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ABSTRACTS BOOK

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National Kapodistrian University of Athens
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29-31 October, 2020

ABSTRACTS BOOK

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KEYNOTES

Prof. Dr. ALi BAYKAL
Bahçeşehir University
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KEYNOTE

Keynote Title: HOMO SAPIENS vs. MACHINE SAPIENS: WHO WILL EDUCATE WHOM?

Eternal questions about the education in future are as follows:

What will be the compelling inputs to instructional systems in foreseeable future?
Information bang is affecting all components of educational systems. Artificial Intelligence and Robotics will be the major items in the agenda of educators for the next coming years.

What will be the trendy learning outcomes of future education?
Human beings will hopefully take control of the behavior of the robots propelled by AI just like they control the behavior of nature and matter.

How will the social interactions be reconfigured in instructional systems?
Learning is an individual process but there are always others involved. This implies that cooperative modes of interactions will override competitive styles.

What are the favorite physical settings of 21st Century education?
Anywhere in the universe can accommodate some kind of educational event. Strengths of distant learning and advantages of school activities will be blended for effective instruction. Authentic work places and schools will be brought together to make instruction relevant to reality.

Can expository and discovery strategies replace one-way traffic in teaching methods?
Offering lip service via chalk and talk is outmoded. Active appropriate student practice is the essential condition to materialize discovery approach.

How will the educational media evolve in the near future?
AI and Robotics are transforming all of the components of instructional systems, and they change the media and the message in the first place. Techno-mania and techno-phobia are dividing the society. Digital divide is multiplying the adverse effects of inequality in society.

What will be the role of "teacher" in the internet era?
Technology took over the mission of knowledge transmission from the teachers, but it does not mean that technology can replace teacher. Teacher's social intelligence will maintain its uniqueness in instructional systems.

Bio: Ali Baykal received his BS degree in Physics from Middle East Technical University in Ankara, Turkey in 1970. He obtained his MS and Ph. D. degrees in the field of Curriculum Development and Evaluation from Hacettepe University Ankara in 1973 and 1980 respectively. In 1974 he joined Boğaziçi University, Istanbul. He taught courses and conducted research in different fields of education. He served as the chairman of The Department of Science Education between 1982 and 1997. In 1998 he led the establishment of the Department Computer Education and Educational Technology. Within the years 1998-2002 he became the General

Director of the Schools of Terakki Foundation in Istanbul. At the end of 2002 he rejoined Faculty of Education, Boğaziçi University where he served as the Dean of the Faculty between 2005-2010. During the same period, he had been a member of the executive council of Turkish UNESCO commission. Since 2013 he is serving as an instructor at Bahçeşehir University. Ali Baykal published in national journals, and submitted papers to international conferences. He developed "general aptitude tests" to be used in personnel selection programs of some financial institutions in Istanbul. He had been the editor-in-chief of the Boğaziçi University Journal of Education several times. His major research areas are systems thinking in curriculum design, measurement and evaluation, computer applications in teaching and assessment, with a particular emphasis on creativity. He periodically explores data relevant to human development indicators, world university rankings and high-stake entrance exams to draw correlational and comparative inferences.

Keynote Title: "A New Age or Towards the 5th Generation of Universities: Are We Ready for Change?"

Abstract: When we study the history of the universities, we clearly see that continual change had taken place since Plato's Academia; Aristotle's' Lyceum and Avicenna's House of Wisdom (Beyt-ül Hikmet) and the role of church. Here, the primary basis or the context participants' main aim was enlightenment. The teachers' goal was to spread the knowledge they had and the students aim was to learn something valuable, as pointed out: enlightenment. It was the expansion of intellectuality, at the beginning. The means of teaching was Latin in the west and Arabic and Persian in the East.

The understanding of "truth" and protection of "nature" were the main concerns of the teachers and the learners. In fact, this was the first generation of universities which were run by chancellors who were religious figures.

After the middle age organization and understanding of the universities, the Humboldtian universities were generated. Here, education and pure knowledge at depth was the cardinal understanding. Research gained importance and instead of reflecting trust to "authorities", they preferred the observable truth within the scope of science. They also shifted from Latin to national language, German. At this period Academy of Science was established in London (1918). Another important issue of the period was "education "was for everyone and the financial support was provided by the local governments. The institutions were run by part-time scientists.

With the emergence of globalism in early sixties, the most important change in the 3rd generation of universities was the medium of instruction. Now English was the key to science and utilization of knowledge. Research was regarded as a creation of the added value. This was the new role of the university. The output was professionals and entrepreneurs.

The impact of globalization on universities gave birth to the 4th generation of universities where the main goal of the university is regarded as a driving force of economy. The use of the technology and the limits of the artificial intelligence was so fast that the protection of the truth has been in the process of modification. The limits of entrepreneurship and the competition in economy has been the key elements in the tertiary education. At this point the medium of instruction besides English became multilingual. Student mobility has reached to its peak. The universities began to be governed by professional administrators.

The developments in the fourth stage was very much different than the earlier university philosophy and the understanding of the values. This was a sort of indication of the forthcoming changes in the university education.

With the sudden spread of the Covid 19 pandemic in the world, the changes in higher education expected to occur smoothly has broken into very sharply. The long story of digital or technology based/oriented education was regarded as a unique means of saving the day. Very quickly, the universities with know- how continued to meet the students through online mainly by means of TEAMS and or ZOOM. Even the authorities above universities that declared that distance education (YÖDAK Announcement 13.3.2020 Kıbrıs) should not be done prior to YOK and Yödak rules and regulations failed with their decisions.

This immediate change meant to be a very heavy duty on the shoulders of the instructors. They had to deliver their classes through the glass by using either of the programs provided by the university. They had to find out their own way. They did not give up and they did not let the students down. But were they really ready for this new system? Were they willing for online education? What did the professors think from their own experiences? What sort of difficulties or failures have they experienced? Most higher education institutions have a department, agency or unit that

offers technological support for teaching and learning purposes for academic staff. What about our tertiary institutions? Do we have such bodies well-formed and able to respond the needs of the users?

How about the students: Have they had equal possibility for the digital education?

Above all, the external factors, the policy makers; are they able to cope with the changes and develop non-restrictive -but values reserved means for the betterment of the present system?

Finally, I believe that education touches the lives of human beings based on human -face to face- interaction. Therefore, human side and psychology related case of education will also be touched in this keynote.

Bio: Prof. Dr. Necdet Osam was born in Cyprus in 1961. At secondary education he earned an AFS scholarship and his first encounter with diverse cultures took place in the State of Oregon, United States of America. After graduating from Hillsboro Senior High School and Nicosia Turkish High School he earned an Italian State Scholarship for tertiary education at Perugia where he studied Italian Culture and Language (1983). Later in 1988 he graduated from Selçuk University in English Language Teaching. In 1993 Prof Osam earned an MA degree at the

Department of Linguistics at Hacettepe University, Ankara. At Fitzwilliam College, Cambridge University (1996) he completed a course in Applied Linguistics as a bursary student. In 1997 he earned his PhD degree at the Department of Linguistics, Hacettepe University, Ankara.

Prof Osam's research interest has been in Sociolinguistics with specific reference to language attitudes of diverse cultures. How human beings reflect their cultural identity in their interaction and communication with others has been one of the areas he has dealt with extensively in the course of time. Besides this, the identity matters in language use and the gender related speech and behaviour have also been in his research spectrum.

In 2006, under the auspices of Prof Fishman, Prof Osam has been the issue editor of The Sociolinguistics of Cyprus II. International Journal of the Sociology of Language published by Mouton De Gruyter, Germany.

Prof Osam pays an utmost attention to the language of education with respect to language policies and from language learning experiences. Regarding these issues, in 2015 Prof Osam and his PhD student Erkan Arkın wrote a chapter in a book entitled English Medium Education in European Higher Education edited by Dimova, Hultgren and Jensen; published by De Gruyter and Mouton, Germany.

Throughout his carrier, Prof Osam has been profoundly interested in lexis and terminology building in the native language for the advancement of scientific language of the scholarships such as Applied Linguistics, Testing and Sociolinguistics. In 2000, Prof Osam compiled a reference book, with his PhD supervisor Prof. Dr. Ahmet Kocaman, called A Dictionary of Applied Linguistics and Language Teaching, published by Hitit Press, Ankara. In 2002, another book called The Terminology Building in Testing was prepared by Osam and published by Boğaziçi University press. In 2006, Osam prepared a new book: A Glossary of Turkish Cypriot Dialect, published by Okder Press. In January 2020, his latest book The Dictionary of Testing was published by EMU Press. At the moment Prof Osam is working on a new dictionary in sociolinguistics with his former PhD students Dr. Erkan Arkın and Dr. Aman Rassouli.

Prof Osam has published in several national and international journals. He has supervised both MA and PhD in ELT students from all over Middle East, Mediterranean and Africa. Prof Osam has also had many administrative duties at the university as Vice Chair and Chair of the ELT Department; Dean of the Education Faculty, and Rector (2014 – February 2020). Prof Osam was full-time faculty member of Middle East Technical University and Çankaya University in Ankara before he moved to Cyprus. He is currently teaching at the English Language Teaching Department of Eastern Mediterranean University, where he has been a full-time academic since 1998.

Keynote Title: Will be announce….

Abstract: Will be announce…

Bio: Huseyin Uzunboylu graduated from Anadolu University, completing a degree in BSc Educational Communicating and Planning in 1991. He graduated from Ankara University; completed a degree in MA Curriculum and Instruction in 1995 and completed PhD in area of Educational Technology in 2002. He became Assistant Professor in 2013, Associate Professor in 2015 and Professor of Educational Technology in 2010 at Cyprus Near East University. He was elected to member of "Higher Education Planning, Supervision, Accreditation and Coordination Board" by the Republican of Parliament in November in 2019.

Keynote Title: "ART AND ART EDUCATION IN THE SHADOW OF THE PANDEMIC"

Abstract: Art rests on three pillars: artist, work of art and receiver (art consumer). However, art is also dependent on the environment. This environment includes both natural and the social environment. Everything that happens in the environment affects both the artist, the work and the receiver. Due to Covid-19 being declared by the World Health Organization as a pandemic, societies continue to go through extraordinary days since the beginning of 2020. The culture and art world quickly responded to the conditions under which staying at home became a responsibility. Initiatives such as the opening of the archives of many cultural institutions at the global level to the audience in the digital environment and the concerts given by musicians on social media channels instilled a sense of hope and togetherness in this process. Artistic activities on digital platforms helped children, young people and adults to spend quality time and feel good, with an average of 7 hours a day on the internet and about 3 hours on social media. Participatory approaches that expand the boundaries of the field of culture and arts and transform individuals' ways of relating to creative expression and art have gained more meaning in today's conditions

Throughout history, art has been a mirror, often reflecting what is seen as it is, sometimes reflecting the general or the essence, and sometimes the ideal. The artwork is a window opening to the inner world of the artist and often reflect the social and historical conditions of history. Towards the 20th century, the artist settled against all the rules and wanted to question everything again. This Avant-Garde approach to art saves the art from being watched and foresees the contribution of its receptor. The main object is not the created work, but its creation and perception. Therefore, the main purpose is to affect thought, perception and reaction. That is, its creation is the human mind. All values were questioned, a political stance was adopted. Precise judgments and values do not reveal as it is a method of inquiry. It is the priority to create it, not the art object. It is against rational and methodist thinking. It boldly breaks the boundaries of art in terms of content, material and definition. It is against

emphasizing form and aesthetics. It is against the purchasability of art. In the society where Avant-Garde art exists, artists are a minority. It emphasizes the originality of the virtual and the ordinary.

Bige Örer, in the preface of his book of the 15th Istanbul Biennial, underlines how "personal stories at a time when social traumas and political earthquakes peaked concerns about the future and where individual freedoms were squeezed into the corner" is reflected in art. In a time when borders are sharpening all over the world, nationalist and even racist waves are rising, and all kinds of threats involving violence are felt everywhere, how will we manage to hold on to each other and not fall on each other as the ground slips from under our feet? In this presentation, under the title of "ART AND ART EDUCATION IN THE SHADOW OF THE PANDEMIC", structures and works in the field of art will be explained with examples.

* The Unifying Power of Culture-Art and the Needs of the Space During the Pandemic / April 2020 / İKSV

Bio: After working as an arts teacher for 10 years in secondary education institutions, she started career academic life in 1989 as a research assistant at the Educational Programs and Teaching (Fine Arts Education) Department of the Faculty of Educational Sciences at Ankara University. She worked as a lecturer, associate professor and professor at the Educational Programs and Teaching (Fine Arts Education) Department of the Faculty of Educational Sciences, Ankara University. She served as Vice Dean, Director of Educational Sciences Institute, Dean of Faculty of Educational Sciences and Founding Dean of Faculty of Fine Arts. She is still working as a faculty member and head of the Department of Museum Education and Department of Fine Arts in the Faculty of Educational Sciences. Prof. Ayşe Çakır İlhan has her main focus on art education, museum education. creativity, drama education, teacher training.

Prof. Dr. Kobus Maree
University of Pretoria

KEYNOTE

Keynote Title: Innovating and contextualising career counselling to enhance people's career adaptability and career creativity, promoting their employability, and helping them design purposeful lives

Abstract: In the first part of the presentation, I discuss and analyse the twin challenges of the effect of fundamental change in the occupational work on people's work-lives and society's inability to create sufficient opportunities for all people to access sustainable decent work. I elaborate on global concerns about the dilemma of young people with unemployment in particular. Insufficient global attempts to promote people's career adaptability and career resilience in regions with disadvantage especially are critiqued. I argue that the current situation is untenable from a moral as well as a global peace perspective. The need to adopt the twofold Mandela response to counteract adversity and its related challenges to bolster society's individual and collective efforts to attain the goal of ensuring sustainable decent work for all people (those with economic and other kinds of disadvantage especially) is emphasised. This response pertains to triumphing over major challenges while exploiting the multiple opportunities embedded in change.

In the second part of the presentation, I draw on the outcomes of research projects to clarify how career adaptability, career resilience, and career creativity can be promoted and exploited to promote employability and employability and enhance people's chances of finding sustainable decent work and subsequently reduce poverty. The presentation is concluded by shedding light on critical aspects of endeavours in the contexts described in the presentation and calling for action and forward movement. The need for telehealth (including telepsychology and especially, from the perspective of this presentation, tele-career counseling), too, is highlighted.

Brief bio: Prof. Kobus Maree (DEd (Career Counselling); PhD (Learning Facilitation in Mathematics); DPhil (Psychology)) is a full Professor in the Department of Educational Psychology at the University of Pretoria. Kobus is a member of the following core scientific committees: a. UNESCO Chair on Lifelong Guidance and Counseling, and b. the UNESCO University Network and Twinning (UNITWIN) Chair. In addition, he was elected as a member of the Board of Directors of the International Association of Applied Psychology (IAAP) Division 16) in 2018. Moreover, he accepted appointments as a Research Fellow at the University of the Free State and as Professor Extraordinaire at the University of Stellenbosch and the University of Southern Queensland.

Kobus has received multiple awards for his research. In 2014, he received the Psychological Society of South Africa's Award for Excellence in Science. He was awarded the Chancellor's Medal for Teaching and Learning from the University of Pretoria in 2010 and has been nominated successfully as an Exceptional Academic Achiever on four consecutive occasions. He has a B1 rating from the National Research Foundation.

Kobus has authored or co-authored 90+ peer-reviewed articles and 75 books/ book chapters since 2010. In the same period, he supervised 38 doctoral theses and Master's dissertations and read keynote papers at 25+ international conferences, and at 22+ national conferences. He has also presented invited workshops at conferences in 40+ countries on a) integrating qualitative and quantitative approaches in career counselling and b) the art and science of writing scholarly articles. Over the past seven years, he has spent a lot of time abroad as a visiting professor at various universities. He was awarded a fellowship of the IAAP in 2014 and received the Psychological Society of South Africa's Fellow Award in 2017.

LOTUS FLOWER MODEL: WITH METAPHORICAL PERCEPTIONS OF THE CHEMISTRY OF DAILY LIFE

Canan Koçak Altundağ, Hacettepe University

Abstract

Metaphors are known to be essential tools used in understanding human behaviors and perceptions in various fields, one of which is education. This study aimed to determine teacher candidates' perception about "chemistry" through metaphors. In this respect, components of school were categorized separately to determine metaphorical images of teacher candidates about chemistry of daily life. The sampling of the study consisted of 60 teacher candidates studying at Hacettepe University, Faculty of Education. This is a two-dimensional research study where qualitative and quantitative research methods are used together. This study made use of a data collection tool different from other studies in the literature. Metaphors of teacher candidates about chemistry of daily life were collected through a diagram prepared according to the Lotus Flower Technique. Metaphors of teacher candidates about chemistry of daily life were collected through a diagram prepared according to the Lotus Flower Technique. Findings of this study clearly indicated that Lotus Flower Technique enabled the expression of metaphors by teacher candidates on "chemistry", being an effective data collection tool in revealing, understanding and explaining a concept together with its components. Metaphors allow educators to explain things by comparing two things, emphasizing the similarities between two things or replacing one thing with another. The purpose of this study was to determine the metaphorical perceptions of students "Chemistry" concepts. The chemistry concept was interpreted with the help of the ideas and images revealed through metaphors. With the help of these metaphors, the certain imaginative categories and statements of students about the chemistry of daily life. Research on metaphors included studies, where participants were expected to indicate a single metaphor and express the metaphor at the same statement with the reason of its. In these studies, it is an obligation to focus on a single metaphor, which leads the sampling group to express a limited number of metaphors. Findings of this study clearly indicated that Lotus Flower Technique enabled the expression of metaphors by teacher candidates hers on "chemistry", being an effective data collection tool in revealing, understanding and explaining a concept together with its components. Data obtained allowed teacher candidates to reflect their opinions on the components of chemistry through metaphorical images. Through construction of metaphorical categories and analysis of metaphorical images on chemistry, teacher candidates were enabled to understand the schemes they created in their minds on chemistry and restructure them when necessary. Metaphors are able to change conceptual systems and the perspectives of individuals towards the world. Therefore, this study catered for the introduction of metaphorical images, which bring new perspectives to teacher candidates about chemistry of daily life.

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DEVELOPMENT OF AN ANXIETY SCALE FOR CHEMISTRY

Canan Koçak Altundağ, Hacettepe University

Ayşem Seda Önen Yücel, Hacettepe University

Abstract

Behavioral objectives of education can be explained by a threefold classification namely cognitive, psychomotor and affective objectives. Of these three behaviors subject to educational research, affective properties cover qualities such as interests, values, attitudes, and habits. Bloom (1979) states that there is correlation between affective behaviors and cognitive as well as psychomotor behaviors and that this has been proved by many research activities. The relation between affective behaviors and cognitive and psychomotor behaviors is determined by attitudes. Attitudes explain the different behaviors of the individual within the events and relations in her/his. There is a one-to-one relationship in the comprehension of each attitude object and the behavior that the individual develops. This study has been carried out to develop a tool to measure the level of anxiety of students studying in the high schools in Turkey. The scale was developed as a result of the following processes: (1) Literature scan and creation of the item pool, (2) Taking expert opinions, (3) Item-total correlations, (4) Item distinctiveness features (5) Exploratory factor analysis (6), Cronbach's Alpha internal consistency reliability, (7) Examination of correlations between sub dimensions, (8) The test-retest reliability analysis, and (9) Confirmatory factor analysis. Literature scan was the first step in the development the scale. To determine items of the scale, scales designed for different levels were made use of and various studies were revised. A draft scale was created after the expert opinions were taken upon the results of the literature scan. Draft scale was administered to high school students. Data obtained from the pilot study were applied item analysis based on item-total correlation. The item-total correlation of the scale was calculated with Pearson Correlation Coefficient. To determine the structural validity of the scale, factor analysis was carried out as a multivariate statistical technique, where a small number of many variables related to each other are used to form independent factors. For demonstrating the internal consistency of the draft scale Cronbach Alpha reliability coefficients and item-total correlations were calculated separately for the entire scale and each subdimension. According to the results obtained, the scale is acceptably reliable for the research in social sciences.

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Do-it-yourself (DIY) culture: towards a more intuitive educational approach

Efstathia Pantazopoulou, National Kapodistrian University of Athens

Efstathia Pantazopoulou, National Kapodistrian University of Athens

Zacharoula Smyrnaiou, National Kapodistrian University of Athens

Abstract

With the emergence of new, smart, digital technologies, it is generally admitted that Millennials are being fundamentally 'mediated'. Taking into consideration that "digital natives" think and process information completely differently, we assume that digital generation has developed cognitive skills towards a more intuitive approach of being in the world. From this perspective, the greatest challenge facing education today is how teachers can fully engage their students. This paper focuses on exploring future education in order to create better generation expectations. By looking at recent curriculums designed to address education in the future, and the ways in which teachers engage students in the learning process, we assert that certain fundamental flaws in these curriculums limit what they can offer to students in relation to their new intuitions. Developing the concept of the DIY approach, we hope to provide some suggestions for further research into more intuitive strategies for engaging students in the learning process. DIY culture, from an educational point of view, concerned with experimenting improvised ways of doing things, has the main characteristic of working outside of centralized structures of knowledge: an approach of alternative technological and social organization which is based on a decentralized model; adding significant value to intuitive knowledge. In this way DIY ethos is presented in this paper as a pedagogical approach that helps us explore learners' intuitions. Focusing on DIY culture, we should expect that our philosophy would perhaps challenge both the current learning process but also our role as educators. More precisely DIY approach focuses exploration on the transdisciplinary spaces. These spaces of knowledge, traditionally seen as situated outside or between of the disciplines provided by the educational system, can be utilized as pedagogical tools, addressing learners' intuitions in digital times.

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USING AUTHENTIC MATERIALS IN BUILDING TOURISM ENGLISH COURSES

Doan Duc Hoang, FPT University, Vietnam

Abstract

Developing teaching materials has been continuously a crucial task for every English teacher. Specially, for those educators who are specialized in English for Special Purposes (ESP), how to adapt authentic materials to design ESP courses is a crucial requirement. In the context of a country with an emerging tourism industry, Tourism English can be considered as one of the most essential courses for Tourism students and for those who are predisposed by Tourism English. With the purposes of finding what essential things tour guides of English expect from the Tourism English courses, a qualitative and quantitative research has implemented through an online survey among 96 graduated tourism majored students who have been working as tour guides for years. The findings show that English communicative skills, specialized knowledge of tourism, and soft skills are the 3 cornerstones for a future tour guide of English expects. Based on the findings, the research recommends possible ways to design Tourism English courses.

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ONLINE TEACHER TRAINING DURING THE COVID-19 PANDEMIC

Gabriella Kovács, Sapientia Hungarian University of Transylvania

Abstract

As a result of the Covid-19 outbreak, the education sector faced a major challenge, struggling to provide continuity by shifting to online teaching and learning. It soon became obvious that online teaching requires a slightly different set of skills, and neither the teachers nor the learners were prepared and equipped for this change. This study presents the process of the shift to online teaching and practice in language teacher training, working with a group of translation and interpretation students enrolled in a teacher training program as well. With the help of an interview we asked our students to reflect on their personal experience related to the following issues: advantages and disadvantages of online and offline language teaching; eventual changes in student autonomy; changes in the role of the teacher; future perspectives of language teaching following the shift to online education; the difficulties they encountered in this period, and any new things they learned in the process; their previous experience in using digital communication tools, e-learning platforms, and digital learning management systems in language learning, and new ones they discovered in the past months and would continue using as language teachers in the future. We intend to use the results in designing an up-to-date curriculum for language teacher training, considering possible paradigm shifts in language teaching in the near future.

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Language Teaching Today and Tomorrow

Gabriella Kovács, Sapientia Hungarian University of Transylvania

Imola Katalin Nagy, Sapientia Hungarian University of Transylvania

Enikő Biró, Sapientia Hungarian University of Transylvania

Abstract

With the present Covic-19 pandemic a sudden shift away from classrooms has changed the focus of language teaching. New sources, methods and techniques had to be employed, generating unanticipated changes both for language teachers and language learners. This paper aims to describe the future of language education with the presentation of possible scenarios embedded into the course of paradigm sifts in language teaching. We analyse those events, processes and tendencies which may carry predictive value for the future of language teaching. We define those changes which have appeared due to online education of the past months using focus group and interview-based qualitative research method for data collection. According to the research results the future of language teaching and learning is going to be based on four pillars: firstly, cooperation with AI; secondly, diversification regarding content, method, space and time. This is strongly related to creativity, as a third pillar, which challenges personal interaction; and finally increased autonomy, which refers to individually tailored methods and contents during online education.

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Preservice mathematics teachers' mathematical modelling experience: A case study

Yasemin Sağlam, Hacettepe University

Abstract

In last decade mathematical modelling (MM) got into the teacher training programs to give teacher proficiency in this regard and got into mathematics curriculum almost all levels to give student MM skills. As the first step of this process is teacher trainig, the aim of this study is to observe the first MM experience of preservice teachers in a real classroom environment, to reveal their perception of MM and their self refection on their MM experience. The participants of the study are three senior preservice mathematics teachers (PMT) who are enrolling in teaching practicum course. The data of the study consist of observation notes of PMT during a MM session in a high school class and the inteviews on their teaching experience. Content analysis was used to analyse transcribed interviews and observation notes. The findings of the study give clues about, how preservice teacher interpret MM, what they find complicated in this process and on what part of this process the teacher training programs should be more helpful to PMT.

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Student Opinions about Teaching with Prediction-Observation-Explanation (POE) Method in Chemistry Lesson

Fatma Alkan, Hacettepe University

Ayşem Seda Yücel, Hacettepe University

Abstract

In the chemistry teaching process, instructional strategies, techniques, methods and models containing the basic principles of the constructivist approach should be used in order to identify the alternative concepts that students have, correct them and develop a more effective teaching approach. One of the teaching methods that is based on the constructivist learning approach and can be applied by teachers without difficulty is the "Prediction-Observation-Explanation" (POE) method (White, & Gunstone, 1992). In the POE strategy, students are challenged by comparing them with experimental situations and asking for a prediction about the results, and then observation about the situation is expected. After that, explanation is provided comparing their predictions with their observations. The aim of this study is to determine the students' views on the POE method, which is used in high school chemistry lessons other than traditional lecture. The research is a descriptive research. It was designed in general survey model, one of the survey models. In the survey model, the situation that exists in the past or still is determined as it is. Qualitative data in the study were collected with questions suitable for the semi-structured interview technique. While preparing semi-structured interview questions, categories were designed for analysis. Descriptive analysis was made by blending the answers received from the students and the categories previously designed. Findings obtained from student interviews are categorized within themselves. The sample of the study consists of 6 students. Interviews were recorded with audio recording. According to the results of the research, the students reported that the POE method activities applied in chemistry lesson contributed more to their recall of the subject, but they had difficulties due to lack of knowledge. In addition, it was stated that the fun shapes and drawings in the POE activity were liked, the activities were entertaining, they increased the interest in the lesson, and the way lessons were taught with this method. When the literature is examined, it is in line with the research findings that the POE course practices positively affect the students' views on science and specifically the chemistry course.

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The study of analysis scientific attitude in laboratory and recommendations from preservice teachers'

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Abstract

Analytical chemistry and qualitative-quantitative analysis applications have an important place in chemistry education. In analytical chemistry, it is taught how to obtain the amount of a particular substance in a sample by weighing the precipitated portion or by measuring the volume of solution. Gravimetric analysis and volumetric analysis are still thought to be the basis. The analytical chemistry curriculum should consist of chemical analysis, separation chemistry and instrumental analysis, including experiments to learn analytical methods and techniques. The aim of this research is to examine the scientific attitude in the analytical chemistry laboratory and to determine the points that should be considered while doing scientific research through the eyes of a preservice teachers'. The study group consisted of preservice chemistry teachers' studying at Hacettepe University, Faculty of Education. A single group, pre-test post-test experimental design was used in the study. The scientific attitude scale and note to yourself form were used as data collection tools. From the results, it was observed that the scientific attitudes of the preservice chemistry teachers' increased significantly. According to the note to yourself form, preservice teachers' made recommendations such as arranging the environment in the laboratory, working clean, not mixing chemicals.

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Examining High School Students Cognitive Structures on the Concept of Cleaning Agent through Word Association Test

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Abstract

The prior knowledge and cognitive structure of the individual from the previous learning is very important in the teaching process. Cognitive structure is a structure that reveals the relationships between concepts in the long-term memory of individuals. One of the most used methods in determining the cognitive structure is the word association test. The effects of cleaning agents on the environment and human health have been revealed by researches. The absence of studies investigating the cognitive structures of elementary, high school and university level students regarding cleaning agents draws attention as a deficiency. The aim of this research is to determine the cognitive structures of high school students on "cleaning agent" and reveal alternative concepts by using independent word association test and drawing-writing technique. The sample of the research consists of 160 high school students. Content analysis was used to evaluate the data obtained from the sample group. Categories are created by combining the codes that emerge from the data. The frequencies of the words in the created categories are given. In the analysis of the data, the sentences and drawings obtained from the writing and drawing technique were also evaluated separately. When the answer words of the students were analyzed, it was determined that the concepts related to the cleaning agent were collected in three main categories: Chemical cleaning agent, natural cleaning agent, and cleaning equipment. When the sentences are examined, the highest frequency values are in the category of chemical cleaning agent, natural cleaning agent category, cleaning equipment category. The drawing results were taken into consideration. It was determined from the evaluated drawings that the natural cleaning agent category had the highest frequency, the chemical cleaning agent category was in the second place, and the cleaning equipment category had the lowest frequency. It was determined that the cognitive structures of high school students towards the concept of cleaning agent are related to three categories.

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The importance of youth education through volunteering programs in Romania's Cultural Heritage

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Abstract

Viewed from the perspective of education, the practice of volunteering is a direct product of the interaction of the main factors of regarded as the pillars of education-family, school and social environment. Volunteering was defined as a public interest activity carried out on its own initiative for the benefit of others without receiving material benefits. It contributes significantly to the development of the personal and social awareness of the individuals or communities involved and develops a wide range of social skills and competences such as civic spirit. Volunteering in the field of Cultural Heritage is starting to gain more and more ground in Romania. Various NGOs, that collaborate with foreign volunteers for internships in Romania in the field of Cultural Heritage, have been developed over the past years. Young people are increasingly being urged to participate in several volunteer programmes to save heritage buildings in pressing need of rehabilitation. The results of such voluntary actions are not temporary or immediate, but, addressed in the long term, aim at sustainable development both in the educational and social space. The aim of this study is to highlight the importance of young people's education through voluntary programmes, awareness of the problems facing the Romanian Cultural Heritage and the empowerment of those who are directly involved in these problems. At the same time, we would like to bring forward the presentation of such voluntary programs carried out during 2017-2019, in Romania, the results obtained and the socio-educational implications.

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Perspective and Problems of Inclusion Education in Kazakhstan during Covid 19191919

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Abstract

The current situation with global pandemic affects every person, but the most vulnerable population is kids. Special needs kids and their parents cannot access services that they used to receive in school or clinic. The State Program for the Development of Education and Science in the Republic of Kazakhstan for 2020-2025 raises an urgent problem of developing inclusive education. Thus, according to its data, only 20 percent of kindergartens, 60 percent of schools, and 30 percent of colleges have created inclusive education conditions. Only 28.2 percent of preschool-age children and 46.5 percent of schoolchildren with special educational needs receive quality inclusive education. The deficit of qualified specialists to provide psychological and pedagogical support to children in an inclusive setting is 64 percent. However, 5.1.3 of the Program's priority objective is to provide a safe and comfortable learning environment to address this problem. The following categories of children refer to persons with special needs: children with special needs, migrants, repatriates, refugees, and children from needy families, children with social adaptation problems in society (orphans, vulnerable children, deviant behavioral children, children with low socio-economic and socio-psychological level). We interviewed 1710 parents in Kazakhstan and asked them to name the main problems. Respondents ranked the following topic as most complicated: lack of funding and resources reduced effectiveness of the educational staff training system, unregulated management and legislative framework, weak coordination of external services, and insufficient participation of the public and private sectors

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Children's Consumption of Online Education: Expectation vs. Reality

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Abstract

The recent pandemic creates the need for new trends in education for children. This unprecedented online education for all needs to be examined to explore in what manner the process meets the needs of children. The current study aims to determine the children's views and experiences corresponding to their participation in online education. This study is qualitative in the manner and employs the case study to serve the purpose. This study considers children as the social structural child hence provides children different ways to engage them actively in the research to seek their perceptions of this new learning environment provided by online education. The findings would demonstrate the children's views as well as experiences of online education. Future research can be done to determine the aspects that influence new learning environments to ensure adequate and appropriate children's education in an emergency.

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The problem of religious unity in modern Kazakhstan

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Zada Khibina, Religious and Ethnic Tolerance

Abstract

Modern Kazakhstan - is young and independent states of Central Asia, formed as a result of the collapse of the Soviet Union. Occupying an important geopolitical space in the Central Asian region, located between Orthodox Russia, China, with its particular worldview and philosophy, the countries of Central Asia, where the majority of the population is Muslim, Kazakhstan has long remained an island of peace and harmony, religious and ethnic tolerance, which could explain the multiculturalism and multi-ethnicity of the country. Kazakhstan has used a variety of means to promote itself as a model of economic development and social progress, such as chairing the OSCE in 2010, hosting Expo 2017. Aiming to reinforce that Kazakhstan is a place where a wide variety of ethnic groups live in harmony, Kazakhstan has hosted the Congress of Leaders of World and Traditional Religions. Started in 2003 by Kazakhstan President Nursultan Nazarbayev, the congress has convened in the Kazakhstan capital Astana every three years since its founding. The respect for religious diversity that Kazakhstan promotes appears to be under strain at home. Kazakhstan legislation guarantees equal treatment of all religions, but acknowledges the historical role of Hanafi Islam and the Russian Orthodox Church. Both are so-called traditional religions that have been present on Kazakh territory for many centuries. Authorities seem unwelcoming of "new" religious movements that have gained followers in Kazakhstan in recent years. However, due to the rise of religious extremism and terrorism around the world religious tensions was found here.

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Family involvement in education for smoking prevention among adolescents from rural areas of Romania

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Abstract

Research problem: Smoking among Romanian adolescents represents an important public health problem, with short term and long term bad consequences on health as well as possible harmful effects on later social, emotional and behavioural well-being. This paper focuses on family involvement in education for smoking prevention among adolescents from rural areas of Romania. Participants: The study sample included 743 adolescents aged 13-14 from 24 schools from rural areas situated in two counties from Romania, after receiving parenteral consent. Research method: A cross-sectional study using confidential questionnaires which assessed smoking related behaviours and factors which might influence it was performed among the participating adolescents. Outcomes of the research: Results of the assessment showed that 46% of the participants had the father smoker, and 41% had the mother smoker. 23,4% of the children where daily exposed to passive smoking in their own house. Also, the study showed that only 23,1% of the children were encouraged frequent by the parents not to start smoking. Only 16,4% had many discussions about smoking and it`s negative consequences in the family; 27,7% had this discussions from time to time, while 22,3% never discussed with the parents about the negative effects of smoking. Also, 35,1% never talked to the parents about ways of refusing cigarettes, 18% rare, 20,1% from time to time, while only 26,8% talked to their parents about this with high frequency. The study showed also that 16,5 % of the children participants, revealed that they are allowed to smoke in different sides of their houses. Conclusions: There are many parents who smoke in the presence of the child, while their involvement in education regarding smoking prevention among their children has many weaknesses. Implications for future research: Development and evaluation of smoking prevention programmes targeting both adolescents and their parents are needed.

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CHILDREN AND DIGITAL MEDIA

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Abstract

Digital revolution has transformed childhood very profusely. Digital media such as television, computers, tablets, play stations and smart phones have become an integral part of children's lives. Growing up in the digital era offers numerous positive possibilities, but also presents danger for children's development and welfare. Many experts research and consider the consequences of digital media's inclusion into everyday children's lives considering the fact they increasingly suppress the traditional sources and ways of having fun and learning. Numerous research have indicated digital media can be a worthy source of knowledge, encourage and develop various children's abilities and skills if they are used appropriately and under adult guidance. However, uncontrolled and excessive use of media in early children's age can potentially have extremely negative and harmful effects on the child's growth and development and endanger its health and happiness. Parents and other adults in charge of children's care (preschool teachers, teachers) significantly affect children's approach to media and media content. Sadly, due to numerous business and family obligations, considerable number of parents use digital media in order to pacify, entertain, reward, punish, and also control their children. The goal of this work is to present the way digital technology influences education, in what way it shapes various dimensions of life and the identity of preschool children, and the challenges of upbringing parents are faced with.

Key words: digital media, education, parents, the child

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Flipped Learning – Pedagogic Dilemmas

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Abstract
Rapid technological development brings changes and progress in numerous areas of human activity, the educational field not being the exception. Designing, processing and publishing contents in which the accent is put on interaction and communication is made possible by Web 2.0 technology. Precisely interaction and communication are the concepts frequently used in describing the educational process, so it is not surprising that the technological possibilities of the Web 2.0 tool were soon pedagogitised. Scientific and practical examinations of pedagogues, educators, and teachers are directed to finding the approach, methods, and strategies which would motivate students and make them more active in the learning process. One of the ways to achieve this is by flipped learning. It is used in all levels of the educational system, from primary school to the institutions of high education, in all scientific fields and courses. Flipped learning is a relatively new learning model and it represents the synergy of modern technology and techniques of active learning, of course, with the goal of realising the planned learning outcomes, using didactically designed contents. By replacing activities done in the classroom and at home, students are put into a new situation. A student independently realises the initial contact with the teaching content at home, whereas in the classroom the activities (with the teacher and other students) that provide understanding and application of the learned are implemented. This article not only describes some characteristics of flipped learning, but also questions the pedagogic foundation, justification and limits of the usage possibilities and the potential challenges in the way of more significant implementation of this model into the educational system.

Key words: education, flipped learning, students, teacher

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Education for improving awareness and practices regarding hand hygiene among Romanian school children

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Abstract

Research problem: Hand washing represents a primary method in prevention of spreading diseases, as it can reduces the incidence of gastrointestinal, respiratory and skin infectious. Besides poor nutritional status, unhygienic techniques, although preventable, still lead to an increased morbidity and mortality especially among children, due to lack of education. This paper focuses on use of education for improving hand hygiene among Romanian school children. Participants: The study included 510 school children aged between 10 and 15 from 4 schools situated in two counties of Romania. Research methods: Firstly, we have evaluated their previous behaviors towards hand hygiene using a confidential questionnaire. Afterwards children have participated to a 50 minutes lesson in which they have learnt about the importance of hand hygiene and the technique of hand washing. The lesson has included discussions, games, as well as practical activities and testing the way of performing hand hygiene using a special hand cleaning solution which could have been identified using a special device. Educational materials have included a short educational video, leaflets for children and a poster with pictures illustrating the steps for a correct hand washing technique which has been displayed in the class. Outcomes: Results of the assessment show that 77.3% of children always wash their hands after using the toilet, 66.5% before eating and 68% after playing. When washing hands, 72,4% of the children use always soap and water and 18% of them only water. Moreover, testing performed before educational activities showed that many children did not perform the hand hygiene techniques correctly, but this aspect improved considerably for all at the end of the education session. Conclusions: Education interventions among children have the potential to influence their knowledge and skills regarding hand hygiene. Implications for future research: Process and effect evaluation of educational programs are needed, as well as the dissemination of educational activities that are easy to implement.

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Farklı Olanı Bul: Ankara Üniversitesi Oyuncak Müzesi'nde Ana Baba Çocuk Etkileşimi

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Abstract

Bu çalışmanın amacı müze galerilerinde yer alan düzenlemelerin, ana babaların çocuklarına uyguladıkları yapı iskelesi stratejilerini nasıl farklılaştırdığını incelemektir. Bu araştırma Ankara Üniversitesi Oyuncak Müzesi'nde gerçekleştirilmiştir ve araştırmaya 50 ana baba çocuk çifti katılmıştır. Araştırmada müze içerisindeki bir vitrine yerleştirilen farklı olanı bul oyununu oynayıp oynamama durumunun ana babaların çocuklarına uyguladıkları yapı iskelesi stratejilerini nasıl farklılaştırdığı araştırılmıştır. Müzede gerçekleşen ana baba çocuk etkileşimleri video kaydına alınmış ve konuşmalar transkripte edilmiştir. Konuşmalarda yer alan yapı iskelesi stratejileri kategorilere ayrılmış ve uygulanma sıklıkları hesaplanmıştır. Yapılan analiz sonucunda 50 ana babadan 20'sinin müze içerisindeki oyunu çocukları ile birlikte oynadıkları ve bu durumun ana babalarının çocuklarına uyguladıkları yapı iskelesi stratejileri olan; açık uçlu sorular sorma, onaylayıcı yansıtma, düzeltici yansıtma ve harekete geçirme-sürdürme stratejilerinin uygulanma sıklığını arttırdığını göstermektedir. Araştırma sonuçlarına göre müzeler ana babalara yönelik uygulamalar ile onların çocuklarına uyguladıkları yapı iskelesi stratejilerini destekleyebilirler. Türkiye'de ana babaların müzeleri çocukları için nasıl kullandıklarına ilişkin sınırlı bilgi bulunmaktadır. Bu alanda yapılacak çalışmalarda ana babalar, ana babaların eğitim seviyesi, SED gibi faktörlerin bu durumu nasıl farklılaştırdığını araştırmak bu alanda yapılabilecek uygulamaların nasıl olması gerektiği ile ilgili daha çok bilgi verebilir.

Anahtar kelimeler: yapı iskelesi stratejileri, bilişsel gelişim, erken çocukluk, müze, informal eğitim

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The impact of work stress on the performance of assistant teachers in schools in the city of Shkodra

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Abstract

Teachers play the key role for the student's dissemination of knowledge. However, when teachers face challenges, it can be difficult to apply properly their profession to their expectations or to school expectations due to student disabilities or other influencing factors. This study will be conducted in the light of the impact of stress at work on the performance of teaching assistants who teach students with disabilities in public schools. The study will be guided by key objectives that include the impact of working conditions, institutional role, labour relations, and organizational structure on their performance. The study will use quantitative methodology and a descriptive study model with a sample of 80 teachers who work as assistant teachers in the public schools of the city of Shkodra. The data will be collected using two questionnaires in order to collect quantitative data.

The main purpose of this study is the relationship between the impact of stress in the workplace on the performance of assistant teachers. This study through certification of this hypothesis confirmed the theory of stress, which emphasizes the existence of a positive correlative impact between stress and performance at work.

Along with previous studies and confirmations it suggests that this paper is useful for the management of public schools because it can be used to address the work stressors of assistant teachers which hinder their performance.

Keywords: Stress at work, teacher performance, disability, assistant teacher.

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Developing the virtue of probity through reading Hervé Bazin's short story " Acte de probité"

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Abstract

In all times education has been directly related to cognition. Concepts are cognitive structures that help us to classify objects, events and ideas comparing or contrasting groups or categories based on specific concept-relevant features. Concept learning is a complex process consisting of numerous stages and comprising various aspects of psychic activity. Not all the concepts can be empirically perceived or observed. A wide category of abstract concepts, among which all the inventory of virtues is listed, have to be first theoretically circumscribed, then linguistically expressed and finally vividly demonstrated in practice, so as to delimit a certain model of behavior. Moral education and the attainment of some basic virtues is an unmissable process in a child's personal development. Probity is one of the main virtues that should guide us in distinguishing what is good from what is bad, what is right from what is wrong. The different dictionary explanations offer concrete language means and rules aiming to define the term of "probity". But all these are not enough for a comprehensive understanding, assimilation and appropriation of this concept. Probity is generally defined as moral integrity or a conduct that conforms to an accepted standard of right and wrong. Still, what is virtually clear, can become quite ambiguous in practice, unless it is plainly exemplified and revealed in an edifying manner. Literary works are the perfect "laboratories" of morality and of character formation. Literature-based virtue education is an efficient method of reaching virtue awareness, empathy and of deepening the understanding of what the virtue of probity includes in its lexical, semantic and associative fields, working with a concrete text. Hervé Bazin's realistic depiction of the French bourgeois environment of the middle of the 20th century offers a fruitful background for finding evidence of virtues and for reflecting over their authenticity and purity.

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Media literacy at the County councils of experts in Croatia: the perspective of senior advisors for primary education

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Abstract

Being media literate is very important because we are exposed to media content more than ever. Children and young people are the most exposed to the media content due to access to new technologies and the Internet. Therefore, it's crucial to develop their media literacy starting at an early age. Because of that, it's necessary to educate pre-school educators and teachers about it. This research aimed to gain an insight into the professional development of primary school teachers when it comes to informing about media literacy at their County councils of experts from the perspective of senior advisors for primary education at the Education and teacher training agency (ETTA) in Croatia. Interviewed senior advisors pointed out that media literacy has sometimes been the topic at the County councils of experts, but they consider that it should be more often. Teachers mostly get some information about the theoretical background and present their examples of good practice. Also, senior advisors suggest improvements for encouraging media literacy in primary schools: forming a new school subject, educating teachers more, and others. They anticipate attaching greater importance to media literacy and the recognition of its importance by the authorities in Croatia. To sum up, primary school teachers in Croatia are poorly informed about media literacy at their County councils of experts. For that reason, more researches should do to try to make the current situation better.

Keywords: County councils of experts, media literacy, primary school teachers, senior advisors

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Active methodologies supported by interaction and communication technologies in higher education

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Abstract

This paper aims to present an experience on the use of tools for communication, interaction and collaboration in the project based learning on distance education. The Virtual University of the São Paulo State, through the Integrator Project, encourages its students to develop skills such as problem solving, using a collaborative learning approach consistent with the principles of Problem-Based and Project Learning (Araújo & Sastre, 2009) and Human Centered Design - HCD (Plattner, Meinel & Leifer, 2011; Brown, 2010). The project is developed virtualy, using tools such as GoogleMeet, GoogleChat and GoogleDocs for sharing information and data between students, who, organized in groups of 5 up to 7 students, must develop a solution to a real problem and contextualized in the future profession that will engage after formed. According to Behar (2009), the role of technologies in an online learning scenario is, among other things, to contribute to a decrease in the distance between students and the teacher, in addition to a geographical distance, there is also a pedagogical distance. Therefore, with the use of technology, it is intended to provide those involved with forms of communication and interaction ensuring that the teaching-learning process occurs. Technologies in a context like this are considered strong allies of the teaching process developed under the perspective of collaborative work and the development of student autonomy. The collected data show results that indicate the used tools have promoted collaboration between the students, who have developed solutions to the problems faced in their professional context.

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Communication and spiritual counselling in the social integration of people with special needs

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PETROAIA LUCIAN-VASILE, Dunarea de Jos" University of Galati

Abstract

Abstract. The present study analyzes in the context of interdisciplinarity, a theme that is positioned at the border between sociology, social assistance, theology and psychopedagogy. All approaches are valid, the issue being as current as possible, people with special needs, especially children, representing the most vulnerable social category, and spiritual counselling being the least common in the spectrum of applied therapies. From the perspective of spiritual counselling, the term spirituality generally refers to the human desire to give meaning and a sense of accomplishment through appropriate relationships between individuals, families, communities, cultures, and religions. Counselling and spirituality have often been linked. Spirituality can be a solution to psychological problems. The hypothesis of the observational study: the use of active means of communication in spiritual counselling, the permanent involvement of the multidisciplinary team, the identification of alternative therapies, all these active tools aim to optimize the process of social integration of people with special needs. Research objectives: Identifying the main social and psycho-spiritual problems faced by different categories of people with special needs; Establishing ways to integrate people with special needs in specific centres and accepting social conditions through active communication and spiritual counselling; Implementation of an intervention plan, to streamline the process of social integration of people with special needs Identifying the training needs of coordinators, assistants, therapists and counsellors involved in the process of assisting and integrating people with special needs in different social groups.

Keywords: spiritual counselling, alternative therapies, social integration.

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DEPRESSION ON THE FIELD OF SUICIDE ATTEMPT

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Abstract

This study focuses on depressive disorders, what is depression as a mental disorder, the etiology of what causes it, its types, how depression is treated, suicidal attempts why people go on to commit suicide. How many people who have suffered from mental disorders have had suicidal thoughts and have tried to harm themselves, to attempt suicide .. In this study statistics, data were obtained in the district of Shkodra, in the period 2015-2019. The study aims to determine how many of these people who have attempted suicide have suffered from depressive (mood) disorders.The research question is whether persons who attempt or have ended their lives have previously had a diagnosis of depressive disorder and correlations with gender, age, place of residence. The objective purpose of the study: The purpose of this study is to determine whether the suicidal attempts performed by individuals have previously had depressive episodes of humor. Method: This study was done in the District of Shkodra, the sample was taken at the Community Mental Health Center, at the Shkodra Regional Hospital, and the Shkodra Psychiatric Hospital. The data were used in the registers at the Community Mental Health Center, Shkodra, at the Shkodra Regional Hospital (Emergency Department), Shkodra Psychiatric Hospital. Results and conclusions: In this study the conclusion is that many individuals who have made suicidal attempts suffer from depressive disorders. This study was done during the years 2015-2019 where the highest percentages are with depressive and mood disorders. Most who make suicidal attempts suffer from mental health. Women are more likely to make suicidal attempts than men, where in all years there are women who commit suicide. This is probably due to their emotional state (sensitivity) and social conditions. The ages included are 20-30 years old and 40 years old. who commit suicide.

Keywords Suicide: Intentionally ending life. - intentional death by concrete actions.

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Perspective and problems of multilingual education in Kazakhstan

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Abstract

The development years of sovereign Kazakhstan show that polylingualism in the society not only infringes on the rights and dignity of the Kazakh language but also creates necessary conditions for its development and progress.According to the state program for language development, three languages' priority has been approved: Kazakh, Russian, and English. In addition to Kazakh as the State language and Russian as the language of inter-ethnic communication, English is an essential means of communication. The most important strategic task of education in Kazakhstan is, on the one hand, to preserve the best Kazakh educational traditions and, on the other hand, to provide school leavers with international qualifications and develop their linguistic consciousness, based on mastering the State, native and foreign languages. Meanwhile, as specified in the Concept of language policy of RK, the main difficulty in further realization of language policy in Kazakhstan is "creation of optimum language space of the state". On the other hand, we are talking about a professional gap in specialists' training, studying in Russian and Kazakh language. In our study, we used the following methods: results of UNT 2015-2019, a survey of 1st-year students of ARGU named after K. Zhubanov. The results of the study can be used to develop a methodological complex for training foreign language teachers.

Keywords: SLA. Language policy, UNT, students.

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Why we don't speak about Bullying in Kazakhstan

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Abstract

The suicide statistics in Kazakhstan shows that the number of suicides in Kazakhstan increased by 7.4% over the year. Kazakhstan is the third most suicidal country in the world and the leader among Central Asian states. The problem of bullying and its risks related to the occurrence of adolescent destructive behavior is highly relevant to psychology. It requires special attention towards creating effective preventive measures against it. When we speak about bullying, we usually pay our attention to victims; however, all members are suffering. One of the basic child needs is safety, and another vital need is self-respect. According to recent researchers, the lack of empathy among bullying participants causes further deviant and criminal behavior. The bullying can ultimately determine the victim's radical reactions: auto-aggression, substituted aggression, the decision to join terrorist organizations and cults, and other antisocial acts. This trend is related to adolescents' sensitivity to the facts of their experience of social deprivation, gossip, and conspiracy. Bullying affects an individual's physical and psychological well-being, mental health, and moral development of children, causing a feeling of psychological insecurity, lack of internal resources to resist negative emotions, frustration, and loss of the ability to function effectively in society. We attempted to systematize the methodology of bullying phenomenon research in Russian and Foreign psychology.

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