail address: inese.mavlutova@ba.lv

LİSE SON SINIF ÖĞRENCİLERİNİN İNTERNET TEKNOLOJİLERİ BİLGİ EDİNME ŞEKİLLERİ VE İNTERNETE YÖNELİK TUTUMLARI

**Murat Yalman,
Bülent Başaran,**

Öz

Teknolojik araç gereç kullanımının giderek yaygınlaştığı toplumumuzda, öğrencilerin bu tür araçları nasıl kullandıkları ve ne amaçla kullandıkları sorusuna yanıtlanmaktadır. Öğrencilerden alınan dönütler ışığında bilim adamları ve firmalar yeni teknolojileri dizayn etmede ve uygulamada ortaya çıkan sorunları minimuma indirmeye çalışmaktadırlar. Temel eğitimin yanısıra liselerde okuyan öğrencilerde teknoloji kullanımının giderek arttığı ifade edilmektedir. Bu çalışmada, lise son sınıf öğrencilerinin internet kullanma durumları ile internet yönelik tutumlarının belirlenmesi ve demografik özelliklerin bunlar üzerindeki etkisinin araştırılması amaçlandı. Bu amaca ulaşmak için Luan, Fung, Nawawi ve Hong (2005) tarafından geliştirilen, üç alt bölümden oluşan bir ölçek kullanıldı. Bu ölçek Diyarbakır il merkezinde eğitim-öğretim faaliyeti sürdüren liselerde okuyan 544 lise son sınıf öğrencisine uygulandı. Elde edilen verilerin analizinden; internet kullanma konusunda deneyimli olan öğrencilerin internete yönelik tutumlarının daha olumlu olduğu görüldü. Çalışmaya katılan hem kız hem de erkek öğrencilerin interneti "Seyrek" düzeyde kullandıkları ve cinsiyet temelinde internet tutumlarında anlamlı fark olmadığı belirlendi.

Anahtar Kelimeler: İnternet, Tutum, Demografik Özellikler, Cinsiyet

ADDRESS FOR CORRESPONDENCE: **Murat Yalman,**
E-mail address: mumanenator@gmail.com

ARCHITECTURAL EDUCATION AND DESIGN COURSES IN THE DIGITAL AGE

NUR BANU ÖZDEMİR, Architecture -, Gazi University, Ankara, Turkey

GONCA AKÇAER, Niğde University, Niğde, Turkey

ASENA SOYLUK, Architecture , Gazi University, Ankara, Turkey

Abstract

At this article, today architectural education and in particular make up a significant portion of this area of Education conceptual architectural design is defined as the interaction of computer technology rapidly developing and expanding. At this digital age, understanding the fact that architectural design education could not be performed in the physical boundaries, in this study highlighted the importance of increasing the ability to design in a virtual environment for architecture and design students. Physical modeling, technical drawing from past to present, such as two and three dimensional techniques used to design that facilitates computer technologies have started to use. However, nowadays design tools and methods in particular has increased in the last two decades, although have not established a sufficient relationship between technology and abstract thinking, it is seen that in the initial design phase. However, nowadays in the digital age, digital design tools and methods in particular has increased in the last two decades, although have not established a sufficient relationship between technology and abstract thinking, it is seen that in the initial design phase. Students with a design education, computer design theories, methods and models to educate you on these issues and the introduction of students, to work within the framework of ethical rules of design problems have been addressed in the computer environment to provide important to see how concretely. The aim of this study the understanding of the importance of Information Technologies in the field of architectural education and to examine the positive and negative results.

Keywords :Digital age, Arthitectural design education, technology, design

ADDRESS FOR CORRESPONDENCE: **NUR BANU ÖZDEMİR**, Architecture -, Gazi University, Ankara, Turkey

E-mail address: gonca.akcaer90@gmail.com

STUDENTS' DEEP APPROACH TO LEARNING DEVELOPMENT USING VIDEO LECTURES

Aldona Augustiniene, *Kaunas University of Technology, Lithuania*

Nida Ambrase, *Kaunas University of Technology, Lithuania*

Abstract

Video lectures as a form of video instruction are used as additions to classroom lectures and are not recordings of classroom lectures. According to the Cognitive Theory of Multimedia Learning (Mayer, 2005) the feasibility and effectiveness of video lectures are their potential to enable a comprehensive teaching strategy (Brecht & Ogilby, 2008; Dey et al., 2009; Owston et al., 2011; Scutter et al., 2010). There are many benefits associated with the use of video material in the lectures, e.g. screencasts, video lectures, podcasts, but it is clear need to evaluate the effectiveness of the technology in promoting students learning experience (Morris, Chikwa, 2013). The deep approaches to study are linked to deep learning outcomes (Marton & Saljö, 1976; Ramsden et al., 1989; Trigwell & Prosser, 1991; Biggs et al., 2001; Laird, et al., 2008; Abbott et al., 2009). The examination of learner satisfaction and precise academic outcomes associated with the learner-interface interaction and other components of the transactional distance theory are active areas of educational research (Cho, 2011). Still **research question** "How learning in the context of video lecture influence students' learning behavior and deep approach to learning development?" remains contentious.

Keywords: video lecture, deep approach to learning, higher education.

ADDRESS FOR CORRESPONDENCE: **Aldona Augustiniene**, *Kaunas University of Technology, Lithuania*

E-mail address: aldona.augustiniene@ktu.lt

THE CHALLENGES OF TEACHERS ON THE USE OF DIGITAL TEXTBOOKS IN THE CLASSROOM IN ELEMENTARY SCHOOLS

A. Fattum, The Arab Academic College for Education - Haifa (ISRAEL)

E. Salman, Institute of Applied Research, Affiliated with University of Haifa

N. Najami, *The Galilee Society, P.O. Box 437, Shefa-Amr 20200, Israel*

Abstract

In recent years, content and digital textbooks are useful in promoting innovative pedagogy adapted to the 21st century. Educational institutions in most countries promoting this pedagogy, changing the methods of teaching, learning and assessment, as well as promoting computer literacy and information skills as an important element of the 21st century that granted to all graduate. Digital textbook is a product that provides an interactive experience to the learner; it can be updated at any time, allows planning and organization of learning about the needs of the school and it expected to be a part of every classroom. The digital textbook is based on the formal curriculum of the Ministry of Education in Israel in different subjects. The book will be accompanied by a teacher's guide, which is a tool for teacher's guidance wise consumption of digital content in a variety of modes of representation and the learning experience of teachers and their impact on the learning motivation, cognitive and effective high order thinking.

Keyword: planning, organization, learning experience

ADDRESS FOR CORRESPONDENCE: **A. Fattum**, The Arab Academic College for Education - Haifa (ISRAEL)

E-mail address: amtiaz@arabcol.ac.il

A Heideggerian Approach to “Educationalness” Aspect of Educational Technologies

Said Morad Babaheidari,

Abstract

Broadly speaking, educational technology is primarily viewed as learning tools. But whenever we emphasize on the adjective “educational”, we must however be clear about what we mean by the educationalness aspect of these technologies. Therefore, we shall consider that there exist a lot of conceptual problems associated with the particularly such an ambiguous loaded term. As an example, researchers use various keywords/concepts such as ‘learning’ aimed at saying learners are either learn: ‘via’; ‘through’; and, ‘with’ educational technologies but not definitely ‘by’ them. Why? Because in the latter case; using the English proposition ‘by’ it means we have in somehow accepted these tools are able to teach learners automatically. However, at the end; it’s only the learner who learn depending on many factors, each determining the ratio of her/his leaning curve. So, knowing which appropriate English proposition to use is of paramount importance. Inspired by Heideggerian approach to the notion of technology, which should concern us today as well, the main purpose of this paper is to discuss the “what” aspect of the learners regarding how they maintain their relationships with whatever educational technologies in use. It seems that these Teaching-learning tools such as YouTube has not been used effectively due to mainly the various learners, more or less, unawareness about how to approach the “essence” of these learning tools. To operationalize the Heideggerian approach to learning, his notion of the “essence of technology” will be discussed by using Technology, Pedagogy, and Content (TPAC) framework. Using such a framework will help us to discuss what and how learners manage their knowledge cognitively.

Keywords: Educational Technology, Essence of Technology, Heidegger, Learning, TPAC, Learner’s awareness, Knowledge Management.

ADDRESS FOR CORRESPONDENCE: **Said Morad Babaheidari**,
E-mail address: said-morad.babaheidari@hv.se

PSYCHOLOGICAL EFFECTS OF TECHNICAL INNOVATION IN EDUCATION

Ankita Josh,

Abstract

The world of education is accepting technological innovations at an exceptionally accelerated rate today. Not only educational software like Moodle, Socrative, iBooks Author but also social networking services as Facebook, Whatsapp etc. are used by teachers and learners, exhausting the special features of collaborative learning. The field is vast and expanding exponentially day by day. Various studies are being conducted, elaborating these measures and inspiring teachers to practice the technical aspects of education in their classes. This paper aims to grab the psychological reasons behind the success of the technical advances inside and outside the classroom. The cognitive neuroscience of learning explains how innovation and creativity are stimulated to produce effective results by a learner. The article also provides supportive studies and examples of interaction between psychological effects of technical usage and knowledge acquisition. The role of technology during memory formation in a human brain is a very relevant research topic in today's educational field.

Keywords: neuroscience, relevant research

ADDRESS FOR CORRESPONDENCE: **Ankita Josh**,
E-mail address: ankita.joshi@outlook.com

THE EFFECT OF UNIVERSITY STUDENTS' ALIENATION LEVELS ON ORGANIZATIONAL IDENTIFICATION PERCEPTION

HÜSEYİN KARABIYIK, Dicle University, Ziya Gökalp Faculty Of Education, Educational Sciences
Department, Diyarbakır

MEHMET KURTULMUŞ, Harran University, Faculty Of Education, Educational Sciences Department,
Şanlıurfa

Abstract

The aim of this research is to examine the effect of university students' alienation levels on organizational identification. The research was done with relational survey model. 519 students having education in Ziya Gökalp Faculty of Education, Faculty of Theology, Faculty of Economic and Administrative Sciences and Vocational School in Dicle University constituted the working group of the research. Research data were collected with "alienation" and "organizational identification" scales. Data were analyzed by setting up structural equation modeling. After analysis, it has been determined that the fit values of model's chi-square / degrees of freedom ($\chi^2/df= 2,57$), AGFI (.92), RMSEA (.05) and GFI (.94) are 'good'. When the findings of research were analysed, it has been understood that university students' alienation level affects organizational identification perception significantly and negatively ($\beta=-.42$; $p<.00$) and explains the 17 percent of organizational identification perception. Accordingly, with administrative policies and implementations for minimizing the levels of university students' alienation, it can be said that it is important to form an integrative, functional university environment where the students express themselves freely.

Keywords: integrative, functional university

ADDRESS FOR CORRESPONDENCE: **HÜSEYİN KARABIYIK**, Dicle University, Ziya Gökalp Faculty Of
Education, Educational Sciences Department, Diyarbakır
E-mail address: kurtulmus2012@gmail.com

THE ROLE OF FIELD TRIPS IN ARCHITECTURAL EDUCATION

**Seyedeh Shima Safinia,
Seyed Mohsen Moosavi,**

Abstract

Design), positive interactions among students in trip, relationship between instructor and students in field trip and the impact of instructor's accompaniment, cultural activities and exhibitions before and after the trip and achievements of such programs in universities and Field Trips' impact on scientific and research activities of students. In addition, assessment of any positive and negative aspects of such trips are investigated. Learning via direct observation in trips is one of the best solutions in education of Architecture then it can be a good supplement for teaching theoretical classes and architectural studios. Students can enhance their creativity in architectural design by inspiring from spaces and used arts in them. Also they will communicate with each other obviously with learning teamwork, thereby influencing on their projects. It seems the results of this research will generate appropriate strategies to improve the quality of education and research in architectural schools.

Key words: Field Trips, Architectural Education, Students of Architecture, Schools of Architecture

ADDRESS FOR CORRESPONDENCE: **Seyedeh Shima Safinia**,
E-mail address: shimasafinia94@gmail.com

THE EFFECT OF PERCEIVED DIVERSITY MANAGEMENT ON THE LEVEL OF TEACHERS' ORGANIZATIONAL IDENTIFICATION AND INTENTION TO LEAVE

Mehmet Kurtulmuş, Harran University, Faculty Of Education, Educational Sciences Department, Şanlıurfa

Abstract

The aim of this research is to examine the effect of perceived diversity management on teachers' organizational identification and intention to leave level. The research was done with relational survey model. The working group of the research consisted of 337 teachers working in official high schools in the city center of Diyarbakır in 2014-2015 academic year. Research data were collected with "diversity management", "organizational identification" and "intention to leave" scales. The Cronbach Alpha coefficient consistence values of diversity management", "organizational identification" and "intention to leave" scales were found as .97, .88 and .92. Data were processed with t-test and regression techniques. In the research, it was seen that according to gender, teachers' diversity management and organizational identification perceptions haven't differentiated significantly, but teachers' intention to leave perception has differentiated significantly. According to union membership variable, it has been found that teachers' diversity management, organizational identification and intention to leave perceptions haven't differentiated significantly. Accordingly, perceived diversity management affects the teachers' organizational identification perception significantly and positively ($\beta=.47$; $p<.00$) and explains 22 percent of organizational identification perception. Moreover, that perceived diversity management affects the teachers' intention to leave perception negatively and significantly ($\beta=-.30$; $p<.00$) and explains 9 percent of intention to leave perception. The results have shown that perceived diversity management explains teachers' both organizational identification and intention to leave perceptions significantly. In accordance with this result, for providing teachers' organizational identifications and preventing or minimizing the intention to leave perceptions, it can be said that it is important to run positive attitudes and administrative implementations.

Keywords: organizational identification, important to run positive

ADDRESS FOR CORRESPONDENCE: **Mehmet Kurtulmuş**, Harran University, Faculty Of Education,
Educational Sciences Department, Şanlıurfa
E-mail address: kurtulmus2012@gmail.com

THE ROLE OF UNIVERSITIES IN THE PURSUIT OF EUROPE 2020 STRATEGY'S GOALS. THE CASES OF SLOVENIA, CROATIA, SERBIA AND KOSOVO

Alessandra Ricciardelli,

Abstract

Over the past couple of decades, 'globalisation' and the emergence of the 'knowledge economy' have given rise to new economic, social, political and cultural challenges to which nations, regions and higher education systems and institutions are responding. It is widely assumed that in the context of these new challenges specific knowledge, competencies and skills – often referred to as 'human capital' – come to play an increasingly important role in developmental efforts, as do research, innovation and technological development (Castells 2002). Knowledge production, accumulation, transfer and application have become major factors in socio- economic development and are increasingly at the core of national development strategies for gaining competitive advantages in the global knowledge economy (World Bank 1999, 2002).

Keywords: development and are increasingly, knowledge economy

ADDRESS FOR CORRESPONDENCE: **Alessandra Ricciardelli**,
E-mail address: ricciardelli@lum.it

TRANSFORMATIONAL LEADERSHIP OF SCHOOL PRINCIPALS AND ORGANIZATIONAL HEALTH OF PRIMARY SCHOOL TEACHERS IN MALAYSIA

Anantha Raj A. Arokiasamy, Quest International University Perak, Faculty of Business, Management and Social Sciences

Abdul Ghani Kanesan bin Abdullah, Quest International University Perak, Faculty of Business, Management and Social Sciences

Mohammad Zohir Ahmad, Quest International University Perak, Faculty of Business, Management and Social Sciences

Aziah Ismail, School of Educational Studies Universiti Sains Malaysia Penang, Malaysia

Abstract

This study aimed to determine the level of transformational leadership practices by school principals in the national primary schools in the district of Kinta Selatan, Perak, Malaysia. The four dimensions of transformational leadership studied were individual consideration, intellectual stimulation, inspirational motivation and idealized influence. The study also looks at the level of teachers' job satisfaction as well as the relationship with the practice of transformational leadership by the national primary school principals'. The respondents consisted of 275 teachers employed in 12 national primary schools in the district of Kinta Selatan, Perak. The data obtained was analyzed using SPSS version 20.0. Descriptive analysis and Pearson Correlation Coefficient were used to analyze the strength of the relationship. The results showed that the practice of transformational leadership by school principals' in the district of Kinta Selatan, Perak was moderate and the job satisfaction of primary school teachers' was below satisfactory

with a significant relationship between the level of transformational leadership and job satisfaction. The implication of this study is that the school principals should ensure that their leadership performance is always kept high to have a significant relationship with the job satisfaction of primary school teachers'.

Keywords: transformational leadership style, job satisfaction, school principals.

ADDRESS FOR CORRESPONDENCE: **Anantha Raj A. Arokiasamy**, Quest International University Perak,
Faculty of Business, Management and Social Sciences
E-mail address: anantharaj.arokiasamy@qiup.edu.my

LİSE ÖĞRENCİ ALGILARINA GÖRE SINIF İÇİ ÖĞRETMEN- ÖĞRENCİ İLETİŞİMİ: SİLVAN ÖRNEĞİ

Bunyamin Han

Özet

Günümüzde okullar, eğitim öğretim faaliyetlerini sürdürürken verimliliği artırmanın yollarını aramaktadır. Okul verimliliğinin ve başarısının artması çeşitli değişkenlerle ilişkili olup bunlardan önemli görülen bir değişkenin de okuldaki iletişim olduğu düşünülmektedir. Okulun etkin üretimi ve başarıyı gerçekleştirebilmesinde, öğretmenlerin öğrencileriyle olan iletişim düzeylerin etkisi araştırılan bir konudur. Eğitimin iki önemli dinamiği olan öğretmenler ve öğrenciler arasındaki iletişim, amaca ulaşmada kilit rol oynamaktadır. Bu bakımdan yapılan bu araştırma önemli görülmektedir. Bu çalışmanın temel amacı öğretmen öğrenci iletişiminin öğrenciler tarafından nasıl algılandığını ve bazı değişkenlerin (cinsiyet, sınıf düzeyi, sınıf mevcudu) öğretmen öğrenci iletişimine etkisini ortaya koymaktır. Yapılan bu araştırma betimsel tarama modelindedir. Araştırmada Tatar (2004) tarafından geliştirilen "İletişim Becerileri" ölçeği kullanılacaktır. Ölçek iki bölümden oluşmaktadır. Birinci bölümde öğrencilerle ilgili cinsiyet, sınıf düzeyi, sınıf mevcudunu belirten sorular yer almaktadır. Ölçeğin ikinci bölümünde ise öğretmenlerin sınıf içindeki iletişim becerilerini öğrenciler tarafından nasıl algılandığını ortaya koyan maddeler yer almaktadır. Verilerin çözümlenmesinde alt amaçlar doğrultusunda aritmetik ortalama, standart sapma ve parametrik testlerden yararlanılacaktır. Araştırmanın sonunda ise elde edilen sonuçlar ışığında öneriler geliştirilecektir.

Anahtar Kelimeler: İletişim, Etkili İletişim, Öğretmen-Öğrenci İletişimi

ADDRESS FOR CORRESPONDENCE: **Bunyamin Han**

E-mail address: bunyahminhan@gmail.com

IN-CLASS TEACHER-STUDENT COMMUNICATION ACCORDING TO STUDENT PERCEPTIONS

**Bunyahmin Han,
Rasim Tsteni,**

Abstract

Today, schools are looking for ways to increase efficiency while maintaining its educational activities. Increasing the efficiency and success in schools are associated with different variables one of which is considered to be communication in schools. In achieving efficient production and the success of the school, the influence of the level of teacher-student communication is the topic of research. Communication between teachers and students that are two important dynamics of education plays a key role in achieving the goal. In that respect this research is considered to be important. The main purpose of this study is to show how students perceive teacher-student communication and is to determine the effect of teacher- student communication according to some variables (gender, grade level, class size). This research is in survey model. In the study, the scale titled "Communication Skills" developed by Tatar (2004) will be used. The scale consists of two parts. In the first part, there are questions indicating students' gender, grade level and classroom population. In the second part of the scale, there are questions revealing the perceptions of students related to teachers' communication skills in the classroom. In data evaluation; arithmetic mean, standard deviation, and parametric tests will be used in relation to sub-purposes. In light of the results obtained at the end of the study recommendations will be developed.

Keywords: Communication, Effective Communication, Teacher-Student Communication

ADDRESS FOR CORRESPONDENCE: **Bunyamin Han,**

E-mail address: bunyaminhan@gmail.com

EMPATHY VERSUS APATHY IN MOTIVATIONAL DECISION MAKING OF UNIVERSITY TEACHERS

Martina Blašková, University of Žilina, Univerzitná 1, 010 26 Žilina, Slovakia

Rudolf Blaško, University of Žilina, Univerzitná 1, 010 26 Žilina, Slovakia

Abstract

Process, which the good university can become the great university in, is based especially on the enthusiastic, passionate, empathetic, and charged with energy teachers and scholars. However, the decisions and motivation of teachers are not always straightforward and simple at present. Teachers and scholars are increasingly faced with the professional burnout syndrome which often leads to drop their passion and belief in the usefulness and general importance of education. The study therefore pays attention on the topic of conflict between necessity/will of a university teacher to be empathetic towards students (which is indeed very mentally challenging) and/versus the desire to maintain a sufficient of vanishing working energy and reduce teacher empathy towards others (especially students). This means, it consists in theme of realizing and handling meaningfully a conflict between the scholar or academic empathy and apathy. This is probably the one of the toughest long-term decision-making problems/processes faced by teachers in existing universities (namely in Central Europe countries). Using the methods of analysis, synthesis, comparison, and generalization, the study in theoretical part focuses on the empathy and apathy definition; when defining these terms, the viewpoint of teacher's effective decision making is preferred. This part presents several views on the advantages as well the pitfalls of empathy application on the teacher's side. In the empirical-analytic parts, when presenting survey results on the characteristics of great university, techniques of descriptive statistics are used. Survey was performed on the sample of 150

students of University of Žilina (Slovak Republic). Students have answered to questions related to the application of individual approach to them that is one of the most significant features of empathy utilization. Difference between the importance of individual approach towards the students and/versus really felt, that the individual approach is applied towards them, underlines the importance of empathy. Conclusion of the study defines the relationship between teacher and students as a multidimensional, dynamic and accelerating relationship that contains in itself and addresses these dimensions: psychological-personality, developmental-cultivation, cognitive-mental, communicational-argumentation, and motivational-acceleration

Keywords: Perfect university, teachers, students, empathy, apathy, decision making, survey

ADDRESS FOR CORRESPONDENCE: **Martina Blašková**, University of Žilina, Univerzitná 1, 010 26 Žilina, Slovakia

E-mail address: martina.blaskova@fri.uniza.sk

MOBILE SOCIAL NETWORKING FOR CRITICAL CITIZENSHIP: USING FACEBOOK MOBILE TO TEACH COMMUNITY ENGAGEMENT AT A SOUTH AFRICAN UNIVERSITY

Patient Rambe,

Abstract

The phenomenal uptake of mobile social networking by university students for the micro-management of their academic lives has been met with university academics' disproportionate and often erratic appropriation of Mobile Social Media. The creeping pace of adoption of Mobile Social Media in higher education is potentially attributed to educators' limited conceptualisation of sound pedagogically-driven mobile social media environments. Concomitantly, traditional learning spaces of higher education with their rigid transmission mode are also conceivably incompatible with the dialogic and collaborative affordances imposed by mobile social media. This study examines the potential of emerging technologies (Facebook mobile) to mediate South African educators' practical teaching of community engagement debates to foster critical citizenship among students. A case study of a Global Citizenship course at an elite South African university is employed to articulate the innovative pedagogical potential of community engagement via mobile social networks. The study also complexities of advancing community engagement and critical citizenship debates on ubiquitous, connected technologies in the hands of students. Findings suggest that Facebook mobile presented an affinity and deliberative space for student engagement in community development discourses. However, a great deal of academic investment is demanded in terms of cognitive scaffolding of students in terms of argument building, providing evidence for claims made and developing scholarly discourses.

Keywords: terms of argument building, providing

ADDRESS FOR CORRESPONDENCE: Patient Rambe,
E-mail address: pjoerambe@gmail.com

MATEMATİK ÖĞRETİM PROGRAMINA ENTEGRE EDİLMİŞ HARMANLANMIŞ ÖĞRENME SÜRECİ HAKKINDAKİ ÖĞRENCİ GÖRÜŞLERİ

İbrahim YILDIRIM,
Ömer Faruk VURAL,

ÖZET

Bilgi iletişim teknolojilerindeki gelişmeler diğer alanlar kadar eğitimi de etkilemektedir. Okul ortamları çağa ayak uydurabilmek adına bu değişimlere ve yeniliklere ayak uydurmalıdır. Bu süreç eğitim öğretim sürecinde harmanlanmış öğrenme yaklaşımının ön plana çıkarmaktadır. Harmanlanmış öğrenme sınıf içi ve uzaktan eğitimi bir araya getiren hibrid bir modeldir. MEB tarafından önerilen sınıf içi eğitim süreci ile Moodle kullanılarak tasarlanan uzaktan eğitim süreci birleştirilerek oluşturulan harmanlanmış öğrenme ortamına ilişkin öğrenci görüşlerini ortaya koymayı amaçlayan çalışmamız nitel yöntemle yürütülmüştür. Çalışma grubu, 2012–2013 Eğitim ve Öğretim yılı I. yarısında Gaziantep ili Oğuzeli Çok Programlı Lisesinde 10. sınıfta eğitime devam eden 7 erkek, 10 kız toplam 17 öğrenciden oluşmaktadır. Öğrenciler dersleri, açık kaynak kodlu öğretim yönetim sistemlerinden “Moodle” aracılığıyla (<http://gul4.bim.gantep.edu.tr/~iy18216/>) web sitesi üzerinden harmanlanmış öğrenme yöntemine uygun olarak işlemişlerdir. Dersler sonucunda öğrencilerin her biri süreç hakkındaki fikirlerini hazırlanan bir görüşme formunu doldurmak suretiyle belirtmişlerdir. Öğrenci fikirlerinin betimsel analizi ile temalar ve kodlar belirlenmiştir. Tema ve kodların yorumlanması neticesinde harmanlanmış öğrenme yaklaşımının öğrenciler tarafından beğenildiği, eğitim öğretim sürecine uygulanabileceği, bazı aksaklıklara rağmen kullanılan Moodle yazılımının süreci etkili bir şekilde yönetmekte yeterli olduğu ayrıca harmanlanmış öğrenme ortamında öğrencilerin başarı algılarının olumsuz yönde değiştiği sonucuna ulaşılmıştır.

Anahtar Kelimeler: Harmanlanmış öğrenme, nitel araştırma, Moodle, lise öğrencileri.

ADDRESS FOR CORRESPONDENCE: İbrahim YILDIRIM,
E-mail address: cancel@gmail.com

E-LEARNING ATTITUDES OF STUDENTS TAKING DIVINITY UNDERGRADUATE EDUCATION COMPLETION COURSE VIA DISTANT EDUCATION MANAGEMENT SYSTEM

Murat YALMAN, Computer Education and Instructional Technologies, Ziya Gökalp Education Faculty, Dicle University

Bülent BAŞARAN, Computer Education and Instructional Technologies, Ziya Gökalp Education Faculty, Dicle University

Abstract

Education is a part of an individual's desire to learn and exist in the society. Today, instructional methods are shaped with the development of technology, and e-learning platforms facilitate students' access to education. Electronic learning platforms used in various areas and for many different functions are likely to cause students to become successful or unsuccessful depending on their field of education. Planning and executing the related education programs appropriately and reasonably will play an important role in overcoming the problems experienced or likely to be experienced by students. The present study aimed at examining the e-learning attitudes of students taking Divinity Undergraduate Education Completion Courses given by the Distant Education Center of Dicle University. Using the questionnaire of "ICT Skills and Attitudes towards E-Learning" developed by Haznedar (2012) as a Likert-type 5-point scale, the participants in the study evaluated the education platform and the education they took via the Internet. Among the 381 students responding to the questionnaire, 152 of them were female, and 229 of them were male. In the light of the feedback provided by the students, no significant difference was found between the students' attitudes towards e-learning with respect to their gender, preferences of learning,

weekly-Internet use, years of experience in computer use, foreign language and level of proficiency in that language, and their choices of motivation in learning. On the other hand, a significant difference was found between the students' attitude scores regarding e-learning with respect to their methods of studying for courses (individual work or group work).

Keywords: e-learning, distant education, divinity education, technology

ADDRESS FOR CORRESPONDENCE: **Murat YALMAN**, Computer Education and Instructional Technologies,
Ziya Gökalp Education Faculty, Dicle University
E-mail address: mumanenator@gmail.com

SENIORS' ATTITUDE TO E-HEALTH

Blanka Klimova, University of Hradec Kralove, Faculty of Informatics and Management, Rokitanskeho 62,
Hradec Kralove, 500 03, Czech Republic

Abstract

Currently, a number of elderly people is rising all over the world. It is expected that by 2020 the percentage of elderly people aged 60+ years will reach 30% of the total number of population living in the developed European countries. This demographic trend brings about other serious issues such as an incidence of aging diseases, out of which the most common is dementia. At present its development can be delayed for some time by medications and by a few other non-invasive alternative approaches (e.g., music therapy or physical activities). Also technological devices can assist elderly people in obtaining information about their state of health and providing information for its improvement. Therefore the purpose of this article is to describe the concept of e-health and discuss seniors' attitude to this application with highlighting its main benefits.

Keywords: e-health; technological devices; seniors, attitude, benefits

ADDRESS FOR CORRESPONDENCE: **Blanka Klimova**, University of Hradec Kralove, Faculty of Informatics
and Management, Rokitanskeho 62, Hradec Kralove, 500 03, Czech Republic
E-mail address: klimova554@seznam.cz

THE ROLE OF USER RESEARCH IN DESIGN PROCESS IN PRODUCT DESIGN EDUCATION

Zeynep Yalman, Gazi Üniversitesi Mimarlık Fakültesi Endüstri Ürünleri Tasarımı
Maltepe / Ankara

Cemil Yavuz, Gazi Üniversitesi Mimarlık Fakültesi Endüstri Ürünleri Tasarımı
Maltepe / Ankara

Abstract

Building product usage scenario of products, building product-user relationship, thinking like users and empathizing with users are the most frequently encountered problems in project-based studio courses in current undergraduate education of Industrial Design and Industrial Product Design departments in Turkey. In this research, undergraduate second and third year programs of Industrial Design departments of 13 different universities in Turkey are examined. Learning outcomes, contents and objectives of the product design courses are compared and contrasted. Thus the similarities and the differences are obtained. Consequently, the two main reasons for the ignorance of user research during design process

are; the absence of theoretical courses about user research and the absence of practical and supportive reflection of these courses on product design studio courses. Since 2000s, participatory design and co-design approaches, types of human centered design notion, have been broadly accepted. Application of these concepts in design process could be one of the solutions for current problems. As a result of this study, integration of the new methods such as; participatory design, co-design and collaborative design approaches to design process in product design education is suggested. Besides, the importance and the necessity of user participation experience are emphasized.

Keywords: design education, design process, user research, participatory design, co-design

ADDRESS FOR CORRESPONDENCE: **Zeynep Yalman**, Gazi Üniversitesi Mimarlık Fakültesi Endüstri Ürünleri Tasarımı, Maltepe / Ankara

E-mail address: zeynep.yalman@gmail.com

DIVERSIFICATION OF PROFESSIONAL *ON-THE-JOB* TRAINING MODELS AND FORMS IN CONTEMPORARY BUSINESS CONDITIONS

Alfiya R. Masalimova, Federal University, 18, Kremlyovskaya Street, Kazan, 420008, Russia

Abstract

The relevance of this problem is associated with the fact that most employers consider practical training results of technical university graduates as insufficient. Therefore, it makes it necessary to seek for effective forms of additional training in the industrial or business environment. In this respect, the study's aim was to develop formal, non-formal and informal corporate training, and justify the forms in business conditions. The most valid approach to study this issue is an integrative approach that allows to consider the forms of corporate training as integration and interrelation of professional activities in modern enterprises. The *formal* model involves formal *professional on-the-job* training, such as: *young professionals courses* and professional development programs; retraining programs developed to meet the needs of business, or enterprise, and retraining programs to get additional qualifications, etc. Among the forms of *non-formal* vocational corporate training the author identifies mentoring, organizing and coordinating manufacturing, rationalization and invention activities, research and creative activities of the young employees, temporary rotation, etc. The model of *informal professional on-the-job* training involves organizing in-house scientific and technical exhibitions, as well as exhibits of scientific and engineering achievements aimed at informing the employees about company history, its departments and its achievements, etc. These models and forms are able to motivate young professionals and support when

developing and improving their skills and competencies, have emotional attachment to the results of their work, enhance their adaptive abilities, raise up the new generation interested in *innovation economics*, maintain continuity of science-and-engineering schools and corporate mentorship programs.

Keywords: *exhibits*, *scientific*, competencies

ADDRESS FOR CORRESPONDENCE: **Alfiya R. Masalimova**, Federal University, 18, Kremlyovskaya Street, Kazan, 420008, Russia

E-mail address: alfkazan@mail.ru

THE INFLUENCE OF ANXIETY ON PUPILS' SUCCESS IN STUDIES

Venera G. Zakirova, Kazan (Volga Region) Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia

Leysan R. Kayumova, Kazan (Volga Region) Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia

Abstract

The relevance of this problem is associated with the fact that, anxiety negatively influences the successfulness in educational and social activity, leads to the disturbs of health which is seen in children's diseases. In this respect, the article's aim was to study the influence of anxiety on pupils' success in studies. The investigation was held in gymnasiums №8, 125, 37 in Kazan, from 2012 until 2015. For graduation of structure of the level of anxiety the testing of methods of defining the school anxiety by Phillips was held. The investigation of individual traits of teachers were held with the help of adapted inquirer Leongrad-Schmischeka. Simultaneously the monitoring of success of pupils and the indexes of teachers was held. The results of the investigation showed that the state of anxiety in definite periods has higher indexes. In the 1st grade it is connected with the adaptaion of small pupils to the educational activity, in the 4th grade, the final primary class – it is connected with preparation to the forthcoming

examinations. Accordingly, 2-3 classes do not have the additional emotional burdens for pupils as the expectation of future transfer, the break in calm regime of life. Thus, the peak of successfulness in social and educational activity of a pupil in primary school occurs in the 2-3 grade. It should be noted that under the changes of terms of organisation, the agreed plan of child's activity and the use of health saving technologies will raise the successfulness of pupils at the primary school.

Keywords: primary school, saving technologies

ADDRESS FOR CORRESPONDENCE: **Venera G. Zakirova**, *Kazan (Volga Region) Federal University*,
Kremlyovskaya Street, 18, Kazan, 420008, Russia
E-mail address: zakirovav-2011@mail.ru

ORGANIZATIONAL, CONTENT AND TECHNOLOGICAL UPDATING OF AN EDUCATIONAL PROCESS IN MODERN RUSSIAN HIGHER SCHOOLS IN THE CONDITIONS OF SCIENCE AND EDUCATION INTEGRATION

Aydar M. Kalimullin, *Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia*

Abstract

The research relevance of this problem is substantiated by the increase of globalization processes in the conditions of which higher school is experiencing difficulties when it comes to the competition in the market of educational services. In this regard many higher schools are developing new trajectories of preservation and accumulation of their competitive advantages. This article is aimed to reveal regional experience of organizational, content and technological updating of the educational process in Kazan Federal University as the strategic priority to enhance its competitiveness. The key idea of the research was the development of the project to create the research laboratory in collaboration with the Russian Academy of Education at the University; the results of their joint activity are directed to the introduction of new mechanisms to update the educational process in the conditions of science and education integration. The article covers the goals and issues of a higher school and research laboratory interaction; the results of joint development and implementation of educational process monitoring system in a higher education institution are presented; requirements to organizational, content, technological and information-methodical support of the educational

process in a higher education institution are elaborated. The article provides a project that is of practical value for the constructive extrapolation of the presented experience in the practice of other higher education institutions; the results obtained in the course of joint activity can be used as a guideline for further organizational and pedagogical development aimed to increase the competitiveness of higher education institutions.

Keywords: competitiveness of higher education institutions; educational process; integration of science and education; organizational, content and technological updating.

ADDRESS FOR CORRESPONDENCE: **Aydar M. Kalimullin**, *Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia*
E-mail address: kalimullin@yandex.ru

TEACHER PORTFOLIO: CORE CHARACTERISTICS, FUNCTIONS, STRUCTURE AND RECOMMENDATIONS

Regina G. Sakhieva, Federal University, 18, Kremlyovskaya Street, Kazan, 420008, Russia

Abstract

The issue is relevant due to the fact that the idea of designing, developing and implementing Teacher Portfolio is associated with new understanding of the goals in modern education, i.e. facilitating person's skills development that helps him build his own educational and professional development strategy in a continuously changing environment, forming different competencies including self-education, *desire* and ambition *for continuing professional development* throughout the person's life. The article highlights the main directions in the research related to portfolio design and use. It considers the contradictions that determined the need and possibility of using portfolios by teachers in their teaching practice. The article gives the author's interpretation of 'teacher portfolio' concept, disclosed the essential characteristics of Teacher Portfolio, identifies its goals, general and specific objectives, distinguishes its functions. The paper considers the structure of Teacher Portfolio, its main sections and content those reflect the main areas of teacher's professional activities and allow to demonstrate his achievements and results through these activities. The paper enlists the following principles Teacher Portfolio is focused on: competencies, complexity, reliability, consistency and continuity, optimal combination of openness and privacy. The practical significance of the study is based on practical recommendations it gives to create and develop a successful portfolio by the teacher. The article is addressed to teachers and school authorities, teachers of

pedagogical high education institutions, teacher trainers, and those working in the system of further teachers' development.

Keywords: teacher portfolio, structure of a teacher portfolio, practical recommendations for the creation of a teacher portfolio.

ADDRESS FOR CORRESPONDENCE: Regina G. Sakhieva, Federal University, 18, Kremlyovskaya Street, Kazan, 420008, Russia
E-mail address: SaxievaRG@mail.ru

INTERACTIVE TECHNOLOGIES IN PROFESSIONAL TRAINING OF FUTURE SPECIALISTS OF PRIMARY EDUCATION IN KAZAN FEDERAL UNIVERSITY

Lera Ahtyamovna Kamalova, *Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia*

Abstract

University studies should form future specialists thinking, able to the birth of new and original ideas and their implementation, understanding of personal and social meanings. One of the conditions of new formation specialist education is the use of interactive technologies in the educational process of the University. The goal of the article is study and development of scientifically based system of interactive technologies, the most effective in the training of undergraduate students of the profile "Primary education", future primary school teachers. The leading method of the study of this problem is the pedagogical experiment (summative, formative and milestones of the experiment), and the method of expert estimations, statistical processing of quantitative research results. 166 undergraduate students of the 1 and 2 courses of the Institute of psychology and education of Kazan Federal University, studying in "Primary education" profile were involved to experimental studies. Developed methodical system of using interactive technologies in teaching of undergraduate students contributes to the formation of personal-

social and General cultural, scientific, instrumental and professional competences of future specialists of primary education, competitive in today's employment market. Interactive technologies create conditions for the formation of "ability to learn" in students, the development of problem-analytical, problem-reflexive and creative thinking, to create situations which constantly require independent solutions for new and increasingly challenging tasks for the learner. The materials of the article may be useful for teachers of higher educational institutions by using this method in formation of students' professional-pedagogical competence.

Keywords: increasingly challenging, pedagogical competence

ADDRESS FOR CORRESPONDENCE: **Lera Ahtyamovna Kamalova**, *Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia*
E-mail address: leraax57@mail.ru

RELATIONSHIP OF ECOLOGY AND SOCIALIZATION OF SCHOOLCHILDREN PERSONALITY

Rashida G. Gabdrakhmanova, Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia
Anvar N. Khuziakhmetov, Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia

Abstract

Preservation and promotion of schoolchildren's health is the task of modern school. Health is the state of physical, mental and social well-being, harmony in oneself and with the surrounding world. The state of health determines success of an individual biological and social adaptation. In case of balance disorder in the system of health components there occurs disadaptation. Schoolchildren's health is being watched over in a comprehensive school. A teacher of today conducts teaching taking into account the state of pupils' health, modifies curriculums, constantly self-improves, masters the technique of primary prevention of exhaustion, develops hygienic, ecological knowledge, works on the formation of healthy needs, conducts fitness and health recreation events. Health state impacts on successful socialization of a personality. One doctor for the whole school cannot carry out this work either. In this case there should be more doctors at school, or teachers should be equipped with profound knowledge of children's medicine, or to train specialists who will provide schoolchildren with knowledge, abilities, skills, form

competences in the sphere of health preservation and promotion during all years of children's studying at school. But a consolidated team of teachers, psychologists, doctors has to start working without any delay.

Key words: ecology, health, healthy lifestyle, socialization.

ADDRESS FOR CORRESPONDENCE: Rashida G. Gabdrakhmanova, Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia
E-mail address: rashqabdra@mail.ru

TRAINING OF A MODERN TEACHER IN THE SETTINGS OF INTERACTIVE TECHNOLOGIES IMPLEMENTATION

Inna I. Golovanova, Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia
Elena V. Asafova, Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia

Abstract

The article deals with the university implementation of new approaches for planning and carrying out of lectures in accordance with modern educational technologies. The aim of the study was to analyze the interactive lectures conducted by teachers of the Kazan Federal University (KFU) and the subsequent establishment of the "Modern Interactive Lectures Databank" for further professional experience exchange, as well as for the planning and organization of the professional activity of future teachers. The empirical basis of the work is the results of triangulation content analysis of student essays and questionnaire survey of the teachers of the Kazan University. It has been concluded that according to the results of empirical studies, the skillful combination of teaching methods, self-training methods, facilities and forms of interaction with the students leads to an increase in the positive motivational background during the lecture, elevates the responsibility of an individual student for the result of collective, group or pair work. The support of previous experience and expertise acceptance of the other partner (teacher or student) in terms of interactivity are important for the development of a personal assessment of the lecture. The interactive lecture creates the preconditions for the expression of personal qualities, general

knowledge of students and teachers that focuses on partnership and the implementation of learning as a co-creation. In general, the introduction of interactive methods and forms of learning in the educational process in a university is one of the most important factors that would increase the cognitive activity of a person, would give a student and a teacher a nature of mutually accepting interaction, creating a field of cooperative creative effort and emotional experience.

Keywords: student, pedagogical education, competence, interactive technology, interactive lectures databank

ADDRESS FOR CORRESPONDENCE: **Inna I. Golovanova**, *Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia*
E-mail address: ginnag@mail.ru

ORGANIZATION TECHNIQUES OF PROBLEM DIALOGUE AT ELEMENTARY SCHOOL LITERATURE LESSONS

Venera G. Zakirova, Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia
Rezeda R. Khayrutdinova, Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia

Abstract

Relevance of this research problem is caused by that it is difficult sometimes for many teachers to choose optimum organization techniques of problem dialogue with children in the professional and pedagogical activity. While this method promotes formation of knowledge of the elementary school pupil at literature lessons, keeping thus his uniqueness, and also puts his aspiration to further formation, self-training and increase of creative opportunities. It became necessary to apply an innovation for educational processes, namely the educational technologies planning research works at elementary school lessons. The purpose of this work is to detect efficiency of the used organization techniques of problem dialogue, disclose its features at elementary school literature lessons, and also to develop abstracts of literature lessons at elementary school on the basis of a problem and dialogical method. The leading methods in research of this problem were questioning of elementary school pupils in which 87 teachers and 516 pupils were involved, and also the analysis of school documentation allowing to diagnose the level of elementary

school children's achievements in literature were used. In the article the technology of problem and dialogical training is presented, organization methods and techniques of problem training at lessons of literary reading are disclosed, ways of the teacher's reaction to the formulations of an educational problem offered by pupils are described, subject specifics of methods of a problem situation creation are ascertained. Materials of this research can be used by elementary schools teachers, students and higher school teachers for improvement of educational process.

Keywords: technology of problem and dialogical training, problem dialogue, organization techniques of problem dialogue.

ADDRESS FOR CORRESPONDENCE: **Venera G. Zakirova**, Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia
E-mail address: zakirovav-2011@mail.ru

CURRENT STATE AND FORMATION PROBLEMS OF ELEMENTARY SCHOOL TEACHERS' READINESS TO USE INTERACTIVE TECHNOLOGIES

Rezeda R. Khayrutdinova, *Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia*
Venera G. Zakirova, *Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia*

Abstract

Relevance of this research problem is caused by that many heads of educational institutions note the low level of graduates' of pedagogical specialties formation of readiness to use interactive training technologies. Therefore it becomes necessary to revise subject and methodical training of elementary school teachers in higher educational institutions in introduction of interactive training technologies in educational process of elementary school. Thus this article is directed on disclosure of a current state, identification of problems and development of recommendations about optimization of this process in higher educational institutions. The leading method of this problem research is questioning in which 567 students of pedagogical specialties of the Kazan federal university are involved. By questioning fragmentary use of interactive technologies in professional pedagogical practice of elementary school teachers, their dissatisfaction with the level of knowledge formation in the field of interactive training technologies use was revealed. In article levels of professional and pedagogical readiness formation of future elementary school teachers to use interactive training technologies are revealed, the necessity to implement the interactive training technologies into the process of professional training of future

teachers is proved, recommendations about improvement of the maintenance of a training course are offered. The materials presented in article allow increasing subject and methodical readiness of teachers for use of interactive training technologies in elementary school.

Keywords: interactive technologies, professional pedagogical readiness, elementary school teacher, improvement of educational process.

ADDRESS FOR CORRESPONDENCE: **Rezeda R. Khayrutdinova**, *Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia*

E-mail address: rezeda_raf@mail.ru;

HOW THE ABSENCE OF HIGHER PISA SCORES IS CONNECTED WITH SCIENCE CLASSROOM?

Dace Namsone,
Liga Cakane,

Abstract

The education reforms in Latvia have set direction towards promoting students' competencies (critical and analytical thinking, learning, creativity, etc.). In science teaching and learning practice this means significant changes on the classroom level. Reforms in the country are influenced by OECD PISA research. Latvian students' performance in PISA in science shows a gradual increase, but the number of students who show high level output is insufficient. There is a lack of students' mastery of higher order cognitive skills (HOCS). The focus of the research is to look at the students' learning in science classrooms according to the selected criteria: HOCS, presence of learning outcome and feedback. Lesson observation and analysis as well as analysis of documents were used. The observed physics, chemistry, biology and science lessons show the trend that students have limited possibilities to mastering the skills specified in the education policy regulations in a classroom (for example, presence of HOCS in only in 19% of lessons). A focus on low order cognitive activity in the lessons may be one of the significant reasons why students fail

higher levels of PISA tests. The reasons are connected to teachers' skills to implement teaching and learning strategies in order to develop HOCS as well as learning skills that are new for them. There is a necessity for teachers' professional development to close the gap between the content of education documents and a classroom practice.

Keywords: education reforms in Science, HOCS, teaching and learning, lesson observation

ADDRESS FOR CORRESPONDENCE: Dace Namsone,

E-mail address: dace.namsone@lu.lv

MODERN REQUIREMENTS TO THE CONTENT SELECTION OF PROFESSIONAL AND APPLIED PHYSICAL EDUCATION OF STUDENTS STUDYING AT TECHNICAL AND TECHNOLOGICAL COLLEGES

Ayrat Albertovich Askhamov, Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia

Abstract

The relevance of the research is substantiated by the fact that persons' successful learning and vocational training depends on physiological and psychological suitability to this or that kind of labour, i.e. on the corresponding inclinations and abilities. In this regard, the article aims to prove the necessity of an appropriate selection of means and methods for professional and applied physical education of students – future engineers and technologists. The leading method of the research was sociological questioning among students of technical and technological colleges, which allowed to reveal respondents' intellectual and emotional nervous tension, and preference for passive forms of rest. The article provides a structure of requirements for physical and mental education of the studied groups; tasks for professional and applied physical education of students – future experts; selection of means and methods of professional and applied physical training of future engineers and technologists at higher education institutions. The

materials of the article are of practical value for the teaching staff of technical and technological colleges when selection and structuring of students' professional and applied physical educations are considered

Keywords: professional and applied physical education, physical education, on-the-job exercises, physical exercises during the working day.

ADDRESS FOR CORRESPONDENCE: **Ayrat Albertovich Askhamov**, *Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia*

E-mail address: verda.ilm@mail.ru

METHOD OF RIDDLES AS A MEANS OF THE LINGUOCULTUROLOGICAL KNOWLEDGE FORMATION AMONG PRIMARY SCHOOL CHILDREN

Irina V. Khairova, Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia

Abstract

The rationale of the research is due to the modern conditions of socio-cultural situation characterized by active processes of interaction between nations and cultures. On this ground the linguoculturological competence which provides the effective intercultural communication of a person becomes highly demanded. The formation of linguoculturological knowledge at the primary school age is possible through addressing to texts of riddles as a minor folklore genre with high linguoculturological value. However, the analysis of school courseware allows drawing the conclusion that the linguoculturological potential implicated into texts of riddles does not become the subject for consideration on the lessons of the Russian language. In this regard the article is intended to develop a method of teaching texts of riddles as complete literary works on lessons of the Russian language in primary school. In the article the method of work with texts of riddles based on the dialogic principle is presented. The principle allows schoolchildren

to study Russian language and culture in the system of dialogue between other cultures. Also methodological recommendations are given to primary school teachers on how to improve the work with texts of riddles in linguoculturological aspect. The material presented in the article has practical value for primary school teachers and students of pedagogical and philological specializations.

Keywords: material presented, philological specializations, practical value

ADDRESS FOR CORRESPONDENCE: **Irina V. Khairova**, Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia

E-mail address: ira-hair@mail.ru

FORMATION OF PRIMARY SCHOOL CHILDREN'S COMMUNICATIVE ABILITIES

Gulnara F. Biktagirova, Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia

Ramilya Sh. Kasimova, Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia

Abstract

Formation of communicative abilities is one of the most important problems of modern education. Person possessing high level of communicative abilities can effectively interact with others. But modern children unfortunately speak "virtually". The article actualizes the problem, its reasonableness, discloses its status in psychological and pedagogical literature; presents the results of the pedagogical experiment. The author reveals the age characteristics of children's dialogue in primary school, as well as forms and methods for formation of primary school children's communicative abilities. The study involved 92 school children of Kazan school №111 at the age of 9-10 years. Experimental study was carried out for 6 months (October 2014 - March 2015). A set of theoretical and empirical methods was used to test the hypothesis:

study and analysis of psychological and pedagogical literature, comparison, analogy, summarizing, questioning, testing, pedagogical experiment, quantitative and qualitative analysis, mathematical methods of data processing. The conducted pedagogical experiment proved the correctness of the hypothesis and theoretical positions on the formation of primary school children's communicative abilities.

Keywords: pedagogical experiment, communicative abilities

ADDRESS FOR CORRESPONDENCE: **Gulnara F. Biktagirova**, *Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia*
E-mail address: bikgf@mail.ru

ECONOMICS EDUCATION IN RUSSIA AT THE PRESENT STAGE: PROBLEMS AND WAYS OF THEIR SOLUTION

Almaz Rafisovich Gapsalamov, *Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia*

Abstract

The relevance of the research is substantiated by social and economic changes that took place after the collapse of the Soviet Union, and which in their turn, generated great demand for educational services, in particular, for economics education. However, the system of modern economics education encounters unavailability to form a personality possessing necessary competences of rational economic behavior in the conditions of global labor market. In this regard, the paper aims to reveal modern problems of economics education and ways of their solution in the conditions of its integration into international educational space. The leading research methods were historical, retrospective, system and structural analysis and synthesis of relevant literature on the issues of educational system modernization in general, and economics education, in particular; that made it possible to identify a contradiction between the available researches considering shortcomings of modern economic education and absence of recommendations and proposals on their elimination. The paper reveals modern problems of economics education in Russia and suggests recommendations on their solution, among which the author specifies

the following: social partnership of higher education institutions and real production sector, integration of educational and research activity of higher education institutions of an economic profile, promotion of their grant activity, the unity of natural-science and humanitarian components of future economists' training, scientific and methodological support of training and professional development of faculty members dealing with economic disciplines. Materials of the paper can be used by governmental authorities in the sphere of education, institutions of supplementary vocational education.

Keywords: economic profile, integration of educational

ADDRESS FOR CORRESPONDENCE: **Almaz Rafisovich Gapsalov**, *Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia*

E-mail address: gapsalov@ya.ru

CHILDREN'S SECOND LANGUAGE SPEECH DEVELOPMENT IN THE CONTEXT OF FAMILY EDUCATION

Valerian F. Gabdulchakov, *Federal University, Kremlyovskaya Str., 18, Kazan, 420008, Russia*

Abstract

The relevance of the research problem is due to the need to improve the effectiveness of listening as a type of a preschool child's speech activity. The purpose of the study was to identify the psychological and pedagogical conditions of increasing the efficiency of listening. Leading methods of the study were analytical and experimental. Main results: identified psychological-pedagogical conditions improve listening; the technology of reading children's books by parents determined a special role of a father, worked out methods of increasing the efficiency of reading and listening: the transposition and overcoming interference, uppercase, empathy and reflection, prediction, anticipation. The article may be of interest to psychologists and teachers of children's organizations, parents, college and university teachers. In the process of family reading in a second (non-native) language organization it is necessary to: strengthen father's role: text reading and interpretation of its context by a father is perceived better by children than when it is performed by a mother; provide linguistic transposition and consider interference. The process of semantic perception is always affected by the nature of a text determined by linguistic peculiarities (phonetic, grammar, lexical, stylistic) and logic-semantic structure of the text. Thus,

semantic perception is primarily influenced by the complexity degree of grammar forms of thought expression. This is testified by in particular a certain increase in the time of a child's reaction to more complicated grammar forms.

Keywords: listening, preschool children, transpose, interference, uppercase, empathy, reflection, prediction, anticipation.

ADDRESS FOR CORRESPONDENCE: Valerian F. Gabdulchakov, Federal University, Kremlyovskaya Str., 18, Kazan, 420008, Russia

E-mail address: Pr_Gabdulhakov@mail.com

APPLICATION OF INTERACTIVE TECHNOLOGIES IN MATHEMATICS TEACHING

Nadezhda V. Telegina, Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia

Elvira G. Galimova, Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia

Svetlana G. Dobrotvorskaya, Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia

Abstract

The relevance of the study is caused by the fact that interactive teaching promotes reflection and makes pupils participate in the common work more consciously, which improves the training efficiency. The goal of this paper is to establish organizational and methodological conditions for applying interactive teaching technologies at mathematics lessons in secondary schools. The main research technique used by us was the thorough study of psychological and educational literature and pedagogical practices. As we have concluded, conceptual, organizational, methodological, and procedural issues of the application of interactive teaching technologies still need to be well substantiated theoretically. Moreover, in practice the use of such technologies at mathematics lessons appear to be fragmentary and unsystematic. In this paper, we describe organizational and methodological conditions for using interactive technologies at mathematics lessons in secondary schools. We also consider the educational content which encourages

pupils to dialogue, describe various ways in which interactive technologies can be used at mathematics lessons, and establish conditions for choosing each concrete way. In addition, we show how a lesson can be divided into certain steps for a proper use of interactive teaching methods, predict the corresponding learning outcomes, and reveal possible barriers for the application of interactive teaching technologies. This paper may be helpful to secondary school teachers in deciding which interactive teaching technology to use at mathematics lessons; it may also be of interest to students of pedagogical colleges and higher schools.

Keywords: interactive technology; student; teaching; feedback; dialogue; the predictable result.

ADDRESS FOR CORRESPONDENCE: **Nadezhda V. Telegina**, Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia

E-mail address: nadya-telegina@iandex.ru

PREVENTING PROCRASTINATION IN STUDENTS

Laysan A. Ribakova, Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia

Roza A. Valeeva, Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia

Abstract

The purpose of the study is theoretical substantiation and experimental verification of the content, complex forms and methods to ensure the effective prevention of procrastination in students. 234 students of KFU took part in the experiment. In accordance with the aim of the study the following methods were used: theoretical study and analysis of psychological and pedagogical literature on the study, comparison, classification, generalization, formative experiment, diagnostic testing, data processing methods (quantitative and qualitative analysis), methods of mathematical processing of data (measures of central tendency, t- Student test). For testing the students' procrastination level we used "The scale of the general procrastination" by B. V. Tukman and "Procrastination scale of students" by K. Ley. Based on the results of ascertaining experiment a program that contains the forms and methods of prevention of procrastination in students was developed. On the basis of this work the conclusion was

made that the developed program for the prevention of procrastination in students "Road by walking!" is effective and contributes to positive qualities, gaining experience of self-organization, self-discipline and responsibility, acquisition of skills for organization of their time planning, considering priorities. Article findings are of practical value to the university staff in training future professionals at the university.

Keywords: practical value, Article findings

ADDRESS FOR CORRESPONDENCE: **Laysan A. Ribakova**, *Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia*

E-mail address: lilor1@rambler.ru

PEDAGOGICAL POTENTIALITY OF INFORMATIONAL AND EDUCATIONAL ENVIRONMENT IN RESEARCH ACTIVITY OF JUNIOR PUPILS

Elvira G. Sabirova, *Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia*

Abstract

The actuality of studied problem is determined by the fact that bringing in additional information on the basis of internet technologies gives possibilities for organization of productive learning and research activity of more complex intellectual level. The purpose of this study is to reveal pedagogical potentiality of elementary school informational and educational environment needed in organization of learning and research activities. The experiment was carried out in Tatarstan Republic of Russian Federation. There took part three schools: two general education schools and one gymnasium. In total number, the experiment involved 270 people. In this study, there was applied inquiry-diagnostic method (included observation, filling questionnaires, testing) that allowed to reveal research skills development level in process of using informational communicative technologies instruments. Also there was summarized advanced Russian and foreign experience. On the basis of achieved results there was revealed pedagogical potentiality of elementary school informational and educational environment. Analysis of studies done on effectiveness of applying informational and communicational technologies in learning

process at Russian schools showed that quality of pupils training can increase up to 20-40%. At the same time there increased knowledge durability up to 10-20%. The highest effect, up to 40%, was achieved when pupil was involved into research activity, and used knowledge in situations suggested by educational projects, practical lessons. More than 90% of pupils were satisfied by offered possibility to use informational and educational environment in learning. Material and results of studies can be used by teachers of elementary schools, school administration.

Keywords: school administration, elementary schools, use informational

ADDRESS FOR CORRESPONDENCE: **Elvira G. Sabirova**, *Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia*

E-mail address: sabirovaelli@mail.ru

A STUDY MODEL OF COLLATING RUSSIAN AND FOREIGN EXPERIENCE IN THE FIELD OF DISTANCE LEARNING TECHNOLOGIES QUALITY

Galia I. Kirilova, *Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia*

Nassim Soleymani, *University of Isfahan, Hezar Jerib Street, Isfahan, 0311-8174674331, Iran*

Vera K. Vlasova, *Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia*

Abstract

The relevance of this article is due to the active implementation of distance learning technologies in various countries having similar problems in distance education and accumulating positive experience in solving them. Among such issues is the quality of education in the context of distance learning. This article is aimed at the study and collation of the quality of international distance education technologies. The leading method in the study is a simulation method allowing to compare and collate the quality of learning technologies used in Russian and foreign experience on the basis of similarity (both recognized and valuable experience and the experience of little importance for the countries) and specificity (as the experience in which the leading position is taken by one or other country). Comparative research of the

scientific sphere is done on the example of selected scientific materials of Russia and Iran on the designated problem and scientometric analysis of internal databases for each country. The paper presents a statistical research model of international experience collation in the designated area, the appropriate research tools and the main findings of the comparative analysis of the quality assurance of distance learning technologies, including active application of standardization and quality control issues, quality indicators, quality criteria, distance learning / education , distance learning technologies that are typical for both countries. Article findings are of practical value to researchers, teachers, as well as administrative staff, who develop and implement the quality system of distance learning technologies in training future professionals at the university.

Keywords: distance learning technologies, quality system in education, research model, international experience collation, statistical tools, scientometric analysis.

ADDRESS FOR CORRESPONDENCE: **Galia I. Kirilova**, *Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia*

E-mail address: gikirilova@mail.ru

RUSSIAN EXPERIENCE OF PEDAGOGICAL EDUCATION MODERNIZATION

Rezeda M. Khusainova, Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia

Abstract

The relevance of the research problem of modern teacher professional training is defined as a necessity, because the quality and the level of teaching staff training determine the prospects of education development in general. In recent years, the system of teacher education in Russia was associated with the "double negative selection": not the strongest applicants entered the "Psycho-pedagogical education" training program, and not the strongest graduates began to work in the education system. The purpose of the article is to describe one of variants initiated by the Ministry of Education the ways and means of transition to an open multi-level system of psycho-pedagogical education, providing variety of ways to "start" the professional training program. This allows you to select motivated students for the psychological and pedagogical specialties. The listeners of the educational program in the framework of the implemented project were students-participants of additional education; students receiving the second higher education; employees of educational institutions, who do not have a psychological-

pedagogical education. The article analyzes the piloted modular model of the teacher-psychologist training. In the process of modules testing there were organized a broad cooperation of universities partners with a university-developer. It was found that the developed software modules can be integrated into educational programs as a whole and individually. The conclusions of the article have practical value for the teaching staff, academic services personnel, developing and implementing educational programs at the university.

Keywords: services personnel, developing and implementing

ADDRESS FOR CORRESPONDENCE: **Rezeda M. Khusainova**, Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia

E-mail address:: rezedakhusainova@mail.eu

MEANINGFUL USE OF INFORMATION COMMUNICATION TECHNOLOGY IN THE SCIENCE SUBJECT LESSONS AND TEACHERS LEARNING NEEDS

Inese Dudareva, University of Latvia

Dace Namsone, University of Latvia

Liga Cakane, University of Latvia

Abstract

The implementation of key competencies, including digital competence, demanded changes in science teaching and learning practice in primary and secondary school education in Latvia. Before starting the new curriculum reform in the country in 2015, this research looked for the answers to the following questions: What Information Communication Technology (ICT) tools are used by teachers and students? How meaningful is the application of ICT tools in the science teaching/learning process? What information is obtained by the developers of the teacher continuous professional development (CPD) course? The

data were collected by experts during observation of 64 physics, chemistry and biology lessons. The research shows a trend for teachers to be using ICT mostly for visualization, and in only a few cases was the ICT applied by students to solve tasks and problems. Teachers' ICT skills failed to meet the planned outcomes in 40% of the cases. Teachers use ICT as an effective tool during a lesson if they have knowledge, skills and appropriate methodological support, which they have acquired during continuous professional development.

Keywords: ICT tools, science subjects, CPD

ADDRESS FOR CORRESPONDENCE: **Inese Dudareva**, University of Latvia

E-mail address:: inese.dudareva@lu.lv

STUDY OF SPIRITUAL AND MORAL QUALITIES OF STUDENTS RUSSIAN AND TATAR NATIONALITY WITHIN THE EDUCATION ENVIRONMENT

Milyausha R. Khairutdinova, Federal University, 18, Kremlyovskaya Street, Kazan, 420008, Russia

Abstract

The relevance of this study is determined by the fact that in the multiethnic country it is essential to form spiritual and moral culture of a contemporary, to get system knowledge of the native culture and other nation's culture, to be oriented by human cultural and spiritual values and by tolerance towards other nations. This article is focused on the study of spiritual and moral qualities of Russian and Tatar students within education environment of the institutions of higher education in the Republic of Tatarstan. The previously performed studies prove the importance of the education environment as a social and cultural space featuring a perfect form of spiritual and moral culture. Leading methods of this issue are: theoretical analysis of the literature on the issue of spiritual and moral development of a young person; psychodiagnosis methods; mathematical and statistical methods of the results analysis. These methods let

us identify the level of the formed personal spiritual and moral development of a student. The article presents the results of comparative analysis of spiritual and moral qualities manifestation of the students of various nationalities, as well as specifies the basic connections between their spiritual and moral characteristics. Particularly the study results revealed the basic differences in manifestation of certain spiritual and moral characteristics of the Russian and Tatar subtends and in correlation between the student's personality structure indexes. The study results are of great practical importance for teachers, explorers, social workers who develop theoretical and practical methods to formation of spiritual and moral personality.

Keywords: characteristics of the Russian, great practical importance

ADDRESS FOR CORRESPONDENCE: **Milyausha R. Khairutdinova**, Federal University, 18, Kremlyovskaya Street, Kazan, 420008, Russia

E-mail address:: mila_aznakai@list.ru

THE TECHNIQUE OF COMPLEX EXAMINATION OF THE SCHOOL EDUCATIONAL ENVIRONMENT AS A FACTOR OF PSYCHOLOGICAL DEVELOPMENT OF PUPILS

Svetlana E. Chirkina, Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia

Abstract

The main backbone procedural characteristic of the educational environment is this or that educational technique of its development chosen by a school. It is important to understand the effectiveness of its implementation, assessment of the developmental effect, and to identify the advantages and disadvantages of its implementation into the school educational environment. Therefore this article is aimed at revealing the results of the complex examination of the school educational environment, working on the technique of the integrated quality characteristic, based on the allocation of three aspects: integral - allows you to identify the target settings and internal challenges, so the educational environment subjects focus their efforts, time and money on the decision of these tasks; procedural - suggests the use of various techniques in achieving the developmental effect; effective - means achieving a certain result, taking into account the specifics of the school educational environment. The article

presents the complex examination data allowing us to identify the cause - effect relationships of different manifestations of the educational environment features, to assess the developmental effect of educational technique in terms of development of the pupil's personality, his/her cognitive abilities, thinking and intellect, social and motivational development of the child, to describe the type of interaction in the system "teacher-pupil". The material presented in this article is of practical importance for the administration and the teaching staff of educational institutions.

Keywords: cause - effect relationships, thinking and intellect

ADDRESS FOR CORRESPONDENCE: **Svetlana E. Chirkina**, Federal University, Kremlyovskaya Street, 18,
Kazan, 420008, Russia

E-mail address:: sch_61@mail.ru

AUGMENTED REALITY RESEARCH AND APPLICATIONS IN EDUCATION

Ezgi Pelin YILDIZ, Near East University, Graduate School of Educational Sciences, Computer Education and
Instructional Technology Department PhD Programme, Nicosia-Turkish Republic of Northern Cyprus

Abstract

Augmented reality technologies undertake focus role which provide opportunity to harmonize the earthly reality with virtual field and evaluate their integral elements. The very first examples of augmented reality applications are viewers on the head, simulators, wearable tools, pocket PCs, desktop PCs and cameras which are integrated externally but augmented reality applications have gain a great acceleration by developing technologies such as internet, becoming popular for the mobile devices and their mobile applications accordingly and especially by the appearance of the smart wears and increase on their functions. Augmented reality applications that are often used in defence, industry, medicine, trade and entertainment are now started to be used in the education. Augmented reality applications achieve deep learning of the systems or objects which are hard to learn by attracting attention and cares

of the students by providing their different views during teaching and learning process. Also these applications supports students to use their creativity by expanding their imagination. Especially if we consider today's students are digital natives (Y and Z generation) who grow up in the multimedia world and inside the technology, it is a reality that augmented reality applications which have rich content in the learning-teaching environments can have a role that increase the motivations of the students instead of a classic course book. In the light of these information, in this study the research and application samples of augmented reality which is now used widely in teaching and learning process the effect of augmented reality on teaching and learning is handled.

Keywords: Augmented reality, augmented reality applications in education

ADDRESS FOR CORRESPONDENCE: **Ezgi Pelin YILDIZ**, Near East University, Graduate School of Educational Sciences, Computer Education and Instructional Technology Department PhD Programme, Nicosia-Turkish Republic of Northern Cyprus

E-mail address: pelinyildiz87@hotmail.com

USE OF ADVANCED ICT SKILLS IN MEDICAL SECTOR AND THE GLOBALIZED SOCIAL HEALTH: STRUCTURAL EQUATION MODEL

Ravichandran.K, Department of Media Science, Anna University, Sardar Patel Road, Chennai-600025 Tamil Nadu, India

Arulchelvan.S, Department of Media Science, Anna University, Sardar Patel Road, Chennai-600025 Tamil Nadu, India

Abstract

The use of Information and Communication Technology (ICT) in health can make a world different in all

levels. The transformation of the healthcare system is narrowly paying attention on curing diseases in hospitals by health professionals. The common and easy healthcare system could be provided to the citizens by providing health information to access anywhere at any time. So, Hospitals need to be aware of ICT and e-health skill which will make them more efficient, Improve Globalized quality and strengthen processes of Public health service. This study analyses with Structural equation models, nonparametric regression pair analysis and automatic linear regression model in significant value. The intercept in the equation for predicting Basic ICT –e health, Advanced ICT –e health, Advanced mobile e health skill, E-health information usage, Perceive easy to use and Behavioral adoption are significantly different from zero at the 0.001 level (two-tailed). These statements are approximately correct for large samples under suitable assumptions. The Automatic linear model estimated Significant target of e-health information usage with predicted Significant values are strongly accepted (estimated mean 17.00) to avoid Medical errors, To access anywhere in world (estimated mean 17), Health Record maintained cloud form storage (estimated mean 17.00) and Time saving and fast health solution (estimated mean 17.00) and Health care knowledge improve to public (estimated mean 17.00) to intensify the health care services to the most rural parts of the country in India (estimated mean 15.46). Above the significant test discusses the challenges and opportunities in ICT implementation in health care specific to the rural India.

Keywords: health care services, statements, approximately

ADDRESS FOR CORRESPONDENCE: **Ravichandran.K**, Department of Media Science, Anna University,
Sardar Patel Road, Chennai-600025 Tamil Nadu, India

E-mail address: ravi.news10@yahoo.com

SUCCESS STORIES OF STUDENTS WHO PROVIDED FIRST GRADE IN HIGH SCHOOL ENTRANCE EXAM: NARRATIVE ANALYSIS

Gülşen KOÇAK, Atatürk Üniversitesi, KKEF, Fen Bilgisi Öğretmenliği, Turkey

Münevver SUBAŞI, Atatürk Üniversitesi, KKEF, Fen Bilgisi Öğretmenliği, Turkey

Abstract

This study aims to examine the experiences of students who provided first grade in high school entrance exam in line with the narrations by a male and a female students. Both students were born in 2001,

grown in the countryside and their families are trained. In this study, qualitative research approach and semi-structured interview method are used. In addition, the data was recorded through a voice recorder, analyzed by quoting directly from the interviews in accordance with the descriptive analysis technique, and finally, these two narrations were discussed comparatively by being supported with the related literature. The study suggested that the family's authority or figure played an important role in ensuring success of both students and special lessons benefit their achievement. Whereas female student construct her identity "ideal daughter / ideal girl", "hardworking student" and "a person with self discipline"; male student construct his identity as "sacrifice student", "student with high morale of studying" and "clever boy".

Keywords: clever boy, with self discipline

ADDRESS FOR CORRESPONDENCE: **Gülşen KOÇAK**, Atatürk Üniversitesi, KKEF, Fen Bilgisi Öğretmenliği,
Turkey
E-mail address: gulsen.demir@atauni.edu.tr

ANALYSIS OF METHODOLOGIC TEACHING STRATEGIES USED IN THE AREA OF GRAPHIC DESIGN: UNIVERSITY OF GALICE CASE (SPAIN)

Vicente López Pena, University of Cádiz, Campus de Puerto Real S/N, 11519, Cádiz, Spain
Vicente A. López-Chao, University of Coruña, Campus de Elviña S/N, 15006 A Coruña, Spain
Andrea M. López-Chao, University of Coruña, Campus de Elviña S/N, 15006 A Coruña, Spain

Abstract

The convergence towards the European Higher Education Area involved a profound rethinking of the teaching process of university teachers. Given the importance of teaching methodologies in the new higher education framework, we have researched by analysing the teaching guides, including and analysing all the technical degrees and master's degrees of all Universities in Galicia -Spain- containing any subjects related to Visual Graphic Design to find out which teaching methods are used. The results indicate that there the methodological strategies used are few, being the traditional lecture teaching methodology used mostly (91.6 % of the sample).

Keywords: Graphic Expression; Methodologies; Engineering, Architecture; University

ADDRESS FOR CORRESPONDENCE: **Vicente López Pena**, University of Cádiz, Campus de Puerto Real S/N, 11519, Cádiz, Spain

E-mail address: vicente.lopez@uca.es

ANALYSIS OF THE ACQUISITION OF ICT COMPETENCE IN THE AREA OF GRAPHIC DESIGN AT THE UNIVERSITY OF SANTIAGO (SPAIN)

Vicente López Pena, University of Cádiz, Campus de Puerto Real S/N, 11519, Cádiz, Spain

Vicente A. López-Chao, University of Coruña, Campus de Elviña S/N, 15006 A Coruña, Spain

Andrea M. López-Chao, University of Coruña, Campus de Elviña S/N, 15006 A Coruña, Spain

Abstract

The entry into the European Higher Education Area meant a great revolution for the Spanish university. One of the biggest challenges was to professionalize the imposition of learning in order to integrate students into the working market. This aspect is particularly important in the field of Graphic Design, where it is essential that students acquire, among others, ICT. The sample is all the technical degrees of

the University of Santiago -Spain-. The results indicate that although the objectives include the acquisition of ICT skills, 100% of the sample does not include methodologies or strategies of evaluation aimed at its acquisition.

Keywords: Graphic Expression; ICT Competence; Engineering; Architecture; University of Santiago

ADDRESS FOR CORRESPONDENCE: **Vicente López Pena**, University of Cádiz, Campus de Puerto Real S/N,
11519, Cádiz, Spain

E-mail address:: vicente.lopez@uca.es

STANDARDIZED MODELING LEARNERS TO ENHANCE THE LEARNING SERVICE IN THE ILE

Aitdaoud Mohammed, Sciences Ben M'Sik University Hassan II, Casablanca, Morocco

Guerss Fatima Zahra, Sciences and TechnicalsMohammedia University Hassan II, Casablanca, Morocco

Douzi Khadija, Sciences and TechnicalsMohammedia University Hassan II, Casablanca, Morocco

Talbi Mohammed, Sciences Ben M'Sik University Hassan II, Casablanca, Morocco

Namir Abdelouahed, Sciences Ben M'Sik University Hassan II, Casablanca, Morocco

Abstract

With the development of the society of knowledge, learning management system (LMS) as Claroline, Ganesha, Chamilo, Moodle ... are commonly used successfully in the online learning. In order to provide better service for the learners, most of these ILE (Interactive Learning Environment) focus on supporting teachers in the creation and organization of online courses. However, in general, they do not consider individual differences of each learner. In addition, they do not provide enough indicators to track the learners to determine their needs in a deadlock.

In this article, we examine the benefits of the integration of learning styles in the Web-based educational systems. Also we are interested in the use of traces of interaction in order to remedy the lack of feedback between teacher and learner. Thus, we propose a standardized learning model based on traces and learning style of the learners that can be distributed using semantic web technologies.

Keywords: ILE; interoperabilit; learner model; trace analysis learning, styles, ontology

ADDRESS FOR CORRESPONDENCE: **Aitdaoud Mohammed**, Sciences Ben M'Sik University Hassan II,
Casablanca, Morocco

E-mail address:: aitdaoud.mohammed@gmail.com

ATTRACTION FACTORS INTO SPACE AS A REQUIRED ELEMENT OF PHYSICAL LEARNING ENVIRONMENT. A REVIEW

Jesús Miguel Muñoz Cantero, Phylosophy and Research Methods in Education, University of A Coruña,
Spain GIACE

Ricardo García Mira, Psychology, University of A Coruña, Spain. Person-Environment Group

Vicente López-Chao, Education, University of A Coruña. GIACE

Abstract

Built environment affects users and so do educational spaces. In recent decades, research on the relationship person-learning environment has increased detailing environmental, spatial and organizational factors that affect performance issue, motivation, attention and retention. This situation deals with the discomfort of students in the classroom and a negative predisposition towards their time spent at educational centres. Therefore, the objective of this study is to investigate factors of attraction to the learning environment to help professionals regarding the design and management of educational spaces. Nature and ICT are among the design factors of learning physical environment that can increase the attraction towards the use of the learning space. The concepts of active learning and the appropriation of space in relation to these factors enhance a positive attitude in students.

Keywords: Attraction factors into space, Learning physical environment, Learning space design

ADDRESS FOR CORRESPONDENCE: **Jesús Miguel Muñoz Cantero**, Phylosophy and Research Methods in Education, University of A Coruña, Spain. GIACE

E-mail address:: munoz@udc.es

INFLUENCE OF PHYSICAL LEARNING ENVIRONMENT IN BEHAVIOR AND SOCIAL RELATIONS. A REVIEW

Jesús Miguel Muñoz Cantero, Phylosophy and Research Methods in Education, University of A Coruña,
Spain GIACE

Ricardo García Mira, Psychology, University of A Coruña, Spain. Person-Environment Group

Vicente López-Chao, Education, University of A Coruña. GIACE

Abstract

One of the current challenges of education is to promote active learning, interaction and participation in the classroom. This challenge might find physical barriers along the way, which hinder or fully prevent it from success. Environmental psychology has been commissioned to study these relationships and

behaviour of individuals and how they can be influenced by the design of physical learning environment. The analysis of more traditional educational environments shows strong patterns of the power of teachers towards student. Therefore the aim of this work is to investigate the physical design factors that influence learning environment in social relations and the behaviour of students in order to help professionals regarding the design and management of educational spaces. Among these factors are those related to the spatial organization and the determining factors of environmental psychology.

Keywords: Learning physical environment, Learning space design, social, relations, Behaviour

ADDRESS FOR CORRESPONDENCE: **Jesús Miguel Muñoz Cantero**, Philosophy and Research Methods in
Education, University of A Coruña, Spain GIACE

E-mail address: munoz@udc.es

MICROSOFT WORD AND ITS EFFECTS ON READING AND WRITING SKILLS IN PRIMARY SCHOOL STUDENTS

Jahanbakhsh Rahmani, Azad university, esfshan beranch (khorasgan), Esfahan, Iran

Mehri tavakoli, Azad university, esfshan beranch (khorasgan), Esfahan, Iran

Abstract

The aim of this study was to examine the effect of the use of the Microsoft word (word processing) on reading and writing skills in Iranian primary school students. The method of research was quasi

experiment. From target population 40 girls' students were selected randomly and assigned to experiment and control groups. Experiment group were trained and exercised Microsoft office for 8 sessions and control group didn't exercised and had no training. Finding showed significant improvement in posttest in experiment group. Control group showed no significant difference in pretest and posttest. According to the results the use of Microsoft office suggest for primary school students.

Keywords: Microsoft word, primary school students, reading and writing skills.

ADDRESS FOR CORRESPONDENCE: Azad university, esfshan beranch (khorasgan), Esfahan, Iran

E-mail address: rahmanu@khuisf.ac.ir

ANALYSIS LOG FILES OF REMOTE EXPERIMENTS OF REMLABNET BY USING DATA MINING

Petra Špiláková, Tomas Bata University in Zlín, Faculty of Applied Informatics

František Schauer, Tomas Bata University in Zlín, Faculty of Applied Informatics

Abstract

Data mining techniques are widely used in spheres where it is an amount of information stored and their

analysis may bring new insights to improve. Every remote experiment of the remote laboratory management system RemLabNet is based on internet school experimental system ISES which includes a MeasureServer serving, inter alia for creating and saving log files. The log file contains the recorded data of connectivity and movement of each user within each experiment. Furthermore, an xml files are also stored by MeasureServer. They consist of values which were set on devices by user and values which were measured by experiment. Remote experiments are focused on physics and they are daily used. So there is a sufficiently large sample of data, which have not yet been studied and described in any way. Therefore, in this paper we deal with the analysis of these files and their evaluation of different aspects. We build on the means of analysis of OLAP (Online Analytical Processing) and the appropriate tools for data mining. There were created categories of user behaviour during experimentation based on knowledge which is obtained by using training arrays and artificial intelligence. Main aspects for dividing users have been focused on following characteristics: level of user, interest of user and errors. All obtained results will be used to improve control web pages of the experiments.

Keywords: data mining, log file data analysis, remlabnet, remote experiments, xml files

ADDRESS FOR CORRESPONDENCE: **Petra Špiláková**, Tomas Bata University in Zlín, Faculty of Applied Informatics

E-mail address: spilakova@fai.utb.cz

PEDAGOGICAL MODEL OF PREVENTION AND CORRECTION OF TEENAGE COMPUTER ADDICTION IN STUDENTS OF SOCIAL INSTITUTIONS

Albina R. Drozdikova-Zaripova, Kazan (Volga region) Federal University, Kremlyovskaya Str., 18, Kazan,
420008, Russia

Abstract

Due to the expanding computerization of all spheres of life and comprehensive application of computer technology by teenagers, brought up in social institutions, the problem of prevention and correction of computer addiction in such adolescents is becoming increasingly important. However, methodology and didactics to realize these processes are still insufficiently developed, which is shown by the lack of organizational and pedagogical support for prevention and correction of computer addiction among such adolescents. This article focuses on the development of pedagogical models of prevention and correction of teenage computer addiction in students of social institutions (e.g., orphanages and social shelters). The leading methods in the study of this problem were the comparative method and modeling. The comparative method revealed positive Russian and foreign experience in solving problems of computer addiction. The modeling method allowed to create the modeled system of pedagogical prevention and correction of computer addiction and make it available for a thorough and comprehensive study. This article presents the pedagogical model for reducing the negative impact of computer addiction on the personality of adolescents brought up in social institutions, both already established addicts and adolescents at risk. The paper also suggests the proven organizational and pedagogical conditions to raise the effectiveness of the given pedagogical model implementation in students of social institutions. The findings of the article may be useful for teachers, educators, psychologists at social and educational institutions investigating the problem of addictive behavior in adolescents.

Keywords: computer addiction, Internet - addiction, computer game addiction, prevention and correction of computer addiction, teenagers, students of social institutions, orphanages, social shelters, organizational and pedagogical conditions

ADDRESS FOR CORRESPONDENCE: **Albina R. Drozdikova-Zaripova**, Kazan (Volga region) Federal University, Kremlyovskaya Str., 18, Kazan, 420008, Russia

E-mail address: bina1976@rambler.ru

SELF-EVALUATION AND INTER-EVALUATION AS EFFECTIVE WAYS OF IMPROVING THE PERFORMANCE OF PRIMARY SCHOOL LEARNERS

Ranija R. Zakirova, Kazan (Volga Region) Federal University, 18, Kremlyovskaya Street, Kazan, 420008,
Russia

Maria A. Fedotova, Kazan (Volga Region) Federal University, 18, Kremlyovskaya Street, Kazan, 420008,
Russia

Abstract

With the dynamic development of the Russian and global education an issue of evaluation and valuation activities is being updated. Being a part of universal educational tactics, evaluation and control-evaluation activity in general, appear as an independent element of the content of education, which is necessary to be formed and developed. However, in practice, we continue to meet with the subjectivity of the school mark, the absence of clear criteria in its selection; the non-effective ranking of the results with the 5-score scale; the lack of functional information about the mark that is the cause of low or high scores. In its connection, this article is directed to identify the advantages of using methods of criterial self-evaluation and inter-evaluation at primary school. While researching this problem we used method of testing and monitoring of learners performance that give a possibility to reveal advantages and disadvantages of self-evaluation and inter-evaluation. In this article the peculiarities of the educational process organization with the usage of non-standard methods of criterial self-evaluation and inter-evaluation were disclosed. The motivation rising to the studying and the performance of primary school learners appears as a key proof of effectiveness of these evaluation methods respectively. Article content can be used by teachers of primary school and teachers of institution of higher education.

Keywords: estimate, control and estimated activity, self estimation, mutual

ADDRESS FOR CORRESPONDENCE: **Ranija R. Zakirova**, Kazan (Volga Region) Federal University, 18,
Kremlyovskaya Street, Kazan, 420008, Russia

E-mail address:: ranijaz@rambler.ru

THE CONTENT ANALYSIS OF THE COMPUTER-ASSISTED STUDIES IN MATHEMATICS EDUCATION BETWEEN THE YEARS 2009-2014/APRIL

Hüseyin UZUNBOYLU, Uzunboylu Near East University Dean, Faculty of Education Head, Department of Educational Sciences Head, Division of Curriculum and Instruction Editor-in-Chief, Cypriot Journal of Educational Sciences President, Cyprus Educational Sciences Association

Meryem CUMHUR, Eğitim Programları ve Öğretimi Anabilim Dalı Doktora Öğrencisi, Matematik ve Bilgisayar Öğretmeni

Abstract

In this study, the examination of the trends regarding the used methods and methods through the content analysis of the published articles and dissertations in the field of Computer-Assisted Mathematics Education is aimed. Within the scope of the research, the articles published in the database of ISI Web of Science and the dissertations published in the thesis center of Turkish Council of Higher Education (YÖK) were scanned and 7 master's theses, 5 doctoral theses, and 43 articles were analysed. In this study, the distribution of articles and theses by years, the number of authors and by subjects and the used research methods and data collection methods were identified. After the percentages and the frequencies of the findings had been calculated, they were presented in the form of charts. When the studies were analysed, it was found out that the number of dissertations (theses) related with the computer-assisted mathematics education has increased as of 2006 and it reached the peak in 2013. It was seen that these studies were predominantly related with the computer-assisted mathematics education and the majority of the analysed theses was experimental studies and achievement tests and scale methods were applied. The data collection instruments used in the researches are mostly the testing techniques based on the qualitative research methods. In addition to this, it is explored that the number of authors was usually 2, with the 1 and 5 in the second place.

Keywords: Computer-Assisted Mathematics Education, Computer-Based Education, Mathematics Instruction, Mathematics, Computer, Content Analysis

ADDRESS FOR CORRESPONDENCE: **Hüseyin UZUNBOYLU**, Uzunboylu Near East University Dean, Faculty of Education Head, Department of Educational Sciences Head, Division of Curriculum and Instruction Editor-in-Chief, Cypriot Journal of Educational Sciences President, Cyprus Educational Sciences Association

E-mail address: huseyin.uzunboylu@neu.edu.tr

PROCESS OF CREATION AND IMPLEMENTATION OF E-LEARNING COURSES IN EDUCATION

Viliam Lendel, Faculty of Management Science and Informatics, University of Zilina, Univerzitná 8215/1, 010 26 Žilina, Slovak Republic

Martin Latka, Faculty of Management Science and Informatics, University of Zilina, Univerzitná 8215/1, 010 26 Žilina, Slovak Republic

Abstract

The topic of the usage of e-learning in educational institutions is a current and in practice applied field of education. University teachers and students are often unaware of modern tools that provide e-learning courses, as well as possibilities for their effective usage in educational process in terms of the university. The aim of this paper is to identify the process of creation and implementation of e-learning courses in education following a detailed analysis of literary sources and a realized survey. There were used different methods by solving the defined problem, for example: content analysis - the study of documents, synthesis, comparative analysis, process analysis, statistical analysis, modeling, programming, empirical research methods and others

Keywords: e-learning, university, e-learning course

ADDRESS FOR CORRESPONDENCE: **Viliam Lendel**, Faculty of Management Science and Informatics,
University of Zilina, Univerzitná 8215/1, 010 26 Žilina, Slovak Republic

E-mail address: viliam.lendel@fri.uniza.sk

AN ORIENTATION AND REMEDIATION TOOL FOR SOLVING MATHEMATICAL EXERCISES FOR SECONDARY EDUCATION

Guerss Fatima Zahra, Faculty of Sciences and Technicals Mohammedia University Hassan II, Casablanca,
Morocco

Imane Lmati, Faculty of Sciences Ben M'Sik University Hassan II, Casablanca, Morocco

Aitdaoud Mohammed, Faculty of Sciences Ben M'Sik University Hassan II, Casablanca, Morocco

Douzi Khadija, Faculty of Sciences and Technicals Mohammedia University Hassan II, Casablanca, Morocco

Habib Benlahmar, Faculty of Sciences Ben M'Sik University Hassan II, Casablanca, Morocco

Talbi Mohammed, Faculty of Sciences Ben M'Sik University Hassan II, Casablanca, Morocco

Naceur Achtaich, Faculty of Sciences Ben M'Sik University Hassan II, Casablanca, Morocco

Namir Abdelouahed, Faculty of Sciences Ben M'Sik University Hassan II, Casablanca, Morocco

Abstract

The personalized assistance of students in solving mathematical exercises (Problem) is at the heart of mathematical learning in elementary school. This specific activity attached to mathematics caught the attention of many researchers in mathematics education (Charnay &, 1987; Houdement, 1999), but also in cognitive psychology (Vergnaud, 1997; Fayol &, 1996). In science, problem solving takes a prominent place. Generally, this is the method used to diagnose the problems and deficiencies student and to assess its mastery to various didactic concepts. It is therefore important to help the student in solving exercises, diagnose problems and intervene appropriately based on their profile. The purpose of this article is to make a model (Onto E-orientation-Math-Bridge) to guide the Moroccan profile to the most appropriate exercises to his skills, preferences and motivation. This model allows to mix two models: E-orientation model (Guerss F., Ait daoud M. & al, 2014; Guerss F., Ait daoud M. & al, 2015) that allows the orientation of Moroccan students remotely according to their profiles And extended ontology of Math-Bridge project (Lmati I. &, 2014). This allows to structure the mathematics courses as pedagogical concepts PC (Definition, theorem,...) linked by semantic relations. These concepts may be useful to specify evaluation exercises according to themes and sub-themes mathematics. Each of them is attached to a given level which characterizes the Profile.

Keywords: Profile, Exercise, Ontology, E-orientation, Math-Bridge, E-orientation- Math-Bridge

ADDRESS FOR CORRESPONDENCE: **Guerss Fatima Zahra**, Faculty of Sciences and Technicals Mohammedia University Hassan II, Casablanca, Morocco.

E-mail address:: guerssfatimazahra@gmail.com

IMPLEMENTATION OF INTELLECTUAL AND MOTIVATING PRINCIPLE IN TRAINING FUNDAMENTALS OF PHILOSOPHY TO STUDENTS OF ART SPECIALTIES

Boris V. Ilkevich, Gzhel State University, 67, Gzhel, Moscow Region, 140155, Russia

Larisa T. Usmanova, Gzhel State University, 67, Gzhel, Moscow Region, 140155, Russia

Konstantin B. Ilkevich, Gzhel State University, 67, Gzhel, Moscow Region, 140155, Russia

Abstract

Spatial visualizing ability dominates over conceptual visual thinking in students of art specialties that allows them to achieve high levels of abstraction in the course of creative activity, to specify typical features of artistic images and characters at a philosophical level. Therefore, the necessity to develop students' of art specialties motivation for highest forms of intelligence arises; awareness of professional and art importance of philosophical education goals promotes this process. In this regard, the paper aims to investigate intellectual-motivating training of students of art specialties in fundamentals of philosophy. The leading research methods were observation, testing, studying of documentation and results of activity, analysis of students' written creative works; all this allowed to reveal levels of motivation development, students' progress, and levels of their intelligence development. The obtained results testified to an essential difference in indices of positive dynamics of intelligence, motivation and progress development of students in an experimental group where the authors introduced the program aimed to form motivation to study "Fundamentals of philosophy". The program was developed in compliance with the principle of intellectual motivating training of students of art specialties; students had to fill motivating mind maps promoting the development of their intelligence and motivation for studying philosophy, diagnostics and timely correction of levels of their formation. Materials of the paper are of value for teachers of humanitarian disciplines as part of training competent experts of various profiles.

Keywords: intellectual-motivating training, principle, students, future artists, fundamentals of philosophy

ADDRESS FOR CORRESPONDENCE: **Boris V. Ilkevich**, Gzhel State University, 67, Gzhel, Moscow Region, 140155, Russia
E-mail address: ilk_bv@mail.ru

EFFECTS OF USING WRITING TO LEARN ACTIVITIES ON LEARNING GENERAL PHYSICS LABORATORY'S SUBJECT

Gülşen KOÇAK, Atatürk Üniversitesi, KKEF, Fen Bilgisi Öğretmenliği, Türkiye
Münevver SUBAŞI, Atatürk Üniversitesi, KKEF Fen Bilgisi Öğretmenliği, Türkiye
Sabriye SEVEN, Atatürk Üniversitesi, KKEF, Fen Bilgisi Öğretmenliği, Türkiye

Abstract

The aim of this study is to investigate the effects of using writing to learn activities whose techniques are writing daily and preparing brochure on students' science achievement in General Physics Laboratory license lesson. The sample of this study was consisted of 47 science preservice teachers who have been receiving education in Science Teacher Education Department at Atatürk University, Faculty of Kazım Karabekir Education. The pattern of the paper as semi-empirical is model of the pre test-post test which is the model of testing. The data collection tool used was pre test and post test. The data obtained from tests were analyzed by SPSS packet programme and put forward findings. Results from analyses indicated that there was no significant mean difference between writing daily and preparing brochure on the pre test measures. Analysis of post test indicated that scores of the students in the preparing brochure group were significantly higher than scores of the students in writing daily group. In addition, it was determined that writing daily and preparing brochure group students' writing skills were increased in the process of time. Regarding the findings and results of the study, some suggestions were made at the end of the study.

Keywords: process of time, regarding the findings, scores of the students

ADDRESS FOR CORRESPONDENCE: **Gülşen KOÇAK**, Atatürk Üniversitesi, KKEF, Fen Bilgisi
Öğretmenliği, Türkiye

E-mail address: gulsen.demir@atauni.edu.tr

SOME ASPECTS REGARDING THE DESIGN OF LEARNING UNITS USING E-LEARNING EDITORS IN THE SCORM STANDARD

Sebastian Moisa, Banat's University of Agricultural Sciences and Veterinary Medicine "King Michael I of Romania" from Timisoara, Calea Aradului 119, Timisoara 300645, Romania

Tiberiu Iancu, Banat's University of Agricultural Sciences and Veterinary Medicine "King Michael I of Romania" from Timisoara, Calea Aradului 119, Timisoara 300645, Romania

Abstract

The organization of higher education programs in distance education technology involves, as a major factor in the preparation of students, the Internet as a bridge between the participants in the educational process, supplying weekly attendance of students in the teaching of the classical training. The Internet has become the support of remote contact (online or offline) between students and professors. From a procedural perspective, implemented communication and information modules on the Internet are software made under a painstaking process of documentation, using advanced technology offered by programming languages, database management systems, and multimedia products. One difficulty in treating the concept of e-Learning is related to the heterogeneity of models and concepts that should be considered. Sharable Content Object Reference Model (SCORM) is a collection of standards and specifications for computer training (e-learning). This collection of standards is defined by the Advanced Distributed Learning (ADL), an organization under the US Department of Defense. Specifically, SCORM governs the way of learning. Consequently we will treat some aspects concerning certain specialized editors for writing educational content in SCORM format for subsequent implementation of an e-learning platform that supports this format.

Keywords: distance learning ; e-learning; e-authoring; SCORM;

ADDRESS FOR CORRESPONDENCE: **Sebastian Moisa**, Banat's University of Agricultural Sciences and Veterinary Medicine "King Michael I of Romania" from Timisoara, Calea Aradului 119, Timisoara 300645, Romania

E-mail address: seb_moisa@yahoo.com

SOCIO-PSYCHOLOGICAL SPECIFICS OF HIGHER EDUCATION DESIGN OF CONVICTS IN PRISONS ON THE BASIS OF INFORMATION AND COMMUNICATION TECHNOLOGIES

Vyacheslav T. Volov, Samara Institute of Fundamental Investigations (Private), 31A, Fizculturnaya Street,
Samara, Russia

Vsevolod V. Volov, Samara Institute of Fundamental Investigations (Private), 31A, Fizculturnaya Street,
Samara, Russia

Abstract

The announced relevance of this article consists of absence investigations on higher education design for prisoners with given the specificity of the prison society. At the same time higher education is a more actual factor of personal development, behavior correction and future socialization in the society. The purpose of this article consists of the process model of higher education design on the information and communication technologies basis for convicts during their stay in prisons with the specificity of the prison environment. The leading method of this research problem is the method of simulation based on the developed mechanisms of compensate for the imbalance of personal isolation and social communication of the convicts. It allows you to treat this problem as the deliberate and organized process of the personality development of the convicted person in the intellectual, professional and emotional spheres. In the article the structure of the model of higher education design for the prisoners on the information and communication technologies includes the target, organizational, procedural, methodological, the resulting components and the feedback block, the combination of which is aimed at the development of the personality of the convicted person during his stay in the prison and further socialization after the liberation. The materials of this article are practical value for the teachers, educators and lawyers in the organization of educational process in prisons.

Keywords: penitential system (PS), prisoner, information communicational, technologies of education, social isolation

ADDRESS FOR CORRESPONDENCE: **Vyacheslav T. Volov**, Samara Institute of Fundamental Investigations
(Private), 31A, Fizculturnaya Street, Samara, Russia

E-mail address: vtvolov@mail.ru

FORMATION OF COMMUNICATION CULTURE IN ADOLESCENTS: SUBSTANTIVE AND METHODOLOGICAL ASPECTS

Gulfiia G. Parfilova, *Kazan (Volga Region) Federal University, 18, Kremlyovskaya Street, Kazan, 420008, Russia*
Liliia Sh. Karimova, *Kazan (Volga Region) Federal University, 18, Kremlyovskaya Street, Kazan, 420008, Russia*

Abstract

One of the aims stated in the Russian system of education is to develop the culture of communication as part of the general culture of the child. Without real communication between students and teachers, genuine communication among peers the effective implementation of the educational process and the formation of a harmoniously developed personality cannot be implemented. Therefore, the article is aimed at theoretical substantiation and experimental verification of the content, forms and methods of development of communication culture in adolescents. The leading method in the study of this problem was the diagnostic testing that helped reveal the degrees of formedness of communication culture in adolescents, as well as outline the prospects for its further correction. The article presents the authors' program to develop the culture of communication in adolescents, which represents the combination of the following components: value-meaningful component, aimed at the development of tolerance of others and communicative control increase in adolescents; cognitive component, contributing to the formation of knowledge and skills of culture in verbal and nonverbal communication; activity-based component, implying the formation of the foundations of oratory art and skills of making a good conversation. The given program has practical value to educators, psychologists and classroom teachers of secondary schools in the organization of the educational process.

Keywords: communication, communication culture, communication culture, componenets, adolescence

ADDRESS FOR CORRESPONDENCE: **Gulfiia G. Parfilova**, *Kazan (Volga Region) Federal University, 18, Kremlyovskaya Street, Kazan, 420008, Russia*

E-mail address: parfilova2007@yandex.ru

FORMATION TECHNIQUE OF THE WOMEN POSITIVE SELF

Tatiana P. Sharay, Kazan (Volga Region) Federal University, 18, Kremlyovskaya Street, Kazan, 420008,
Russia

Abstract

The personality relations to its own "self" have impact practically on all aspects of human behavior: establishment of the interpersonal relations, setting and achieving of the goals, ways to create and solve crisis situations. The number of the researches devoted to development of formation methods of the women positive self is insufficient. As it is known women turn to psychological assistance more often than men. Due to the designated problem the article purpose is to identify effective formation methods of the women positive self. The leading methods of this problem research were: social and psychological methods (emphasis on the personality understanding); the Dance Movement Therapy methods (emphasis on the body understanding); the Dance Movement Therapy methods directed on work with sexual identity. The conducted research showed advantage of the Dance Movement Therapy methods directed on work with sexual identity as they increase both emotional and social parameters of the self-relation, unlike other two (social and psychological methods improve the social level of the self-relation, the Dance Movement Therapy improve emotional). The received results allow recommending application of the Dance Movement Therapy methods directed on work with sexual identity as the most effective in formation of the women positive self.

Keywords: the women self, social and psychological methods, the Dance Movement, Therapy, sexual identity, the gender focused technologies

ADDRESS FOR CORRESPONDENCE: **Tatiana P. Sharay**, Kazan (Volga Region) Federal University, 18,
Kremlyovskaya Street, Kazan, 420008, Russia

E-mail address: tsharaj@yandex.ru

MAPPING OF A DATABASE TO A NEW ONTOLOGY OF MOROCCAN BAC POST LEARNER PROFILE FOR THE E-ORIENTATION SYSTEM MMSYORIENTATION

Guerss Fatima Zahra, Faculty of Sciences and Technicals Mohammedia University Hassan II, Casablanca, Morocco

Douzi Khadija, Faculty of Sciences and Technicals Mohammedia University Hassan II, Casablanca, Morocco

Aitdaoud Mohammed, Faculty of Sciences Ben M'Sik University Hassan II, Casablanca, Morocco

Kamal ElGuemmat, Faculty of Sciences Ben M'Sik University Hassan II, Casablanca, Morocco

Talbi Mohammed, Faculty of Sciences Ben M'Sik University Hassan II, Casablanca, Morocco

Namir Abdelouahed, Faculty of Sciences Ben M'Sik University Hassan II, Casablanca, Morocco

Abstract

Today most of the content of university information system manage the skills of students based on relational databases. These databases are part of the "deep web" which mean that Internet users can not do research on it, the problematic to be treated here is how can we exploit the databases, in other words: find a mechanism to use the data of the "deep web". The mapping of ontologies to databases is regarded today as an innovative solution to address this problem. In the context of our work, we made an attempt to map our own relational database by gathering some elements of Moroccan post-bac students that we have seen fit to use an ontological RDF graph.

Keywords: mapping, E-orientation, model profile, ontology, MMSyOrientation, database, RDF, RDB

ADDRESS FOR CORRESPONDENCE: **Guerss Fatima Zahra**, Faculty of Sciences and Technicals Mohammedia University Hassan II, Casablanca, Morocco

E-mail address: guerssfatimazahra@gmail.com

THE LEARNERS' OPINIONS OF USING THE E-LEARNING TECHNOLOGIES IN ONLINE MUSIC TEACHING

Erkan Talsik, Gazi University, Gazi Faculty of Education, Ankara (Turkey)

Abstract

Integration of web-based teaching technologies to teaching-learning processes is on-going rapidly today. This development is slower for music education than other areas. This situation is considered to result from the characteristics of this teaching domain, and the students. Therefore, the present research investigates the perceptions of students who had a learning experience in a web-based environment, and students' approaches to this kind of learning method.

Keywords: characteristics, learning method, web-based environment

ADDRESS FOR CORRESPONDENCE: **Erkan Talsik**, Gazi University, Gazi Faculty of
Education, Ankara (Turkey)

E-mail address: dr.erkant@gmail.com

THE EDUCATIONAL ROLE OF MOBILE INSTANT MESSAGING. FINDINGS FROM A SYSTEMATIC REVIEW

Christoph Pimmer, University of Applied Sciences and Arts Northwestern Switzerland FHNW, Peter
Merian-Strasse 86
4002 Basel, Switzerland
Patient Rambe, Central University of Technology, Private Bag 20539, Bloemfontein, 9300, South Africa

Abstract

While the ubiquity and usage of **Mobile Instant Messaging (MIM)** applications such as WhatsApp has recorded unprecedented growth, their role for teaching and learning remains unclear. To address this gap, this paper systematically reviews empirical studies by examining the educational effects, designs, tools and settings of MIM. For this purpose the databases of PsycINFO, ERIC, Ovid MEDLINE, Web of Science and Google Scholar were systematically searched. Thematic analysis was adopted to analyze and synthesize qualitative data. Findings suggest that MIM is primarily used as group learning platform to enhance pre-existing education formats in a wide range of subjects. The use of MIM in education settings augments the transactional roles of students and requires learners and educators to balance the social and cognitive dimensions of interactional engagement.

Keywords: mobile instant messaging, systematic review, educational technology, mobile learning

ADDRESS FOR CORRESPONDENCE: **Christoph Pimmer**, University of Applied Sciences and Arts
Northwestern Switzerland FHNW, Peter Merian-Strasse 86
4002 Basel, Switzerland
E-mail address: christoph.pimmer@fhnw.ch

PROBLEMS OF CONTINUITY BETWEEN PRESCHOOL AND ELEMENTARY SCHOOL

Elviza K. Rakhimova, Kazan (Volga Region) Federal University, Kremlyovskaya Street, 18, Kazan, 420008,
Russia

Natalya N. Zinina, Kazan (Volga Region) Federal University, Kremlyovskaya Street, 18, Kazan, 420008,
Russia

Gulnora Kh. Ibragimova, Tashkent State University of Economics, Avenue Uzbekistan, 49, Tashkent,
100063, Uzbekistan

Abstract

The relevance of the investigated problem is caused by frequent lack of continuity between preschool and elementary school education, even though it is an essential factor of adaptation to the new kinds of educational activity. In this regard this article is aimed at uncovering necessity of continuity between these educational institutions. The leading approach to the study of this problem is the integrative method that allows to investigate the process of integration of preschool and elementary school education which results in the realization of the principle of continuity between the levels of education under study. This article demonstrates the stages of implementation of continuity in education of preschool and elementary school children which are aimed at creating a nurturing environment and organization of meetings between graduates and teachers. They effectively encourage preschoolers to study at school. The content of this article is of practical and theoretical value for kindergarten tutors and school teachers and counselors. It may also be used in universities and institutions of secondary vocational education in the process of teachers' training.

Keywords: continuous education, continuity , preschool and elementary education

ADDRESS FOR CORRESPONDENCE: **Elviza K. Rakhimova**, Kazan (Volga Region) Federal University,
Kremlyovskaya Street, 18, Kazan, 420008, Russia

E-mail address: aram-kzn@mail.ru

FEATURES OF STUDYING LEXICAL SYSTEM OF TATAR LANGUAGE BY RUSSIAN-SPEAKING PUPILS IN ELEMENTARY SCHOOL

Zilina M. Khusnullina, Kazan (Volga Region) Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia

Zukhra R. Kadyrova, National University of Uzbekistan named after Mirzo Ulugbek, Talabalar
Shaharchasi, 4, Tashkent, 100174, Uzbekistan

Abstract

The importance of the organization of Tatar language teaching in secondary schools in the Republic of Tatarstan is still remains one of the most actual issues in the process of students' training to use this language as the basis for the formation of speech communicative competence in life and future careers. That is why, the aim of this article is to justify from the scientific point of view how to select, present and consolidate vocabulary of the Tatar literary language, which allows increasing and keeping active the vocabulary of elementary school pupils. Lexical minimum is composed of active (for use in speech), passive (for understanding the meaning of words) and potential (for understanding the meaning of a word based on language guess) vocabularies. Taking this point into consideration the author limits the aim of research and in this article the author presents scientific justification how to select lexical material of the Tatar language in Russian-speaking elementary school classes. It shows the main approaches to the modeling of a lesson as the main form of organization of educational process. The material of the article may be useful to teachers of educational institutions of secondary education, young scientists, graduate students, and university specialists in methods of teaching, students of advanced courses for training and retraining of teachers. It is recommended for undergraduates and students engaged in research work.

Keywords: communicative competence, educational technology, information and communication technologies, the lexical context, language competence

ADDRESS FOR CORRESPONDENCE: **Zilina M. Khusnullina**, Kazan (Volga Region) Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia
E-mail address: zilina1968@mail.ru

THE DEVELOPMENT OF ELEMENTARY SCHOOL CHILDREN ETHNO-CULTURAL REPRESENTATIONS (EMPIRICAL RESEARCH RESULTS)

Ramis R. Nasibullov, Kazan (Volga Region) Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia

Svetlana N. Gorshenina, Mordovian State Pedagogical Institute named after M. E. Evseviev, Studencheskaya Street, 11a, Saransk, 430007, Russia

Aygerim K. Nurgaliyeva, Pavlodar State Pedagogical Institute, Mira Street, 60, Pavlodar, 140017, Kazakhstan

Abstract

The relevance of the problem substantiated in the article is obvious due to the following: the formation of ethno-cultural representations provides personality successful integration into national and world culture, promotes the development of a new type of personality consciousness and self-consciousness, the nature of a living position as the subject of a poly-cultural society. The favorable period for ethno-cultural representations development is elementary school age as at this age stage there is an active development of social rules and norms, perception of the world through communication and interaction, awareness of belonging to a national group, comprehension of the uniqueness of each ethno-culture. The objective of the article is to develop the technology of pedagogical support to advance ethno-cultural representations of elementary school children in the context of poly-cultural educational space. The leading method is the project-based method applied to define the content and procedural bases of pedagogical support aimed to develop elementary school children ethno-cultural representations, to reveal the set of ways, means and conditions to arrange this process and provide valid socialization and sociocultural adaptation of elementary school children to living in a poly-cultural society. The elaborated technology of pedagogical support aimed to develop elementary school children ethno-cultural representations includes diagnostic, guide, content-operational and productive-evaluative stages. The technology is based on personal-activity and culturalogical approaches, principles of complexity, ethno-culture, axiology, subjectivity and is directed to elementary school children self-determination, extension of their mental possibilities, development of skills for cross-cultural and interethnic interaction, regardful and tolerant attitude towards representatives of various ethnic groups and cultures.

Keywords: ethno-cultural representations, ethno-cultural knowledge, poly-cultural, education technology of pedagogical support

ADDRESS FOR CORRESPONDENCE: **Ramis R. Nasibullov**, Kazan (Volga Region) Federal University, Kremlyovskaya Street, 18, Kazan, 420008, Russia
E-mail address: aram-kzn@mail.ru

PEDAGOGICAL CONDITIONS OF ECONOMIC EDUCATION OF CHILDREN IN PRESCHOOL EDUCATIONAL INSTITUTION

Elvira G. Galimova, Kazan (Volga Region) Federal University, Kremlyovskaya Street, 18, Kazan, 420008,
Russia

Nina L. Belyaeva, Naberezhnye Chelny Institute of Social-Pedagogical Technologies and Resources,
Nizametdinova Street, 28, Naberezhnye Chelny, 423806, Russia

Altyнай A. Gaitanova, Kazakh University of International Relations and World Languages named after
Abylai Khan, Muratbayev Street, 200, Almaty, 050022, Kazakhstan

Abstract

The urgency of the problem under investigation due to the fact that under the conditions of modern society cannot do without a thorough economic education of the younger generation. Article aims to identify and study of pedagogical conditions of economic education of children in preschool educational institution, including the organization and saturation types of children's activity information on the economic life of the family, people, society and development on this basis of cognitive interest to the positive norms and values of social and economic society ; interaction of preschool educational institution and the family in the development of economic education began in children. The leading method to the study of this problem was the pedagogical experiment (notes forming, control); allowing to identify the levels of economic education. Article Submissions may be useful to teachers of preschool educational institutions in the disclosure to the child diverse world economy, as well as all those interested in economic education of the younger generation.

Keywords: economic education, pedagogical conditions, pre-school children, the moral qualities of the person

ADDRESS FOR CORRESPONDENCE: **Elvira G. Galimova**, Kazan (Volga Region) Federal University,
Kremlyovskaya Street, 18, Kazan, 420008, Russia
E-mail address: elyagalimowa@yandex.ru
