IJCR SEE

INTERNATIONAL JOURNAL OF
COGNITIVE
RESEARCH

IN SCIENCE, ENGINEERING AND EDUCATION

IJCRSEE

INTERNATIONAL JOURNAL OF COGNITIVE RESEARCH IN SCIENCE, ENGINEERING AND EDUCATION
IJCRSEE

Volume 8, Issue 3, December 2020.

CONTENTS

EDITORIAL

International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE) is an open access international peer-reviewed, open-access journal, which provides a platform for highlighting and discussing various cognitive science issues dealing with the problems of cognition (and its evolution) within some specific subject field - philosophical, psychological, linguistic, mathematical, psychogenetic, pedagogical, ergonomic. Editorial Board strives to provide a possibility for the scientists of different fields to publish the results of their research, technical and theoretical studies. IJCRSEE is multidisciplinary in approach, and will publish a great range of papers: reports of qualitative case studies, quantitative experiments and surveys, mixed method studies, action researches, meta-analyses, discussions of conceptual and methodological issues, etc. IJCRSEE publisher is The Association for the Development of Science, Engineering and Education, Vranje.

IJCRSEE particularly welcomes articles on the results of scientific research in various fields of cognitive science (psychology, artificial intelligence, linguistics, philosophy and neuroscience) catering for international and multidisciplinary audience. Readers include those in cognitive psychology, special education, education, adult education, educational psychology, school psychology, speech and language, and public policy.IJCRSEE has regular sections: Original Research, Review Articles, Studies and articles, Book Reviews, Case Studies, and is published three times a year. This journal provides an immediate open access to its contents, which makes research results available to the public based on the global exchange of knowledge. The journal also offers access to uncorrected and corrected proofs of articles before they are published.

The main aim of the Journal is to discuss global prospects and innovations concerning major issues of cognitive science, to publish new scientific results of cognitive science research, including the studies of cognitive processes, emotions, perception, memory, thinking, problem solving, planning, education and teaching, language and consciousness study, the results of studying man's cognitive development and the formation of basic cognitive skills in everyday life. The Journal seeks to stimulate the initiation of new research and ideas in cognitive science for the purpose of integration and interaction of international specialists in the development of cognitive science as interdisciplinary knowledge.

All articles are published in English and undergo a peer-review process.

The scope of IJCRSEE is focused on cognitive research both in topics covered as well as disciplinary perspective:

- Cognitive Research in Education
- Cognitive Pedagogics
- Cognitive Psychology
- Psycholinguistics
- Cognitive Linguistics
- Cognitive Culture Studies
- Cognitive Neurophysiology
- Cognitive Aspects: Sport Culture
- Cognitive Aspects: Methodology of Knowledge
- Text Processing and Cognitive Technologies
- Curriculum Development
- Development of Learning Environment
- Education Administration

- Educational Psychology
- Educational Technology
- Elementary Education
- Innovative Pedagogical Models
- Learning Systems Platforms
- Media Education
- Science Education

Teaching and Learning TechnologiesIJCRSEE has an international editorial board of eminent experts in their field from Russia, USA, Republic of Macedonia, Germany, Hong Kong, Greece, Serbia, Australia, United Kingdom, USA, Turkey, Nigeria, Bulgaria, Romania, Spain, Italy, Republic of Srpska, Croatia, Kingdom of Saudi Arabia (KSA), India, China, Thailand, Israel, Malaysia, Morocco, Jordan,, Iran... We are confident that IJCRSEE will attract a great number of editors, eminent scientists in the field. The selection will be based on the activities of the editors and their desire to contribute to the development of the journal.

IJCRSEE provides a platform for academics and scientists professionals to refer and discuss recent progress in the fields of their interests. Authors are encouraged to contribute articles which are not published or not under review in any other journal.

Each submitted manuscript is evaluated on the following basis: the originality of its contribution to the field of scholarly publishing, the soundness of its theory and methodology, the coherence of its analysis, its availability to readers (grammar and style). Normal turn-around time for the evaluation of manuscripts is one to two months from the date of receipt.

Submission of an original manuscript to the journal will be taken to mean that it represents original work not previously published, that is not being considered elsewhere for publication; that the author is willing to assign the copyright to the journal as per a contract that will be sent to the author just prior to the publication and, if accepted, it will be published in print and online and it will not be published elsewhere in the same form, for commercial purposes, in any language, without the consent of the publisher.

The names and email addresses entered in this journal site will be used exclusively for the stated purposes of this journal and will not be made available for any other purpose or to any other party.

The requirement for the submission of a paper implies that it has not been published before; that it is not under consideration for publication anywhere else; that its publication has been approved by all co-authors.

When considering submitting an article, the Editors have provided the following criteria to assist authors with preparing their submissions:

Originality – The author should ensure that the manuscript has not been previously published nor is being considered by another journal.

Plagiarism - Content should be properly referenced. Be sure to check the paper for possible accidental plagiarism. Some plagiarism checker websites include: http://www.ithenticate.com/, www.antiplagiat.ru, www.grammarly.com, www.plagtracker.com or www.duplichecker.com

Writing – Please write in good English (American or British usage is accepted, but not a mixture of these). For non-native English speakers, and perhaps even for some native English speakers, grammar, spelling, usage, and punctuation of the texts are very important for an effective presentation. Hence, manuscripts are expected to be written in a clear, cogent, and readily understandable by an international readership.

Manuscripts must be submitted online. Electronic submission reduces the editorial processing and reviewing time. As part of the submission process, authors are required to check off their submission compliance with all of the following items, and submissions may be returned to authors who do not adhere to the following guidelines:

The submission has not been previously published or presented to another journal for consideration (or an explanation has been provided in Comments to the Editor).

The submission file is in OpenOffice, Microsoft Word, RTF, or WordPerfect document file format.

Where available, URLs for the references have been provided.

The text is single-spaced; uses a 12-point font; employs italics, rather than underlining (except with URL addresses); and all illustrations, figures, and tables are placed within the text at the appropriate points, rather than at the end.

The text adheres to the stylistic and bibliographic requirements outlined in the Author Guidelines.

If submitting to a peer-reviewed section of the journal, the instructions in Ensuring a Blind Review have been followed.

A manuscript goes through the peer review process. Authors submit manuscripts to Editorial office

via the online system. The acknowledgement letter should be sent to the author to confirm the receipt of the manuscript. The Chief Editor first reviews manuscripts. Chief Editor is assisted by Section Editors (could also be Co- or Associated Editors). The Editor assigns a Section Editor to see the manuscript through the complete review process and return it with a recommendation or decision. The manuscript is checked to see if it meets the scope of the Journal and its formal requirements. If it is incorrect or unsuitable, the author should be informed and the manuscript filed (or returned if requested) – direct rejection. Manuscripts that are not suitable for publication in the Journal are rejected. A Rejection letter is sent to the author stating the reason for rejection. If the manuscript conforms to the aims and scope of the Journal, and formally abides by the Instructions to Authors it is sent out for review. Depending on the type of paper, it could be accepted immediately for publication (invited Editorial, Book review etc) by the Chief Editor.

Check that the manuscript has been written and styled in accordance with the Journal style; that it carries an abstract (if applicable), keywords, correct reference system etc. and check that the correct blinding system has been used. If anything is missing ask the author to complete it before the manuscript is sent out for review.

The manuscript is sent out for review. The reviewer reads and evaluates the manuscript and eventually sends a review report to the Chief Editor. The time for review can be set to 2-6 weeks depending on the discipline (more time is usually given to papers in the humanities and social sciences). Make sure to provide the reviewer with clear instructions for the work, e.g. outlined in the form of a Review report or a number of questions to be considered.

Based on the reviewers' comments the Chief Editor makes a decision to:
- Accept the manuscript without further revision
- Accept after revision
- Ask authors to resubmit
- Reject

An acceptance letter is sent to the author and the final manuscript is forwarded to production. Sometimes, the authors are requested to revise in accordance with reviewers' comments and submit the updated version or their manuscript to the Chief Editor. The time for review can be set to 2-8 weeks depending on the discipline and type of additional data, information or argument required. The authors are requested to make substantial revisions to their manuscripts and resubmit for a new evaluation. A rejection letter is sent to the author and the manuscript is archived. Reviewers might be informed about the decision.

After review a manuscript goes to the Copy Editor who will correct the manuscript concerning the correct referencing system, confirmation with the journal style and layout. When Copy Editor finishes his/her work they send manuscripts to the Layout editor.

Layout Editor is responsible for structuring the original manuscript, including figures and tables, into an article, activating necessary links and preparing the manuscript in the various formats, in our case PDF and HTML format. When Layout Editor finishes his/her job they send manuscripts to Proof Editor.

Proof Editor confirms that the manuscript has gone through all the stages and can be published.

This issue has 15 articles (12 original researches and 3 review articles). Our future plan is to increase the number of quality research papers from all fields of science, engineering and education. The editors seek to publish articles from a wide variety of academic disciplines and substantive fields; they are looking forward to substantial improvement of educational processes and outcomes.

Editor in Chief
Assist. prof. Dr. Lazar Stošić, Research Associate

Jaroslav Veteška, Faculty of Education, Charles University in Prague, Czech Republic

Jonathan W. Britmann, Polish Society of Clinical Psychology Institute of Clinical Psychology and Psychotherapy, Poland

Daniela Hristova Tasevska, "St Syril and St Methodius" University of Veliko Tarnovo, Bulgaria

Evgeniya Minkova Topolska, St Cyrul and St Methodius University of Veliko Turnovo-Vratsa Brfanch, Vratsa, Bulgaria

Nazmi Xhomara, Department of Marhematics and Statistics, Faculty of Information and Innovation Technology, Luarasi University, Tirana, Albania

Arif Sarı, Girne American University, Turkey

Ljupco Kevereski, University "St. Kliment Ohridski" - Bitola, Faclty of EducationBitola, Republic of Macedonia

David E Proudfoot, University of Phoenix, School of Advanced Studies Center for Educational and Instructional Technology Research, United States

Ali Nouri, Malayer University, Humanities Faculty, Department of Educational Sciences, Iran

Mariana Neagu, Department of English Language and Literature Faculty of Letters, Dunărea de Jos University of Galaţi, Romania

Valentina Gulevska, University "St. Kliment Ohridski", Faculty of Education, Bitola, Macedonia

Goran Ajdinski, Faculty of Philosophy, University St. Cyril and Methodius, Macedonia

Vera Stojanovska, Faculty of Philosophy, University Ss. Cyril and Methodius, Skopje, Macedonia

Lena Damovska, The Institute of Padagogy, Faculty of Philosophy, University Ss. Cyril and Methodius, Macedonia

Daniela Dimitrova-Radojichikj, Institute of Special Education and Rehabilitation, Faculty of Philosophy, University "Ss Cyril and Methodius", Skopje, Macedonia

Elena Achkovska Leshkovska, Department of Psychology,Faculty of Philosophy in Skopje, Macedonia

Suzana Miovska Spaseva, Institute of Pedagogy, Faculty of Philosophy, "Ss Cyril and Methodius" University in Skopje, Macedonia

Orhideja Shurbanovska, Department of Psychology, Faculty of Philosophy, "Ss Cyril and Methodius" University in Skopje, Macedonia

Primary School Teachers' Educational Research: Educational Practice and Professional Development Context

Vincentas Lamanauskas[1], Dalia Augienė[1], Rita Makarskaitė-Petkevičienė[2]*

[1]Šiauliai University, Institute of Education, Lithuania, e-mail: vincentas.lamanauskas@su.lt; augiene@gmail.com
[2]Institute of Educational Sciences, Vilnius University, Lithuania, e-mail: rita.makarskaite-petkeviciene@fsf.vu.lt

Abstract: Teacher research activity is an important complex part of their work. Therefore, alongside with the other, their important professional competences, teacher research activity competence becomes a significant one. Teacher's activity space has widened a lot. Carrying out various research, the teacher uses the obtained information firstly for their activity improvement. It is obvious that there is a lack of reliable research on this question. A deep gap exists between educational research and educational practice. This research aimed to ascertain primary school teachers' position on educational research question. The research was carried out in 2019, in which 106 primary school teachers from various Lithuanian schools took part. A two-part research instrument was applied, which consisted of open-ended and closed-ended questions. A descriptive qualitative and quantitative content analysis was carried out. Though most of the teachers thought that educational research was important for their practical activity, however, the biggest gap between educational research and educational practice is most frequently determined by the lack of teacher competence in this sphere. There exists an obvious teacher support need as well as teacher professional development needs in the aspect of research availability/accessibility and its use in educational practice.

Keywords: content analysis, educational research, qualitative research, primary school teachers.

Introduction

Teachers' carried out research activity is one of the complex parts of their professional activity. In this case, one speaks about the teacher as researcher. The research activity of such a teacher is manifold. Firstly, it enables teachers to research and to better cognise teaching/learning situation, to think of educational actions, to convince themselves in the applied teaching method effectiveness and so on. Secondly, research activity is important getting to know one's learners, recognising their abilities, establishing relations with them and seeking the educational process to be successful and pleasant for both educational process participant sides. Thirdly, understanding of educational research activity is useful for the management of students' research-based projects. Thus, today's teachers have to be able to analyse data about education process, carry out the pedagogical activity and school community research, apply research results improving education quality, developing their own professional activity, initiating educational changes and so on.

Teacher as researcher concept is based on continual professional development. Therefore, it is necessary to enhance general education teachers' abilities in making students interested in research activity, to guide students' scientific research activity. In general, it is necessary to accentuate that the gap still prevails between educational research and practice (Broekkamp and van Hout-Wolters, 2007; Weinberger, 2018). Teacher research activity at school and education quality improvement are directly related. On the other hand, teacher as researcher competence is formed not only during the studies at university or performing pedagogical practice, but also during continual professional improvement activities, as for example, reflexive research (Lamanauskas and Augienė, 2016).

Janiūnaitė (2004) draws attention to the fact that teachers' self-reflection and carried out pedagogical activity research studies are useful not only for the teachers themselves, but also for the school academic community. They provide exhaustive information, which could be used in the improvement of teaching and learning ways or strategies. The overall aim of the educational research in schools is, first of all, to develop the skills of school managers and teachers to analyse and purposefully use the data available at school for the activity quality improvement, orienting to the improvement of the school activity. It is obvious that it is difficult to manage various available scientific and applied, institutional, national and international

---

*Corresponding author: vincentas.lamanauskas@su.lt

research data, to understand their meaning for educational process modernisation. Without doubt, teachers' competence in the educational research sphere is important because it is one of the instruments of their professional development (Gu and Wang, 2006; Marcos and Tillema, 2006), teacher research is an effective teachers' learning and improvement model (Nezvalova, 2011). The research carried out in Turkey showed that even 32% of teachers had never been seriously interested or contemplated on the research results since the beginning of their work as teachers (Beycioglu, et al., 2010). The research carried out earlier in Turkey, in which 265 primary school teachers took part, showed that teachers would like to be researchers, they understood this as one of the ways of professional improvement. In other research studies, closer collaboration is accentuated between scientists and teachers (Ekiz, 2006), teachers expect that research should contribute to educational practice, and researchers should have practice experience (Cekic, et al., 2018). On the other hand, there also exists a negative attitude towards educational research, its usefulness and/or influence on educational practice (Drill, et al., 2013), there is a lot of discussion regarding educational research result practical significance (Bitinas, 1998). Finally, educational research result dissemination remains very problematic in other aspects, e.g., accessibility, usability and other (Shreeve, 2004).

In Lithuania, this question is of interest, though not much research is done. Vilkonis and Vilkonienė (2009) analysed educational research studies, carried out not by professional researchers, scientists, but by teachers and administrators and, with the support of 16 expert group, revealed problems of the research carried out by pedagogues in comprehensive schools (students' achievements, educational environment research), prevailing research methods and factors, having an influence on research quality (attitudes, professional competences, resources, teacher support and so on). The attitude of students' (pre-service teachers') after completing their practice towards research activity in comprehensive school was analysed in the research carried out by Pečiuliauskienė (2008). Having compared future teachers' attitudes about research activity and managing research activity competence, it was established that students more favourably evaluated research activity competence than managing students' research activity competence. The researcher indicates that it is difficult to define teacher research activity competence, research activity is diverse and includes various activities (participation in scientific research, master's studies, professional studies, participation in projects, reflexive practice, participation in conferences and so on). Stankevič (2014) tried to find out what educational research understanding had the last (third and fourth) course students – future English teachers, referring to the evaluation of the research activity presentation given to them. Research results showed that the possessed future teachers' research activity understanding was heterogeneous, because it included such research understanding which corresponded both to scientific educational research raised requirements, and to typical features of teachers' reflexive practice or diagnostic one's own activity evaluation. More research is done, analysing teachers' research activity, teachers' research activity competence (Geležinienė, 2006; Mockus, 2011), however, there is no research analysing teacher's position regarding educational research: how teachers use educational research results, how they evaluate educational research results and recommendations, whether they are interested in educational research, if research is important for the pedagogue as a tool of improvement, whether it helps to innovatively organise the educational process.

Thus, the main research aim was – to analyse primary school teachers' position on the educational research issue. It was analysed how teachers understood the use of such research to educational practice, what the reasons were that explained the gap between educational research and educational practice, and educational research and educational practice relationship strengthening possibilities. Also, teachers' professional development needs were analysed in the aspect of educational research availability/accessibility and its use in educational practice, their expectations were evaluated.

Research Methodology

General Research Characteristics

Qualitative and partly quantitative research (of a pilot type) was carried out. A mixed research approach was applied i.e., methodological triangulation (combining qualitative and quantitative research methods for the same research project) was used in the study (Dezin, 1970; Morse, 1991). The research was conducted in the months April to June 2019. Such research is specifically recognized as "basic or generic qualitative research" (Merriam, 1998), because it has the essential characteristics of qualitative research. On the other hand, such research forms the possibilities to obtain data about the researched

phenomenon or about the phenomenon's possible new aspects (Bitinas, 2002). The research focused on the diversity of expression of the phenomenon under study.

Research Sample

One hundred six (106) primary school teachers from various Lithuanian places participated in the research. The respondents were questioned during qualification events that took place therefore, the respondents' geographical distribution is rather wide. The research was carried out during in-service training seminars/teacher competence development seminars. Teachers from all 10 counties of Lithuania participated in the research. The pilot research allows us to make assumptions about the tendencies of the problem in Lithuanian primary schools and creates purposeful conditions for further development of the necessary research tools for further in-depth research. According to Morse (1994) recommendations, the sample of 30-50 participants is suitable for such kind of research. Having evaluated Creswell's et al. (2016) position, a range of 20-30 participants is acceptable for qualitative samples. The quantitative part of the research is treated as a pilot study. Thus, researchers held the opinion, that basically a sample of randomly asked 106 teachers was suitable, seeking to formulate well-founded conclusions. It was additionally evaluated that not many variables were analysed in the research, the examined population was basically homogenic (the majority are women), such sample volume was considered appropriate (Langdridge and Hagger-Johnson, 2009; Neuman, 1997). In addition, given that the results of the research are not subject to statistic generalization, the sample is considered appropriate. The survey is also considered appropriate when it involves at least 100 people representing larger subgroups of the population (Gall et al. 2003). Only female participated in the research.

The respondents' distribution according to the length of service is given in Table 1.

Table 1
Respondents' characteristics

Length of service (in years)	*N*	%
0-5	13	12.3
6-10	10	9.4
11-15	12	11.3
< 15	71	67.0
Total	106	100.0

Before the research, the conducted research aim was explained for the teachers, the respondents were informed about the collected information usage purposefulness, and also the respondents' verbal agreement was obtained to take part in the research. The teachers' questionnaire survey followed basic ethical principles: respect for individual privacy, confidentiality and anonymity, justice, and voluntary and goodwill. Verbal consent to participate in the study was obtained from each study participant. The participants of the research were informed about the ongoing research, acquainted with its goals, the benefits of the research were indicated / expectations about the possible benefits for educational practice were expressed.

Instrument

The respondents were given five open-ended questions:
• What use, in your opinion, educational research has for educational practice? Please give a comment.
• What, in your opinion, are the causes of the gap between educational research and educational practice? Please give a comment.
• How, in your opinion, would be possible to strengthen educational research and educational practice relationship? Please give a comment.
• What expectations do you have from educational research and researchers? Give a comment.
• What are your professional improvement needs in the aspect of educational research availability/ accessibility and its use in educational practice? Please give a comment.

The presented questions were prepared exclusively for this research, they were analysed separately and do not form a separate measurement scale.

Quantitative instrument part contained such variables:

• The type of readable educational publications, and the frequency of reading (ranking scale was applied): read very often; sometimes/rarely; do not read at all). 8 items in total. Cronbach`s alpha - .67.

• Educational research possible influence on educational practice (ranking scale was applied: significant; partly significant, not significant).

• Exhaustive research necessity of the educational problems/spheres in the nearest future (ranking scale was applied: agree; partly agree; do not agree. 16 items in total. Cronbach`s alpha - .81).

• The evaluation of educational research value for educational practice (ranking scale was applied: big value; average value; little value).

The prepared questions were discussed and validated with two experts (university professors) in the field of education working in both general education schools and universities. It is important to emphasize that in qualitative research, external validity is described by the concepts of transferability and detailed description (Bitinas et al. 2008). Transferability of a qualitative part of the research as an external validity criterion is based on the ability to transfer the results of the study to another situation or context, for example, examining the position of secondary school teachers on the research issue.

Data Analysis

The obtained research data were expressed in writing in a free answer form. Later, the collected answers were coded. Researchers tried to find similarities, differences and interrelationship between text segments and to single out clear semantic units. Thus, the smallest text component semantically differing from others was considered the analysis unit. In the primary stage, multiple reading of the text was carried out. Later, the grouping of most frequently repeating semantic units was carried out (sub-category extraction). Semantically close subcategories were joined into categories. In the last stage, interpretation and substantiation of the subcategories and categories were carried out. The researchers based content analysis on the extraction of features, which were important for the researcher, and which could be generalised.

A quantitative content analysis type was chosen, when a code system is defined, calculation results are arranged in the form of tables. It was sought to ascertain how the respondent perceived/ understood the analysed phenomenon, reflecting on his experience, referring to the researcher's presented questions. Having evaluated Mayring (2002) position, one can claim that content analysis is a valid method allowing to draw reliable conclusions, referring to the systematically analysed text (verbal data array). Such an approach allows avoiding subjective text interpretation and guarantees the analysis objectivity (Guščinskienė, 2002). Before choosing the content analysis method, the researchers made sure that there was enough material for the research and that it was representative. Semantic unit extraction and grouping were carried out independently by two researchers, seeking in this way to guarantee the analysis objectivity. Thus, the initial text analysis (text comprehension, division), definition of significant information, its grouping, categorization, comparative analysis, final text analysis were performed. This justifies the detail of the qualitative study description that helps understand that the results can be used in different contexts.

Quantitative analysis was carried out applying the main descriptive statistics measures (including calculation of absolute and relative frequencies, standard deviation, significance index). Non-parametric chi-square (χ^2) criterion was applied to ascertain possible statistical differences between variables. Spearman rank correlation coefficient rho (ρ) was applied to establish a possible correlation between variables. For the reliability of the analyses, there should be up to 20 times as many participants as the total number of variables (Stevens, 2012). According to this, for the reliability of the findings, at least 100 participants are required, whereas the quantitative part of the research covered five key variables. Quantitative statistical analysis was carried out using SPSS 21 software package.

Research Results

Quantitative Analysis Results

It was analysed how often and what educational field publications the teachers read. The results are presented in Figure 1.
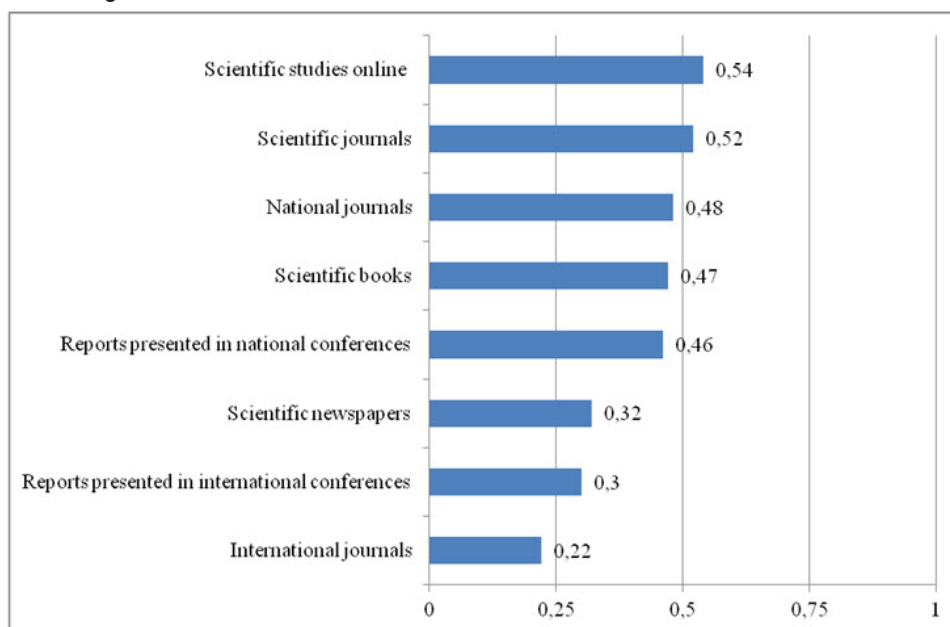
Figure 1. Educational publication type and their reading frequency.

As data in Figure 1 shows, teachers were very little interested in published educational research, they read scientific papers very little. It was ascertained that more frequently they chose those issues, which were easier accessible, i.e. internet scientific studies (SI = .54), scientific journals (SI = .52), national journals (SI = .48). The least popular were reports presented in international conferences (SI = .30), international issues (SI = .22). It can be that for many informants there were no possibilities to take part in international conferences, they lacked knowledge of where to find international journal articles, and senior generation people had foreign language barrier problems. On the other hand, part of them were not accessible because of the financial costs.

It was analysed how teachers valued educational research effect on educational practice. The results are presented in Table 2.

Table 2
Evaluation of educational research effect on educational practice (N (%)).

Evaluation level	Length of service in years				Total
	0-5	6-10	11-15	< 15	
Significant influence	11 (84.6)	9 (90.0)	3 (25.0)	39 (54.9)	62 (58.5)
Partly significant influence	2 (15.4)	1 (10.0)	9 (75.0)	28 (39.4)	40 (37.7)
Not significant influence	0 (0.0)	0 (0.0)	0 (0.0)	4 (5.6)	4 (3.8)
Total	13 (100.0)	10 (100.0)	12 (100.0)	71 (100.0)	106 (100.0)

It can be seen that 58.5 % of the respondents evaluated a possible effect as significant. A smaller part discerned only partial significance, or they thought that this influence was not significant at all. It was established a statistically significant difference (χ^2=15.87, df=6, p=.014). One can think that younger teachers value research influence as more significant than the older ones. An assumption can be made that older teachers lose motivation, willingness to be interested, perhaps they are overconfident about

their competence.

The value of educational research for educational practice was evaluated. The results are presented in Table 3.

Table 3
The value of Educational research for educational practice

Evaluation level		*N*	%
Big		53	50.0
Average		44	41.5
Little		9	8.5
	Total	106	100.0

The respondents evaluated this parameter similarly, i.e. statistically significant differences regarding length of pedagogical work were not fixed (χ^2=8.62, df=6, p>.05).

A possible relation between educational research influence on educational practice and its possible value evaluation was calculated. It is seen that these two parameters strongly correlate, i.e., ρ= .492, p<.0001). This shows that those who valued education research influence as significant, they also valued research value for education practice in the same way.

Having performed the analysis, the most important spheres were distinguished (Educational problem questions), which should be exhaustively researched in the nearest future. The results are presented in Figure 2.
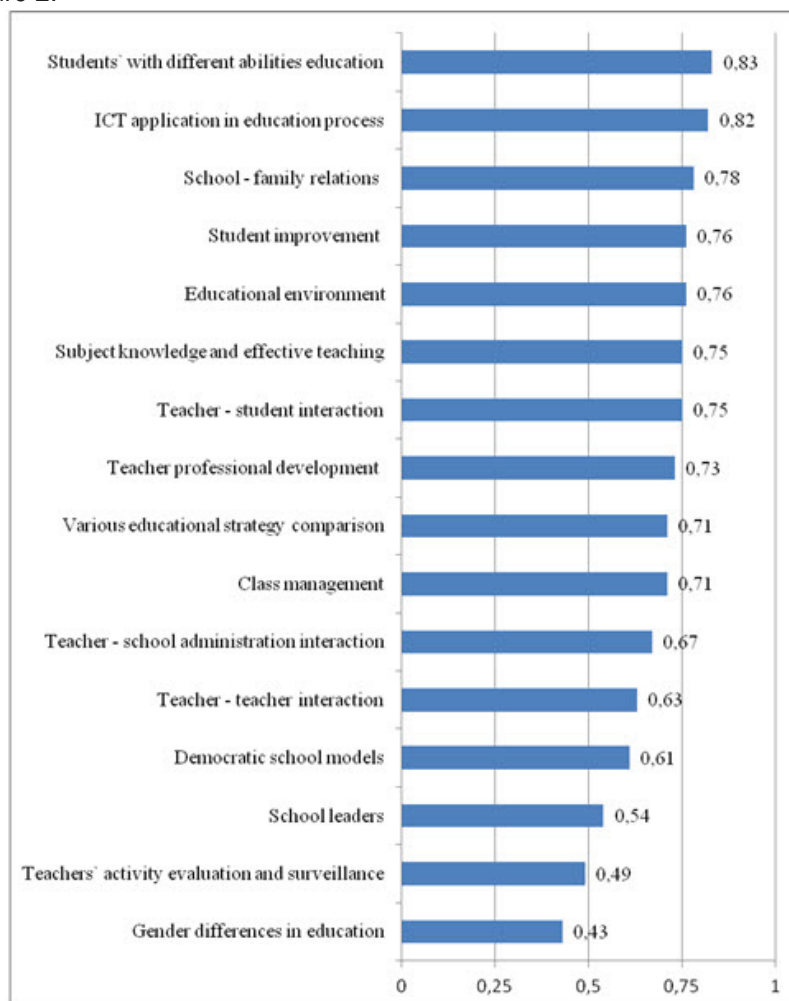
Figure 2. The most important problem spheres of educational research

The results presented in Figure 3 show that two spheres were very actual for the teachers: education of students with different abilities (SI= .85) and ICT application in educational process (SI =

.82). These results reflect today's education reality. It is sought to create favourable educational conditions for all children with the help of inclusive education, which is a sufficiently new way of educational process organisation and raises a lot of questions for the teachers. It is sought to constantly modernise education process implementing ICT, that also raises new challenges for teachers. Very actual for the teachers was school – family relation problem (SI = .78). Today, collaboration with parents, parents' self-involvement in children's education process at school is a problematic phenomenon. Educational research areas that are very important for the teacher were – student's improvement (SI = .76), educational environment (SI = .76), subject knowledge and effective teaching (SI = .75), teacher – student interaction (SI = .75) which are also very important for the teacher's activity in the lesson.

Educational research areas - school leaders (SI = .54), teachers' activity evaluation and surveillance (SI = .49) and gender differences in education (SI = .49) were basically evaluated as not significant.

Qualitative Analysis Results

The analysis was carried out how teachers valued educational research benefit for their educational practice. The results are presented in Table 4.

Table 4
Education (educational) research benefit for educational practice

Category	N (%)	Subcategory	N (%)	Subcategory components	N (%)
Significant benefit	64 (64.5)	Education process	33 (33.3)	Have great benefit/big importance for educational practice	10 (10.1)
				Educational problems are identified/ show strengths and weaknesses	6 (6.1)
				Research allows the education process to get better /improve	6 (6.1)
				Helps to better understand/cognise educational process	4 (4.1)
				Research results allow to reflect on educational practice	3 (3.0)
				Help to easier plan educational process	2 (2.0)
				Theoretical knowledge confirms practice	2 (2.0)
				Provide more knowledge /New knowledge is obtained	6 (6.1)
				Develop critical thinking	2 (2.0)
				Present research-based recommendations for teachers	2 (2.0)
		Teacher improvement	18 (18.2)	Educational research studies help to qualitatively analyse education needs	2 (2.0)
				The depth of benefit depends on the data receiver	2 (2.0)
				One can find out what was ascertained	1 (1.0)
				Research studies help to check, clarify certain opinions	1 (1.0)
				Help the teacher to improve	1 (1.0)
				Arouse curiosity	1 (1.0)
		Situation of education institutions	9 (9.1)	Research shows real condition	3 (3.0)
				Real educational situation is evaluated	3 (3.0)
				Research shows a certain teaching direction	3 (3.0)
		Students' achievements	3 (3.0)	One can more exactly evaluate learning achievements	2 (2.0)
				One can see students' achievements	1 (1.0)
		Education content	1 (1.0)	Useful for creating educational programmes	1 (1.0)
Partial/ Little benefit	19 (19.2)	Practical value	19 (19.2)	Research provides only partial support	8 (8.1)
				Little benefit/slight significance	6 (6.1)
				Research is often only formal therefore it is of little use	2 (2.0)
				Educational research studies have importance for educational practice, but they are not to determine everything	2 (2.0)
				One can use certain advice	1 (1.0)
Of no use /not useful	16 (16.2)	Research result inaccessibility	9 (9.1)	Research is research, it does not reach educational practice	4 (4.1)
				Research is poorly publicised	3 (3.0)
				Research results do not reach schools	2 (2.0)
		Research result worthlessness	5 (5.1)	Not useful in practical activity	3 (3.0)
				Almost of no use	2 (2.0)
		Teacher's business	2 (2.0)	No time to find advice in research	2 (2.0)

Note: Totally 99 semantic units were distinguished

Teachers' answers about educational research benefit for their practical activity enabled to formulate three categories: Significant benefit; Partial/little benefit; Of no use/not useful.

The first category Significant benefit (64.5%) was of greatest significance, which obviously showed that carried out educational research was important for teachers' practical activity. In teacher's opinion, educational research provided significant use for educational process organisation, teacher's improvement, helped to identify the situation of education institutions, improved students' achievements, helped to improve educational content. Educational research was of great significance for educational process (33.3%). Teachers indicated that educational research was of great use for educational practice (10.1%), identified problems, showed weaknesses and strengths in education (6.1%), enabled to improve educational practice (6.1%). Part of the teachers discerned educational research benefit for teacher's improvement (18.2%). They indicated that educational research provided more knowledge; developed critical thinking; research results helped to ground recommendations for teachers; helped the teacher to check, to clarify their certain attitudes, opinion, aroused curiosity, interest and so on. Part of the teachers' answers allowed claiming that educational research helped to better cognise the situation of educational institutions (9.1%): showed real condition, evaluated situation, showed a certain teaching direction. The answers of not a big part of teachers allowed claiming that educational research helped to evaluate students' expectations (3.0%) and was useful for education content (1.0%) creating educational programmes.

The second category, according to its importance, was Partial/little benefit (19.2%). Teachers' answers allowed claiming that educational research had only a certain practical value. Teachers indicated that research provided only partial help (8.1%), had poor influence (6.1%). The others emphasised that research was often formal, therefore, of little use; educational research had significance for educational practice but was not just determining everything; one could use only some pieces of advice and so on.

The third category was of no use/not useful (16.3%). The answers of not a big part of teachers showed that educational research was of no use/not useful for their practical activity. The teachers' answers allowed claiming that three causes determined this. The first cause – research result inaccessibility (9.1%). Teachers indicated that research did not reach educational practice; was little publicised and so on. The second cause – research result worthlessness (5.1%). The third – the teacher's business (2.0%).

Teachers' opinion analysis was carried out about possible causes, determining the gap between educational research and educational practice. The obtained data enabled to formulate three categories: Teachers' incompetence, Research result inaccessibility, Research unreliability (Table 5).

Table 5
The causes of the gap between educational research and educational practice

Category	N (%)	Subcategory	N (%)	Subcategory components	N (%)
Teachers' incompetence	44 (42.1)	Lack of preparation	22 (20.7)	Poor teachers' competence in the research sphere	8 (7.5)
				Poor understanding about research significance	6 (5.7)
				Insufficient teachers' preparation	4 (3.8)
				Too little experience	3 (2.8)
				Not all teachers tend to understand	1 (0.9)
		Lack of time	16 (15.9)	Lack of time to be interested in research	16 (15.9)
		Lack of motivation	6 (5.5)	Lack of motivation to be interested in research	3 (2.8)
				Teachers' unwillingness to improve	1 (0.9)
				Lack of teachers' initiative	1 (0.9)
				Lack of encouragement	1 (0.9)
Research result inaccessibility	39 (36.6)	Gap between theory and practice	17 (16.0)	Scientists alienated from educational practice	5 (4.7)
				Theory and practice not always related matters	5 (4.7)
				Scientists work only for themselves, in their sphere	4 (3.8)
				The attitudes of a theorist and a practitioner differ	2 (1.9)
				Gap is big	1 (0.9)
		Insufficient publicising	15 (14.0)	Little information on this question	4 (3.8)
				Research results are slightly known for teachers	3 (2.8)
				Educational research result publicising is frequent in scientific publications, which are accessible not for all practitioners	3 (2.8)
				In general, I do not know when and who conducts research	2 (1.9)
				It is complicated to find proper research	1 (0.9)
		Lack of communication and collaboration	7 (6.6)	Research results "do not come" to school	1 (0.9)
				Research presentations for teachers do not take place	1 (0.9)
				There is no collaboration between researchers and practitioners	2 (1.9)
				Misunderstanding between researchers and teachers	2 (1.9)
				Collaboration competency shortcomings	2 (1.9)
				Improper communication	1 (0.9)
Research unreliability	23 (21.3)	Research process unreliability	9 (8.3)	Lack of financing	3 (2.8)
				Research results very often unreliable	2 (1.9)
				Lack of objectivity	2 (1.9)
				Research results are performed superficially	1 (0.9)
				Research quite often is conducted unfairly	1 (0.9)
				Researchers do not feel responsibility for research results	2 (1.9)
		Respondent/informant unreliability	7 (6.5)	Respondents' lack of information	2 (1.9)
				There is lack of responsibility taking part in surveys and answering the questions	1 (0.9)
				Respondents very often present an opinion that is not objective	1 (0.9)
				Fear to tell the truth	1 (0.9)
		Research irrelevance	7 (6.5)	Scarcity of significant research for research practice	3 (2.8)
				Education reforms take place too fast; research stays behind	1 (0.9)
				Research is carried out for a long time; its importance is poor	1 (0.9)
				Research which is conducted for a long time gets old	1 (0.9)
				Education research does not analyse relevant for the educators at that time educational process spheres	1 (0.9)

Note: Totally 106 semantic units were distinguished

The first category Teachers' incompetence was of greatest importance (42.1%). This shows that lack of teachers' competence in this sphere usually determines the gap between educational research and practice. Teachers' answers allowed establishing three main factors, determining teachers' incompetence. The main factor was related to the lack of teachers' preparation (20.7%) to make use of educational research results. Teachers indicated that they had poor competence in the research sphere; poor understanding about research significance; insufficient preparation; too little experience and so on. The second factor, determining teachers' incompetence, was teachers' experienced lack of time (15.9%). The third factor was teachers' lack of motivation (5.5%). Here the teachers indicated: unwillingness to be interested; lack of motivation to be interested in research; unwillingness to improve; lack of initiative, on

the other hand – lack of encouragement. The obtained results revealed a lack of teachers' preparation, inability or unwillingness to actively implement educational research results to educational process practice, to make use of research results.

The second, according to its importance, was the category Research result inaccessibility (36.6%). This showed that research result inaccessibility very often was one of the main causes determining the gap between educational research and practice. The teachers' answers allowed claiming that three factors determined research result inaccessibility. The most important factor, determining research result inaccessibility, was gap between theory and practice (16.0%). Teachers indicated that scientists were alienated from educational practice; theory and practice were not always related matters; scientists worked only for themselves, in their sphere; the attitudes of a theorist and a practitioner differed as well. Another important factor, hindering research result accessibility, was insufficient publicising (14.0%). Teachers gave arguments: little information on this question; research results were very little known for teachers; education result publicising was frequent in scientific publications, which were accessible not for all practitioners; in general, it was not known when and who conducted research; it was difficult to find proper research, research results "did not come" to school; research presentations for teachers did not take place. The third important factor, hindering research result accessibility, was lack of communication and collaboration (6.6%). Teachers noticed that there was no collaboration between researchers and practitioners; there was misunderstanding between researchers and teachers; gaps of collaboration competency and so on. These statements express teachers' dissatisfaction with the existing communication and collaboration with researchers.

The third singled out category was Research unreliability (21.3%). This shows that one of the causes determining the gap between educational research and practice was research unreliability. Teachers' answers enabled mentioning three factors. The most important factor, determining research unreliability, was the unreliability of the research process itself (8.3%). Teachers thought that research was poorly funded; research results were often unreliable; there was lack of objectivity; research was conducted superficially, unfair and so on. The second factor determining research unreliability was respondent/informant participating in research unreliability (6.5%). Teachers indicated that sometimes the respondents did not feel responsibility for the research results; the respondents lacked information; lacked responsibility participating in surveys and answering the questions; presented not objective information; were afraid to tell the truth. The third factor, making research unreliable, was research irrelevance (6.5%). Teachers indicated that there was little research significant for the research practice; education reforms took place very fast and research stayed behind; research was conducted for a long time; long time conducted research was considered outdated; education research did not analyse relevant for the educators at that time educational process spheres. It is obvious that these factors and expressed teachers' opinion makes the researchers responsible for taking care of research organisation quality and necessary information dissemination.

Teachers' opinion analysis about the possibility to strengthen education content and education practice correlation was carried out. The obtained data allowed formulating three categories: Research result realisation, Research organisation, Teachers' competence development (Table 6).

Table 6
Educational research and educational practice correlation strengthening

Category	N (%)	Subcategory	N (%)	Subcategory components	N (%)
Research result realisation	30 (36.6)	Dissemination	24 (29.3)	Wider educational research result dissemination	6 (7.3)
				To introduce teachers with the research results	6 (7.3)
				Good experience dissemination	4 (4.8)
				Research results should be announced in schools	3 (3.7)
				Publicising activities	3 (3.7)
				To present more publications on the internet or in another pedagogical space	2 (2.4)
		Practical realisation	6 (7.3)	Conducting research, concrete practically realisable recommendations should be presented	3 (3.7)
				To analyse research-based recommendations	1 (1.2)
				To direct research to practical problem solving	1 (1.2)
				It is constantly being searched for result employment possibilities	1 (1.2)
Research organisation	28 (33.9)	Researcher-practitioner collaboration	13 (15.8)	To strengthen collaboration between researchers and teachers	6 (7.3)
				More active collaboration between educational researchers and practitioners/teachers	5 (6.0)
				Specialists performing educational research should collaborate closer with education institutions (schools, kindergartens, day centres	1 (1.2)
				Educational research organisation should be common work of a theorist and a practitioner	1 (1.2)
		Teacher/practitioner research	12 (14.5)	Practitioners should conduct research	7 (8,4)
				Teachers themselves should participate more in research activity	5 (6.0)
		Relationship with practice	3 (3.6)	Researchers should be more interested in educational practice	2 (2.4)
				Educational researchers conducting research should at least temporarily work practically	1 (1.2)
Teacher competence development	25 (29.5)	Events for teachers	17 (19.8)	To organise practical seminars	12 (13.8)
				To organise conferences	2 (2.4)
				Meetings with competent, pedagogues- practitioners conducting such research are very useful	2 (2.4)
				To participate in courses	1 (1.2)
		Teacher teaching	4 (4.9)	To teach teachers	3 (3.7)
				Teacher education and information	1 (1.2)
		Motivation encouragement	4 (4.8)	To increase teachers' motivation to be interested in research	4 (4.8)

Note: Totally 83 semantic units were distinguished

The first category Research result realisation was of greatest importance (36.6%). It is obvious that this was one of the basic ways seeking to strengthen educational research and educational practice relationship. Teachers' expressed opinion allows claiming that two action directions would influence research result realisation. The first direction was dissemination (29.3%). The teachers claimed that seeking research result dissemination, it was necessary to introduce teachers with the research results (7.3%), to spread good experience (4.8%). In their opinion, it was necessary to announce research results at schools; publicising activities were important; wider educational research dissemination was necessary; it was important to present more publications on the internet or in another pedagogical space, and so on. The second direction was practical realisation (7.3%). Seeking that practical research result realisation take place, in teachers' opinion, it was important to present concrete practically realisable recommendations conducting research; to analyse research-based recommendations; to direct research to practical problem solving; to constantly search result employment possibilities.

The second category, according to its importance, was Research organisation (33.9%), revealing teachers' opinion about the possibility to strengthen the relation between educational research and education practice. Having analysed teachers' opinion, three important research organisation aspects emerged. Firstly, in teachers' opinion, seeking to strengthen educational research and educational practice relation organising educational research, researcher and practitioner collaboration (15.8%) was necessary.

Teachers indicated that it was necessary to strengthen collaboration between researchers and teachers (external effect), collaboration between educational researchers and practitioners had to be more active; educational research organisation had to be common work of a theorist and a practitioner. Secondly, teacher/practitioner research should be important (14.5%). Teachers pointed out that practitioners should conduct research; teachers themselves should more participate in research activity. Thirdly – organising research, relationship with practice was necessary (3.6%). Teachers indicated that researchers should be more interested in educational practice; researchers conducting research should at least temporarily work practically.

The third, according to its importance, was the category Teacher competence development (29.5%). This category reveals that seeking to strengthen educational research and educational practice relationship, teachers should have necessary competences. Teachers' expressed opinion allows claiming that first of all, events for the teachers (19.8%): practical seminars, conferences, meetings with competent pedagogues practitioners conducting such research (anyway, teachers participating in the research indicated seminars six times more than any other forms of events) would be of service. Teacher teaching (4.9%), motivation encouragement (4.8%) were also important.

Teachers' opinion about possessed expectations from educational research and researchers was analysed. The obtained results enabled discerning three categories: Support provision for the teacher, Research organisation improvement, Research result publicising (Table 7).

Table 7

Teachers' expectations related to educational research and researchers

Category	N (%)	Subcategory	N (%)	Subcategory components	N (%)
Provision of support for the teacher	37 (53.2)	Provision of practical advice	29 (41.9)	To provide practical advice/ advice for teachers	13 (18,6)
				Necessary concrete recommendations for teachers	5 (7.2)
				To provide certain insights	3 (4.3)
				To provide clear and concrete conclusions	3 (4.3)
				To provide practical use, but not only research just for research	3 (4.3)
				To provide support for the teachers	2 (2.8)
				To involve teachers in research	4 (5.7)
		Organisation of the teaching	8 (11.3)	Train teachers	2 (2.8)
				Practical activities are necessary	1 (1.4)
				To improve knowledge, to find out novelties	1 (1.4)
		Researcher and teacher collaboration	9 (12.7)	Closer/nearer scientist collaboration with teachers	6 (8.6)
				Bigger intercommunication and collaboration with teachers	2 (2.8)
				Qualitative collaboration and teachings	1 (1.4)
Research organisation improvement	21 (29.8)	Feedback assurance	6 (8.6)	Various questionnaires usually reach schools, but the results are not known	3 (4.3)
				Lack of research result feedback	3 (4.3)
		Relation with practice strengthening	4 (5.7)	In order research corresponds to practice	3 (4.3)
				It is necessary to solve problems, not only to reveal them	1 (1.4)
		Content actualisation	1 (1.4)	It is important to go deep both into universal and specific things	1 (1.4)
		Research ethics	1 (1.4)	Researchers have to adhere to ethical principles	1 (1.4)
Research result publicising	12 (17.0)	Dissemination	12 (17.0)	Bigger research result dissemination	6 (8.6)
				To create an interactive basis of educational research and researchers	3 (4.2)
				In order research does not remain only in paper	2 (2.8)
				Concrete research description, visual material and so on	1 (1.4)

Note: Totally 70 semantic units were distinguished

The first category Provision of support for the teacher was the most significant (53.2%). The great majority of teachers expected provision of practical advice from educational research and researchers (41.9%). Teachers would like to be provided with practical advice; concrete recommendations; certain insights; clear and concrete conclusions. It was important for the teachers that research provided practical use, support, and was not research just for research. Teachers also expected organisation of the teaching (11.3%). They thought that it was important to involve teachers in research; to train teachers; to organise practical activities; it was important for the teachers to improve knowledge, to find out novelties.

The second category was Research organisation improvement (29.8%), showing that teachers expected better research organisation quality. Firstly, teachers expected researcher and teacher collaboration (12.7%). Teachers expected closer, nearer, direct, qualitative collaboration between scientists and teachers. Teachers expected feedback assurance (8.6%). They noticed that usually various questionnaires reached schools, but the results were not known. Teachers expected relation with practice strengthening (5.7%). It was important for them that the research corresponded to practice; it was important to solve problems, and not only to reveal them. Teachers expected content actualisation from educational research and researchers (1.4%) i.e. it was important to go deep both into universal and specific things. It was hoped for the research ethics assurance (1.4%) i.e. it was important that researchers adhered to ethical principles.

The third, according to its importance, was the category Research result publicising (17.0%). It is obvious that teachers expected better research result dissemination. Teachers would like that an interactive educational research and researchers' basis was created, that research did not remain only in paper, they would like concrete research description, visual material and so on.

Having carried out teachers' opinion analysis about professional improvement needs regarding educational research accessibility/availability and its use in educational practice, two categories were formulated: Competence development and Research result usefulness (Table 8).

Table 8

Teachers' professional development needs in the aspect of educational research study accessibility/ availability and its use in educational practice

Category	N (%)	Subcategory	N (%)	Subcategory components	N (%)
Competence	44 (76.0)	Motivation to participate in teachings	33 (57.2)	Participate more in practical events	12 (21.0)
				More seminars on this topic	10 (17.2)
				It is always interesting to participate in seminars, conferences	4 (6.9)
				It is necessary to deepen knowledge in this sphere	4 (6.9)
				There is lack of abilities and knowledge	3 (5.2)
		Collaboration with colleagues	5 (8.6)	Share experience with colleagues using good examples	3 (5.2)
				Sharing experience with colleagues in this sphere	2 (3.4)
		Qualification raise	5 (8.6)	It is interesting to participate in qualification improvement events on this theme	2 (3.4)
				Additional learning is needed	2 (3.4)
				There are no possibilities for improvement	1 (1.7)
		Participation in research	1 (1.7)	Encourage teachers to participate in research	1 (1.7)
Research result usefulness	14 (24.0)	Research result applicability increase	9 (15.4)	Find out more about research use, applicability	4 (6.9)
				Real recommendations are desired	2 (3.4)
				Education research should be matched according to regions (take into consideration region peculiarities)	1 (1.7)
				More systemised research accessibility	1 (1.7)
				Only concrete research related to my practical work interests me	1 (1.7)
		Research result acceptability improvement	5 (8.6)	Actual research should be presented to school communities	3 (5.2)
				Important concrete recommendation dissemination	2 (3.4)

Note: Totally 58 semantic units were distinguished

The first category, Competence development, was of great significance (76.0%). It is obvious that the majority of teachers professional improvement needs in the aspect of educational research accessibility/ availability and its use in educational practice related to the new competence acquisition and development. Teachers' opinion analysis allows claiming that the development of these competences should take place in three directions. Firstly, teachers' motivation to participate in teachings should be encouraged and supported (57.2%). Teachers claimed that it was important to more participate in practical events; more seminars were necessary on this theme. They indicated that it was always interesting to participate in seminars, conferences, they acknowledged that it was necessary to deepen knowledge in this sphere, that there was lack of abilities and knowledge. Secondly, collaboration with colleagues was important (8.6%). Teachers noticed that it was important to share experience with colleagues in this sphere; to use good colleagues' examples. Thirdly, for the development of these competences, qualification raise was important (8.6%). The teachers noted that it was interesting to participate in qualification improvement events on this theme and additional learning was necessary. Fourthly, for the development of these competences, it was also important participation in research (1.7%) therefore, it was necessary to

encourage teachers to participate in a research study.

The second category, Research result usefulness, (24.0%) allows claiming that part of the teachers related professional improvement needs regarding educational research accessibility/availability and its use in educational practice firstly to research result applicability increase (15.4%) (it was important for the teachers to find out more about research use, application, real recommendations are desired, and educational research itself should be matched according to regions (to take into consideration region peculiarities and so on), secondly, to research result accessibility increase (8.6%) (actual research should be presented for school communities, concrete recommendation dissemination is important).

Discussion

The conducted research aimed to analyse primary school teachers' position on educational research question. It is obvious that complexity and uncertainty are characteristic features of education, teachers' professionality depends on their ability to make a good decision, to choose from various alternatives and to learn from their experience (Weinberger, 2018). The conducted research showed that teachers have both positive and negative positions regarding educational research. This supports the other researchers' position as well that teachers have mixed opinions both positive and negative (Behrstock-Sherratt, et al., 2011). One can think that a majority of teachers understand the use of educational research, first of all, as a possibility to improve educational practice. It is often stated in scientific literature that teacher research is a form of action research, research designed by practitioners, besides, first of all seeking practical purposes (Stringer, 2007). Such position is basically narrow because teacher research takes many forms and serves a range of purposes (Stremmel, 2007). In spite of positive educational research study evaluation, teachers rather rarely are interested in them. This also supports the other researchers' position, that teachers practitioners rarely use educational research (Lysenko et al., 2014).

The conducted research results affirm a large gap between educational research and educational practice. Teachers are poorly interested in scientific information resources except those that are easily acceptable. It has been noticed that senior teachers are significantly less interested in educational research and its results. One can agree with the other researchers' position that it would be necessary to value the gap between educational research and educational practice as a complex and differentiated phenomenon (Vanderlinde and van Braak, 2010). Finally, doubts exist due to educational research appropriateness for teachers because its performance from academic standpoint is rather strict (Rodrigues, 2008).

Support for the teacher in educational research methodology sphere is very important. Teachers relate big expectations to researchers, who according to them, could give qualified support. According to researchers, teachers develop scientific research and theory through their practice, theory and practice are seen as dialectical, determining one another (Lofthouse, 2014). Teachers need much bigger individual support (Hathorn and Dillon, 2018). Researchers accentuate that seeking to encourage teachers to do some research, certain stimuli are necessary for teachers, building a support network and support (Cochran-Smith and Lytle, 1990).

Research revealed that teachers discerned the necessity to strengthen educational research and educational practice relationship. One of the ways is teachers' involvement in research organising and conducting. The research studies carried out by other researchers show that self-involvement in research activity has influence on teacher practitioner opinion about educational research, and on their perceived abilities to carry out them (Cousins and Walker, 2000).

Teacher willing to accomplish the requirements raised for him and society's expectations, has to be open to novelties, creative, determined to constantly renew his knowledge, to know new teaching methods and teaching techniques. Therefore, research activity is educational practice part of a contemporary teacher enabling to deeper analyse educational situations. Contemporary teacher researcher is a practitioner constantly analysing their activity, conducting pedagogical activity research. However, not less important is teacher's ability to understand the importance of scientist researcher carried out educational research, the ability to use research results and recommendations organising educational process. It is highly probable that teacher who is interested in the newest education research and is able to use the research results, can more successfully construct the teaching content, teaching/learning methods and forms. The activity of such a teacher is more creative, more innovative, because constant interest in the newest educational research results can help the teacher to get answers to the emerging questions, to help deeper understand the educational process, to find problem solution ways, encourages to implement novelties and to create himself innovative ideas.

The research revealed the necessity to improve teachers' professional qualification in research

methodology sphere. Thus, it is important to motivate, to induce teachers participate in various qualification improvement events. If an assumption is made that research has influence on educational practice, it is important that teachers are provided wider opportunities to continue professional learning i.e. to provide them with knowledge and experience, in order they can productively involve both in carried out scientific research and to conduct the research themselves (Everton et al., 2002).

It is important to motivate the teachers to be interested in educational research results. It is obvious that teacher will be interested in educational research results and recommendations if they understand their importance and will see possible result applicability and effectiveness organising educational process. Therefore, it is necessary to help the teacher understand educational research content and practical use. It is necessary to encourage teachers not only to take part in educational research together with researchers, but also to participate in conferences, during which the newest research is presented, to induce interest in scientific press.

Conclusions and Implications

The majority of teachers thought that educational research provided significant use for their practical activity: influenced educational process organisation, teacher's improvement, helped to ascertain the situation of educational institution, improved students' achievements, helped to improve educational content. Part of the teachers thought that educational research had partial/little benefit, which was usually related to narrow practical activity. Only a small part of teachers thought that educational research was of no use/useless for their practical activity because research results were poorly accessible, not publicised or research results were worthless.

It has been stated that lack of teacher competence in this sphere usually determines the biggest gap between educational research and educational practice. Teachers lack preparation, motivation, there is lack of time. Part of the teachers pointed out that research result unacceptability and research unreliability determined the gap between educational research and educational practice.

In teachers' opinion, basic ways seeking to strengthen educational research and educational practice relationship were research result realisation (research result dissemination has to be improved and practical research implementation is necessary), research organisation (researcher and practitioner collaboration is necessary, teacher/practitioner involvement in research process, research relationship with practice actualisation) and teacher competence development (events for teachers are necessary, teacher training and motivation encouragement are important).

Teachers expected support for the teacher from educational research and researchers (practical advice, organisation of teaching), research organisation improvement (researcher and teacher collaboration is necessary, feedback assurance, content actualisation, research ethics) and research result publicising (research result dissemination and accessibility are necessary).

It has been stated that teachers relate professional improvement needs regarding educational research accessibility/availability and its use in educational practice to teacher competence development (it is necessary to motivate teachers to participate in teachings, raise qualification, participate in research, collaborate with colleagues), and to research result usefulness (it is necessary to improve research result accessibility and applicability).

The results of educational research should be implemented into pedagogical practice as soon as possible. Therefore, it is very important that teachers understand the practical significance of research and its positive impact on the educational process and would like to actively participate in educational research and use its results in practice. The most effective way to help teachers inform about new research and ideas would be through a pedagogical press/media. Of course, some teachers use specialized websites (e.g., www.ikimokyklinis.lt - for pre-school professionals and parents), where teachers share their experiences, are introduced to didactic innovations and educational research. However, not all subject teachers are linked by such sites. Lithuanian primary school teachers have gathered in several Facebook groups, but here they more often solve problems that arise here and now, share the educational experience. Effective methodological practical conferences, special presentation days of educational research, etc. are effective for the dissemination of educational research. During them, appropriate conditions are created for researchers to present their research, discuss with practitioners, reveal the practical use of research, and answer questions important to teachers. This would ensure the dissemination of research results and ideas, reduce the gap between theory and practice, and encourage collaboration between researchers and teachers. Teachers and students who participate in the research receive feedback, which usually motivates them to achieve even better results. Researchers themselves must listen to the expectations

of practitioners and provide practical guidance based on the results of their research, and guarantee practitioners feedback on the practical benefits of research.

It is no less important to involve teachers in the organization and conduct of educational research itself. Likely, such activities would positively promote the cooperation of younger and older teachers in schools, influence the motivation of some teachers to use research results in pedagogical practice, increase confidence in research results, promote cooperation between theorists and practitioners.

To reduce the gap between educational research and educational practice, it is important to provide special training and continuous in-service training for teachers, during which their research competence would be developed. This would strengthen teachers' confidence in their abilities, encourage initiative, interest in searching for new ideas, and help to gain a deeper understanding of the benefits of educational research.

Acknowledgments

References

Bitinas, B. (1998). *Ugdymo tyrimų metodologija* [Educational research methodology]. Jošara.

Bitinas, B. (2002). *Pedagoginės diagnostikos pagrindai* [Basics of pedagogical diagnostics]. Vilniaus pedagoginio universiteto leidykla.

Bitinas, B., Rupšienė, L., & Žydžiūnaitė, V. (2008). *Kokybinių tyrimų metodologija* [Qualitative research methodology]. Socialinių mokslų kolegija.

Beycioglu, K., Ozer, N., & Ugurlu, C. T. (2010). Teachers` views on educational research. *Teaching and Teacher Education, 26*(4), 1088-1093. https://doi.org/10.1016/j.tate.2009.11.004

Behrstock-Sherratt, E., Drill, K., & Miller, S. (2011). *Is the supply in demand? Exploring how, when, and why teachers use research* (Revised Edition). AIR: American Institute for Research. https://www.air.org/sites/default/files/downloads/report/Exploring%20How%20Teachers%20Use%20Research_Jan%2011.pdf

Broekkamp, H., & van Hout-Wolters, B. (2007). The gap between educational research and practice: A literature review, symposium, and questionnaire. *Educational Research and Evaluation, 13*(3), 203-220. http://dx.doi.org/10.1080/13803610701626127

Cekic, O., Ozturk, H., & Apaydin, S. (2018). Teachers' views on educational research. *Ahi Evran University Journal of Kirsehir Education Faculty, 19*(1), 880-902.

Cousins, J. B., & Walker, C. (2000). Predictors of educators' valuing of systematic inquiry in schools. *Canadian Journal of Program Evaluation*, Special Edition, 25–52.

Cochran-Smith, M., & Lytle, S. L. (1990). Research on teaching and teacher research: The issues that divide. *Educational Researcher, 19*(2), 2-11. https://doi.org/10.3102/0013189X019002002

Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.

Dezin, N. K. (1970). *The research act: A theoretical introduction to sociological methods*. Aldine Publishing.

Drill, K., Miller, S., & Behrstock-Sherratt, E. (2013). Teachers' perspectives on educational research. *Brock Education: A Journal of Educational Research and Practice, 23*(1), 3-17 https://doi.org/10.26522/brocked.v23i1.350

Ekız, D. (2006). Primary school teachers' attitudes towards educational research. *Educational Sciences: Theory & Practice, 6*(2), 395-402. https://www.academia.edu/1469940/Primary_School_Teachers_Attitudes_towards_Educational_Research

Everton, T., Galton, M., & Pell, T. (2002). Educational research and the teacher. *Research Papers in Education Policy and Practice, 17*(4), 373-401. https://doi.org/10.1080/0267152022000031388

Gall, M. D., Borg, W. R., & Gall, J. P. (2003). *Educational research: An introduction* (7th Ed.). Pearson.

Geležinienė, R. (2006). Mokytojas kaip tyrėjas: koncepto operacionalizacija ir veiklos perspektyva ugdant emocijų ir elgesio problemų turinčius vaikus [Teacher as a researcher: Operationalisation of the concept and prospects in educating students with emotional and behaviour difficulties]. *Specialusis ugdymas / Special Education, 2*(15), 27–36.

Guščinskienė, J. (2002). *Taikomoji sociologija: struktūrinės loginės schemos ir komentarai* [Applied sociology: Structural logical schemes and comments]. Technologija.

Gu, L., & Wang, J. (2006). School-based research and professional learning: An innovative model to promote teacher professional development in China. *Teaching Education, 17*(1), 59-73. https://doi.org/10.1080/10476210500528079

Hathorn, C., & Dillon, A. M. (2018). Action research as professional development: Its role in education reform in the United Arab Emirates. *Issues in Educational Research, 28*(1), 99-119. http://www.iier.org.au/iier28/hathorn.pdf

Janiūnaitė, B. (2004). *Edukacinės novacijos ir jų diegimas* [Educational innovations and their implementation]. Technologija.

Lamanauskas, & Augienė, D. (2016). Scientific research activity of students pre-service teachers of sciences at university: Significance, readiness, effectiveness and career aspects. *Journal of Baltic Science Education, 15*(6), 746-758. http://www.scientiasocialis.lt/jbse/?q=node/539

Lamanauskas, V., Augienė, D., & Makarskaitė-Petkevičienė, R. (2020). Primary school teachers' educational research: Educational practice and professional development context, *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 8*(3), 1-18.

Langdridge, D., & Hagger-Johnson, G. (2009). *Introduction to research methods and data analysis in psychology.* Pearson Education.

Lofthouse, R. M. (2014). Engaging in educational research and development through teacher practitioner enquiry; a pragmatic or naïve approach? *Education Today, 64*(4), 13-19. http://eprints.leedsbeckett.ac.uk/3951/

Lysenko, L. V., Abrami, P. C., Bernard, R. M., Dagenais, C., & Janosz, M. (2014). Educational research in educational practice: Predictors of use. *Canadian Journal of Education, 37*(2), 1-26. https://journals.sfu.ca/cje/index.php/cje-rce/article/view/1477

Mayring, P. (2002). Qualitative content analysis: Research instrument or mode of interpretation? In M. Kiegelmann (Ed.), *The role of the researcher in qualitative psychology* (pp. 139-148). Ingeborg Huber.

Marcos, J. J. M., & Tillema, H. (2006). Studying studies on teacher reflection and action: An appraisal of research contributions. *Educational Research Review, 1*(2), 112-132. https://doi.org/10.1016/j.edurev.2006.08.003

Merriam, S. B. (1998). *Qualitative research and case study applications in education. Revised and expanded from" Case study research in education"* (2nd ed.). Jossey-Bass Publishers. https://eric.ed.gov/?id=ED415771

Mockus, K. (2011). Mokslinis ugdymo (-si) veiksnių pažinimas mokykloje – pilietiškumo ugdymo požymis [The scientific knowledge of educational factors at school – the educational feature of public spirit]. *Tiltai, 3*(56), 215-226.

Morse, J. M. (1994). Designing funded qualitative research. In Denizin, N. K., & Lincoln, Y. S. (Eds.), *Handbook of qualitative research* (2nd Ed). Sage.

Morse, J. M. (1991). Approaches to qualitative-quantitative methodological triangulation. *Nursing research, 40*(2), 120-123. https://journals.lww.com/nursingresearchonline/Citation/1991/03000/Approaches_to_Qualitative_Quantitative.14.aspx

Neuman, W. L. (1997). Social research methods: Qualitative and quantitative approaches (3rd Ed.). Allyn and Bacon.

Nezvalova, D. (2011). Can be the preservice science teacher a researcher? *Problems of Education in the 21st Century*, 37, 90-97. http://www.scientiasocialis.lt/pec/node/files/pdf/vol37/90-97.Nezvalova_Vol.37.pdf

Pečiuliauskienė, P. (2008). Būsimųjų mokytojų tiriamosios veiklos ir vadovavimo tiriamajai veiklai kompetencija: palyginamasis aspektas [Pre-service teachers' competence in research and conducting research activity: The comparative aspect] *Pedagogika / Pedagogy*, 91, 35- 41.

Rodrigues, S. (2008). An appraisal of the criticisms of educational research in recent years. *Education-Line*, 1-4. http://ecommons.aku.edu/pakistan_ied_pdck/50

Shreeve, A. (2004). Doing and using educational research: Engaging researchers, practitioners and policy makers in productive partnerships. *Educar, 34*, 85-95. https://www.raco.cat/index.php/Educar/article/download/20801/20641

Stankevič, E. (2014). Būsimų anglų kalbos mokytojų edukacinių tyrimų samprata: Lietuvos edukologijos universiteto atvejis [The concept of educational research for future English language teachers: The case of the Lithuanian University of Educational Sciences]. *Kalba ir kontekstai / Language in Different Contexts, 6*(1), 260-271.

Stevens, J. P. (2012). *Applied multivariate statistics for the social sciences.* Routledge.

Stremmel, A. (2007). The value of teacher research: Nurturing professional and personal growth through inquiry. *Voices of Practitioners, 2*(3), 1-9. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/pubs/Value%20of%20Teacher%20Research.pdf

Stringer, E. T. (2007). *Action research* (3rd Ed.). Sage.

Vanderlinde, R., & van Braak, J. (2010). The gap between educational research and practice: Views of teachers, school leaders, intermediaries and researchers. *British Educational Research Journal, 36*(2), 299-316. https://doi.org/10.1080/01411920902919257

Vilkonis, R., & Vilkonienė, M. (2009). Lietuvos bendrojo lavinimo mokykloje pedagogų atliekami edukaciniai tyrimai: situacijos analizė [Teachers' educational researches carried out at the Lithuanian comprehensive school: The situation analysis]. *Mokytojų ugdymas / Teacher Education, 12*(1), 44-57.

Weinberger, Y. (2018). Using qualitative research methods to cope with the educational complexity. *Journal of Education and Human Development, 7*(1), 135-145. https://doi.org/10.15640/jehd.v7n1a16

Occupational Burnout and its Relation to Academic Staff Performance at Al Ain University, College of Education (Evaluation Study)

Suad Abdelkareem Alwaely[1], Hani Yousef Jarrah[1]*

[1]Al Ain University, Abu Dhabi, UAE, e-mail: alwaely_s@yahoo.com; h.jarrah12@yahoo.com

Abstract: This study aims to identify the occupational burnout and its relation to teaching performance among Al Ain University (AAU) academic staff. The sample of the study consisted of 60 male and female teachers of Al Ain University First Directorate of Education. The researchers designed two tools for the study, represented in occupational burnout questionnaire for teachers and teaching performance questionnaire. The results show that teachers in the education college in AAU have a moderate level of occupational burnout. There are differences in the occupational burnout level for the favor of females, and differences in teaching experience for the favor of 10 years and more. The researchers ascribe this result to increased workloads and stress that female teachers face. Female teachers are more exposed to occupational burnout than male teachers because female teachers also face loads in connection with household and family concerns. There is as well an inverse relationship with statistical differences between occupational burnout level for teachers and their performance level. The study results in many recommendations and suggestions.

Keywords: occupational burnout, teachers, teaching performance, teaching experience.

Introduction

Occupational burnout is a response to the impacts that affect the teacher, such as workload, which increases his/her personal commitments and responsibilities, due to these responsibilities, the teacher may start to feel psychological exhausting, therefore, it might affect his/her performance (Lastovkova et al., 2018).

Occupational burnout is a phenomenon that leads to physical exhaustion, emotional fatigue, and psychological disorders, in addition to a negative effect on teacher's attitude toward his/her job and his/her educational outcomes. Therefore, studying the occupational burnout comes with positive results for the teacher and the educational process, by avoiding negative impacts, helping the teacher to fulfill his/her needs, to achieve job satisfaction, to remove problems and obstacles that hinder him/her from achieving the required psychic wellness (Torkaman et al., 2017).

Self-exhaustion, depersonalization, and underestimating personal achievements are the dimensions of occupational burnout. The first dimension shows a feeling of loss of power and exhaustion of emotional and psychological resources. In the second dimension, a teacher shows indifference for what others feel and uses inappropriate words. In the third dimension, a teacher tends to negative self-esteem, feels less efficient and demonstrates a decline in performance (Bawakid et al., 2017).

Rehman, S.u. et al., (2017) define occupational burnout as a condition of an individual when he/she feels that his/her requirements are not fulfilled and his/her expectations are not met, accompanied with disappointment, psychological and physical symptoms that lead to low self-esteem, and burnout evolves gradually with time. Atiyat (2017) define it as a psychological condition that makes individuals feel exhausted and tired, resulting from extra burdens, makes them feel that they are unable to endure these burdens. Such worker's condition might also affect those people who work (or are in close contact) with them.

Alfarra (2004) and Kim, Jörg and Klassen (2019) mention that the educational sector is one of the most vulnerable sectors to occupational burnout due to teacher's workload. Education sector is a cornerstone for society, thus, reducing occupational burnout is necessary for teachers to achieve education quality, otherwise, job perfection and the desired teaching outcome will not be achieved.

Alfarra (2004) defines teaching performance by a method that shows teacher's possession of necessary teaching skills. Davis (2017) defines it by teacher's performance and achievement within the

[*]Corresponding author: alwaely_s@yahoo.com

available circumstances and capacities regardless of the efforts and time it takes.

Bal-Taştan et al., (2018) sees the necessity to involve teachers in making the decisions related to education, also, to prepare the curricula with teachers' collaboration as long as the achievement evaluation is not separated from teaching methods. It is certainly that school management system and teachers' overall performance will gain more benefits by involving teachers in decision-making process.

The researchers point out that teachers' occupational burnout results from their work environment, which is represented by overloaded curricula when compared with the estimated time schedule to cover it, its inappropriateness for students' capacities, low salaries, increased teaching load, lack of parents' involvement, and other issues. The said should stimulate the principals and supervisors to do their best to reduce the factors that lead to teachers' burnout.

Abu Masoud (2010) aimed to identify the occupational burnout phenomenon for administrative employees working within the Ministry of Education in Gaza Strip. The author studied occupational burnout causes, and how to deal with them. The results showed that employees were generally suffering from a medium level of occupational burnout in two aspects (emotional exhaustion and depersonalization), while the burnout level was low in the aspect of personal achievement.

Besides, Anthony-McMann al., (2017) aimed to identify the impact of stress and occupational burnout on the occupational performance in various workplaces. The results showed that job stress led to occupational burnout and employees became unable to achieve perfect results.

Woodhead, Northrop and Edelstein (2016) aimed to identify the impact of job stress and social support on occupational burnout among long-term care nursing staff. The results showed that job stress was associated with emotional exhaustion, depersonalization, and low-level of achievement, while social support, on the contrary, decreased occupational burnout.

In addition, Altalla' (2015) aimed to identify the occupational burnout and its causes for workers in Gaza Governorate Electricity Distribution Company. The results showed a medium degree of burnout for the employees, a high degree of emotional exhaustion, a moderate degree of depersonalization, but a small number of workers with low-level of achievement.

Harzallah (2018) discussed Palestinian teachers' occupational demands and their performance. The authors assessed current training programs, time allocated for studies, training place, and potentials.

Ward and Ayvazo (2016) discussed a strategy to develop teaching performance for physical education teachers and its impact on teaching outcomes for elementary stage students. Most important results were that the suggested strategy had a positive impact on teaching performance level for physical education teachers.

Besides, some researchers aimed to identify the occupational burnout for teachers in Gaza Strip (Alfarra, 2004) and its relation to their teaching performance level and career compatibility (Kim, Jörg and Klassen, 2019). The results showed that there was no significant relationship between the level of occupational burnout and teaching performance level, and there was a significant negative relationship between the level of burnout and the level of career compatibility.

So far, research on teaching staff burnout does not provide a sufficiently clear answer to what critical factors regarding gender, social differences and experience influence the rate of burnout and, accordingly, the impact on which factors can eliminate this phenomenon. Most studies, as indicated above, arrive at a similar definition of factors, but often disagree in assessing their significance or pre-dominant influence. With regard to research on this topic in the Arabic-speaking region of the Middle East, most of the studies carried out are significantly outdated (up to 10 years or more) and need updating due to significant socio-economic and technological changes in this region. It is the partial elimination of these two gaps in research that is intended to close this research.

Study Problem and Questions

Teachers might suffer from occupational burnout due to the importance of their mission, tasks, and the role they play. The nature of teacher's job makes him/her vulnerable to depression due to such job stresses as intensive curriculum, crowded classrooms, inability to control some students' behavior, lack of communication between the management and the teacher, in addition to low income. In order to take care of their job, teachers should work on eliminating the obstacles that lead them to lose psychological satisfaction, they are to overcome job stress, reduce occupational burnout, and its negative results (Nuri, Demirok and Direktör, 2017).

Therefore, it is needed to identify the relationship between occupational burnout and teaching performance among teachers at Al Ain University. The study tries to answer the following questions:

(1) What is the level of burnout among teachers at Al Ain University of Science and Technology?

(2) Are there significant statistical differences (α<0.05) in the level of teachers' burnout that could be ascribed to the variables (gender, scientific qualification, teaching experience)?

(3) Are there significant statistical differences (α<0.05) between the level of teachers' burnout and their teaching performance?

The Importance of the Study

(1) Theoretical importance: the study provides a profound understanding of the nature of teachers' occupational burnout, its factors, teaching performance, and means to overcome occupational burnout.

(2) Practical importance: the tools and results of the study can be applied while creating a preventive program that diagnoses occupational burnout phenomenon among teachers and finds the proper methods to reduce it.

Material and Methods

The researchers used the descriptive method, as it was appropriate for the goals and the nature of the study.

Population and sample of the study

The population of the study consisted of 60 teachers (28 female and 32 male) from Al Ain University. The study was conducted during 2018-2019. The researchers followed the random method by distributing 60 questionnaires to the population of the study; therefore, the sample of the study consisted of 60 male and female Arabic language teachers.

Tools of the study:

Occupational Burnout questionnaire: the researchers used a questionnaire to collect data related to the goal of the study; the questionnaire consisted of 30 items in its final version.

Teaching performance questionnaire (consisted of 30 items in its final version).

Tools' Validity and Reliability

Both questionnaires were presented to a group of specialized and experienced referees. Items were modified and rephrased based on referees' opinions. Then, occupational burnout and teaching performance questionnaires were formed. To verify the reliability of the tools they were applied on a separate sample, exterior to the study sample. This separate sample consisted of 20 male and female teachers. Pearson correlation was calculated and Cronbach's alpha formula was applied to evaluate the reliability of the study tools (see table 1).

Table 1.
Pearson correlation and Cronbach's alpha

Study tool	Cronbach's alpha	Pearson correlation
Occupational burnout questionnaire	0.88	0.77
Teaching performance questionnaire	0.83	0.78
Total	0.93	0.76

* Statistically significant at the level (α≤0.05)

Procedural definitions

Occupational burnout: a state of physical exhaustion, emotional exhaustion, which a teacher feels due to severe and continuous job pressures. Occupational burnout was analyzed in this study with the help of questionnaires prepared for this purpose.

Teaching performance: teacher's work toward achieving his/her educational goals during the class or the semester. Teaching performance is measured with the help of questionnaires prepared for this purpose.

Procedures of the study

To achieve the goals of the study, the following procedures were done:
(1) Problem statement, identifying the importance of the study and its theoretical framework.
(2) Determining the population and the sample of the study.
(3) Forming the tools of the study, verifying their validity and reliability.
(4) Tools of the study were applied to measure the level of occupational burnout and its relation to teaching performance among teachers in AAU.
(5) Data processing through SPSS and performing statistical analysis.

Statistical analysis:
(1) Tools' reliability evaluation using Pearson method and Cronbach's alpha.
(2) Means and standard deviations for the sample responses.
(3) Three-way ANOVA for demographic variables (gender, qualification, experience).
(4) Scheffe test for post hoc comparisons according to the experience variable.

Limitations of the study

The study is limited to a sample of Arabic language teachers at Al Ain University for the academic year 2015-2016. Both tools of the study were verified for validity and reliability.

Results

Results related to the first question of the study: "What is the level of burnout among teachers at AAU?"

To answer this question, means and standard deviations were calculated for the responses of the sample to the questionnaire items related to occupational burnout, as shown in Table 2.

Table 2.
Measuring respondents' attitudes towards occupational burnout, descending according to the mean

Rank	Number	Item	Mean	Standard Deviation	Evaluation degree
1	30	I feel it hard to set down and feel relaxed after one day of teaching	4.71	0.58	Moderate
2	15	I would leave my job if I found another one	3.79	0.96	Moderate
3	28	I feel depressed because of my job	3.65	0.85	Moderate
4	10	I lose my temper when my students do not do the tasks I give them	3.59	0.81	Moderate
5	14	I deal quietly with my nervous students	3.58	0.79	Moderate
6	26	I feel worried because this job increases emotional burnout	3.58	0.82	Moderate
7	5	I intentionally go late to work	3.56	0.84	Moderate
8	16	I feel content when I do not show up to work	3.56	0.74	Moderate
9	9	I feel that my relationship with my students is negative	3.55	0.76	Moderate
10	6	I feel continuous exhaustion when I wake up and I know that I have to face a new day	3.54	0.78	Moderate
11	8	I feel that I am emotionally exhausted	3.51	0.84	Moderate
12	17	I can easily create a soothing environment with my students	3.51	0.74	Moderate
13	4	I feel that the students blame me for the problems they face	3.50	0.84	Moderate
14	19	I feel that my students' attitudes increase my job pressures	3.49	0.80	Moderate
15	3	I deal effectively with my students' problems	3.48	0.74	Moderate
16	13	I feel psychological stress for doing this job	3.48	0.76	Moderate
17	25	I have done a lot of good things in my current job	3.44	0.73	Moderate
18	27	I feel that I have become harsh with people because of my work as a teacher	3.43	0.81	Moderate
19	12	I feel low motivation toward working as a teacher	3.38	0.70	Moderate
20	23	The management gives me the appreciation I deserve	3.34	0.71	Moderate
21	1	I think that job stress that I face is because of my physical illness	2.99	0.84	Low
22	22	I feel that I deal with some students as objects, not humans	2.63	0.66	Low
23	2	I find it hard to control my temper due to my teaching job	2.62	0.71	Low
24	24	I feel that I have a positive effect on others	2.61	0.70	Low
25	18	I feel depressed due to my teaching job	2.54	0.67	Low
26	20	I feel exhausted due to my teaching job	2.54	0.77	Low
27	21	I feel that I affect positively others' life by performing this job	2.52	0.74	Low
28	7	I feel distress when one of my students discusses something with me	2.51	0.73	Low
29	11	I feel happy and content after working with my students	2.45	0.75	Low
30	29	I would have worked better as a teacher if I had not faced too many problems	2.42	0.81	Low
Occupational burnout as a whole			3.25	0.25	Moderate

Table 2 shows that means of respondents' ratings of items relating to occupational burnout range from 2.42-4.71. Item 30 ("I feel it hard to set down and feel relaxed after one day of teaching") ranked first with a mean of 4.71 and moderate evaluation degree. Item 29 ("I would have worked better as a teacher if I had not faced too many problems") ranked last with a mean of 2.42 and low evaluation degree. Occupational burnout as a whole scored 3.25 with a moderate evaluation degree. The latter points out that occupational burnout degree among AAU teachers is moderate. The researchers attribute it to the result of multiple workloads that make a teacher vulnerable to occupational burnout. Workers in public sectors in general, especially in teaching sector, suffer from a lack of social support from family, supervisors, and colleagues. Thus, teachers feel psychological insecurity while performing their job, especially when they face difficulties or threats and recognize that they are not capable to face them anymore and that they need assistance.

The study sample does not suffer from high occupational burnout; the researchers ascribe this to low psychological stress in teachers of the study sample. Besides, positive stress contributes to individual's ability to endure and direct attention toward the need, and to reevaluate the situations and avoid conflicts with others. Pressures of this kind may as well add a sort of pleasure to life.

Results related to the second question: "Are there significant statistical differences (α<0.05) in the level of teachers' burnout that could be ascribed to the variables (gender, scientific qualification, teaching experience)?"

To answer this question, means and standard deviations were calculated for the sample responses regarding teachers' burnout in relation to the variables (gender, scientific qualification, teaching experience). Three-way ANOVA analysis was applied, as shown in Table 3.

Table 3.
Means and Standard Deviations for sample responses about occupational burnout in relation to the variables (gender, scientific qualification, teaching experience) (n=140)

Variable	Level	Mean	Standard Deviation
Gender	Male	3.14	0.17
	Female	3.29	0.27
Qualification	BA	3.30	0.26
	Assistant, Associate professor	3.21	0.24
Experience	Less than 5 years	3.18	0.20
	5-10 years	3.13	0.20
	10 years or more	3.40	0.27

Table 3 shows differences among the means of sample responses about level of occupational burnout ascribed to the variable (gender, qualification, experience). To identify the statistical significance of these differences, three-way ANOVA analysis was applied, as shown in table 4.

Table 4.
Results of Three-way ANOVA application

Source	Total squares	Degree of freedom	Mean of squares	F	Statistical Significance
Gender	0.28	1	0.28	5.64	0.02
Qualification	0.001	1	0.001	0.03	0.87
Experience	1.48	2	0.74	14.81	0.00
Error	6.74	135	0.05		
Total	1487.42	140			
Corrected Total	8.88	139			

Tables 3-4 show that:
(1) There are significant statistical differences at the level (α = 0.05) in the sample responses about the level of occupational burnout among AAU teachers ascribed to the gender variable. F value is 5.64,

which is statistically significant. While the mean of 3.29 in table 3 shows that the differences are in favor of females. The researchers ascribe this result to increased workloads and stress that female teachers face. This result can be justified by saying that female teachers are more exposed to occupational burnout than male teachers are since female teachers, in addition to workloads, also face loads on a personal level such as home routines, child care, etc. This result is contrary to the study of Alnouri (2011), who shows that males are more exposed to burnout than females are.

(2) There are no significant statistical differences at the level (α = 0.05) in the sample responses about the level of occupational burnout ascribed to qualification variable. F value is 0.03, which is not statistically significant. The researchers ascribe this result to the fact that all teachers with different scientific qualifications face similar circumstances and stress, which reduce the differences in the levels of their occupational burnout.

(3) There are no significant statistical differences at the level (α = 0.05) in the sample responses about the level of occupational burnout among AAU teachers ascribed to experience variable. F value is 14.81, which is statistically significant. In order to know the source of these differences, Scheffe test was applied for the post hoc comparisons, as shown in table 5.

Table 5.
Scheffe test results for post hoc comparisons of the levels of occupational burnout according to the variable of experience

Teaching experience	Mean	Less than 5 years	5-10 years	10 years and more
Less than 5 years	3.18		0.05	-0.22*
5-10 years	3.13			-0.27*
More than 10 years	3.40			

* Statistically significant at the level (α = 0.05)

Table 5 shows differences between the teaching experience of "less than 5 years" and "more than 10 years" in favor of "more than 10 years" with a mean of 3.40, while the mean for teaching experience "less than 5 years" is 3.18. The differences between teaching experience "5-10 years" and "more than 10 years" are in favor of the experience "more than 10 years". The researchers ascribe this result to the fact that teachers with long experience are more exposed to burnout compared to others. This result agrees with Alnouri (2011), who shows that there is an impact of the age variable on the occupational burnout, i.e., experienced teachers are the ones who suffer from teacher burnout most.

Results related to the third question: "Are there significant statistical differences (α≤0.05) between the level of teachers' burnout and their teaching performance?"

In order to answer this question, Pearson correlation coefficient was calculated between the level of occupational burnout among AAU teachers and their teaching performance, as shown inTable 6.

Table 6.
Pearson correlation coefficient between the level of AAU teachers' occupational burnout and their teaching performance

Field		Teaching Performance
Occupational burnout	Correlation coefficient	-0.19
	Statistical significance	0.03

Table 6 shows that the correlation coefficient value between occupational burnout and teaching performance is -0.19, which is a negative and statistically significant value at the level (α<0.05), which points out an inverse correlation between the level of occupational burnout among AAU teachers and their teaching performance. This result indicates low teaching performance as a result of high level of occupational burnout, namely, the more frequent and severe psychological burnout, the lower teaching performance level.

Discussion

The problem of teacher burnout is closely intertwined with the analysis of their teaching experience and analysis of the sources of stress and stress in teaching. While this study looks at significant burnout factors and groups of educators who are more prone to burnout, other researchers are focusing more on specific causes of burnout and stress (Abu Masoud, 2010; Atiyat, 2017). It should be noted that the results of various studies are in conflict with each other, as, for example, in the case of the study Alnouri (2011), which indicates a greater propensity for burnout of male teachers, while our study received the opposite result. The reason for the discrepancy can be both a systemic discrepancy in the formation of a sample from the general population of teachers, and the difference in the manifestation of a feature depending on the geographic region, ethnic characteristics and other factors that have not yet been sufficiently studied (Bawakid et al., 2017; Altalla', 2015).

Also, a number of studies on gender burnout or work exhaustion show mixed results. In different conditions and in different studies, a higher level of burnout is indicated either in men or in women, moreover, the factors of the bias in the assessment have not yet been thoroughly studied (Abu-Hilal and Kilani, 2018; Yorulmaz and Altinkurt, 2018; Al Serhan, 2020). Our study confidently demonstrates that among faculty members, fatigue prevails among women. There are objective social reasons for this, the traditional way of family in the region under study, in which a woman traditionally bears most of the family and household loads in addition to work (Garcia-Arroyo, Osca Segovia and Peiró, 2019).

The distribution of the factors determining burnout is still poorly studied. Researchers point out that the cause of burnout is stress, attempts to perform more functions, overwork, as well as a lack of adequate social support and correct distribution of labor (Alfarra, 2004; Kim, Jörg and Klasse, 2019; Davis, 2017). It is pointed out that these factors equally affect the majority of teachers, which is in line with the results of our study indicating that skill level does not affect burnout in any way. It remains an open question as to whether burnout can be stopped without drastic changes in educational management practices or changes in the social composition of teachers (Abu Masoud, 2010).

The researchers focus on teachers' feeling of ambiguity toward their role. Especially with the changes in the educational movement in the Arab world and the change in teachers' social position. The social significance of the teacher's role and his place in society may be the most significant block of predictors of burnout, because, as this study shows, there is no correlation between occupational burnout and teaching performance. Thus, teachers have become unable to achieve their goals within the available methods. The same result was expressed by Abu Masoud (2010), who showed that administrative employees, working in the Ministry of Education in Gaza, suffered from a medium level of occupational burnout in general. While Altalla' (2015) showed a medium degree of occupational burnout in employees of Gaza electricity distribution company.

One of the most important specific reasons for burnout, researchers say, is the teacher's extrarole functions (Rehman, S.u., et al., 2017). Extra-role performance behaviors or what is called organizational citizenship behaviors might impact teaching effectiveness as well, e.g. cause psychological burnout. The teacher, who has a day full of work, stress, demands, and problems to deal with, will suffer from frequent and severe psychological burnout, which will affect in future his/her teaching performance. This result agrees with Anthony-McMann et al. (2017), who showed that job stress led the employees to occupational burnout and they became unable to achieve perfect results.

Conclusion

The study was conducted during 2018-2019 on the sample consisted of 60 Arabic language teachers (28 female and 32 male) from Al Ain University. There are significant statistical differences at the level ($\alpha = 0.05$) in the sample responses about the level of occupational burnout among AAU teachers ascribed to the gender variable (F = 5.64), which is statistically significant, in favor of females. While the mean of 3.29 in table 3 shows that the differences are. The researchers ascribe this result to increased workloads and stress that female teachers face. This result can be justified by saying that female teachers are more exposed to occupational burnout than male teachers because female teachers also face loads on a personal level such as home routines, child care, etc. Contrary to earlier studies, there are no significant statistical differences ascribed to qualification variable. This result ascribes to the fact that all teachers with different scientific qualifications face similar circumstances and stress, reduced the differences in the levels of their occupational burnout. There are no significant statistical differences about the level of occupational burnout among AAU teachers ascribed to experience variable, but F value

Alwaely, S. A., & Jarrah, H. Y. (2020). Occupational burnout and its relation to academic staff performance at Al Ain University, college of education (evaluation study), *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 8*(3), 19-28.

is 14.81, which is statistically significant. Scheffe test was applied additionally it and shows the differences between teaching experience "5-10 years" and "more than 10 years" in favor of the experience "more than 10 years" (with a mean of F = 3.40). The researchers ascribe this result to the fact that teachers with long experience are comparably more exposed to burnout. The study emphasizes the need to provide teaching staff with specialized consultations and training for them to be able to cope with job stress and psychological burnout. It is also important to reduce workloads that increase vocational stress so that teachers can avoid occupational burnout. Further studies might focus on psychological burnout and its relation to job satisfaction among lecturers of Arab universities.

Acknowledgments

Conflict of interests
The authors declare no conflict of interest.

References

Abu Masoud, S. (2010). Occupational burnout phenomenon among management employees working within the ministry of education in Gaza strip – its causes and how to cure it. *MA thesis*, Islamic University. Gaza.

Abu-Hilal, M., & Kilani, H. (2018). Structure of Burnout among Omani Male and Female Teachers: Invariance of Structure across Gender. *Journal of Educational and Psychological Studies [JEPS], 12*(4), 739-749. http://dx.doi.org/10.24200/jeps.vol12iss4pp739-749

Al Serhan, O. (2020). Academic capitalism and faculty burnout: evidence from the United Arab Emirates. *Cypriot Journal of Educational Sciences, 15*(5), 1249-1274. https://doi.org/10.18844/cjes.v15i5.5176

Alfarra, I. (2004). Evaluating verbal summer-teaching performance for basic stage teachers. *Proceedings of the Quality in Teaching Conference,* University of Palestine. Gaza.

Alnouri, M. (2011). Measuring the dimensions of psychological burnout and its relationship to the demographic changes for the teaching committee in some colleges and institutes in Baghdad. *Journal of Management and Economic, 86,* 85-99.

Altalla', S. (2015). The fact of occupational burnout and its causes among the workers of Gaza Governorate Electricity Distribution Company. *Alazhar University Journal, Human Science Series, 1*(2), 181-214.

Anthony⬜McMann, P. E., Ellinger, A. D., Astakhova, M., & Halbesleben, J. R. (2017). Exploring different operationalizations of employee engagement and their relationships with workplace stress and burnout. *Human Resource Development Quarterly, 28*(2), 163-195. https://doi.org/10.1002/hrdq.21276

Atiyat, O. K. (2017). The Level of Psychological Burnout at the Teachers of Students with Autism Disorders in Light of a Number of Variables in Al-Riyadh Area. *Journal of Education and Learning, 6*(4), 159-174. http://doi.org/10.5539/jel.v6n4p159

Bal-Taştan, S., Davoudi, S. M. M., Masalimova, A. R., Bersanov, A. S., Kurbanov, R. A., Boiarchuk, A. V., & Pavlushin, A. A. (2018). The impacts of teacher's efficacy and motivation on student's academic achievement in science education among secondary and high school students. *EURASIA Journal of Mathematics, Science and Technology Education, 14*(6), 2353-2366. https://doi.org/10.29333/ejmste/89579

Bawakid, K., Abdulrashid, O., Mandoura, N., Shah, H. B. U., Ibrahim, A., Akkad, N. M., & Mufti, F. (2017). Burnout of physicians working in primary health care centers under Ministry of Health Jeddah, Saudi Arabia. *Cureus, 9*(11). https://doi.org/10.7759/cureus.1877

Davis, M. (2017). Teaching design: A guide to curriculum and pedagogy for college design faculty and teachers who use design in their classrooms. Simon and Schuster. Retrieved from https://idoc.pub/documents/teaching-design-a-guide-to-curriculum-and-pedagogy-for-college-design-faculty-and-teachers-who-use-design-in-their-classrooms-d4p7qv0mg94p

Garcia-Arroyo, J. A., Osca Segovia, A., & Peiró, J. M. (2019). Meta-analytical review of teacher burnout across 36 societies: the role of national learning assessments and gender egalitarianism. *Psychology & Health, 34*(6), 733-753. https://doi.org/10.1080/08870446.2019.1568013

Harzallah, H. (2018). Palestinian Teachers' Views on the Factors That Limit Students' Creativity and Some Possible Strategies to Overcome Them. *Research In Social Sciences And Technology, 3*(2), 40-57. Retrieved from https://www.learntechlib.org/p/187522/

Kim, L. E., Jörg, V. & Klassen, R. M. (2019). A meta-analysis of the effects of teacher personality on teacher effectiveness and burnout. *Educational Psychology Review 31,* 163–195 https://doi.org/10.1007/s10648-018-9458-2

Lastovkova, A., Carder, M., Rasmussen, H. M., Sjoberg, L., de GROENE, G. J., Sauni, R., ... & Varga, M. (2018). Burnout syndrome as an occupational disease in the European Union: an exploratory study. *Industrial health, 56*(2), 160-165. https://www.jstage.jst.go.jp/article/indhealth/56/2/56_2017-0132/_pdf

Nuri, C., Demirok, M. S., & Direktör, C. (2017). Determination of self-efficacy and burnout state of teachers working in the special education field in terms of different variables. *Journal of Education and Training Studies, 5*(3), 160-166. https://doi.org/10.11114/jets.v5i3.2237

Rehman, S.u., Qingren, C., Latif, Y. & Iqbal, P. (2017). Impact of psychological capital on occupational burnout and performance of faculty members, *International Journal of Educational Management, 31*(4), 455-469. https://doi.org/10.1108/IJEM-

Alwaely, S. A., & Jarrah, H. Y. (2020). Occupational burnout and its relation to academic staff performance at Al Ain University, college of education (evaluation study), *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 8*(3), 19-28.

01-2016-0011

Torkaman, F., Farhang, S., Zakerian, S. A., Torkaman, M., & Niaragh, H. K. (2017). A study on the effect of job burnout and stress on job satisfaction among teachers of exceptional schools. *Pharmacophore, 8*(5), 18-24. Retrieved from https://pharmacophorejournal.com/storage/models/article/vNQjkPAuCJFOSdeRZEoVt9HYlrsRoQtmZkxgnPAOUncw68MmlJqLK3azxP9p/a-study-on-the-effect-of-job-burnout-and-stress-on-job-satisfaction-among-teachers-of-exceptional-.pdf

Ward, P., & Ayvazo, S. (2016). Pedagogical content knowledge: Conceptions and findings in physical education. *Journal of Teaching in Physical Education, 35*(3), 194-207. https://doi.org/10.1123/jtpe.2016-0037

Woodhead, E. L., Northrop, L., & Edelstein, B. (2016). Stress, social support, and burnout among long-term care nursing staff. *Journal of applied gerontology, 35*(1), 84-105. https://doi.org/10.1177/0733464814542465

Yorulmaz, Y. I., & Altinkurt, Y. (2018). The examination of teacher burnout in Turkey: A meta-analysis. *Turkish Journal of Education, 7*(1), 34-54. https://doi.org/10.19128/turje.348273

The Evaluation of Primary School Teacher Role on Research Activities

Akhatayeva Ulsana Borashkyzy[1*]*, Amirova Amina*[1]*, Sydykova Zukhra Eshtayevna*[2]*, Karabayeva Kulzariya Userkhanovna*[3]*, Dauletaliyeva Dinara Myktybaevna*[4]*, Bulshekbayeva Assem Issaevna*[5]

[1]Institute of Pedagogy and Psychology, Department of Pedagogy and Methods of primary education, KazNPU named after Abai, Dostyk ave., Almaty, Kazakhstan, e-mail: ulsana_a@mail.ru; amirova57@mail.ru
[2]Chair of Pedagogy, Faculty of Economics and Pedagogy, International Humanitarian and Technical University, Shymkent, Kazakhstan, e-mail: zuhra0007@mail.ru
[3]Chair of History of Kazakhstan and Law Faculty of Economics and pedagogy, International Humanitarian and Technical University, Shymkent, Kazakhstan, e-mail: kulzaria@gmail.com
[4]Chair of Pedagogy and Psychology, Faculty of Humanities and Pedagogy, University named after academician A.Kuatbekov, Shymkent, Kazakhstan, e-mail: dauletalieva_1984@mail.ru
[5]Department of preschool education and social pedagogy, KazNPU named after Abai, Dostyk ave., Almaty, Kazakhstan, e-mail: bulshekbaeva@mail.ru

Abstract: Many primary education programs, including the updated educational program in Kazakhstan, involve the creation and implementation of thematic units to prepare younger students for research activities. This approach is reflected in the integrated method of teaching and learning in primary classes. However, in cases where the research-based pedagogical approach is not used, it has become an urgent problem because it cannot meet the interest of students. Therefore, this article intends to study theoretical works on the preparation of primary school students for research, conduct experimental work on a small experimental site, and consider specific results. In theoretical terms, such works as content analysis, synthesis, generalization, survey, and diagnostics were organized. Analyzing the experimental work on the stages of identification and formation. Based on methodological materials to prepare students for research, we offer percentages.

Keywords: cognitive research, collective design, research activities, research algorithm, research-based learning, self-reflective research.

Introduction

In today's closely interconnected and multicultural world, it is important to develop self-learning skills of students to be accompanied by a dynamic pace of progress of the XXI century. The concept of scientific research, world views are formed in the interaction of students. The activity of joint research contributes to the formation of interaction and communicative communication, the development of creative opportunities, setting research goals (Roth, 2014), is used as a psychological basis in the educational process, as a guiding theory that provides great help to teachers. In the educational process, it is especially necessary to form synthesis, abstract, representative, generalizing, generalizing, systematizing, mental operations. Based on the psychological theory of activity of Talyzina (1975) created the theory of the formation stages of the motor action of the mind. He demonstrated the basics of three types of actions. The first is an incomplete action, which consists mainly of multiple errors and difficulties, the second type is based on minor additions, and the third takes place in its own very completely, based on actions.

In the process of interaction, data were obtained indicating the effectiveness of the study: they contribute to the formation of interaction and communication relations, self-regulation of students, the development of creative opportunities, setting research goals.

We show that the components of effective communication in the process of research activities develop communicative competence of students:

1. Creative nature of educational tasks,

2. Use in educational activities of personal experience of students, their own thoughts, concepts, and fantasies,

3. The content of the discipline (discipline of the humanitarian cycle),

4. Training system based on the principles of dialogical, open communication,

---

*Corresponding author: ulsana_a@mail.ru

5. Change of forms of interaction and interaction between the participants of the educational process,

6. Focus on expanding students ' initiative and their choice of learning goals and objectives.

A special influence on the development of personality has a creative nature of educational tasks. The introduction of creative tasks in the learning process at school-is a new direction in the search for new forms of education that are aimed at the creative development of the individual. The inclusion of the context of meaning and goals of students in educational activities is impossible without taking into account their personal experience, needs and interests. If education is not transformed on the basis of subjective experience, it will never matter to the student's personality (Read, 2020).

The state of effective communication provides many opportunities for use in the process of solving creative problems of individual, subjective experience of students (the Fund of their thoughts, concepts and fantasies). This allows for the independence of each student and ensures that students have access to learning activities with individual principles and values .

For the "change" of the meaning of the activity, the system of educational interaction acts as a successor. It is particularly important that the relationship between the participants of the educational process was open, reliable, as open dialogue contributes to the development of communicative competences of students. Another factor in the development of communicative competences in the conditions of open dialogical communication and interaction between the participants of the educational process (teacher, student) is the openness of dialogical communication and cooperation.

Materials and Methods

The study was conducted employing document analysis and related content analysis among the qualitative research methodology. The basic process in content analysis is to compile similar data within the framework of specified concepts and themes and interpret them organized in a way that readers can understand (Yildirim and Şimşek, 2008). Content analysis method reveals what kind of studies are done in which fields. To support these studies, an experimental study was conducted in a school in Almaty.

The experimental work was conducted in three stages, which included identification, formulation, final experiments in educational institutions identified as research bases. During the identification period, the aim was to determine the role of pupils and teachers in their research activities, their level of assessment, cognitive group research, collective research, prospects for collaborative and business communication. At the same time, questionnaires, tests were conducted to determine the peculiarities of pupils, the nature of their relationships and their relationships, their attitudes towards group, collective, dialogue, emotional relationships, and ability to communicate. These tests allowed the participants to prepare for work in the group, identify psychological barriers, and determine the direction of work on their correction.

Results

Directions of research idea

Table 1
Directions of research idea

Author 1	Definition 2	The main idea 3
Pirogov, N.I.	«There are elements of moral education in science that do not lose their importance. Pay and science, influencing the position of trainee reaches its achieved»	The tutor knew that the Sciences had a pupil in their heart. "Self-service is not only at the hands of someone, but also teaches this in our schools."
Ushinsky, K.D.	«It is necessary to teach a person to use this treasure, enriching knowledge»	Everyone has to be self-centered, and only when he learns to acquire this knowledge.
Vakhterov, V. P.	«Learners should find and find out the facts and think through scientific research methods»	Delivery of students to the position of researchers
Vsesvyatsky, B.V.	«Tool for Rebuilding the Rational Thinking System in the Context of Combat Problems to Change Life»	Research is related to work
Raikov, B.E.	«An effective factor that stimulates mentality and discipline»	Ability to make the student's own conclusions
Yagodovsky, K.P.	«A pupil's well-documented credentials or comparative analysis of some facts»	Creating a new formulation of the student
Lerner, I. Ya., Skatkin, M. N.	"The way of activity and self-development"	Formation of creative activity
Makarenko, A. S.	Pedagogical tool	«Student cognitive activity»
Davydov, V. V.	«The Living System of Research Thoughts»	«... the content and comprehensive disclosure of the training material must be consistent with the results of the research»
Khutorskoy, A.V.	organized action of a student to communicate with the environment and himself	«Learning through action»

It was found out that the factors influencing the formation of competencies during the study of pupils are: the creative nature of the research assignments, to analyze personal experience of students, to develop their own thoughts, ideas and fantasies, dialogue, open-minded expression, joint discussion, selection and execution of interesting tasks.

According to the theoretical research, primary schooling provides for the development of pupils at the expense of: providing opportunities for the development of research skills; actively develop skills to analyze and critically analyze any information received; self-reflection and independent, self-motivating thinking; understand and respond to major global challenges that occur in everyday life or at work. By studying the subjects taught in elementary grades, learners are expected to be responsible for their ideas by expanding their understanding (Turalbayeva et al., 2017).

Learners acquire the skills to build and develop their own thinking and judgment, carefully study and convincingly express their own ideas. For example, they learn to analyze and evaluate arguments and to think about thinking skills. They will also learn to use information efficiently through interdisciplinary communication.

Research algorithm

Table 2
Research algorithm

Stages	The main theme of the exercises	Types of questions
Correct	Allow students to work with themes. Identify issues that the students are interested in.	What is the theme? Why study this topic?
Preparing for the study	Identify what is already known for this topic. Identify the direction and form of work for students. Help you plan the workouts and exercises that you have to do on the topic.	What do we know about this topic? What do you think about this topic? Who else has convinced this? What do you think?
Research	Further motivation of students to education. Providing new information that will give you an answer to your questions. Other questions to consider in the future. Check students' knowledge, values and understanding. Help students to understand future exercises and work done.	What do we really want to know? What is the best way to do this? How do we collect information?
Sort by	Provide learners with specific ways of sorting and presenting information and ideas identified during the «research» period. Allow students to process and process information in a variety of ways. Allowing a wide range of results.	How can we sort the information? What kind of communication can we make? How can we make sure that the information is accurate, valuable, and available?
Progress ahead	Expand the themes and check the pupils' understanding of the topic. Provide more information to help pupils expand their scope of ideas.	What are the conclusions we have reached? What are some of the facts that we can justify? What do we do with the results? What can we do?
Contact setup	Help students make conclusions about what they learned. Allow the reflection of the learning process and its learning.	What did we conclude? What are some of the facts that we can justify? What do we do with the results?
Take action	Help students connect with their concept and life experience.	What can we do? What do you think about the topic now?

Deep learning depends on the skills of the teachers, so it is important for students to control their new knowledge with their previous knowledge. This process differs depending on the individual skills and abilities of each student. For this reason, teachers need to regularly assess individual students to help them identify and follow the next steps of the learning process.

Relationships with these terms will be as follows: expanding the student's research services, replacing the role of the performer with the role of the organizer, and creating the conditions for self-fulfillment of certain actions. The organization of students' research activities consists of stages such as reflexive analysis, modification of their own behavior, continuous improvement of themselves and stabilization of the reflection need, and because of which the structure of the person's communicative competence is formed.

An experiment was conducted to identify and analyze the situation in the content of these terms in the organization of students' research activities with experimental schools in Almaty. Students and teachers were interviewed and analyzed.

Thus, we can define, "basis for the preparation of pupils to research activities is through self-reflection research, cognitive research and periodic organization of collective-design studies."

Their formation is carried out based on relations established as pedagogical conditions. It can be described as the following pedagogical-psychological structure.

An important factor of student development is not only the level of their knowledge and skills, but also the system of teaching methods and tools used by the teacher to set up the entire learning process, which enables them to formulate mentally healthy activities. The teacher is thoroughly studying the diverse motives of his pupils and leads to the formation of stable motives for continuous education, self-discipline. Interactive methods play an important role in educating cognitive motivations within the

learning motives. Cognitive activity indicates that learning becomes easier, freer, more persistent, and more productive. Cognitive enthusiasm moves to cognitive necessity.

Work with the group allows students to solve several tasks simultaneously. The main thing - it develops communicative skills and competences, helps to establish emotional connection among schoolchildren, and educates them as it teaches teamwork and takes into account the opinions of their peers. At the same time, the use of the group during the lesson, as practice shows, will reduce the burden on the pupils, change their behavior, focus on the main subject matter.

Stages of teacher and student training in research activities

Table 3
Stages of teacher and student training in research activities

Stages of action	The content of action
1. Goal and motivation. Defining the subject and purpose of the project.	Learner: Analyze, search, gathering of different information. Teacher: to give his idea, motivation, help in setting tasks.
2. Formation of Concept: A) creation of base model on the basis of accumulated data. B) Formation of concepts. C) presenting their ideas	Learner: sets tasks and creates an action plan. Teacher: corrects, offers ideas, talks about the game.
3. Information collection (control, work with literature, questionnaire, experiment, etc.)	Learner: collects information. Teacher: controls, defines the general situation, manages the activity indirectly.
4. Information analysis, conclusions.	Learner: analyzes information. Teacher: corrects, monitors, advises.
5. Collective analysis and evaluation of results (oral and written report, assessment of the results of the research on the criteria set out)	Learners and teachers participate in collective bargaining, evaluate and use unused opportunities, creativity, and effectively utilize various auxiliary tools such as technical means, visual aids, and quality of reports.

The determination of the findings of the experiment demonstrated the low effectiveness of the content of the communication described in these terms. 59.3% of teachers in the control group, 64.5% of teachers in the experimental group, 52.4% of students in the control group, 49.3% of students in the experimental group were subjects of the subject, collective-dialogue, personal-reflex relationship low.
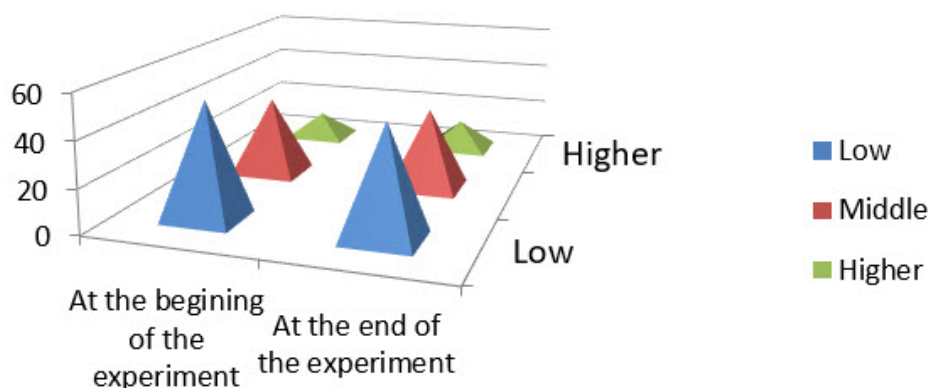
Figure 1. Chart of interest rates at the beginning and end of experimental group control group

It can be observed that the interest rates of participants to the experimental group remained the same as it was at the beginning of the experiment. This shows that there was no difference in interest of the experimental group, which puts them at the same level with the control group.
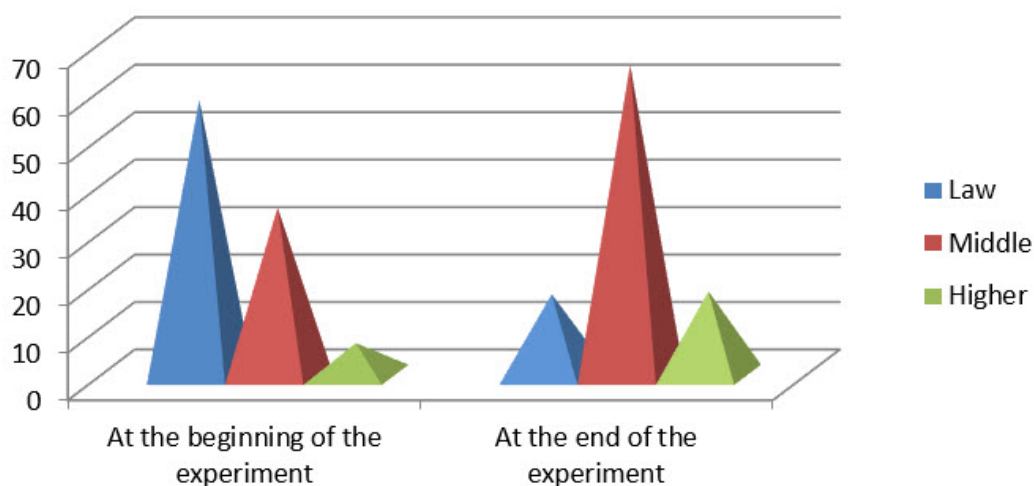
Figure 2. Chart of Experimental Group's Percentage Indicators at the Beginning and end of experiment

The results of this period are defined by the pedagogical conditions of research activities, methods and effective ways of introduction into practice, their types and methods and expected results are determined. The formation of mutual communicative competence according to our pedagogical conditions in our model has revealed that the student needs to expand research possibilities, to change the task role of the role of the organizer, to create the conditions for self-fulfillment of certain actions. As a result of the experimental study of the possibilities for the formation of communicative competence of students, it has been established that they can arrange their thoughts in a free manner, use additional tools to interpret the problem in oral and written form, adapt to group communication, actively engage in dialogue and discussion through their research activities. Practical works include personal records based on oral and written communication of students, ten publications, participation in discussions, open discussions, free microphones, aquariums, etc. communicative trainings were used. It is consistent with other studies (Turculet and Voinea, 2019).

The organization of student research activities is primarily consistent with its own reflection analysis, modification of its own actions, constant improvement of itself and stabilization of the reflection need, and as a result of it is proved that the structure of the person's communicative competence is formed.

At the stage of experimental experiment, design activities were organized to enable students to engage in research activities, develop their own skills, participate in group cognitive research, and collaborate in teamwork. The interactive method includes a wide range of goals and types of communication. Whatever method you use, the main source of knowledge is in the human experience. In the educational process, students communicate with the following people: Teacher (when students answer teacher's question); invited persons (representatives of other organizations, etc.); other students (pair work); small group (3-5 students); Greater group (mostly role-playing games, debates, class discussions, etc.); group of students and the public (the group receives social inquiries); some types of equipment (eg, tablet, smartphone); quantitative composition of the group does not mean the quality of interaction or learning. The main feature of the method of "interrelationship" is the process of disclosure (self-realization), the main purpose of which is the acquisition of learning skills through interactions.

In our work, the active use of the research method has proved that education in the process of interaction is effective. Learners can quickly learn and discuss what they have learned during the exchange, which is due to the following reasons: Students can reasonably explain that the information is not merely the information but the way to find a solution and the correctness of the solution or the best of the proposed variants and proves their point of view; knowing that ill-founded solutions cause conflicts, students will deeply discuss their ideas; students use their own and others' experiences to solve the problem; the teacher can also learn some things from the learners.

Privileged or small-group relationships:

- Students can share with their peers in small groups, in which they cannot speak in groups or only with their teachers.

- Learners know that there are other good ideas than their own.

Description of the interactive teaching method:
- Students are active for a long time, discuss and execute the task.
- Forms the skill.
- The teacher will help, control and ask questions during the debate. Teacher is a guide.
- The life experience of pupils is important.
- Interaction.
- In the majority of trainings, pupils are looking for answers to the question.
- Work in pairs and groups.
- New types of evaluation.

During the course of the following actions:
- Theoretical questions for students are discussed.
- The teacher organizes work according to the task, motivates students to cognitive activity.
- The teacher teaches students to draw conclusions based on their own opinions.

We will focus on some of the techniques of business game that we use in our experiments to develop oral and written communication skills.

Interview. Students who enter into communication are divided into pairs. One member of the pair will be the "interviewer" and the second member will be "Interverse". 30-minute interviews, or interviewing, and then 20 minutes for group analysis.

The Big Circle method can be used if the solution is to be found quickly. With it, you can create research guides and project themes, guide for researchers. The work consists of three stages:
- The band is sitting in a large circle. A student or a teacher presents a problematic issue.
- Each student within a certain time (10 minutes) writes his / her suggestions on the paper.
- Each student presents their proposals on the circle; the group listens to these suggestions without exception and adds to the board decision on joining and voting.

Table 4
Beginner's and end-of-life indicators for levels of student readiness

Stages	Percentage of pupils preparing for research activity (%)					
	Control Group			Experimental group		
	Law	Middle	Higher	Law	Middle	Higher
At the beginning of the experiment	52,0	36,0	12	58	35,3	6,7
At the end of the experiment	49,3	37,0	13,7	17	65,4	17,6

This will create a favorable environment for the formation and development of spoken and written communicative competences of students involved in research activities. As a result of experimental work, positive outcomes of students' research activities, in particular communication skills, communication skills, speech and writing culture, and their ability to use them in different situations emerged. The result of the research is supported by another research.

Discussion

The research approach to analysis of psychological, pedagogical and didactic literature, analysis and controlling pedagogical practice implements the influence of education through its essential features and its main function.They reveal the qualities of a socially active student: to discover the new knowledge values of the reader with the study material; creating conditions for creative, scientific and educational activities and active development of students in the educational process; analyze and discuss issues that are socially oriented; organization of educational work and coordination of educational work in various forms; the balance of teaching and out-of-class work in the new qualitative level - pedagogical influence on the development of cognitive autonomy by increasing their unity through creative and scientific knowledge.

As these relationships are reflected on their own cognitive and project relationships in collective research activities, we have organizational-pedagogical terms called 'organizing self-reflection research', 'organization of cognitive research', 'organization lof collective-design studies' in the organization of student research activities that should be considered.

In the research activity of students, the person is the subject of his own development and education

is based on fulfillment of the conditions of self-reflection research (Komensky as seen in Nefedchenko, 2018; Khusainova et al., 2020; Akoul, Lotfi and Radid, 2020). Its essence is to establish a reflection relationship that is the basis for the person to consider himself as valuable: to think with the thoughts, purposes, problems of the deceiver. Self-development as a physical person, separating from the parents, from the teacher to their own world, recognizing their potential, feeling the importance of their souls. The development of the individual's own qualities reflects the need for self-reflection to form it as a subject of its own activity. From the point of view of psychological psychology, reflection is characterized by a revision of the entity's own behavior, its relation to the surrounding by a critical approach to its experience. According to Ozcan and Genc (2016), management through reflection is aimed at developing self-management skills of pedagogical process actors, increasing their responsibility for effectiveness (cognitive, educational, communicative, etc.).

The terms of collective and project research in research activities are applied both to teachers' staff and to the classroom, school staff and administrative groups of pupils. Whichever collective it is, it is based on the ratio of subjects in it (interactions). Therefore, through dialogue with a certain social group, moral and spiritual qualities of a person are formed (Petrovsky, 1996). Until recently, the psychological essence of the individual has been objectively reviewed in relation to the phenomena surrounding it, with little attention paid to the subjective qualities of its emotional impulse.

Man's humanity opens up for himself and for others only in interactions between man and man (Bakhtin, 1979). In his opinion, dialogue is not only a tool for the formation of a personality, but also his human personality. The basis of goodness is how the dialogues in collective action are taken, the activity of a person, the desire to develop on his own, not in the absence of others, but in the intercourse with other people. They provide a dialogue in the service of pupils and teachers: collaboration with other people, understanding and cohesion through joint creative work through collective reflection.

The content of the terms of the organization of cognitive research is the formation of the attitude of the person as a subject of cognitive activity: self-cognition, identification of own needs, the use of their ability based on reflective needs. The content of the communicative competence development through research activities involves the continuous improvement of personality, collective and reflection based on moral and spiritual values. Therefore, we have defined the content of concrete actions of pedagogical management based on personal-oriented technology as follows: Organization of self-reflection researches; an incentive to achieve it by predicting certain research findings; ability to clearly identify deficiencies, identify ways to eliminate them through reflection in the test, student, parental reflex; self-development and learning prepared by the research; a clear understanding of their needs; dissatisfaction with their results; motivation of students to check knowledge and self-examination on their subject.

Activity: work relocation, speech, writing, listening, drawing, etc. and effective methods of primary school pupils' research: brainstorming, design, aquarium, finding important, chains, compositions, role-playing, debate, work with small groups, work with pairs, etc. was based on experimental work. Ryndak and Saldaeva (2019) were convinced that in the educational process, students and teachers were able to interact and exchange new information. After all, the use of research methods in teaching is achieved through communication between a teacher and a student, a teacher and a small group, a small group and a student. Here, the teacher acts as a moderator. In addition, this interactive learning technology has precise predictive goals. One of them is the creation of a situation in which the learning process is successful, that allows the student to realize his / her level of knowledge in the process of education, to reveal his / her intellectual ability.

When using research activities, specific targeting requirements must be met. The teacher should be fully convinced that students are prepared to work with the group, understanding the purpose and meaning of individual or group work. At the same time, it is necessary to calculate the specific features of the team and organize them in accordance with the level of preparedness for joint research. It is important to be able to anticipate the expected results by specifying the purpose of the study. The teacher should be aware of the following rules when teaching: First rule: involvement of whole team members into work. The main purpose of this method is to involve students in all cognition. Second rule: Psychological preparation of students to work on this method. Participants should be encouraged and encouraged to do various exercises and to share some of their learning experiences in the classroom. Third rule. It is advisable not to have a large number of students. Each participant should be able to express his point of view. The fourth rule. Required place of work. That is, the pupils will be provided with the opportunity to move freely for a group, for a couple to change places. Preliminary consideration of the free and comfortable mobility of the participants to choose each other, board, computer, visual work. Fifth rule. Careful attitudes toward pupils in grouping issues. The first step is to allow participants to voluntarily separate. Organization of collective and design research: Creation of a genuine interconnection environment through the formation

of common values and principles, common good traditions of collaborative process participants; become a situation where individual pupils and staff will be able to adopt and introduce innovative methods, advanced research projects, and work without psychological-pedagogical experience, problem-free research; humanistic, democratic trends, diagnostic techniques, subject to subject relationships, and communication between pupils and teachers, pupils and pupils, teachers and parents, have a new character as an interactive, reflexive, collective unit (Yermentaeyeva, et al., 2014).

Research-based learning relies on the theory of constructivism. When using this approach, pupils ask themselves questions, they do not just present facts with the facilitator, the facilitator, the facilitator, and explore the issues by developing the appropriate scenario. Pupils choose the research question and the way they respond to this question (Petrovsky, 1996).

Role of a teacher in active learning

The purpose of the primary education program is to avoid negligent teachers, even though students are free to think (Marzhan, et al., 2014). That is why pupils set up their own fortress from the point where they have reached certain successes to their nearest development zone. Students need support when they work. Teachers, independent experts, worksheets, books or other sources, can provide such support. According to this principle, the student should strive to learn more at the lesson than he / she achieves at individual learning. Therefore, we recommend the following algorithm for research.

Learners are motivated by the idea that learners are more likely to learn in the lesson rather than work alone (teacher support). For example, identifying and involving students in the task selection process increases the degree of their learning in the learning process, as they are supervised by a certain degree of research. The process of coordination of research in primary school should be conducted with the help of the teacher (Tashkenbayevna et al., 2018). For example, teachers can help categorize pupils' questions as follows: It is interesting to know, I want to know, it is important to understand the underlying theme. This classification system can be used to help pupil's select future research questions. In particular, the teacher should ensure that only questions relevant to the objectives of the curriculum need to be addressed in order to avoid mismatched questions.

Conclusion

Theoretical basis of preparation of pupils to research activity was taken on the principles of humanity and theories about the essence and content of cognitive research activities in philosophical, psychological and pedagogical literature were studied. Experimental and scientifically methodical support of the experimental conclusion has been accomplished in the formulation of theoretical principles on the problem, creation of a set of program and methodical tools for their implementation. Teachers' research and methodological recommendations have been put into practice for the preparation of students for research activities.

Research-based learning relies on the theory of constructivism. Pupils use their resources to study the themes and make their own conclusions. This will help you to build up your skills and acquire a deeper level of knowledge that is essential to understanding the subject. Usually, research-based learning is linked to the subject of "natural science" in elementary grades, but it can serve as a basis for any subject, and it is perfectly suited for social issues such as outlook.

Scientific literature describes three basic approaches to teaching and learning based on research. These three approaches can be summarized as follows: Structured research. The teacher explains in detail the approaches that students follow (by describing each step). Learners are expected to comment, discuss and summarize the issue based on what they find (or someone else). The study under the teacher's guidance. The teacher offers a certain structure that students adhere to (for example, selecting a question that you are researching from a list of questions). Pupils can choose the approach to answer questions.

The teacher mainly supports the structured research. It is therefore advisable to use this approach for elementary classes or for new skills or lessons learned. When pupils grow and experience is full, the 3rd grade classroom teacher can use the study. The primary objective of primary school pupils is to successfully conduct an open study that aims to develop higher level thinking skills. The study based on research within the educational program for primary grades is a powerful pedagogical tool that adheres to the principles of active learning. It can also be an effective environment where students can discuss, create, and analyze arguments. However, this is not the only pedagogical approach that can be used to study openly. The study-based learning method can be used in any subject. If the main subject of the

discipline is study, the teacher will be transferred to the assistant and the student will be the main actor.

Acknowledgments

The authors would like to thank everyone who contributed to this article.

References

Akoul, M., Lotfi, S., & Radid, M. (2020). Effects of academic results on the perception of competence and self-esteem in students' training. *Global Journal of Guidance and Counseling in Schools: Current Perspectives, 10*(1), 12-22. https://doi.org/10.18844/gjgc.v10i1.4874

Bakhtin, M. M. (1979). *Art and answerability* (M. Holquist, Ed.; V. Liapunov, Ed. & Transl.). Austin, TX: University of Texas Press. https://tr.wikipedia.org/wiki/Mihail_Bahtin

Khusainova, S. V., Matveyeva, L. V., Ermilova, L. P., Yakushevskaya, K. N., Kolomiychenko, L. V., & Mashkin, N. A. (2018). Adaptive model of psychological and pedagogical accompany of student professional training. *Revista ESPACIOS, 39*(05). https://www.revistaespacios.com/a18v39n05/18390522.html

Khusainova R., de Jong A., Lee N., Marshall G. W., Rudd J. M. (2020). Salesperson Intrinsic and Extrinsic Motivation Revisited: A Combinatory Perspective: An Abstract. In: Wu S., Pantoja F., Krey N. (eds) Marketing Opportunities and Challenges in a Changing Global Marketplace. AMSAC 2019. *Developments in Marketing Science: Proceedings of the Academy of Marketing Science.* Springer, Cham. https://doi.org/10.1007/978-3-030-39165-2_54

Lopes, V. P., Rodrigues, L. P., Maia, J. A., & Malina, R. M. (2011). Motor coordination as predictor of physical activity in childhood. *Scandinavian journal of medicine & science in sports, 21*(5), 663-669. https://doi.org/10.1111/j.1600-0838.2009.01027.x

Marzhan, D., Gulzhan, S., Ayakoz, T., Marzhan, K., & Elmira, U. (2014). The formation of the primary school pupils'combining accounting skills relaying to a multiplying. *Procedia-Social and Behavioral Sciences, 136*, 396-399. https://doi.org/10.1016/j.sbspro.2014.05.347

Nefedchenko, O. I. (2018). Foreign and native scientists about the ideas and techniques of heuristic education. *Pedagogy and Psychology, 41.* http://doi.org/10.31174/SEND-PP2018-164VI68-10

Ozcan, D., & Genc, Z. (2016). Pedagogical Formation Education via Distance Education. *Eurasia Journal of Mathematics, Science & Technology Education, 12*(2). https://doi.org/10.12973/eurasia.2016.1205a

Petrovsky, V. A. (1996). *Lichnost'v psihologii. Paradigma subektnosti* [Personality in psychology. Paradigm of subject]. Rostov-na-Donu: Izdvo «Phoenix.

Read, T. (2020). Towards a new model for inclusive education based on virtual social inclusion and mobile openness. *World Journal on Educational Technology: Current Issues, 12*(1), 14-22. Retrieved from https://un-pub.eu/ojs/index.php/wjet/article/view/4507

Roth, W. M. (2014). Reading activity, consciousness, personality dialectically: Cultural-historical activity theory and the centrality of society. *Mind, Culture, and Activity, 21*(1), 4-20. https://doi.org/10.1080/10749039.2013.771368

Ryndak, V. G., & Saldaeva, O. V. (2019). The revival of values and meanings of the teacher education: Reflexive-creative approach. *Cypriot Journal of Educational Sciences, 14*(2), 266-277. https://doi.org/10.18844/cjes.v14i2.4239

Talyzina, N. F. (1974-1975). Psychological foundations of programed instruction. *Bulletin de Psychologie, 28*(7-8), 439–458. Retrieved from https://psycnet.apa.org/record/1975-24137-001

Tashkenbayevna, N., Kenesbaev, S. M., Zhailauova, M. K., Elmira, U., Nurzhanova, S. A., & Stambekova, A. S. (2018). Possibilities of the Subject 'Information and Communication Technologies' in Accustoming Primary School Students to Research Activities. *International Journal of Interactive Mobile Technologies (iJIM), 12*(6), 35-46. https://doi.org/10.3991/ijim.v12i6.9622

Turalbayeva, A. T., Sultanbek, M., Utyupova, C. E., Aidarov, B. Z., Uaidullakyzy, E., Zhumash, Z., & Uzunboylu, H. (2017). The general preparation of the training of elementary school and the family and the education of gifted children school in cooperation principles. *Ponte, 73*(4), 239-251. https://doi.org/10.21506/J.PONTE.2017.4.54

Turculet, A., & Voinea, M. (2019). Teamwork between class teachers and support teachers as the basis of inclusion—A case study in Romanian primary school education. *New Trends and Issues Proceedings on Humanities and Social Sciences, 6*(1), 328-335. https://doi.org/10.18844/prosoc.v6i1.4185

Yermentaeyeva, A., Aurenova, M. D., Uaidullakyzy, E., Ayapbergenova, A., & Muldabekova, K. (2014). Social intelligence as a condition for the development of communicative competence of the future teachers. *Procedia-Social and Behavioral Sciences, 116*, 4758-4763. https://doi.org/10.1016/j.sbspro.2014.01.1021

Yildirim, A., & Simsek, H. (2008). *Sosyal Bilimlerde Nitel Arastirma Yöntemleri* [Yildirim, A. and Simsek, H. (2008) Sosyal Bilimlerde Nitel Arastirma Yöntemleri. Seçkin Yayincilik.]. Seçkin Yayincilik.

Determining Professional Mobility Levels of Secondary School Teachers

Gulnara Ismailova[1] [*], Alma Mamanova[2], Gulbarshyn Aypova[3], Nurgul Begaliyeva[4], Sarash Konyrbayeva[4], Malik Sultanbek[5]

[1]L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan; e-mail: wclta.info@gmail.com
[2]S. Seifullin Kazakh Agro Technical University, Nur-Sultan, Kazakhstan; e-mail: alma_m_75@mail.ru
[3]Kazakh Humanitarian Law University, Semey, Kazakhstan; e-mail: gulbarshin63@mail.ru
[4]Kazakh National Women's Teacher Training University, Almaty, Kazakhstan;
e-mail: zhantanu@mail.ru; pedsheberlik@mail.ru
[5]Khoja Akhmet Yassawi International Kazak-Turkish University Deputy Dean of the Preparatory Faculty, Kazakhstan, Turkistan;
e-mail: malik.sultanbek@ayu.edu.kz

Abstract: Education has a great share in the development of a country. Countries that invest in education are developing in all respects. There are many factors that affect education, but the most important of them is the teacher. Because other factors affecting education do not make sense without a teacher. The better the teachers are trained, the more appropriate the working conditions, the better the quality of education, and thus the establishment of a modern, peaceful country. This study aims to determine professional mobility levels of secondary school teachers. Mixed research method was used in the study. A total number of 146 teachers including 60 teachers in the control group and 86 in the experimental group participated in the study. Results confirmed the effectiveness of activities to update students' pedagogical experiences as a necessary step in the development of professional pedagogical mobility. Results are discussed with relevant literature and recommendations for further research and practices are provided.

Keywords: Professional mobility, secondary school teachers, mixed research.

Introduction

The current concept of professional mobility of a person as the ability to change a profession or type of activity in conditions of high dynamism of social relations and connections also implies the ability for successful self-realization in the social (household, family, confessional, ethnic, etc.) environment. However, mobility, being one of the main indicators of the subject's professional and social relevance, acts simultaneously as a value-semantic construct, as a type of personality response to a situation in changing conditions of life activity (Buchan et al., 2014; Lisaite, 2012; Karpovich et al., 2019).

The development of the concept of "competence" is at the intersection of interests of sociology, history, cultural studies, cognitive psychology, personality psychology and social psychology. The problem of identifying the "self" was solved in Western psychology by Adler, James, Parfitt, Freud, Habermas, Heidegger, Horney, Jung, Erickson, in Soviet science; Abramenkova, Bakhtin, Kon, Mukhina, Popova (Gonzalez-Rey, 2014). In other words, cross-cultural training facilitates developing the above listed skills in professionals with high mobility levels. Importantly, Black and Mendenhall (1990) take these three dimensions, namely, the self, relationship, and perception dimensions and analyse how cross-cultural training improves the well-being of these professionals. As far as the self-dimension is concerned, cross-cultural training manages to raise the individuals' levels of confidence in themselves and their ability to act effectively in a cross-cultural setting. Presbitero and Toledano (2018) argued that cross-cultural training helps to enhance the skills required to establish effective relationships with members of other cultures and therefore the relationship dimension is positively affected. Finally, cross-cultural training also carries important implications as far the perception dimension is concerned. Throughout cross-cultural training professionals with higher mobility receive information about how people of other cultures view the world as well as their cognitive tendencies. Importantly, cross-cultural training provides mobile professionals with an opportunity to learn some culture - and communication-related patterns that they may use as the basis for acquiring an adequate perception of the host culture (Zhou, 2017; Kamal-Abdien and Jacob, 2019; Demirel, Turkel and Aydın, 2020).

The concept of self-efficacy has been the subject of many studies in the field of education today.

---

[*]Corresponding author: wclta.info@gmail.com

The main reason why the concept of self-efficacy is so prominent in educational research is that students' perceptions of self-efficacy have a positive effect on motivation and learning, and at the same time, teachers' perceptions of self-efficacy are a teacher characteristic that directly affects students' success. In other words, the perception of self-efficacy of both students and teachers is seen as the key to academic success and other learning products.

The concept of self-efficacy was first put forward in Bandura's Social Cognitive Theory and defined as the beliefs of individuals about their ability to perform at the desired level (Bandura, 1994). Self-efficacy beliefs are much more important than the abilities and skills used by individuals because they affect how individuals feel, think, motivate, and behave. It is not enough for individuals to have the knowledge and skills necessary to accomplish a job, but also to have beliefs that they can successfully perform the desired behaviors even in challenging and typical conditions. There are various types of competencies which are mentioned as follows (Birisci and Kul, 2019):

• Psychophysiological - unity and continuity of physiological and mental processes and structure of the body,

• Social - a system of properties by which an individual becomes a social individual, a member of a community, a group, and involves the division of individuals according to their social class, social status, and learned norms,

• Personal - the unity and continuity of life, goals, motives, life-meaning attitudes of a person who is aware of himself as the self.

Professional competence, along with ethnic competence, is the most popular type of social competence in modern conditions. The change in the socio-economic way of life of society is accompanied not only by a change in social roles, but also by the appearance of new requirements for the profession and organization of activities. Socio-economic conditions affect all spheres of society. Therefore, there are new requirements for a professional (Epstein and Hundert, 2002).

Competence implies conscious attention to the question "Who Am I?", which accompanies a person throughout his life and on the answer to which much depends in professional activity. Therefore, the growing interest in the problem of professional competence is a reaction to changing socio - economic conditions and new requirements for training professionals. The dual goal of education, which is to focus on the qualitative assimilation by students of the necessary content, on the one hand, and on the other hand to focus on the development teachers' personal qualities who are able to transform pedagogical reality and himself\herself in accordance with the requirements of a developing society. The specifics of the teaching profession suggest that its carrier is at the center of all social events and in a situation of constant social assessment (Koc and Arslan, 2017; Tenekeci and Uzunboylu, 2020).

On the one hand, society assesses individuals' activities, he\she assesses others because of the professional duties. In a rural school environment, the situation of mutual evaluation has enough importance. Among the many features of pedagogical activities, the main one is an object of imitation is a teacher. The trainees adopt not only the manner of his appearance and behavior, but also the style of activity and communication, the nature of his attitude towards the world around him, towards the assigned work, towards other people, towards himself. This means those people who today are engaged in the education and upbringing of the younger generation are specialists which are trained in other socio-economic, political, professional and cultural conditions, in which other socio-cultural codes and values were dominated).

Moreover, only a person with higher mobility levels can grow up people with higher mobility levels. The system of additional vocational education which possesses qualified staffs as well as flexibility in building advanced training programs (professional retraining) and trajectories of individual teacher development can solve the problem of developing teachers' professional mobility at the postgraduate stage. These tasks are designed to provide a developing section of pedagogical science about adult education – andragogy (pedagogical science about adult education - andragogy) (Holmes and Abington-Cooper, 2000). It is recognized that the process of professional mobility in the process of self-development is not only of personal interest, but also of social requirements. Self-discipline is a person's conscious self-development, and it demonstrates the requirements, goals, interests that are created by a strong and capable society (Alexandrov et al., 2011; Jung, Zhou and Lee, 2017).

Kiselev and Kiseleva (2015) argued that self-actualization is fundamentally self-evident in self-actualizing ways and features that can lead to higher education. Malyavskaya et al. (2016) stated that child's self-improvement behavior develops at the early ages, and when he is a grown-up, it has to be at the most important place. The role of the society is to enable this activity to be realized. In addition, the main directions of the professional mobility pedagogy are the formation of the communicative abilities, the aspiration to self-development that helps students to engage in creative activities.

The above-mentioned guidelines are the basis for determining the goals and objectives of our study. In addition, the urgency of the problem is connected with the need to form a package of strategic vectors for postgraduate vocational education with a focus on training a mobile specialist, as evidenced by the use of the concepts "mobile personality", "mobile specialist", "professional mobility" in almost all national educational concepts and doctrines. At the same time, in this circumstance, a certain paradox and inconsistency of the "mobility" phenomenon can be seen, expressed in the frequent use of the concepts of this terminological series in the scientific circulation and insufficiently studied essence of the phenomenon itself (Edwards-Jr, Le and Sustarsic, 2020).

The priority of personal meanings and values of subjects of educational activities creates the need to take into account the whole variety of individual characteristics and pedagogical experience. Therefore, the focus on the development of professional mobility of a teacher requires the identification and study of its components in order to maximize the individualization of the process of productive mastering the content of teacher education and its rational, dynamic use in professional activities. Therefore, this study aims to determine professional mobility levels of secondary school teachers.

Materials and Methods

In this part of the study, the research model, study group, data collection tools, data collection, statistical techniques used in data analysis and interpretation, and related explanations were examined separately within the scope of quantitative and qualitative aspects.

Research Model
In this study, a mixed method, in which both quantitative and qualitative data are used together, was preferred to increase the reliability of the results. Using this technique in researches is more effective in solving problems than using qualitative and quantitative techniques alone (Creswell and Clark, 2007).

Participants
A total number of 146 teachers including 60 teachers in the control group and 86 in the experimental group participated in the study.

Data Collection
Private empirical methods were complemented by research and exploratory work, a pedagogical experiment which includes diagnostics, a statement of facts and phenomena, experiential learning, and teaching, forecasting the prospects for the development of additional professional education. Experimentally tested specially designed criterion-assessment tools for diagnosing the formation of professional mobility of a teacher, allowing not only to track its dynamics in general, but also to identify diagnosis trends at the intermediate stages in order improve the qualities that make up professional mobility (activity, creativity and mobility). The subjects of the research are teachers (146) of secondary school No. 20 of Almaty region.

To solve problems of developing conceptual foundations and implementing the practice of forming professional mobility of a teacher, a set of mixed methods were applied in the study:

1) Qualitative research methods which include:
- An interdisciplinary analysis and data synthesis from philosophical, sociological, natural science, psychological and pedagogical literature.
- The historical and methodological analysis (including the study of documents: doctrines, concepts, regulations, educational programs of regional and federal levels).
- The analysis of foreign and domestic psychological and pedagogical experience on the formation of a mobile personality in educational systems.
- The compilation of the research work results in order to identify patterns of formation of the studied phenomenon, etc.

2) Experimental methods included:
- Students' oral and written interviews, analysis of the products activities.
- Method of expert assessments and self-assessments.
- Statistical methods for processing research results and methods for their interpretation.

During the experiment, an interview was carried out with educators. The interview form included 16 questions. If you have 55 or more scores, this means you are actively involved in your profession, 36 to 54 points indicate that your professional mobility is not successful; the result of lower scores indicates

that the stage of professional mobility has stopped and the scores were based on Likert-type scale is 1-5 points. The questions in the survey are provided below.

1. I try to make myself active.
2. Although I am busy, I leave a lot of time left for development.
3. Resolving barriers increases my activity.
4. I always make feedback to myself; it helps me to adjust and evaluate myself.
5. I always value my work and spend a lot of time on it.
6. I analyze my feelings and experiences and share the positive outcomes with my   colleagues.
7. I read a lot, look for new ones, and get the necessary feedback from myself.
8. I discuss interesting questions for myself widely.
9. I believe in my abilities.
10. I try to be more open-minded.
11. I feel the impact of my environment.
12. I manage my professional mobility and get good results from it.
13. I am always delighted with the new ones.
14. The growth of responsibility does not frighten me
15. I look after the growth of my carrier.
16. My self-improvement is based on my new vision of my profession.

Data Analysis

SPSS 22.0 statistical program was used to analyze the quantitative data of the study. Frequency and content analysis techniques were used to analyze the data related to the qualitative dimension of the study. While analyzing the data obtained from the participants, the confidentiality principle was taken into consideration, the names of the participants were not used, and each participant was coded. The answers given were examined in detail and the setting was coded separately by two different researchers. Afterwards, common codings were determined by combining the codings made and the necessary arrangements were made. It was then presented to a specialist. Yildirim and Simsek (2005) state that it is important for an external expert to examine the data collection tools, raw data, coding at the analysis stage and reporting process in order to ensure the verification and reliability of the studies conducted in qualitative research.

Results

One hundred and forty-six teachers participated in the experiment. However, during the experiment the teachers were guided. Sixty teachers were in control group and 86 attended the experimental group. In the control group, the percentage of pedagogical activity was 30.3%, in experimental group - 28.8. The creativity was determined by CG-21%, the experimental group - 27.2%. The survival rate was 25.2%, and the experimental group was 24%.

Table 1
Implementation diagnosis of the teacher professional mobility

Group	Number	Activity		Creativity		Mobility		X average score
		Number	%	Number	%	Number	%	Number
БТ	60	16	26,6	24	25	20	30	0,84
ЭТ	86	27	31,3	34	40,9	25	29,0	

The results of the decisive experiment demonstrate that the low level of implementation of the teachers' professional mobility mechanisms has been insufficient. It has given rise to the need for theoretical knowledge and practical skills to address the issue of the professional mobility of the teaching community. That is why we, the pedagogical staff, have organized our five-day (about 36-hour) pedagogical quintet with "I support the new".

After the pedagogical quintet, the survey was taken again. From this point of view, we can see that the level of professional mobility of pedagogical professionals has improved, the percentage of personal

qualities has increased. It is noticed from the table below (Table 2).

The experimental work carried out revealed the effectiveness of the didactic system for the teachers' professional mobility development at the postgraduate education stage and based on an analysis results which describe the implementing mechanisms for the methodological potential of the developed system.

Table 2
Comparative table of results of "the implementation diagnosis of the teacher professional mobility"

Group	Control group 1		Experimentative group 1	
	Before experiment	After experiment	Before experiment	After experiment
Activity	33,9	35	22	38
Creativity	27,2	28,8	42,1	51,4
Mobility	38,9	36,2	35,9	10,6

In the experimental didactic system structure, the target, meaningful and procedural characteristics of the educational process were exposed to innovative changes. The main characteristic and didactic unit of the learning process within this technology is the educational and professional situation, which is part of a set of multi-level professional-oriented tasks and assignments for students of the Institute for Advanced Studies and Professional Retraining, following which each student updates pedagogical experience and mobilizes professionally significant qualities to solve educational-professional problems.

Discussion

Results of the study revealed that the modern scientific basis for the development and theoretical and methodological description, conceptual and substantive-technological approaches to the teachers' professional mobility development problem in the additional pedagogical education sphere is the importance of solving this problem since this determines the efficiency and quality of the educational process at all levels. The pedagogical essence of professional mobility of teachers in the educational sphere is defined.

The teachers' integrative personal quality is expressed in prompt response to the situation of professional pedagogical activity through the mobilization of all external and internal resources. The structural components of professional mobility are identified, which act individually and in systemic unity as the most important targets of the teacher's professional development in the institutions of advanced training and professional retraining of educators. This is consistent with previous studies which believe personal activity that leads to personal development begins with the appearance in early childhood and then sets the task of self-change in accordance with the individual tasks of self-employment in the form of methods that can lead to the development of intellectual and emotional well-being of the individual. It is important to fully agree with this statement that it is important for the teacher to create professional mobility and set the task to bring it to a new qualitative level. Vorotnykova (2015) claimed that when a person sets new goals for his advancement, a new integrity, new dimensions then development can take place. The formation of personality is a kind of self-determination, self-expression, and a special kind of development prospects (Tkach, 2019). The key point here is that the main human need to be mobile. A significant contribution to the development of the professional readiness and specialists' creative activities is the development of their basic and special competences as the basis of mobility in professional activitiesIt provided the communication of cooperation in terms of technology. The pedagogical importance and competencies of teachers are supported by these studies.

It was figured out that educational activities in the system of additional education, aimed at developing the qualities of a mobile person, and most successfully carried out based on managed self-education principle. The set of substantiated didactic provisions of adult education which is arising from the essence of andragogical approaches to education determines the content and the usage of the technological support and totality, moreover, it is aimed at activating personally developing learning environment and students' cognitive independence. The patterns of teachers' professional mobility development were identified at a particular stage of his professional development and laid the basis for the design of the educational process in the additional professional education system as seen in Huggenberger et al. (2011).

The nature of professional mobility in the aggregation of social and biological factors that determine

its development is manifested in an objective pedagogical reality through the specific multifunctional activity of a teacher. Its main feature is not so much contentedness and even not the special nature of relationships within it, but, above all, the semantic aspect of pedagogical activity, since the meaning is the motivational basis and essence of pedagogical work, stimulates the processes of self-development and self-realization of the teacher. In this regard, in the work of professional mobility is seen as a value-semantic construct of the person, as an all-encompassing mental reality, which allows to combine knowledge, skills, experience, orientation, personal qualities and abilities of a teacher into a single whole and reflecting the highest level of professional achievements of a person. From this perspective, mobility of a subject activity is the main indicator of personal professional development, and its essential forces at all stages of vocational training, and, above all, in the system of additional pedagogical education, which is most integrated into the professional and pedagogical environment (Tilak and Mathew, 2016).

Teachers' mobility qualities are not limited in sphere of purely pedagogical activities. In conditions when society is experiencing a global financial and economic crisis, which sometimes turns into a political crisis, teacher as a citizen and an active participant in social and political processes acts as a fighter against immorality, social injustice, and political myopia. In this struggle, mobility as personality traits reinforce the civic qualities of the teacher (Kerssen-Griep, 2001). Accordingly, the fundamental position is that the development of a professionally mobile personality as a whole is possible in the space of a holistic pedagogical process based on the activation of a set of conditions within a specially created didactic system corresponding to the functional properties of both the phenomenon under study and professional activity, which reaches a new quality level mobility of the subject of this activity.

Conclusion

In the experimental didactic system structure, the target, substantive and procedural components of the educational process were tested in the implementation context of the controlled self-education technology of educational staff. Using as the main characteristic and didactic unit of the learning process within the framework of this technology, the educational and professional situation included in the complex of multi-level professional-oriented tasks and assignments for students of the Institute for Advanced Studies and Professional Retraining. It confirmed the activities effectiveness to update the students' pedagogical experience as a necessary stage on the vocational pedagogical mobility development.

The analyzed results allowed to conclude that the implementation of the proposed didactic system based on the use of the principle and technology of adults' managed self-study contributes to the achievement of higher results than in the traditional educational process. Experimental verification of the pedagogical quintet developed program was carried out which finally confirmed the effectiveness of the didactic system and allowed to practically confirm the theoretically revealed features of the teacher's professional mobility development.

The study does not exhaust the entire complexity of the problem. Further research is needed in which more attention will be paid to scientific research and the study of psychological mechanisms affecting the pedagogical process of developing professional mobility. It can be recommended for further researches to examine the relationship on this quality development with various professional socialization factors of teachers. The direction of further research can also be the development of technologies for the purposeful formation and teachers' professional mobility in the study of specific courses and disciplines at various levels of the educational system. It requires the development of special measures set to assist young teachers in professional self-determination, support and develop their professional preparations and mobility.

Acknowledgment

References

Alexandrov, E. V., Blatov, V. A., Kochetkov, A. V., & Proserpio, D. M. (2011). Underlying nets in three-periodic coordination

Ismailova G. et al. (2020). Determining professional mobility levels of secondary school teachers, *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 8*(3), 39-45.

---

polymers: Topology, taxonomy, and prediction from a computer-aided analysis of the Cambridge Structural Database. *CrystEngComm, 13*(12), 3947-3958. http://dx.doi.org/10.1039%2Fc0ce00636j

Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior, 4,* pp. 71-81. New York: Academic Press. https://doi.org/10.1002/9780470479216.corpsy0836

Birisci, S., & Kul, E. (2019). Predictors of technology integration self-efficacy beliefs of preservice teachers. *Contemporary Educational Technology, 10*(1), 75-93. https://doi.org/10.30935/cet.512537

Black, J. S., & Mendenhall, M. (1990). Cross-cultural training effectiveness: A review and a theoretical framework for future research. *Academy of Management Review, 15*(1), 113-136. https://doi.org/10.5465/amr.1990.11591834

Buchan, J., Wismar, M., Glinos, I. A., & Bremner, J. (2014). *Health professional mobility in a changing Europe. New dynamics, mobile individuals, and diverse responses.* Geneva: World Health Organization. Retrieved from https://apps.who.int/iris/bitstream/handle/10665/326372/9789289050258-eng.pdf

Creswell, J. W. & Clark, V. L. P. (2007). Designing and conducting mixed methods research. *Australian and New Zealand Journal of Public Health, 31*(4), 388-389. https://doi.org/10.1111/j.1753-6405.2007.00096.x

Demirel, M., Turkel, A., & Aydın, I. (2020). Speaking self-efficacy beliefs of Turkish university students. *Cypriot Journal of Educational Sciences, 15*(3), 399-411. https://doi.org/10.18844/cjes.v15i3.4905

Edwards-Jr, D. B., Le, H., & Sustarsic, M. (2020). Spatializing a global education phenomenon: Private tutoring and mobility theory in Cambodia. J*ournal of Education Policy, 35*(5), 713-732. https://doi.org/10.1080/02680939.2019.1610192

Epstein, R. M., & Hundert, E. M. (2002). Defining and assessing professional competence. *Jama, 287*(2), 226-235. https://doi.org/10.1001/jama.287.2.226

Gonzalez-Rey, F. L. (2014). Advancing further the history of Soviet psychology: Moving forward from dominant representations in Western and Soviet psychology. *History of Psychology, 17*(1), 60-67. Retrieved from https://psycnet.apa.org/doi/10.1037/a0035565

Holmes, G., & Abington-Cooper, M. (2000). Pedagogy vs. andragogy: A false dichotomy? *Pedagogy, 26*(2), 17-26. https://doi.org/10.21061/jots.v26i2.a.8

Huggenberger, R., Siddiqui, S. S., Brander, D., Ullmann, S., Zimmermann, K., Antsiferova, M., & Detmar, M. (2011). An important role of lymphatic vessel activation in limiting acute inflammation. Blood, *The Journal of the American Society of Hematology, 117*(17), 4667-4678. https://doi.org/10.1182/blood-2010-10-316356

Jung, K. R., Zhou, A. Q., & Lee, R. M. (2017). Self-efficacy, self-discipline, and academic performance: Testing a context-specific mediation model. *Learning and Individual Differences, 60*, 33-39. https://doi.org/10.1016/j.lindif.2017.10.004

Kamal Abdien, M., & Jacob, M. (2019). Cross-cultural training and cultural intelligence of hospitality students: a case study in Egypt and Spain. *Journal of Teaching in Travel & Tourism, 19*(3), 191-215. https://doi.org/10.1080/15313220.2018.1557098

Karpovich, N., Seidina, M. Z., Soboleva, E., Tikhonova, T., Pavlov, V., & Takhumova, O. (2019). The problems of formation of social capital of socially vulnerable categories of the population in the modern metropolis. In *International Conference on Man-Power-Law-Governance: Interdisciplinary Approaches* (MPLG-IA 2019), Atlantis Press. https://dx.doi.org/10.2991/mplg-ia-19.2019.40

Kerssen Griep, J. (2001). Teacher communication activities relevant to student motivation: Classroom facework and instructional communication competence. *Communication Education, 50*(3), 256-273. https://doi.org/10.1080/03634520109379252

Kiselev, N. N., & Kiseleva, E. V. (2015). Expert review of pedagogical activities at therapeutic recreation camps. *Russian Education & Society, 57*(10), 830-837. https://doi.org/10.1080/10609393.2015.1148952

Koc, C., & Arslan, A. (2017). Ortaokul ogrencilerinin akademik ozyeterlik algilari ve okuma stratejileri bilisustu farkindaliklari. *Yuzuncu Yil Universitesi Egitim Fakultesi Dergisi, 14*(1), 745-778. http://dx.doi.org/10.23891/efdyyu.2017.29

Lisaitė, D. (2012). Professional mobility. Journal of Intercultural Communication, 7(30), 1-17. Retreived from http://mail.immi.se/intercultural/nr30/lisaite.html

Malyavskaya, S. I., Kostrova, G. N., Lebedev, A. V., Golysheva, E. V., Muratova, A. P., Chudochin, V. P., & Karpunov, A. A. (2016). Infants'provision with vitamin d in arkhangelsk region. *Ekologiya cheloveka (Human Ecology), (11)*, 18-22. https://doi.org/10.33396/1728-0869-2016-11-18-22

Presbitero, A., & Toledano, L. S. (2018). Global team members' performance and the roles of cross-cultural training, cultural intelligence, and contact intensity: the case of global teams in IT offshoring sector. *The International Journal of Human Resource Management, 29*(14), 2188-2208. https://doi.org/10.1080/09585192.2017.1322118

Tenekeci, F., & Uzunboylu, H. (2020). Determining the relationship between the attitudes of private teaching institution teachers towards lifelong learning and their competence. *International Journal of Learning and Teaching, 12*(1), 1-16. https://doi.org/10.18844/ijlt.v12i1.4559

Tilak, J. B., & Mathew, A. (2016). Promotion in academic profession in India: Upward mobility of teachers in higher education. *Asia Pacific Journal of Educators and Education, 31*, 85-113. http://dx.doi.org/10.21315/apjee2016.31.6

Tkach, M. (2019). Formation of The Professional Worldview of Future Music Teachers at Universities: A Theoretical and Methodological Analysis of The Problem. Individual Spirituality In *Post-Nonclassical Arts Education, 31*. http://oleksyuk.com/wp-content/uploads/2020/07/Kembridzh-II-vidannya-Individual-Spirituality-in-Post-nonclassical-Arts-Education.pdf#page=41

Tuncay, S., & Gokkaya, F. (2020). A meta review on parent training and therapies studies. *Global Journal of Psychology Research: New Trends and Issues, 10*(1), 102-117. https://doi.org/10.18844/gjpr.v10i1.4392

Vorotnykova, IP (2015). Introduction Of E-Learning in Postgraduate Pedagogical Education. E*lectronic Scientific Professional Publication "Open Educational E-Environment of The Modern University", (1),* 15-20.

Yildirim, A., & Simsek, H. (2005). *Sosyal bilimlerde nitel arastirma yontemleri.* [Qualitative research methods in the social sciencesi] Ankara: Seckin Yayincilik. http://eku.comu.edu.tr/index/2/2/etopkaya.pdf

Zhou, Z. (2017). Cross-cultural training and second language learning. *Asian Education Studies, 2*(3), 1-9. https://doi.org/10.20849/aes.v2i3.176

Different Self-Attitude Indicators in Students and Their Self-Realization in a University

Sergey I. Kudinov[1], Stanislav S. Kudinov[1], Olga B. Mikhailova[1], Vladislav S. Kudinov[1], Nilufar M. Imomberdieva[1]*

[1]Chair of Social and Differential Psychology, Peoples' Friendship University of Russia (RUDN University), Moscow, Russia, e-mail: kudinov_si@pfur.ru; kudinov_ss@pfur.ru; olga00241@yandex.ru; 1032173555@rudn.ru; 1042180202@rudn.ru

Abstract: The problem raised in the study is also due to the lack of a common conceptual framework explaining the conditionality of foreign students' realization by subjective characteristics. The purpose of the paper is to present and analyze the results of an empirical study of self-attitude indicators as subject predictors of students' self-realization in a foreign cultural environment. The study was conducted in 2019-20 among students of the Peoples' Friendship University of Russia getting undergraduate and Master's degrees in Humanities. 412 respondents aged 18-25 took part in the survey. The authors used "Multidimensional questionnaire of self-identity" method by S. I. Kudinov; "Test - questionnaire of self-attitude" method by V. V. Stolin, S. R. Panteleev; the self-assessment diagnostic technique by Dembo-Rubinstein in A. M. Prikhozhan's modification; "Individual preferences of self-expression sphere" questionnaire by S. S. Kudinov; methods of mathematical and statistical analysis (descriptive statistics, cluster analysis, K. Pearson's correlation analysis, factor analysis, the program of standard statistical package "Statistica-7.0". In the course of an empirical study of students in a multinational university it was found that the respondents' self-realization is carried out mainly in the course of educational activities. As a result of cluster analysis, three groups of respondents with dominant indicators of self-attitude have been identified, which were conventionally designated as positive-stable, negative-rigid and socially dependent type of self-attitude. It is determined that respondents with a positive-stable type of self-attitude demonstrate most successful self-fulfillment due to the expression of such personal qualities as self-acceptance, self-confidence, faith in their possibilities and abilities, self-management. At the same time, the greatest difficulties in self-realization are experienced by students with a socially dependent type of self-attitude, due to low self-esteem, external self-regulation and constant expectation that others would evaluate their activities, actions and reactions.

Keywords: students, self-realization, self-attitude, clusters, variables, characteristics, respondents.

Introduction

The relevance of the research presented in this paper is determined by the escalation of modern national-ethnic tension between individual national-ethnic clusters, as well as by the socio-economic crisis both in Russia and in Europe. An increasing number of people, especially at a young age, find themselves in difficult situations, mainly in countries with low economic potential. As a result, young people in the context of professional self-determination seek higher professional education in other countries, including Russia. Previous research shows that not all students are able to complete their studies successfully. The difficulties of mastering the educational program are explained by such factors as socio-psychological adaptation and acculturation of young people, difficulties and obstacles to their self-realization in the context of educational activities, peculiarities of self-attitude caused by past negative life experience and foreign cultural socio-educational environment (Hartung, Porfeli and Vondracek, 2005; Galazhinskij, 2006; Stošić, L. et al., 2020).

Modern pedagogical systems of Russian education set the task of spiritual and moral development of the individual as the main one, along with the formation of professional competencies. Self-attitude, self-determination, self-regulation, self-education, self-development and self-realization are of particular relevance here.

This philosophical paradigm makes modern education focus on the maximum disclosure of a person's creative independence, personal potential, initiative, and individual identity. Increased requirements are placed on professional and personal competence, personal activity, and the student's self-realization.

This problem is most acute for internationally oriented universities, where students from different

---

*Corresponding author: kudinov_si@pfur.ru

countries study in a multicultural educational space. The combination of needs, internal necessity and external unfavorable conditions of self-realization is a particularly important problem for international students. This issue becomes the most attractive in modern conditions, when foreign students face the challenges of resisting the negative factors of the multicultural environment, on the one hand, and preserving their own plan of self-realization, on the other. In this context, it is important to reveal the psychological characteristics that mediate the achievement of the individual's successful self-realization. Since many authoritative researchers call self-realization a criterion of mental health and the success of a person's life path (Bandura, 1995; Stošić and Stošić, 2015; Stošić and Fadiya, 2017; Leontiev, et al., 2017).

The problem of self-realization research is that a huge number of theoretical approaches to understanding this phenomenon do not give an answer to the question of self-realization genesis, its essential characteristics, structural mechanisms, conditions and factors of manifestation. The methodological difficulty of studying this psychological education is the lack of reliable and valid psychodiagnostic tools. If we look at the domestic and foreign experience of studying self-realization, we can see that the research of this phenomenon is dominated by linear analytical strategies with a thorough analysis of a single variable of self-realization. Representatives of psychoanalysis were concentrating on the needs. Proponents of the humanistic approach analyzed mainly motives, needs, and meanings. Behaviorists considered the behavioral side of self-realization (Kudinov and Kudinov, 2017). Russian researchers have repeatedly attempted a systematic study of self-realization, but a completely convincing and thorough system concept has not been developed.

The approach outlined in the works of L. A. Korostyleva deserves the most attention. In particular, L. A. Korostyleva defines the self-realization of the individual as the implementation of opportunities for the development of the Self through their own efforts, activities, co-creation with other people, society and the world as a whole. Self-realization presupposes a balanced and harmonious development of various aspects of the personality through the application of adequate efforts aimed at the disclosure of genetic, personal and individual potentials (Korostyleva, 1997).

Currently, the works in which different personality and individuality features act as indicators of personal self-realization have become widely popular (Berzonsky and Papini, 2014; Kudinova and Belousuva, 2017; Kudinov et al., 2019; Solodnikova, 2018). In some studies, gender and social stereotypes are considered to be predictors of self-realization (Chzhan and Chzhan 2013; Denisova and Vorobyeva, 2017). It can also be noted that in some studies, the system-forming determination of subject's self-realization is creative potential (Kulagina, 2016). In addition, the scientists emphasize the positive role of adaptability and resilience in the success of self-realization in different life situations (Hammad, 2013; Kostakova and Belousova, 2014); specifics of self-realization during professional training (Leary et al., 1994; Waterman et al., 2003; Kudinov and Aybazova, 2015; Kudinov and Kudinov, 2017); self-realization features in different types of professional activity (Kudinov et al., 2012; Kudinov et al., 2018; Egorycheva, 2019); self-realization in the third age (Solodnikova, 2018). Studies of self-realization in sick people and people with disabilities are conducted separately (Bokhan and Peshkovskaya, 2011; Chzhan, 2013).

This study examines the characteristics of students' self-realization in a multicultural educational environment of the University. In a broad sense, a multicultural environment is a part of the social environment that surrounds a person, positively or negatively affecting his/her development, and is a combination of all living conditions, taking into account the ethnic characteristics of the place of residence, expressed in people, their behavior, folk traditions, and rituals. A multicultural educational environment is a part of the educational environment that represents a set of conditions that affect the formation of an individual, its readiness for effective interethnic and intercultural interaction, empathy, understanding of other cultures and ethnic cultures, and tolerance towards representatives of other cultures and ethnic groups (Yudakina, 2013).

We believe that such characteristics can be self-attitude, self-esteem and self-perception of the individual, which demonstrate the ability of the individual to resist difficult socio-cultural situations and realize the needs and aspirations for self-realization.

Materials and Methods

The purpose of the study is to identify and analyze the characteristic features of self-attitude indicators as subject predictors of students' self-realization in the foreign-cultural educational environment of the University. In connection with this goal, the research area is aimed at identifying the features of self-realization in students with different characteristics of self-attitude.

Self-relation is considered as a psychological phenomenon of personality, manifested in the characteristics of self-realization of the individual. This is a stable personal property, which is expressed in the unity of ideas and experiences of a person regarding their own value and determines their meaning-life orientations. Self-attitude can manifest itself in an emotional attitude to the Self and consist of such components as: self-respect, self-acceptance, self-love, self-esteem, self-confidence, self-deprecation, self-blame (Vartanova, 2016). As a structure of personality, self-relation is formed primarily in interpersonal interaction under the influence of many external and internal psychological factors.

The theoretical and methodological basis for the study of the subjective determination of students' self-realization in the multicultural educational space is an existential approach, in the context of which the uniqueness of the individual acts as a specific trajectory of the subject's self-realization (Guichard, 2005; Vianello et al., 2013); a subject-activity approach that explains the identification of the individual internal potential in direct educational and professional activities; theories and concepts of personality that consider the prerequisites for the personal behavior manifestation in social situations, taking into account external and internal factors (Grigorieva and Povarionkov, 2015; Leontiev, et al., 2017); modern approaches to higher education that regulate the self-developing educational space which activates self-disclosure, self-actualization and self-realization of the subject of activity.

The modern university is a part of the multicultural educational environment of society and implements a certain system of conditions and influences through education on the individual in order to form an attitude to oneself, to other people and to multicultural relations. University education in general not only forms professional skills, but also develops the ability to effectively interethnic and intercultural interaction and self-realization of the individual in a modern multi-ethnic society.

The basis of this research was the polysystem concept of self-realization of the individual developed and justified by S. I. Kudinov. The main postulates in the construction of a polysitemic concept of self-realization of the individual, from our point of view, can serve as the following grounds: 1) a complex of multi-level systems that ensure the success of self-realization of the individual; 2) research of self-realization as a functional system that reveals the connections and relationships between its various levels of the system and characteristics; the opportunity to study both horizontal and vertical linkages between different systems and characteristics of self-realization; 3) the rationale of strategic, integrative formations of self-realization; 4) focus on the study of individual characteristics of personal self-realization (Kudinov, 2013; Kudinov et al., 2015). The psychological conditions that contribute to the degree of success of self-realization are mental and cognitive processes, personality traits and emotional state (Kudinov et al, 2012).

We also consider the polysystem concept of personal self-realization that reveals the subjective mechanism of self-expression of the individual's abilities and capabilities, taking into account external conditions and factors (Kudinov et al., 2015).

Methods of research:

- to identify the specifics of self-evaluation of respondents, the authors used the technique of "Test-questionnaire of self-attitude" by V. V. Stolin, S. R. Panteleev (Kudinov and Kudinov, 2018); the technique of self-evaluation diagnostics by Dembo-Rubinstein modified by A. M. Prikhozhan (Kudinov and Kudinov, 2018); to study the students' self-realization in a multicultural learning environment they applied S. I. Kudinov's method "Multidimensional questionnaire of self-identity" (Kudinov and Kudinov, 2017); a method - questionnaire "Individual preferences of self-expression sphere" by S. S. Kudinov (Kudinov et al., 2015); expert evaluation.

 - mathematical and statistical analysis included methods of descriptive statistics; cluster analysis, K. Pearson's correlation analysis, factor analysis; statistical data processing was carried out using the program "SPSS 19.0 for Windows".

To identify individual and typological features of self-attitude in respondents, a cluster analysis was used, which allowed to determine the specifics of self-perception, self-esteem and self-attitude in subjects of the educational space. Correlation analysis was used to establish stable links between individual variables of self-relation and self-realization, indicating the interdependence of these characteristics. Using factor analysis, the structure of self-realization in subjects with different types of self-attitude was revealed.

The study, which was conducted in 2019-20, involved 412 students of the Humanities departments of the Peoples' Friendship University of Russia, studying undergraduate and Master's degrees at the age of 18-25 years, of which 229 are female and 183 are male. These respondents come from different countries of the world and are representatives of different national cultures. When conducting and analyzing the empirical results, all ethical aspects of the organization of modern research were taken into account. The Ethical Committee of the Department of Social and Differential Psychology of the Peoples'

Friendship University of Russia, led by the head of the Department, Professor S. I. Kudinov, approved and supported the research program.

Results

In the course of conducting an empirical study, the data obtained by the ratio for the entire sample were subjected to cluster analysis. In the course of the cluster analysis, three clusters were identified with a fairly contrasting division of the self-relationship components. When clustering using the "K-medium" method, it was found that clusters differ significantly on most scales, with the exception of self-esteem and self-acceptance between the second and third clusters, where no statistically significant differences were found. The selected clusters characterize the characteristics of the respondents' self-attitude from full self-acceptance to negative perception of their own self. Let's look at the selected clusters in more detail (Figure 1).

	Self-asses sment	Closed ness	Negative self-attitude	Confi dence	Self-manage ment	Self-evalu ation	Self-accep tance	Self-attach ment	Internal conflict	Self-blame
Cluster 3	0,18	0,84	0,23	0,23	0,17	0,09	0,19	0,22	0,25	0,69
Cluster 2	0,21	0,29	0,29	0,17	0,22	0,11	0,18	0,68	0,87	0,92
Cluster 1	0,88	0,13	0,75	0,81	0,72	0,64	0,73	0,19	0,07	0,12
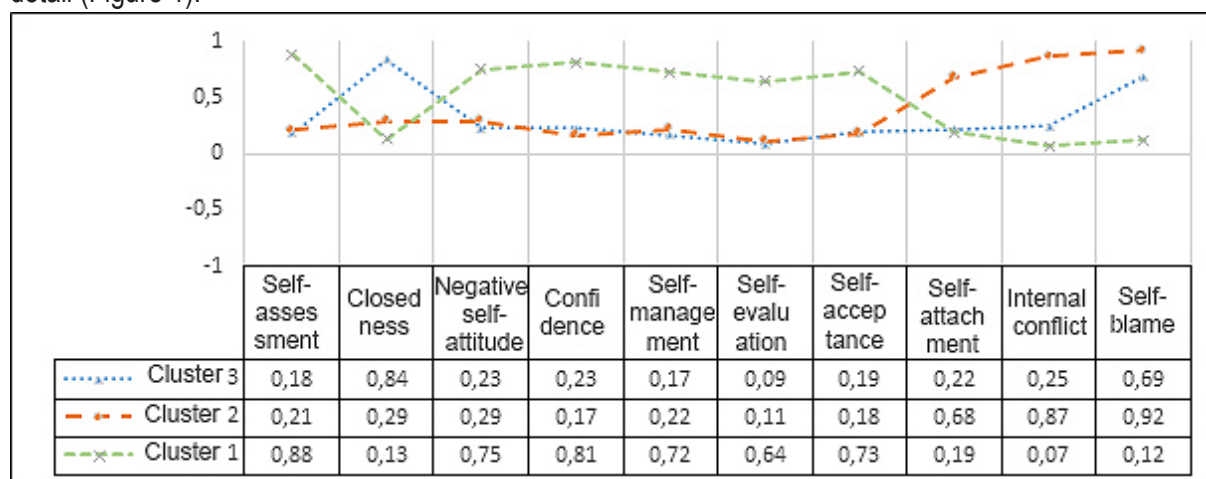
Figure 1. Indicators of self-attitude in clusters

The first cluster is represented by 97 students. These respondents demonstrated the most pronounced indicators of self-attitude on most scales. Their distinctive features are high self-esteem (n=0.88), reflected self-attitude (n=0.75), self-confidence (n=0.81), self-management (n=0.72), self-worth (n=0.64) and self-acceptance (n=0.73). At the same time, in this group there is a weak degree of closed nature (n=0.13), internal conflict (n=0.07) and self-blame (n=0.12).

These students demonstrate reflection and self-understanding, they are critical of their own qualities and merits, and they focus solely on their own vision and assessment of the situation in communication and interaction with others. They have marked self-confidence, dominant motivation for achievement and success in activities and behavior, high courage in communication and interaction. They positively evaluate all their undertakings and achievements, feel their abilities and opportunities to solve difficult life situations. Difficulties and obstacles do not stop them, they are not prone to long-term reflection if something does not work out. They highly appreciate their internal potential, their capabilities, the uniqueness of their own resources, and their originality. Self-confidence helps these respondents resist environmental influences and rationally accept criticism. They tend to accept themselves as they are with all the advantages and disadvantages. Their shortcomings are considered a continuation of their advantages. They consider themselves exceptionally good and successful people. They have a pronounced positive psycho-emotional mood in their activities, communication and behavior. This type of respondents' self-evaluation can be conventionally termed as positive-stable, since, on the one hand, they openly show positive emotional attitude to their own personality and, on the other, and a thought-out and balanced rational approach to presenting their potential, to demonstrating their capabilities in communication, activities and behavior is shown.

Respondents included in the second cluster of 171 people have a high level of self-blame (n=0.92), internal conflict (n=0.87), and self-attachment (n=0.68). At the same time, they revealed an understated level of self-esteem (n=0.21). The weak components of self-attitude are self-worth (n=0.11), self-confidence (n=0.17), self-acceptance (n=0.18), and self-management (n=0.22). The severity of these imbalances in self-attitude characteristics indicates that these respondents are characterized by self-blame in deeds and actions; they are ready to take the blame for all their failures. Their attitudes and protective mechanisms

are focused on self-blame, which leads to the formation of internal tension, discomfort and inability to meet current needs. They are dominated by a negative attitude towards themselves, which leads to increased control of their inner world. Their expressed reflection manifests itself in a negative assessment of their personal qualities, while the high self-demand generates a conflict between the real "self" and the ideal "self", between the level of claims and real achievements. Another pronounced feature is their rigidity of the "self" concept, the desire to preserve all their qualities unchanged, which in turn hinders the possibility of their development and self-improvement. Low self-esteem and self-flagellation lead to the development of anxiety, which is also a hindrance to self-expression. The combination of these characteristics allows us to call this type of self-attitude - negative-rigid. The peculiarities of the attitude to oneself, one's inner world and one's potential opportunities express a predominantly negative emotional character, which is an obstacle to full and open self-expression.

The third cluster included 154 students whose self-relation variables' expression hierarchy is dominated by closeness (n=0.84) and self-blame (n=0.69). At the same time, they are reported to have low self-esteem and a critically low level of self-worth. This set of characteristics indicates the protective behavior of these respondents, internal closeness and a desire to conform to generally accepted norms in society. They tend to consciously ignore open relationships with themselves; the reason for this may be a reluctance to reveal themselves and the refusal to recognize the presence of personal problems. Compliance with generally accepted social norms gives the respondents a reason to perceive themselves as accepted in the society. At the same time, they see themselves as mostly flawed and are willing to take the blame for all the failures and blunders. They underestimate their uniqueness due to low self-esteem; in this regard, they experience self-doubt, which reduces their resistance to external negative factors. Increased sensitivity to comments and criticism of others in their address makes them touchy and vulnerable, prone to distrust their individuality. The analysis of the presented characteristics gives grounds to name this cluster as a socially dependent type of self-attitude.

It should be noted that the results of cluster analysis allowed us to establish a number of distinctive features in the manifestations of self-attitude among students.

The specificity of students' self-realization considering different indicators of self-attitude was analyzed by factor analysis. The results of the study showed that self-expression of foreign students in a multicultural educational environment most often occurs in educational and research activities (Table 1).

Table 1
Distribution of the main areas of students' self-realization in % (n= 412)

Studying	Research activities	Sport	Creativity	Social work
57%	14%	7%	13%	9%

According to the empirical study, foreign students fulfil their potential in the field of educational activities, which is quite expected, since educational activities are associated with their professional development. Research and creative spheres of self-realization occupy the second and third positions. Some students are already involved in research projects from the first year of study at the university and usually continue their studies at the postgraduate level. Creative students, along with their academic activities, express themselves in music, theater, and other projects of the university. Nine percent of students are willingly engaged in social activities. They are members of all kinds of social communities, are the headmen in groups, are included in student social projects. A small percentage of foreign students realize themselves in sports.

The analysis of various spheres of self-realization of students with the identified types of self-attitude showed that respondents with a positive and stable self-attitude are distributed among all the presented areas. At the same time, the main ones are educational, research and social spheres. Students with a negative-rigid type of self-attitude express themselves mainly in the educational and creative spheres of activity, while respondents with a socially dependent type are more self-actualized in the educational process.

At the next stage of the study, a factor analysis of self-realization components was performed to confirm the hypothesis about the self-attitude influence on the success of self-expression in the multicultural educational space (Table 2).

Table 2

Factor structure of self-realization variables in students with a positive-stable type of self-attitude (n = 97)

Variables of self-realization	Factor 1	Factor 2	Factor 3
Transformation ideas	0,467	**0,903**	-0,127
Adaptation ideas	-0,135	0,365	**0,621**
Activity	**0,856**	0,208	0,174
Inertia	-0,143	0,206	0,291
Optimism	**0,829**	0,013	-0,044
Pessimism	-0,281	-0,059	**0,548**
Internal locus of control	**0,787**	-0,262	-0,243
External locus of control	-0,311	0,364	**0,685**
Motives for achievement	**0,749**	0,264	-0,131
Motives for avoidance	0,162	**0,621**	0,124
Creativity	**0,774**	0,354	-0,111
Conservatism	0,322	0,027	**0,641**
Satisfaction with quality of life	**0,692**	0,221	0,058
Dissatisfaction with the quality of life	-0,102	0,267	0,173
Effectiveness	**0,569**	0,201	0,072
Situational barriers	0,092	**0,573**	0,063
Personal barriers	0,034	0,132	0,146

According to the data presented in the table, the first factor with significant values included such components as activity, optimism, internal locus of control, motivation for achievement, creativity, satisfaction with the quality of life and performance. These characteristics determine the specificity of these students' self-fulfillment to a greater extent than the others. Qualitatively, this is shown in the fact that respondents have a high index of social and cognitive activity, they strive to express themselves as often as possible in various spheres of life. They are dominated by a positive psycho-emotional mood, which allows them to look with confidence and hope for success in all endeavors. At the same time, they rely solely on their capabilities and abilities in their activities and behavior; they analyze possible failures and plan new programs to achieve results, considering their failures. Their expression is always creative in nature and focused exclusively on the success, on the result. Creativity manifests itself not only in ways of thinking and imagining, but also as a form of their self-realization. They have the ability to present themselves at their best. They resort to various ways and techniques of self-expression. Their life activities in the field of education, research, creativity and sports bring not only satisfaction, but also high performance.

The second factor with significant values included transformation ideas, avoidance motives, and situational barriers. This set of variables indicates that students, when expressing themselves, tend to change the surrounding reality in many ways, transform relationships, activities, organize relationships, etc. However, in difficult situations, where they lack experience, knowledge and social support, they tend to circumvent these situations, or choose a tactic of adaptation.

The third factor, which with significant values included attitudes to adaptation, pessimism, external self-regulation and conservatism indicate that in difficult situations, where cognitive or interethnic misunderstandings in a multicultural educational environment and other difficulties manifest themselves, students are more likely to adapt to the situation or circumstances, listen to others and at the same time refuse some of the responsibility for events. At the same time, their emotional mood decreases and as a result, they show less creative, non-standard ways and techniques of self-expression. In general, it should be noted that students with a positive-rational type of self-attitude have the highest index of success in self-realization, as evidenced by the level of expression of the above characteristics in the hierarchical and factor structure.

Table 3 shows similar results for students with an asthenic-unstable type of self-attitude.

Table 3
Factor structure of the variables of self-realization among students with negative and rigid type of self-evaluation (n = 171)

Variables of self-realization	Factor 1	Factor 2	Factor 3
Transformation ideas	0,015	0,156	0,211
Adaptation ideas	0,105	0,187	**0,673**
Activity	0,203	0,078	0,125
Inertia	0,149	**0,569**	0,207
Optimism	0,097	0,014	-0,124
Pessimism	**0,714**	0,152	0,138
Internal locus of control	0,212	-0,143	-0,115
External locus of control	0,223	**0,669**	0,171
Motives for achievement	0,065	0,138	-0,097
Motives for avoidance	**0,673**	0,118	0,231
Creativity	0,017	0,056	0,099
Conservatism	0,124	**0,721**	0,227
Satisfaction with quality of life	0,202	0,152	**-0,605**
Dissatisfaction with the quality of life	0,241	**0,588**	0,203
Effectiveness	0,235	0,231	0,119
Situational barriers	**0,671**	0,219	0,154
Personal barriers	0,238	0,166	**0,655**

As shown in the table, the factor structure of self-realization in students with a negative-rigid type of self-attitude differs slightly from the previous one. The first factor with significant values is represented by such components of self-realization as pessimism, motives of avoidance and situational barriers. These characteristics in the first factor are consistent with these respondents' self-attitude typology. Their contradictory, ambiguous and often underestimating attitude to their own person affects their self-expression. They most often experience a negative mood, a decline in strength, a negative prediction of the results of their activities, etc. For this reason, they are guided in their activities and behavior by motives of avoidance. They tend not to take on tasks of special complexity, and in difficult situations, they are ready to refuse to perform complex projects that require special effort to complete. A special obstacle to the success of self-realization is a high level of situational barriers, which are, first, uncertainty in their abilities when faced with a difficult task, the opinion of others, underestimation of their personal, volitional and cognitive resources, lack of sufficient experience.

The second cluster with significant values is represented by inertia, external locus of control, conservatism, and dissatisfaction with the quality of life. The set of specified components is a continuation of the variables of the first factor. Apparently, pessimism and avoidance motivation in educational and research activities form passive, inert behavior in these students. They prefer to do only what is regulated by their duties, that is, what is provided for in the curriculum and program. They do not show initiative, avoid additional tasks and projects. Of course, all this limits the possibilities of their self-realization. In their activities, communication, and behavior, they use mostly formulaic, conservative ways and techniques of self-expression that do not always achieve the desired result. At the same time, external factors and surrounding people play a huge role. They constantly check their actions with other people's deeds, look for approval, support, and evaluation. Most likely, this is why they experience dissatisfaction with the quality of their life. Since they do not live a full life, they do not show their full potential in various areas of the educational space. Their behavior and activity are more often dependent on a negative psycho-emotional background, instability of positive emotions, which is an obstacle to self-expression.

The third factor includes such statistically significant characteristics of self-realization as attitudes of adaptation, personal barriers and dissatisfaction with the quality of life. The identified variables also indicate the difficulties of students' self-realization in a multicultural educational space. They are not satisfied with their achievements now, they reflect a lot on this subject experiencing negative emotions and tend to mostly adapt to the surrounding reality.

The specificity of self-realization of students with a socially dependent type of self-relation also has certain specific aspects demonstrated in Table 4.

Table 4

Factor structure of self-realization variables in students with a socially dependent type of self-attitude (n = 154)

Variables of self-realization	Factor 1	Factor 2	Factor 3
Transformation ideas	0,117	0,203	0,167
Adaptation ideas	**0,664**	0,125	0,221
Activity	0,189	0,098	0,176
Inertia	**0,709**	0,109	0,218
Optimism	0,115	0,225	-0,225
Pessimism	0,133	**0,704**	0,193
Internal locus of control	0,191	0,158	-0,174
External locus of control	**0,728**	0,242	0,201
Motives for achievement	0,219	0,099	-0,114
Motives for avoidance	0,098	**0,674**	0,177
Creativity	0,112	0,236	0,111
Conservatism	**0,655**	0,159	0,221
Satisfaction with quality of life	0,201	0,226	**-0,636**
Dissatisfaction with the quality of life	0,167	**0,628**	0,124
Effectiveness	0,091	0,133	0,205
Situational barriers	**0,671**	0,252	0,142
Personal barriers	**0,549**	0,228	0,123

In the factor structure of these respondents' self-realization, the main load falls on the first factor, which actually determines the features of these students' self-realization. The specified factor with significant values includes adaptation ideas, inertia, external locus of control, conservativeness, situational and personal barriers. The set of marked features characterizes these students' self-realization as follows. These students tend not to be active in the educational space. In class, they usually prefer to sit in the back rows and do not usually participate in the discussion of current issues. Reports and projects are prepared exclusively at the request of the teacher. When reporting homework, they do only what is necessary; independence and initiative are almost absent. In research activities, they manifest themselves very rarely, but they are willing to participate in creative activities. Apparently, this is because by taking part in creative student activities, they receive more positive public support while demonstrating their creativity in front of a large number of students and teachers.

In the educational society, their behavior is adaptive, they use all their knowledge and experience to adapt to the situation. They cannot be called reformers or activists, they are always satisfied with everything and it is difficult for them to change something. They are too dependent on other students, teachers, and situations they find themselves in. They usually use standard patterns, simple expressions in their activities, communication, and behavior. Even if they show some creativity, it happens extremely rarely. At the same time, they often face difficulties in learning and communicating, especially with students from other countries due to their uncertainty, anxiety, low self-esteem and closeness. Their inertia and stereotyped behavior and thinking are an obstacle to free expression, which actually significantly reduces their potential for self-realization.

The second factor with significant values included pessimism, avoidance motives, and dissatisfaction with the quality of life. The third factor is only one variable of self-realization: dissatisfaction with the quality of life. These components of self-realization support the significant variables of the first factor. In other words, passivity of behavior, stereotyped thinking and adaptation tactics generate uncertainty in the effectiveness of their activities, reduce the psycho-emotional mood, do not motivate students to achieve and succeed in the educational environment. All this leads to dissatisfaction with the quality of life, apathy, fatigue and frustration. Students do not go beyond the set program; they strive to conform to others. They are alien to creativity in the educational process; they prefer standard schemes for obtaining professional competencies. None of the above contributes to the full students' self-realization in a multicultural educational space. As a rule, these students are grouped into micro-teams based on national, ethnic and state characteristics. One can most often see such groups of Chinese, Vietnamese, Korean, Spanish and other groups of Latin American students. Of interest is the fact that their compatriots with other parameters of self-relation quite successfully realize themselves in the same educational environment.

Discussion

In general, the results of the empirical study confirmed the assumption that the features of students' self-attitude can be predictors of self-realization in a multicultural educational space.

To identify the dependence of these characteristics, a correlation analysis was performed. The results of correlation dependence also revealed some specific aspects in different groups of students' self-attitude (2-4). Figure 2 shows correlations of variables of self-attitude and self-realization with a level of significance not lower than $p < 0.05\%$ in students with a positive-stable type of self-attitude.

Figure 2. Correlations of components of self-attitude and self-realization in students with a positive-stable type.

Students with this type of self-attitude have stable links among such characteristics of self-attitude as self-confidence, self-guidance and self-acceptance as well as most of self-realization variables. Thus, self-confidence at a statistically significant level correlates with such indicators of self-realization as conversion attitudes, activity, optimism, motivation for achievement, performance and satisfaction with the quality of life. Direct dependence indicates a mutual process, the more confidence is expressed in students on the scale, the more intensely they manifest transformation ideas focused on changing the surrounding reality, their cognitive and social activity is maximally realized, they are more confident and optimistic about the future, and positively evaluate the present. The combination of these characteristics provides respondents with a high performance of the self-expression process and satisfaction with the quality of life. Self-management is positively correlated with activity, the internalized locus of control, and creativity. The more self-directed students become, the more active, regulated, and creative their behavior is and, consequently, their self-expression in the educational space becomes. Self-acceptance is also statistically significantly related to internal self-regulation, performance, and life quality satisfaction.

The discovered galaxy of correlations proves a direct correlation between self-attitude and self-realization. Students with a positive-stable type of self-attitude, self-realization in a multicultural educational space is carried out quite effectively.

Figure 3. *Correlations of components of self-attitude and self-realization in students with a negative-rigid type.*

The analysis of interrelations of self-realization and self-attitude in students with this type shows a different architecture of component dependencies. Self-blame, internal conflict, and self-attachment are the main characteristics of self-attitude that are interrelated with the variables of self-realization. Self-blame is positively correlated at a statistically significant level with such self-actualization variables as inertia, pessimism, avoidance motives, and dissatisfaction with the quality of life. In other words, focusing on their shortcomings, failures in activities and communication, on their weak points reduces the cognitive and social activity of such students. These students are sedentary, they have a reduced range of interests, they experience negative emotional states, and they see everything in an unfavorable light. They rarely conclude any educational, scientific or creative projects at a high quality level. They always anticipate failure and difficulties at the very beginning of the task. For this reason, they always try to isolate themselves from difficult work, because there is a fear of showing themselves as a loser. They strive to avoid difficult situations and tasks, and expect low results. Hence, they are dissatisfied with the quality of life. They are not satisfied with the results of their activities; they are not able to express themselves as much as possible in various spheres of life because their rigidity and pessimism prevent them from it.

Internal conflict is positively correlated with pessimism, conservatism, avoidance motivation, and dissatisfaction with the quality of life. Specific attitude toward their own "self" manifested in finding the negative sides of the personality, expression of self-control and a negative self-assessment of one's person leads to a slowdown in activities, negative perception of reality, stereotyped ways and techniques of expression, and to avoid difficulties and dissatisfaction with their position in a student community. Finally, self-attachment is statistically significantly correlated with dissatisfaction with quality of life and inertia. In other words, the more rigid students are in relation to their traits, the more they feel their passivity, lack of desire to change something in themselves and their activities, in their environment. In the end, this leads to dissatisfaction with their position in the educational environment. There is no sense of joy from activity, self-expression and communication.

The correlation between the marked characteristics of self-attitude and self-realization in students with a negative-rigid type indicates, first, the interdependence of these phenomena, and secondly, shows the difficulties of self-realization due to low activity, rigidity of behavior and thinking, weak motivation, and a negative assessment of their "self".

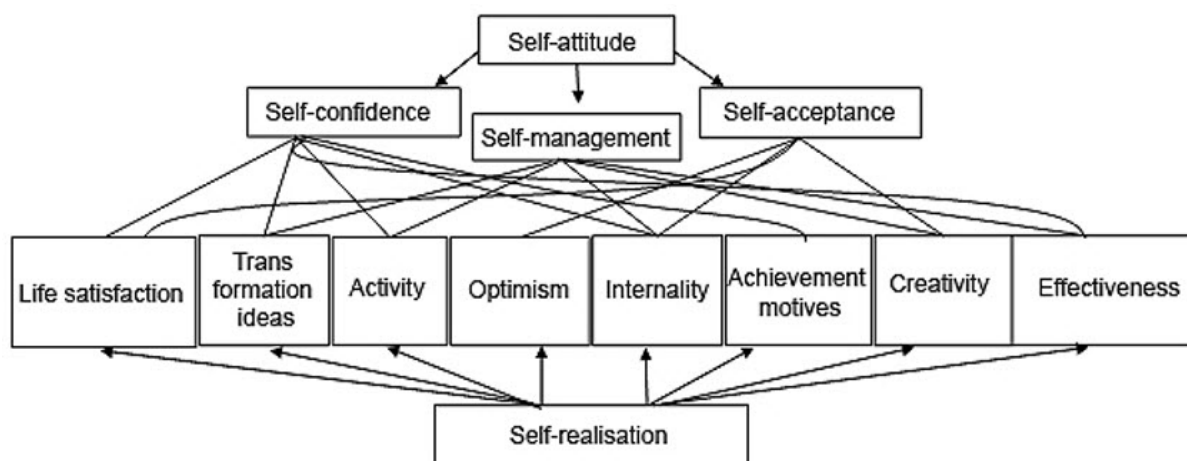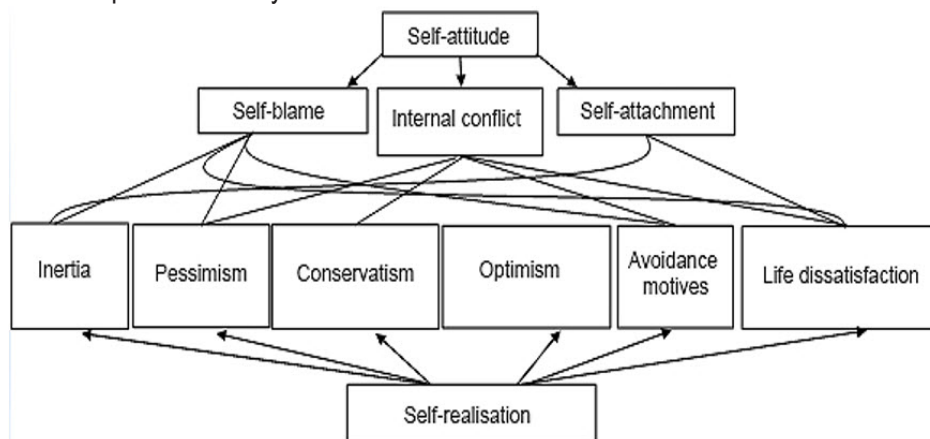The interdependence of self-realization variables and self-relationship components is shown in Figure 4.
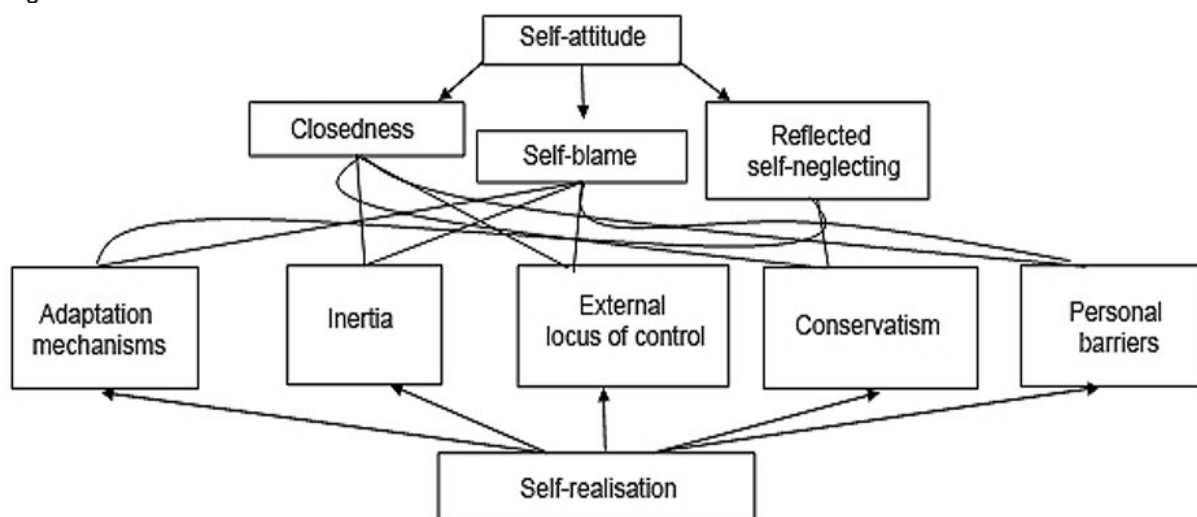
Figure 4. Correlations of components of self-attitude and self-realization in students with a socially dependent type of self-attitude.

As it can be seen in the figure, the students with a socially dependent type of self-attitude, the correlative pleiades include closeness, self-blame, and reflected self-attitude. These characteristics have the largest number of statistically significant correlations with self-actualization variables. Thus, closeness is positively correlated with inertia, external self-regulation, conservatism, and personal barriers. The expressed protective behavior of the person, due to a desire to conform to accepted norms, significantly reduces the manifestation of social and cognitive activity of students, enhances the influence of others on their behavior and self-expression, limits the expression of non-standard, creative ways and techniques of expression, but also contributes to the development of dependence on others, the development of

insecurity, anxiety, which subsequently acts as a barrier to self-actualization. Self-blame is positively associated with adjustment attitudes, inertia, external self-regulation, and personal barriers. The more students focus on their shortcomings, the more clearly their behavior is aimed at ignoring difficulties in activity communication and behavior. This is confirmed by their inert behavior and their self-regulation dependence on the surrounding teachers and students, as well as a complex of personal barriers in the form of anxiety, uncertainty, laziness and disorganization. The reflected self-attitude, in turn, is correlated at a statistically significant level with the ideas of adaptation and conservatism. Students' awareness that they are valued by others for their personal and spiritual qualities, for their actions and deeds, as well as for their adherence to group norms and rules, strengthens their adaptive behavior mechanism and standard ways of self-expression in a multicultural educational space. At the same time, it acts as a barrier to self-realization because students do not go beyond the standard schemes of self-expression; do not show creativity and over-activity.

It should be noted that the correlation of self-relation with various personal and professional characteristics of students is also obtained in the study of other authors. For example, in Shutenko et al., 2020 and other works there was also a correlation between the level of self-motivation characteristics and features of self-attitude of students (Shutenko et al., 2020). Zh. G. Garanina's et al., work examines the role of self-attitude in personal and professional development of graduate students (Garanina, Balyaev and Ionova, 2019). However, the typology of groups of students with different characteristics of self-attitude and, accordingly, different results of self-realization presented in this study is an original empirical work carried out in the educational environment of a modern international university.

Conclusion

The conducted theoretical research allowed us to determine that the multicultural educational environment, on the one hand, acts as a favorable factor for the individual's self-expression through interaction with students from other countries, which allows them to join a different culture, its traditions and values, and expand their cognitive space. On the other hand, the multicultural environment acts as a socio-psychological barrier to students' self-realization, due to communication difficulties and different mentalities of students from Europe, Asia and Africa.

The analysis of modern research on the problem of self-realization has shown that various psychodynamic, emotional-volitional and motivational-semantic characteristics of the subject of activity act as the subject determination of the individual's self-realization. The success of self-realization is largely determined by the totality, ratio, and degree of expression of these characteristics. For example, a pronounced perseverance does not yet allow students to realize their full potential, but if this property lets the subject of activity clearly express and direct motivation, positive self-attitude, realize the goal deeply, use creative non-standard schemes of self-expression, the effectiveness of self-realization significantly increases.

In the course of the empirical study, using methods of mathematical statistics, three different types of students' self-attitude with the conditional names positive-stable, negative-rigid and socially dependent were identified and characterized. The qualitative characteristics of the self-attitude of each of the selected types have been determined. It is established that there are differences in the specifics of students' self-realization in a multicultural educational space with different types of self-attitude. It is proved that students with a positive and stable type of self-attitude realize themselves most successfully in the process of educational activity in a multicultural educational environment, due to the expression of such characteristics as high self-esteem, self-confidence, self-control, self-worth and self-acceptance. At the same time, students with a socially dependent type of self-attitude experience the greatest difficulties in self-realization. The main barriers to self-fulfillment are closeness, self-blame, low self-esteem, rigidity, pessimism, social and cognitive passivity.

It is established that the identified types of self-relation have specific links with the components of self-realization. In a positive-stable type of self-attitude, these connections involve such characteristics of self-realization as transformation ideas, achievement motives, creativity, effectiveness, and optimism, which provides a success rate of the self-realization process. While in the socially dependent type of self-attitude, the main correlation pleiades cover inertia, pessimism, dependence of self-regulation on external circumstances, stereotypical self-expression, motives of avoidance, which certainly reduce the quality of self-realization of the students' personality.

The facts and specific patterns of students' self-realization in a multicultural educational space with different types of self-attitude revealed in the course of the study will allow us to take these data into

account in the future when developing programs for psychological support of foreign students during their studies, especially during the adaptation period. In addition, the results obtained can be used to develop programs for foreign students' individual learning paths in a multicultural educational environment.

Acknowledgments

Conflict of interests
The authors declare no conflict of interest.

References

Bandura, A. (1995). On rectifying conceptual ecumenism. In J. E. Maddux (Ed.), *The Plenum series in social/clinical psychology. Self-efficacy, adaptation, and adjustment: Theory, research, and application*. 347–375. Plenum Press. https://doi.org/10.1007/978-1-4419-6868-5_13

Berzonsky, M.D., & Papini, D.R. (2014). Identity Processing Styles and Value Orientations: the mediational role of self-regulation and identity commitment. Identity. *An international journal of theory and research, 14*(2), 96 -112. https://doi.org/10.1080/15283488.2013.858228

Bokhan, T. G., & Peshkovskaya, A. G. (2011). Трудности самореализации в субъективной картине жизненного пути больных алкоголизмом. [Challenges of self-realization in subjective picture of life span of patients with alcoholism]. *Siberian Gerald of Psychiatry and Addiction Psychiatry, 2*(65), 34-40. https://elibrary.ru/item.asp?id=16209978

Denisova, E. A., & Vorobyeva, N. A. (2017). Gender differences of self-attitude of today's adolescents. *Science Vector of Togliatti State University. Series: Pedagogy, Psychology, 3*(30), 48-53. https://doi.org/10.18323/2221-5662-2017-3-48-53

Chzhan, T. (2013). Возрастные особенности профессиональной самореализации личности (на примере специалистов-маркетологов из КНР).[Age Peculiarities of Professional Self-Realization of Personality (by the Example of the Experts in Marketing from the People's Republic of China)]. *RUDN Journal of Psychology and Pedagogics, 3*, 49-54. https://elibrary.ru/item.asp?id=20290126

Chzhan, P. H., & Chzhan, T. (2013). Половые различия самореализации личности Китайских студентов. [Gender Distinctions of Personality Self-Realization in Chinese Students]. *RUDN Journal of Psychology and Pedagogics, 2*, 20-25. https://elibrary.ru/item.asp?id=19091041

Egorycheva, I. D. (2019) Самореализация на ранних этапах онтогенеза (к постановке проблемы). [Self realization in the early stages of ontogenesis (to the formulation of the problem)]. *Mir psihologii. 2*(98), 207-217. https://elibrary.ru/item.asp?id=41311523

Galazhinskij, E.V. (2006). Психологические основания изучения полноты и качества процессов самореализации личности. [Investigating personal self-realization quality and completeness: the psychological bases]. *Sibirskiy Psikhologicheskiy Zhurnal, 24.* 70-76. https://elibrary.ru/item.asp?id=12512580

Garanina, Z. G., Balyaev, S. I., & Ionova, M. S. (2019). Роль самоотношения в личностно-профессиональном саморазвитии студентов высшей школы. [The role of self-attitude in the personal and professional development of high school students]. *The Education and science journal, 21*(1), 82-96. https://doi.org/10.17853/1994-5639-2019-1-82-96

Grigorieva, A. A., & Povarionkov, J. P. (2015). Проблема соотношения и взаимодействия профессиональной самоактуализации и профессиональной самореализации личности. [Problem of the correlation and interaction of professional self-actualisation and professional self-realization of the personality]. *Yaroslavl Pedagogical Bulletin, 3.* 166-174. https://elibrary.ru/item.asp?id=24835457

Guichard, J. (2005). Life-long Self-Construction. *International Journal for Educational and Vocational Guidance, 5*, 111-124. http://doi.org/10.1007/s10775-005-8789-y

Hammad, S. M. (2013). Исследования самореализации личности в России и за рубежом. [Research of personality self-actualization in Russia and abroad]. *RUDN Journal of Psychology and Pedagogics, (3),* 44-48. https://elibrary.ru/item.asp?id=20290125

Hartung ,P.J., Porfeli, E.J., & Vondracek ,F.W. (2005). Vocational development in childhood.A review and reconsideration. *Journal of Vocational Behavior, 66*(3), 385 - 419. http://doi.org/10.1016/j.jvb.2004.05.006

Korostyleva, L. A. (1997). Problemy samorealizacii lichnosti v sisteme nauk o cheloveke. [Problems of personality self-realization in the system of human sciences]. *Psihologicheskie problemy samorealizacii lichnosti.* 354.

Kostakova, I.V., & Belousova (Grigoreva) S. S. (2014). Психологическая основа профессиональной самореализации личности. [Psychological basis of career and job satisfaction in adults]. *National Psychological Journal, 3*(15), 80-85. http://doi.org/10.11621/npj.2014.0310

Kudinov, S. I., & Kudinov, S. S. (2017). Razrabotka metodiki issledovaniya samorealizacii lichnosti [Development of a research methodology for personality self-realization]. *Vysshaya shkola: opyt, problemy, perspektivy: materialy Mezhdunarodnoj nauchno-prakticheskoj konferencii*, 3-15. https://elibrary.ru/item.asp?id=29886503

Kudinov, S. I., & Kudinov, S. S. (2018). *Psihodiagnostika lichnosti* [Psychodiagnostics of personality]. Moscow: RUDN, https://elibrary.ru/item.asp?id=34993454

Kudinov, I. S. et al. (2020). Different self-attitude indicators in students and their self-realization in a University, *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 8*(3), 47-59.

Kudinov, S. I., & Aybazova, S. R. (2015). Субъектная детерминация самореализации личности. [Subject Determination of Self-realization of Personality]. *Acmeology, 2*(54), 90-97. https://elibrary.ru/item.asp?id=23485443

Kudinov, S. I., Avdeyev, N. P., & Arkhipochkina, K. V. (2012). Индивидуально-типологическая характеристика самореализации личности. [The article presents the analysis of the empirical results of the study with the purpose to identify the different types of personal fulfillment]. *RUDN Journal of Psychology and Pedagogics, 4*, 85-90. https://elibrary.ru/item.asp?id=18258602

Kudinov, S. I., Aybazova, S. R., & Arkhipochkina, K. V. (2015). Темпераментальные предпосылки самореализации личности. [Temperamental Prerequisites of Personality Self-Realization]. *RUDN Journal of Psychology and Pedagogics, 1*, 18-25. https://elibrary.ru/item.asp?id=23133822

Kudinov, S. I., Davydova, N. I., & Kudinov, S. S. (2018). Specificity of self-realization of teachers with various length of professional experience. *RUDN Journal of Psychology and Pedagogics, 15*(3), 271-286. https://doi.org/10.22363/2313-1683-2018-15-3-271-286

Kudinov, S. I., Kudinov, S. S., Kudinova, I. B., & Mikhailova, O. B. (2017). The role of persistence in students'self-realization. I*nternational Journal of Cognitive Research in Science, Engineering and Education, 5*(2), 19–26. https://doi.org/10.5937/IJCRSEE1702019K

Kudinov, S.I., Kudinov, S.S., Kudinova, I.B., Mihailova, O.B., Avagian, K.K. (2019). The differences in ethnic identity and patriotism characteristics between Russian and Kazakh students. *Zbornik Instituta za Pedagoska Istrazivanja, 51*(1), 285-325. https://doi.org/10.2298/ZIPI1901285K

Kudinov, S. S. (2013). Individually-Typological Peculiarities of Personality Self-Discipline and Self-Actualization Correlation. *RUDN Journal Of Psychology And Pedagogics, (2),* 14-19. http://journals.rudn.ru/psychology-pedagogics/%20article/view/7746

Kudinova, I. B., & Belousuva, S. S. (2017). Relationship Between Spiritual and Moral Self-consciousness and Self-realization in Adulthood. *RUDN Journal of Psychology and Pedagogics, 1*(17), 38-51. https://doi.org/10.22363/2313-1683-2017-14-1-38-51

Kulagina, I.V. (2016). The Study of Psychological Adaptation and Creative Self-realization. *Международный научно-исслдовательский журнал, 11-5*(53), 110-111. https://doi.org/10.18454/IRJ.2016.53.133

Leary, M. R., Nezlek, J. B., Downs, D., Radford-Davenport, J., Martin, J., & McMullen, A. (1994). Self-presentation in everyday interactions: effects of target familiarity and gender composition. *Journal of personality and social psychology, 67*(4), 664–673. https://doi.org/10.1037/0022-3514.67.4.664

Leontiev, D., Lebedeva, A., & Kostenko, V. (2017). Pathways of Personality Development: Following Lev Vygotsky's Guidelines. *Educational Studies, 2,* 98-112. Yaroslavl Pedagogical Bulletin. https://doi.org/10.17323/1814-9545-2017-2-98-112

Shutenko, E. N., Shutenko, A. I., & Kanishcheva, M. A. (2020). Personal features of students'self-realization in the university educational environment. *Азимут научных исследований: педагогика и психология, 9*(1), 403-407. https://doi.org/10.26140/anip-2020-0901-0098

Solodnikova, I. (2018). Life strategies implementation by ex-participants of youth subcultures. Vestnik RGGU. Seriya:Psihologiya. Pedagogika. *Obrazovanie, 2*(12), 60-80. https://doi.org/10.28995/2073-6398-2018-2-60-80

Stošić, L., Dermendzhieva, & S. Tomczyk, L. (2020). Information and communication technologies as a source of education. *World Journal on Educational Technology: Current Issues,12*(2), 128-135. https://doi.org/10.18844/wjet.v12i2.4815

Stošić, L., & Fadiya, S. O. (2017). The attitudes of students towards the use of ICT during their studies. *Российский психологический журнал, 14*(1), 135-148. https://doi.org/10.21702/rpj.2017.1.9

Stošić, L., & Stošić, I. (2015). Perceptions of teachers regarding the implementation of the internet in education. *Computers in Human Behavior, 53*(12),462-468. https://doi.org/10.1016/j.chb.2015.07.027

Vartanova, I. I. (2016). Sistema tsennostei, motivatsiya i samootnoshenie: gendernaya spetsifika starsheklassnikov [The system of values, motivation and self–attitude: the gender specificity of high school students]. *Natsional'nyi psikhologicheskii zhurnal [National Psychological Journal], 4(*24). 115-121. https://doi.org/10.11621/npj.2016.0414

Vianello, M., Schnabel, K., Sriram, N., & Nosek, B. (2013). Gender differences in implicit and explicit personality traits. *Personality and individual differences, 55*(8), 994-999. https://doi.org/10.1016/j.paid.2013.08.008

Waterman, A. S., Schwartz, S. J., Goldbacher, E., Green, H., Miller, C., & Philip, S. (2003). Predicting the subjective experience of intrinsic motivation: The roles of self-determination, the balance of challenges and skills, and self-realization values. *Personality and Social Psychology Bulletin, 29*(11), 1447-1458. https://doi.org/10.1177/0146167203256907

Yudakina, S. (2013) Концепция поликультурной образовательной среды формирования толерантности. [Concept of multicultural educational milieu of tolerance formation]. *Innovation in science, 19,* 213-219. https://www.elibrary.ru/item.asp?id=20520612

Improve Teaching Capacity at Private Universities in Ho Chi Minh City, Vietnam According to AUN-QA

Phan Quoc Lam[1]*, Vo Van Tuan[2], Duong Thi Thanh[1]

[1]Department of Education, Vinh University, Vinh, Vietnam e-mail: professorlam015@gmail.com; vovantuan81@yahoo.com
[2]Department of Education, Van Lang University, Ho Chi Minh, Vietnam e-mail: duongthithanh.info@gmail.com

Abstract: The purpose of this study was to develop an approach to assessing the potential of teachers for the possibility of introducing quality standards of the educational process according to AUN-QA in the higher education system of Vietnam. A survey of teachers and managers of 6 private universities in Ho Chi Minh City was carried out, aimed at assessing the quality of university teachers and their potential to AUN-QA standards. The number of respondents was 172 teachers and 42 managers of the studied universities. Evaluation of the survey responses was made on a 4-point Likert scale. Using the SPSS 22.0 software package, statistical processing of the results of the questionnaire survey of teachers was carried out. By means of questionnaires, an assessment of the need (urgency) and the possibility of implementing measures aimed at increasing the teaching potential was carried out. A pedagogical experiment was carried out, which involved the passage of training for teachers in order to increase the pedagogical potential: the development of the theoretical base and practical skills in the application of teaching methods, such as Teaching simulation, Teaching case studies, Learning project, Teaching by situation, Lecture, Problem solving, Teaching in groups, Practical methods, experiments, Training method, review. The experiment involved 61 teachers from Van Lang University. According to the results of the experiment, a statistically significant increase in the level of methodological knowledge of teachers and skills for their implementation was revealed. The results obtained are of practical importance and can serve as a basis for solving numerous problems of higher education in the country. They can also be used to improve the quality of educational services, the effectiveness of reforms in the education system of Vietnam.

Keywords: Vietnam, university, education, training.

Introduction

The effective functioning of the socio-economic system and the achievement of a high level of well-being of the population, as shown by the advanced experience of developed countries, is primarily ensured by improving the quality of the higher education system (Salmi, 2018). High-quality higher education that contributes to the development of the cultural and spiritual superstructure of society forms the intellectual basis of human capital as the main productive force of innovative development (Salmi, 2018). In this regard, the quality of higher education in modern conditions should be harmonized with the current needs in the field of economics, technology, science, culture, have an applied character and adapt to the volatility of the socio-economic system in the context of globalization. Back in 2005, before the universities of Vietnam, by the approval of Resolution No. 14/2005/NQ-CP On substantial and comprehensive renewal of Vietnam's tertiary education in the 2006-2020 period (Van Khai, 2005), the priority of internationalization and innovative development was determined and by the end of 2020 enter in the ranking of 200 universities in the world. The Vietnamese government pays a lot of attention to education reforms. Outdated curricula, low quality of education do not allow producing highly qualified personnel, and the country needs professionals. The rapid growth of higher education in the Asian countries has brought forth challenges in the higher education sector, including but not limited to "shortages of qualified instructional staff (and) a need to improve instructional quality" (Liu, 2016). It is considered that although quality assurance system is never built from scratch, the normal implementation process is a linear one (Shah and Nair, 2016): new tools and procedures are developed and therefore some conditions are needed in order to support organization to adapt to these new tools and procedures.

In the trend of internationalization, the task of the teaching staff must both help learners meet the integration ability and at the same time improve their applicability in their professional work. Teachers are the most significant change agent in educational reform (Nguyen, 2018; Glewwe et al., 2017). They

---

*Corresponding author: professorlam015@gmail.com

should improve students' transferable skills to enhance their chances of employment (Demombynes and Testaverde, 2017). According to Tran and Marginson (2018a), good teaching involves giving clear explanation through interesting lessons and providing useful and timely feedback. As rightly observed by Pham (2018b), unless teachers provide effective instruction and create classroom environment conducive to learning, students will not achieve at high levels even when essential material inputs are available and curriculum is relevant. According to Thuy Thi and Yi-Fang (2014), the sense of responsibility and high level of engagement between students and teachers makes quality assurance effective. Teacher commitment is one of the quality values in congruence among higher education stakeholders (Le and Hayden, 2017). One of the roles of the teachers is monitoring and evaluating students learning. The learning environment is positive when it is favourable for students' meaningful and productive learning. In such an environment as noted by Nhat and Bich (2017), "educational programs, materials and procedures are designed to meet the needs of each student".

The main disadvantage of Vietnam's higher education is that the standard of training does not meet the socioeconomic development criteria. If there is no drastic and successful solution, the country will lose its competitive edge in terms of standard and human capital (Tran and Marginson, 2018a).

Currently, the majority of state and private universities in Vietnam has been implementing QA activities in accordance with the regulations of the Ministry of Education and Training of Vietnam, but the effectiveness of this activity is not high has no significant impact on the improvement of training quality because it does not meet international standards on QA and is in line with the development of these schools (Le, 2016). The model and the level of QA of universities such as the AUN-QA model of the Southeast region network of universities are the best options because it conforms to the minimum international standards and corresponds to the level of the current development of higher education system in the country (Longpradit et al., 2019). AUN-QA Network is established as the ASEAN quality assurance network in higher education with the responsibility to promote quality assurance in higher education institutions, raise the quality of higher education, and collaborate with both regional and international bodies for the benefit of the ASEAN community (AUN-QA, 2020). To implement this idea, programs of the 200 best universities in the world were selected, occupying high positions in the world ranking. Over the past 10 years, educational programs based on advanced training courses have achieved their goals. In particular, courses introduced advanced training of the teaching staff, expanded scientific research, consolidated objects of international cooperation. The goal of the project is that by 2020 higher education in Vietnam must become competitive and adapted to a socialist-oriented market mechanism, and several Vietnamese universities must achieve world-class level through improving higher education quality assurance systems (Nguyen, 2017). In 2003, quality assurance through mandatory accreditation mechanism for both institutions and programmes was officially introduced into Vietnam's higher education. Several studies observed and discussed certain aspects of Vietnam's accreditation (Do et al., 2017; Nguyen, 2018; Pham, 2018a, 2018b, 2018c; Westerheijden et al., 2010).

However, the active introduction of advanced technologies in private and public universities in Vietnam is faced with the problem of unpreparedness and inconsistency of the potential of the teaching staff in the higher education system, which in turn inhibits the process of improving the quality of education. In view of this, the question of the need for didactics of the current level of the potential of teachers in the universities of Vietnam to be ready for the introduction of progressive educational technologies AUN-QA is actualized. This study was aimed at developing a toolkit for assessing the quality level of the organization of the educational and cognitive process, stimulating interest in knowledge in the educational process on the example of private universities in Ho Chi Minh City, Vietnam. Ho Chi Minh City is the locality with the highest number of private universities in the country. The subject of the research are private universities the training level of teachers of private Universities is generally low compared to requirements and compared to public schools. According to some schools, finding a teacher with a high-level teaching degree is quite difficult, especially with some specific majors, many people do not want to pursue academic titles such as the other arts and creative fields, and they consider a more practical work capacity. Another important issue of the faculty of private universities is the unbalanced teacher structure. The number of faculty members with academic titles, degrees, and experience is high in age (some retired in other schools and agencies) and less active and creative; some young teachers are creative, highly motivated but have little experience and no academic titles. That makes a large number of schools not develop, even threatened to not exist (Hanh, 2020). Therefore, improving the quality of teachers in the higher education system with measures that are scientific and in line with the practice is one of the urgent jobs.

Literature review

First requirement for internationalization higher education in Vietnam is to bring all content and learning technologies in line with world standards and level of education to advanced universities of the world (Asadullah et al., 2020; Canadian Bureau for International Education, 2017; Linh and Thuy Anh, 2018). At the same time, as noted in the draft Reform 87 III. The international contacts in the development of higher education in Vietnam, it is important to preserve all the best that has been achieved in national education, so as not to lose the identity of the nation. In the world and in Vietnam, there are many scientific works and researches on training quality and quality assurance in higher education institutions. However, no systematic and comprehensive studies on training quality assurance for private universities have been conducted by any authors (Tran, 2018). However, all studies indicate that the quality assurance of university training is an area of quality assurance. Therefore, the content, manner and process to ensure the quality of training of universities must follow the content, manner and process of quality assurance in general and at the same time suitable to the training characteristics of universities (Akareem and Hossain, 2016; Pham, 2017). The selection of a model to ensure the quality of training in accordance with the strategic objectives and conditions of each school is extremely important. AUN-QA is a training quality assurance model that has certain advantages for private universities in Ho Chi Minh City (Yang, 2017). By many scientific and appropriate research methods, the actual quality of training according to AUN-QA has been clarified according to 11 standards. Most of the standards are rated by the survey respondents as "good". Some criteria to evaluate at the level of "good", including: Quality of teaching staff; Infrastructure and equipment; Quality improvement solutions; Quality of graduates (Masino and Niño-Zarazúa, 2016).

The scientific literature contains many works confirming the directly proportional interdependence between the quality of higher education and the level of socio-economic development of the country (Salmi, 2018; Kromydas, 2017; Lehmann et al., 2020; Sánchez and Singh, 2018). The quality of education reflects a social category that reflects performance (Madani, 2019; Crosling, 2017; Nhan and Nguyen, 2018), the current state and its compliance with social needs in the process of formation, development of professional and cultural competencies of students in the educational system (Nguyen and Tran, 2018). This category in the normative legal and modern pedagogical literature is considered from the point of view of the unity of teaching as a process (Ng, 2015; Pitiyanuwat et al., 2017) and education as a result (Ng, 2015). Consequently, the quality of education should be considered on an individual-personal level, taking into account the real needs and capabilities of the subjects of the educational process. The quality of education is inextricably linked with pedagogical technologies, since in modern conditions, various audio, hardware and software tools have been actively introduced into the pedagogical and educational process to improve the quality of the educational process (Abd and Behadili, 2019; Ali et al., 2018; Burbules et al., 2020). Productive author's methods were optimistic and became almost a panacea for ineffective learning in the higher education system (Lucander and Christersson, 2020; Burbules et al., 2020; Janssen et al., 2019). Many studies show that the use of active learning methods can create conditions for translating the acquired knowledge into an applied form and increase the motivation of students (Rizkallah and Seitz, 2017; López et al., 2019). Innovative pedagogical technologies create new learning opportunities (Burbules et al., 2020). Opportunities for personalized learning are emerging, new models of collaboration are emerging, and the range of learning innovative and engaging to learners strategies expands. In addition to the obvious advantages of modern technologies in education, there are also disadvantages - "pitfalls" that teachers face when implementing. It should be noted that the systematic approach gradually led to a general setting of pedagogical technology: to solve didactic problems within the framework of the management of the educational process with precisely defined goals, the achievement of which is difficult to clearly describe and define in each specific case (Nasim et al., 2019). This will lead to many problems in improving the quality of the educational process, because students do not have equal access to pedagogical technological resources (Burbules et al., 2020). Too active implementation and without proper experience demagogic technologies can adversely affect the development of students' communication skills and social interaction (Nasim et al., 2019). Teachers lack digital literacy skills, which makes it impossible to hinder the development of innovations in education, etc. (Nasim et al., 2019; Orakcı et al., 2020).

Scientists emphasize that the main link in ensuring the quality of education is the teacher. There is no doubt that every teacher must understand the role that he plays in shaping the personality of a student, a full member of the modern information society. The teacher must be ready to use new teaching and information technologies and technical means in the teaching and development of students. Therefore, improving the professionalism of the teaching staff will be one of the urgent tasks of the innovative development of education. To do this effectively, firstly, university administration must have a teaching

staff development orientation based on a reasonable model and an adaptive model. Universities have different levels of potential to improve the quality of the educational process (Bui et al., 2020; Tran et al., 2017; Tran and Marginson, 2018b; Tran and Nguyen, 2018) and those with a low level of potential cannot use on the first stages are too progressive pedagogical technology. Therefore, within the framework of this study, using the example of Ho Chi Minh City private universities that have a low level of potential for the development of education quality today, the possibilities of introducing the AUN-QA model of the network of universities in Southeast Asia are being evaluated. This is a model for ensuring minimum international standards, consistent with the current level of development of these private universities.

Materials and Methods

The implementation of the research objectives consisted of 2 parts. Part 1 is aimed at assessing the compliance of the quality of university teachers and their potential with the AUN-QA standards; assessing the need, the possibility of implementing measures to improve pedagogical potential. The second part of the study was a pedagogical experiment aimed at increasing the level of teaching potential in the framework of AUN-QA and assessing its effectiveness. The methodological basis for obtaining quantitative estimates in both cases was the questionnaire method.

The survey was carried out in 3 stages. At the 1st stage (September-October 2019), 381 managers and teachers at 6 private universities in Ho Chi Minh City (Van Lang University, Hutech University, Ho Chi Minh City University of Foreign Languages-Information Technology, Hong Bang International University, Van Hien University, University of Economics Ho Chi Minh City) received questionnaires aimed at assessing the compliance of the quality of university teachers with the AUN-QA standards. Respondents sent back 214 complete questionnaires. Participation in the survey was voluntary, and the results were anonymous. The representativeness of the survey results is evidenced by the size of the sample population, which exceeds the minimum size requirements - 100 people (Hashim, 2010). The minimum sample size is determined based on a significance level of 0.1, which ensures the accuracy and reliability of the survey results (Kim, 2015).

The representativeness of the sample is also evidenced by the representation of 6 universities, there are no statistically significant differences between the assessments of the respondents. These differences were assessed by the Student's t-test, the empirical values of which (0.67-1.11) do not exceed the tabular values 1.992-1.998 at p = 0.05. Thus, the results obtained are representative of the entire private higher education system in Ho Chi Minh City. The structure of the respondents is shown in Table 1.

Table 1
Number of subjects participates in the survey

No	Subjects	Quantity	Rate (%)
1	Managers	42	19.6
2	Teachers	172	80.4
	Total	214	100

The respondents were asked to rate the quality of university teachers according to GV standards system according to AUN-QA. According to this system of standards, one of the aspects of assessing the quality of higher education is the quality of the organization of the educational process and the development of the teaching staff (Do, 2018; Hoang et al., 2018; Nguyen et al., 2016) in the areas indicated in Table. 2. Compliance with these fundamental standards is a prerequisite for the effectiveness of higher education. The questionnaire is designed on the 4-point Likert scale, according to which categories are used to evaluate the questionnaire's questions completely agree, agree, disagree, strongly disagree (Lipovetsky, 2017). The score increases as the level of agreement increases.

The reliability of the questionnaire was assessed based on the scores of the respondents using Cronbach's Alpha coefficient in Statistica 12.0 (Table 2).

Table 2
Indicators of the questionnaire's reliability

No	Questionnaire's item	Cronbach's alpha value
1	Recruitment, appointment, and promotion criteria are well defined and widely disseminated	0.87
2	There is a plan to develop teachers' staff (succession, promotion, promotion, re-assignment, termination, and retirement) to meet training, research and to serve the community.	0.89
3	The ratio of teachers/students and workloads is measured and monitored to improve the quality of education, research and to serve the community.	0.91
4	Recruitment and selection criteria for appointment, assignment, and promotion, including ethical and academic freedom standards, are well-defined and disseminated to stakeholders.	0.90
5	The competence of teachers is clearly defined and evaluated	0.90
6	The need for training and professional development for teachers is identified and appropriate activities are implemented to meet these needs.	0.88
7	The management according to the results of teachers' work (including reward and recognition) is implemented to encourage and support training, scientific research, and community service activities.	0.89
8	The types and quantity of research activities of teachers are clearly defined, monitored and matched to improve quality	0.90
	Total	0.89

For the questions of the questionnaire No 3-5, 8 the value of the Cronbach's alpha, calculated according to the respondents' estimates, is higher than the general one according to the questionnaire. This means that eliminating these questions will improve the reliability of the questionnaire. On the other hand, excluding half of the questions will significantly reduce the information content. Therefore, when processing the results, we used the answers to all the questions in the questionnaire. The reliability of the questionnaire is evidenced by the general coefficient of Cronbach's alpha, the value of which is 0.89.

In addition to assessing the quality of teachers at this stage of the study, respondents were asked to assess the urgency and feasibility of implementing activities aimed at increasing teaching potential (quality of teachers). To determine the level of urgency and the possibility of implementing measures, based on the average estimates of the respondents in the sample, the range of possible estimates (Abd and Behadili, 2019, 4) is divided into 4 equal segments (Lipovetsky, 2017). Formed levels are given in Table 3.

Table 3
Convention for coding survey data

Average score	Necessity	Possibility
3.26 - 4	Very urgent	Very feasible
2.51 - 3.25	Necessary	Feasibility
1.76 - 2.50	Less urgent	Less feasible
1 - 1.75	Not urgent	Impossible

Exploration results are processed by descriptive statistics: percentage (%); average score and standard deviation; t-test. SPSS software version 22.0 is used to process the results statistically.

The 2nd and 3rd stages of the questionnaire were aimed at assessing the effectiveness of the pedagogical experiment aimed at training to improve teaching capacity for teachers under AUN-QA. The second stage was carried out in October 2019 - before the start of the experiment, the third - in January 2020 following the results of the experiment. The experiment included 61 teachers of Van Lang University with seniority working mainly for more than 15 years (80.5%), teaching seniority of the University on average is 8.91 years. Due to the small size of the sample, the participants in the experiment were not assigned to the control and experimental groups. Therefore, during the experiment period, the influence of factors contributing to the development of teachers was excluded for the participants, with the exception of the activities provided for by the experiment. Before the start of the experiment and after its completion, a survey was carried out aimed at assessing the methodological knowledge of teachers and the level of practical skills in the implementation of teaching methods according to the above-mentioned 4-point

Likert scale. The effectiveness of the experiment was evaluated based on a comparison of the average estimates for the sample obtained after the end of the experiment and the results at the beginning of the experiment. The statistical significance of the differences was assessed using the Student's t-test at a significance level of 0.05. The experiment implied a 2-month training (during November-December 2019) among university teachers, which involved performing tasks aimed at developing the theoretical base and practical skills of teachers in the application of such techniques as teaching simulation, teaching case studies, learning project, teaching by situation, lecture, problem solving, teaching in groups, practical methods, experiments, training method, review.

Results

The results of the questionnaire survey of university professors and managers regarding quality of teachers at private universities are shown in Table 4.

Table 4
The actual quality of teachers at private universities in Ho Chi Minh City

No	Contents	General		Managers		Teachers		p
		Average score (GPA)	Standard deviation (SD)	GPA	SD	GPA	SD	
1	Recruitment, appointment, and promotion criteria are well defined and widely disseminated	3.30	0.787	3.20	0.857	3.31	0.776	*
2	There is a plan to develop teachers' staff (succession, promotion, promotion, re-assignment, termination, and retirement) to meet training, research and to serve the community.	3.34	0.757	3.18	0.800	3.37	0.749	0.04
3	The ratio of teachers/students and workloads is measured and monitored to improve the quality of education, research and to serve the community.	3.06	0.847	2.84	0.955	3.10	0.826	0.04
4	Recruitment and selection criteria for appointment, assignment, and promotion, including ethical and academic freedom standards, are well-defined and disseminated to stakeholders.	3.20	0.825	3.00	0.969	3.23	0.799	0.04
5	The competence of teachers is clearly defined and evaluated	3.21	0.772	3.02	0.869	3.24	0.754	0.04
6	The need for training and professional development for teachers is identified and appropriate activities are implemented to meet these needs.	3.29	0.793	3.16	0.817	3.31	0.789	0.04
7	The management according to the results of teachers' work (including reward and recognition) is implemented to encourage and support training, scientific research, and community service activities.	3.24	0.788	03.08	0.966	3.28	0.756	0.04
8	The types and quantity of research activities of teachers are clearly defined, monitored and matched to improve quality	3.22	0.813	3.10	0.863	3.24	0.805	0.04
	General	3.23	0.654	3.07	0.771	3.26	0.632	0.04

Note: p *> 0.05

Poll results show that:
- Overall quality of the teachers is assessed at a good level by the surveyed subjects (GPA = 3.23; SD = 0.665). However, there was a difference in the assessment of the two target groups. In which: group

of managers evaluate at the level of "good" (GPA = 3.07; SD = 0.771); group of teachers evaluate at the level of "good" (GPA = 3.26; SD = 0.632); p-value in the t-test test = 0.04 <0.05. The differences in the estimates obtained are statistically significant according to the Student's t-test at a significance level of 0.05.

- In a total of 8 criteria to evaluate the quality of the teachers, there are 3/8 criteria for the quality of the team that is rated by the surveyed audience as a "good" rating (average score > 3.25); 5/8 criteria at the "good" ranking level.

- Criteria "there is a plan to develop teachers (succession, promotion, reassignment, contract termination, retire) to meet training and research needs and serving the community "has the highest GPA of 8 criteria (GPA = 3.34; SD = 0.757), corresponding to the" good "rating.

- Criteria "Teacher/Student ratio and workload measured and monitored to improve teaching, research and community service quality" have the lowest average score of the 8 criteria (average score = 3.06; standard deviation = 0.847), corresponding to a "good" rating level. This is a big problem in personnel management of PUs.

- Criteria related to "recruitment and selection criteria for appointment, assignment, and promotion, including ethical and academic freedom standards, which are clearly defined and disseminated to relevant parties "have the second-lowest average score out of 8 criteria (GPA = 3.20; SD = 0.825), corresponding to a" good "rating. In the evaluation criteria of the Ministry of Education and Training or from the views such as overall quality management, ISO ... the issue of "academic freedom" of teachers is rarely mentioned. But for the AUN-QA approach, this is one of the important criteria. For teachers to be able to "academic freedom", teachers not only need to constantly strive to improve their capacity and update their knowledge but also need the support and legal corridor of managers. That is also showing "autonomy" in higher education (Pham, 2018c). Although, this criterion is ranked at "fairly" but in practice, "academic freedom" of teachers of PUs is more highly appreciated than teachers of public universities. One teacher commented in the in-depth interview results as follows: "We teachers have the right to present much knowledge outside the curriculum. Because knowledge is always new, the textbooks we use are mainly written by teachers from other schools - public universities many years ago. As soon as you get up, students will listen and how to ensure the quality".

- Differences in the evaluation of the 2 target groups included in 7/8 criteria (p = 0.04 <0.05). In particular, the group of managing officers has a lower average score than teachers. When learning more by the method of an in-depth interview, they were answered: "In the text, it is clearly stated that the problem of teacher capacity assessment, recruitment or appointment ... but in practice, the implementation is not always and consistently applying rigid regulations."

In summary, the survey results show that the quality of faculty staff of PUs in Ho Chi Minh City has achieved certain results but there is a need to have more advanced management measures to help faculty staff to grow in number as well as quality and professional competence. The issues of academic freedom, regulations, and support for teachers to implement scientific research tasks and teacher capacity assessment activities need to be completed.

Of course, the above assessments are only the beginning and only a subjective opinion, at the general level of the two groups of subjects. To accurately assess, comprehensive studies are needed on approaches, content, and methods. However, the results also show that to improve the quality of training, the PUs of HCMC must improve the quality of the teachers.

The need to carry out activities to improve the teaching capacity of the respondents was assessed as "Very urgent". There is also a high probability of implementation of measures to improve teaching potential within the framework of AUN-QA (Table 5).

Table 5
Correlated results on urgency and feasibility of the proposed measure

No	Solutions	Necessity		Feasibility		p
		GPA	SD	GPA	SD	
1	Organise training to improve teaching capacity for teachers under AUN-QA	3.33	0.70	3.21	0.79	0.12

Table 5 shows that the proposed measures are urgent and similarly feasible, in this connection, a pedagogical experiment was carried out aimed at assessing the effectiveness of measures to train university teachers. The experiment is a training aimed at increasing the level of theoretical and practical knowledge of teaching methods on the part of teachers. The experimental results are shown in Tables 6, 7.

Table 6
Awareness of teaching methods before and after the experiment

No	Contents	Before the experiment		After the experiment		p
		GPA	SD	GPA	SD	
1	Teaching simulation	2.75	0.23	3.47	0,13	**
2	Teaching case studies	2.97	0.31	3.40	0,23	**
3	Learning project	2.99	0.28	3.17	0,12	*
4	Teaching by situation	2.86	0.29	3.22	0,17	**
5	Lecture	2.89	0.36	3.21	0,16	**
6	Problem solving	2.90	0.35	3.29	0,22	**
7	Teaching in groups	3.05	0.31	3.10	0,26	*
8	Practical methods, experiments	3.02	0.22	3.22	0,13	**
9	Training method, review	2.91	0.11	2.97	0,12	*
General		2,91	0.17	3.23	0.12	**

Conventions: p *> 0.05; p ** <0.05

The results show that: GPA about the methodological knowledge of the teachers participating in experiments has been improved after the experiment in a significant way (before experiment: GPA = 2.91; SD = 0.17; after experiments: GPA = 3.23; SD = 0.12; p <0.05).

6/9 teaching methods have significantly higher post-impact scores than meaningful pre-impact scores. However, there are 3 post-empirical baseline criteria higher than before, but the p value in the test is> 0.05, the difference is not significant. Those are 3 criteria: Learning project; Teaching in groups; Training method, review.

Statistics of actual skills applied in practice on teaching methods before and after the test are presented in Table 7.

Table 7
Skills of practicing teaching methods before and after experiments

No	Contents	Before the experiment		After the experiment		Sig
		GPA	SD	GPA	SD	
1	Teaching simulation	2.79	0.54	3.26	0,34	**
2	Teaching case studies	2.88	0.45	3.35	0,44	**
3	Learning project	2.58	0.33	3.27	0,36	**
4	Teaching by situation	2.35	0.41	3.13	0,38	**
5	Lecture	2.79	0.44	3.35	0,22	**
6	Problem solving	2.94	0.36	3.19	0,33	**
7	Teaching in groups	2.73	0.44	3.08	0,44	**
8	Practical methods, experiments	2.91	0.311	2.99	0,23	**
9	Training method, review	2.82	0.35	2.89	0,29	**
General		2,76	0.24	3.16	0.26	**

The test results show that: The test scores on skills of implementing teaching methods of the teachers participating in the experiment have been significantly improved after the experiment (before

experiment: GPA = 2.76; SD = 0, 24; after experiment: GPA = 3.16; SD = 0.26; p <0.05).

In summary, the awareness and skills of teaching methods of teachers have post-impacted post average higher than impacted pre-impact significantly.

The results of exploraation and testing have been carried out showing that measures to foster capacity building for teachers of Private Universities in HCM city that the author proposed are necessary, feasible and effective.

Discussion

Within the framework of this study, a methodological approach was proposed to diagnose the need (urgency) and the objective possibility of practical implementation of innovative pedagogical technologies and activities in accordance with the AUN-QA standards, aimed at increasing the teaching potential in universities with a low level of quality of the educational process. The developed approach, in contrast to the existing ones (Do, 2018; Hoang et al., 2018; Nguyen et al., 2016), in the modern literature makes it possible to obtain an objective assessment of the conditions for improving the quality of the educational process. It allows you to determine the most suitable pedagogical conditions and technologies that correspond to the current level of pedagogical potential, resource capabilities of the university, and also takes into account the existing model of the organization of the educational process. The advantages of the proposed approach to assessing the quality of teachers, in contrast to earlier developments in the scientific literature (Akareem and Hossain, 2016; Yang, 2017; Lucander and Christersson, 2020; Burbules et al., 2020) is that the resulting assessment indicator is presented as two types of variables: quantitative, expressed through scores and their mean values, and categorical, reflecting the level. Scoring provides accuracy and allows you to analyze small changes in estimates over time or to assess differences between study groups, even when the categorical variable remains unchanged. The categorical variable provides a convenient way to interpret the results. The use of a 4-point Likert scale for assessing grades avoids the effect of gravitation towards a neutral middle position, according to which, when giving marks, the respondent prefers a neutral, middle position (average score), which distorts the results obtained. With a 4-point scale, there is no neutral assessment option.

The obtained results allowed to conclude that teachers need to be fostered and improved with professional measures such as training to improve their qualifications, using information technology for teaching and applying advanced forms. Progressing in the training of teachers, promoting scientific research, fostering in the direction of researching and improving foreign language skills. Specifically: fostering teachers to actively participate in advanced forms of training, online training, to both improve their qualifications and approach new teaching models, thereby helping them supplement their knowledge, diversify forms of teaching. In the coming time, online teaching models will be applied in higher education, such as E-learning; B-learning; videoconferencing. At the same time, it is necessary to expand the model of linkage between the school - the manager - the entrepreneur so that based on the link, the teachers can directly participate in the process of practicing and working in businesses, Enterprises can send highly skilled employees to the training process. Thus, new teachers have conditions to innovate, create and associate theory with practice. In addition, it is necessary to promote the capacity of scientific research for university teachers so that they can apply modern methods to teaching.

Attention should be paid to developing teaching capacity, including specific contents such as curriculum development at the subject level; determine the learning goals of the subject and each unit of study of students; identify the appropriate content to achieve the set goals; identify appropriate learning and teaching methods to convey content and reach goals; identify appropriate evaluation methods to motivate learners and properly assess learners' qualifications (Nguyen and Tran, 2018). Strengthen the ability to use positive teaching methods, which are appropriate with their own expertise, such as: situational teaching, group discussions, discoveries, simulations, projects ... transmit; problem solving and decision-making capacity; conflict management and negotiation capacity; the ability to constantly learn and develop oneself; capacity to use modern equipment and facilities in teaching (managing resources, data on the internet, proficient use of new technology facilities for teaching process ...).

Gradually perfect the standards of teacher morality and constantly cultivate political qualities. Each teacher must self-study and train in order to have a high professional capacity, grasp new achievements of science and technology in order to promptly apply them in teaching work; be able to use at least one foreign language fluently, mainly and most importantly English; have scientific research capabilities in their field of expertise. At the same time, the authorities need to develop and complete a separate set of criteria for university teachers. On that basis, higher education institutions develop a development

strategy for faculty members to suit the needs of the unit through many forms of training.

Conclusion

The conducted research allowed to conclude the following. Facing the impact of the industrial revolution 4.0 taking place in many fields and in order to meet the requirements, higher education in Vietnam needs to quickly change training methods to suit the development trend. As shown by the research, improving teaching capacity for teachers is an important task that the management in private universities must perform to improve the quality of training and quality assurance according to AUN-QA. It has been empirically established that in modern conditions, the pedagogical potential of private universities in Vietnam has a sufficient level of teacher qualifications and pedagogical conditions correspond to the possibilities of introducing quality standards in the educational process in accordance with AUN-QA. It was determined that the average assessment of the quality of teachers is 3.23 out of 4 maximum. At the same time, the assessments of managers are higher than those of the teachers. The developed system of measures aimed at increasing the teaching potential and the quality level of the educational process in accordance with the AUN-QA standards is an essential condition for increasing the efficiency and quality of the higher education system in Vietnam today. In particular, organising the capacity building activities for teachers is one of the urgent, basic and long-term jobs. To train teachers effectively, the organisation of training must be based on the needs of the teachers and the requirements of AUN-QA.

It should be noted that the results in cancers of this research study were obtained from a sequestered sample of respondents. Therefore, the identified patterns of development of pedagogical potential and the level of quality of the educational process can only be used in the pedagogical practice of private universities in Ho Chi Minh City, Vietnam. In addition, this article did not consider the individual characteristics of teachers in the studied universities in the process of introducing advanced educational standards and pedagogical technologies in accordance with AUN-QA. These questions require fundamental study and will become our priority for further scientific research.

Acknowledgments

Conflict of interests
The authors declare no conflict of interest.

References

Abd, M. S., & Behadili, S. F. (2019). Recognizing job apathy patterns of Iraqi higher education employees using data mining techniques. *Journal of Southwest Jiaotong University, 54*(4). https://doi.org/10.35741/issn.0258-2724.54.4.30

Akareem, H. S., & Hossain, S. Sh. (2016). Determinants of education quality: what makes students' perception different? *Open Review of Educational Research, 3*(1), 52-67. https://doi.org/10.1080/23265507.2016.1155167

Ali, S. H., Alaa, K. H., & Wid, A. A. (2018). Analyzing students' answers using association rule mining based on feature selection. *Journal of Southwest Jiaotong University, 53*(5). Retrieved from https://jsju.org/index.php/journal/article/view/236

Asadullah, M. N., Perera, L. D. H., & Xiao, S. (2020). Vietnam's extraordinary performance in the PISA assessment: A cultural explanation of an education paradox. *Journal of Policy Modeling*. https://doi.org/10.1016/j.jpolmod.2020.02.007

AUN-QA. (2020). *ASEAN University Network-Quality Assurance*. Retrieved from http://www.aun-qa.org/briefintroduction

Bui, T. A., Nguyen, C. V., Nguyen, K. D., Nguyen, H. H., & Pham, P. T. (2020). The effect of tuition fee reduction and education subsidy on school enrollment: Evidence from Vietnam. *Children and Youth Services Review, 108*, 104536. https://doi.org/10.1016/j.childyouth.2019.104536

Burbules, N. C., Fan, G., & Repp, P. (2020). Five trends of education and technology in a sustainable future. *Geography and Sustainability, 1*(2), 93-97. https://doi.org/10.1016/j.geosus.2020.05.001

Canadian Bureau for International Education. (2017). *Vietnam: Insights from an international collaboration mission*. Retrieved from https://cbie.ca/wp-content/uploads/2016/05/MarketReport.pdf

Crosling, G. (2017). Chapter 8 - Quality assurance and quality enhancement in Malaysian higher education. In M. Shah & Q.

Lam, P. Q., Tuan, V. V., & Duong, T. T. (2020). Improve teaching capacity at private universities in Ho Chi Minh city, Vietnam according to AUN-QA, *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 8*(3), 61-72.

T. N. Do (Eds.), *The Rise of Quality Assurance in Asian Higher Education* (pp. 127-141). Chandos Publishing. https://doi.org/10.1016/B978-0-08-100553-8.00004-5

Demombynes, G., & Testaverde, M. (2017). *Employment structure and returns to skill in Vietnam: estimates using the labor force survey.* Washington, DC: World Bank. Retrieved from https://openknowledge.worldbank.org/handle/10986/29458

Do, Q. T. N. (2018). Current perspectives on internationalisation of quality assurance at the institutional level. In L. T. Tran & S. Marginson (Eds.), *Internationalisation in Vietnamese Higher Education* (pp. 43-54). Cham: Springer. https://doi.org/10.1007/978-3-319-78492-2_3

Do, Q. T. N., Pham, H. T., & Nguyen, K. D. (2017). Chapter 12 - Quality assurance in the Vietnamese higher education: A top-down approach and compliance-driven QA. In M. Shah & Q. T. N. Do (Eds.), *The Rise of Quality Assurance in Asian Higher Education* (pp. 191-207). Chandos Publishing. https://doi.org/10.1016/B978-0-08-100553-8.00005-7

Glewwe, P., Krutikova, S., & Rolleston, C. (2017). Do schools reinforce or reduce learning gaps between advantaged and disadvantaged students? Evidence from Vietnam and Peru. *Economic Development and Cultural Change, 65*(4), 699-739. https://doi.org/10.1086/691993

Hanh, N. D. (2020). A review of issues of quality assurance and quality accreditation for higher education institutions and the situation in Vietnam. *Accreditation and Quality Assurance, 25*, 273-279. https://doi.org/10.1007/s00769-020-01439-3

Hashim, Y. (2010). Determining sufficiency of sample size in management survey research activities. I*nternational Journal of Organisational Management and Entreprenuership Development, 6*, 119-130. Retrieved from https://www.researchgate.net/publication/259822166_DETERMINING_SUFFICIENCY_OF_SAMPLE_SIZE_IN_MANAGEMENT_SURVEY_RESEARCH_ACTIVITIES

Hoang, L., Tran, L. T., & Pham, H. H. (2018). Vietnamese government policies and practices in internationalisation of higher education. In L. T. Tran & S. Marginson (Eds.), *Internationalisation in Vietnamese Higher Education* (pp. 19-42). Cham: Springer. https://doi.org/10.1007/978-3-319-78492-2_2

Janssen, E. M., Mainhard, T., Buisman, R. S. M., Verkoeijen, P. P. J. L., Heijltjes, A. E. G., van Peppen, L. M., & Gog, T. (2019). Training higher education teachers' critical thinking and attitudes towards teaching it. *Contemporary Educational Psychology, 58*, 310-322. https://doi.org/10.1016/j.cedpsych.2019.03.007

Kim, J. (2015). *How to choose the level of significance: a pedagogical note.* Retrieved from https://mpra.ub.uni-muenchen.de/66373/1/MPRA_paper_66373.pdf

Kromydas, T. (2017). Rethinking higher education and its relationship with social inequalities: past knowledge, present state and future potential. *Palgrave Communications, 3*, 1. https://doi.org/10.1057/s41599-017-0001-8/

Le, Q. A. (2016). The impact of globalisation on the reform of higher education in Vietnam. *International Journal of Business and Economic Affairs, 1*(1), 29-35. https://doi.org/10.24088/ijbea-2016-11005

Le, T. K. A., & Hayden, M. (2017). The road ahead for the higher education sector in Vietnam. *Journal of International and Comparative Education, 6*(2), 77-89. https://doi.org/10.14425/jice.2017.6.2.77

Lehmann, E. E., Meoli, M., Paleari, S., & Stockinger, S. A. E. (2020). The role of higher education for the development of entrepreneurial ecosystems. *European Journal of Higher Education, 10*(1), 1-9. https://doi.org/10.1080/21568235.2020.1718924

Linh, V. H., & Thuy Anh, N. (2018). Analysis of access and equity in higher education system in Vietnam. VNU *Journal of Science: Policy and Management Studies, 34*(4), 65-80. https://doi.org/10.25073/2588-1116/vnupam.4163

Lipovetsky, S. (2017). Factor analysis by limited scales: which factors to analyze? *Journal of Modern Applied Statistical Methods, 16*(1), 233-245. https://doi.org/10.22237/jmasm/1493597520

Liu, S. (2016). *Quality assurance and institutional transformation: The Chinese experience.* Singapore: Springer. https://doi.org/10.1007/978-981-10-0789-7

Longpradit, P., Chansaengsee, S., Niramitchainont, P., & Leksansern, A. (2019). Evaluation of the effectiveness of AUN-QA-based course learning outcomes: a case study in a management information system course at Mahidol University. *Humanities, Social Sciences and Arts, 12*(5), 381-399. Retrieved from https://he02.tci-thaijo.org/index.php/Veridian-E-Journal/article/view/197789

López, Á. R., Souto, J. E., & Noblejas, M. L. A. (2019). Improving teaching capacity to increase student achievement: The key role of communication competences in higher education. *Studies in Educational Evaluation, 60*, 205-213. https://doi.org/10.1016/j.stueduc.2018.10.002

Lucander, H., & Christersson, C. (2020). Engagement for quality development in higher education: a process for quality assurance of assessment. *Quality in Higher Education, 26*(2), 135-155. https://doi.org/10.1080/13538322.2020.1761008

Madani, R. (2019). Analysis of educational quality, a goal of education for all policy. *Higher Education Studies, 9*, 100-109. https://doi.org/10.5539/hes.v9n1p100

Masino, S., & Niño-Zarazúa, M. (2016). What works to improve the quality of student learning in developing countries? *International Journal of Educational Development, 48*, 53-65. https://doi.org/10.1016/j.ijedudev.2015.11.012

Nasim, K., Sikander, A., & Tian, X. (2019). Twenty years of research on total quality management in higher education: a systematic literature review. *Higher Education Quarterly, 74*(1), 75-97. https://doi.org/10.1111/hequ.12227

Ng, P. T. (2015). What is quality education? How can it be achieved? The perspectives of school middle leaders in Singapore. *Educational Assessment, Evaluation and Accountability, 27*, 307-322. https://doi.org/10.1007/s11092-015-9223-8

Nguyen, D. P., Vickers, M., Ly, T. M. C., & Tran, M. D. (2016). Internationalizing higher education (HE) in Vietnam: Insights from higher education leaders – An exploratory study. *Education + Training, 58*(2), 193-208. https://doi.org/10.1108/ET-08-2015-0072

Nguyen, H. C. (2017). Impact of international accreditation on the emerging quality assurance system: The Vietnamese experience. *Change Management: An International Journal, 17*(3), 1-9. https://doi.org/10.18848/2327-798X/CGP/v17i03/1-9

Nguyen, N. (2018). Transnational education in the Vietnamese market: Paradoxes and possibilities. In L. T. Tran & S. Marginson (Eds.), I*nternationalisation in Vietnamese Higher Education* (pp. 77-98). Cham: Springer. https://doi.org/10.1007/978-3-319-78492-2_5

Nguyen, N., & Tran, L. T. (2018). Looking inward or outward? Vietnam higher education at the superhighway of globalization:

Lam, P. Q., Tuan, V. V., & Duong, T. T. (2020). Improve teaching capacity at private universities in Ho Chi Minh city, Vietnam according to AUN-QA, *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 8*(3), 61-72.

Culture, values and changes. *Journal of Asian Public Policy, 11*(1), 28-45. https://doi.org/10.1080/17516234.2017.1332457

Nhan, T. T., & Nguyen, H. C. (2018). Quality challenges in transnational higher education under profit-driven motives: The Vietnamese experience. *Issues in Educational Research, 28*(2), 138-152. Retrieved from http://www.iier.org.au/iier28/nhan.pdf

Nhat, N. T. T., & Bich, P. T. (2017). Higher education massification and quality assurance in Vietnam: A case study of Viet Nam National University Ho Chi Minh City. In: D. Neubauer & C. Gomes (Eds.), *Quality Assurance in Asia-Pacific Universities* (pp. 91-108). Cham: Palgrave Macmillan. https://doi.org/10.1007/978-3-319-46109-0_6

Orakcı, Ş., Dilekli, Y., & Erdağ, C. (2020). The structural relationship between accountability felt and responsible teaching in Turkish teachers: The mediating effect of innovative thinking. *Thinking Skills and Creativity, 36*, 100662. https://doi.org/10.1016/j.tsc.2020.100662

Pham, A. (2018a). Employers' perspectives on Vietnamese returnee students. In L. T. Tran & S. Marginson (Eds.), *Internationalisation in Vietnamese Higher Education*. Dordrecht: Springer. https://doi.org/10.1007/978-3-319-78492-2_11

Pham, H. (2018b). International students' choice of destinations for overseas study: A specific push-pull model for Vietnam. In L. T. Tran & S. Marginson (Eds.), *Internationalisation in Vietnamese Higher Education*. Dordrecht: Springer. https://doi.org/10.1007/978-3-319-78492-2_9

Pham, L. (2018c). International students' aspirations to contribute to socioeconomic development in Vietnam. In L. T. Tran & S. Marginson (Eds.), *Internationalisation in Vietnamese Higher Education*. Dordrecht: Springer. https://doi.org/10.1007/978-3-319-78492-2_10

Pham, T. L. (2017). University governing boards: A view from a corporate perspective. *Educational Review, 137*, 6-11.

Pitiyanuwat, S., Sujiva, S., & Pitiyanuwat, T. (2017). Chapter 10 - The rise of quality assurance in Thailand. In M. Shah & Q. T. N. Do (Eds.), *The Rise of Quality Assurance in Asian Higher Education* (pp. 161-171). Chandos Publishing. https://doi.org/10.1016/B978-0-08-100553-8.00010-0

Rizkallah, E., & Seitz, V. (2017). Understanding student motivation: a key to retention in higher education. *Annals of the Alexandru Ioan Cuza University - Economics, 64*, 4-13. https://doi.org/10.1515/aicue-2017-0004

Salmi, J. (2018). Social dimension within a quality oriented higher education system. In A. Curaj, L. Deca, & R. Pricopie (Eds), *European Higher Education Area: The Impact of Past and Future Policies* (pp. 141-154). Springer. https://doi.org/10.1007/978-3-319-77407-7_10

Sánchez, A., & Singh, A. (2018). Accessing higher education in developing countries: Panel data analysis from India, Peru, and Vietnam. *World Development, 109,* 261-278. https://doi.org/10.1016/j.worlddev.2018.04.015

Shah, M., & Nair, S. (2016). *A global perspective on private higher education*. Cambridge, UK: Elsevier Publishing.

Thuy Thi, T., & Yi-Fang, L. (2014). Stakeholders' perspectives on quality assurance in Vietnamese higher education. *Higher Education Evaluation and Development, 8*(2), 1-30. https://doi.org/10.6197/HEED.2014.0802.01

Tran, D. N. (2018). Impacts of international organizations on Vietnam's higher education policy: The good, the bad and the ugly. In L. T. Tran & S. Marginson (Eds.), *Internationalisation in Vietnamese Higher Education*. Dordrecht: Springer. https://doi.org/10.1007/978-3-319-78492-2_6

Tran, L. T., & Marginson, S. (2018a). Internationalisation of Vietnamese higher education: An overview. In L. T. Tran & S. Marginson (Eds.), *Internationalisation in Vietnamese Higher Education* (pp. 1-17). https://doi.org/10.1007/978-3-319-78492-2_1

Tran, L. T., & Marginson, S. (2018b). Internationalisation of Vietnamese higher education: Possibilities, challenges and implications. In L. T. Tran & S. Marginson (Eds.), *Internationalisation in Vietnamese Higher Education.* Dordrecht: Springer. https://doi.org/10.1007/978-3-319-78492-2_14

Tran, L. T., & Nguyen, H. T. (2018). Internationalisation of higher education in Vietnam through English medium instruction (EMI): Practices, tensions and implications for local language policies. In I. Liyanage (Ed.), *Multilingual Education Yearbook 2018* (pp. 91-106). Cham: Springer. https://doi.org/10.1007/978-3-319-77655-2_6

Tran, L. T., Ngo, M., Nguyen, N., & Dang, X. T. (2017). Hybridity in Vietnamese universities: An analysis of the interactions between Vietnamese traditions and foreign influences. *Studies in Higher Education, 42*(10), 1899-1916. https://doi.org/10.1080/03075079.2017.1376872

Van Khai, P. (2005). *Government Resolution No. 14/2005/NQ-CP, dated November 2, 2005 "On substantial and comprehensive renewal of Vietnam's tertiary education in the 2006-2020 period".* Retrieved from http://vbpl.vn/TW/Pages/vbpqen-toanvan.aspx?ItemID=6439

Westerheijden, D. F., Cremonini, L., & Empel, R. (2010). Accreditation in Vietnam's higher education system. In G. Harman, M. Hayden & T. Nghi Pham (Eds.), *Reforming Higher Education in Vietnam* (Vol. 29, pp. 182-195). Dordrecht: Springer. https://doi.org/10.1007/978-90-481-3694-0_13

Yang, R. (2017). Internationalization of higher education in China: A national scenario. In H. de Wit, J. Gacel-Ávila, E. Jones & N. Jooste (Eds.), *The Globalization of Internationalization: Emerging Voices and Perspectives* (pp. 142-152). Oxon: Routledge.

Features of the Transition From the Traditional to the Criterial Assessment in Schools of Kazakhstan

Kenzhetaeva Roza[1], Nurzhanova Sazhila[1], Beimisheva Aigul[2], Stambekova Assel[1], Ryabova Ekaterina[1], Kulbayeva Dina[3]*

[1]Institute of Pedagogy and Psychology, Department of Pedagogy and Methods of primary education, KazNPU named after Abai, Dostyk ave., Almaty, Kazakhstan,
e-mail: Kengetaewa@mail.ru; sajila@mail.ru; stambekova_81@mail.ru; ekrina22@gmail.com
[2]University "Narxoz", Almaty, Kazakhstan, e-mail: Aigulb777@gmail.com
[3]Faculty of law, Department of Philosophy and political science, Taraz State University named after M.Kh.Dulati, Taraz, Kazakhstan, e-mail: kulbaeva68@bk.ru

Abstract: This study discusses the features of the transition from the traditional assessment system to the criteria-based assessment in schools of Kazakhstan. The use of criterion assessment in schools in Kazakhstan contributes to the crowding out of traditional methods of assessment and leads to a new vision of the methods and technologies of the system for evaluating educational achievements. In connection with the modernization of Kazakhstan's education, significant changes are occurring in the control and assessment activities of Kazakhstan schools, its goals, content, and technologies are changing. The problem of assessment activity is one of the most urgent problems both in pedagogical theory and in pedagogical practice. This study presents the results of empirical studies and the features of the transition to a new criteria-based assessment system for Kazakhstan. According to the results of the study, the problem of the need for professional training of future primary school teachers for the criteria-based assessment system was revealed. Results also showed that there are difficulties of applying criteria-based assessment in the practice of primary school teachers. The question of what professional knowledge, skills, and abilities an elementary school teacher must possess to successfully perform the monitoring and evaluation function was investigated. Particular attention is paid to the study of the influence of criteria-based assessment on learning motivation in primary school.

Keywords: criteria-based assessment, control and assessment activities, vocational training, pedagogical education.

Introduction

Kazakhstan at the turn of the XX-XXI centuries after the collapse of the Soviet Union has undergone changes in various areas, including the education system. One of the important conceptual provisions for updating the content of education in the 21st century is the transition to 12-year education and a change in the system for evaluating student academic achievements. In the last twenty years, special attention of Kazakhstan and the pedagogical community has been drawn to the issues of the quality of education and the improvement of its assessment. The importance of changing the system of assessing the educational achievements of students in Kazakhstan is determined by the modern strategic objectives of education, the need to improve the level of education in accordance with international standards. The assessment system should provide an opportunity to determine how well the student has mastered the educational material or has developed a practical skill; show the dynamics of student success in various areas of cognitive activity; be based on a mechanism that encourages, develops and promotes students' self-esteem.

Schools of Kazakhstan since the 2016 academic year have gradually moved to a new system for assessing academic achievement, based on the criteria-based assessment system. In this regard, the essence of this article is to study the professional training of future primary school teachers for assessment activities, namely, criteria-based assessment. International comparative studies (PIRLS, TIMSS, PISA, etc.) had a significant impact on the theory and practice of monitoring and assessment in schools in Kazakhstan. They provided an opportunity to get acquainted with international standards for assessing the quality of education and offered tools to assess the achievements of students in certain educational areas. This criteria-based assessment tool becomes a new approach to learning.

---

*Corresponding author: Kengetaewa@mail.ru

The following general terms and their definitions are included in the section "General Provisions" of the State Compulsory Standard of Primary Education:

1) assessment criteria - statements that allow teachers and students to recognize whether the goal of learning has been achieved, and serve as the basis for making decisions on the assessment of students' achievements,

2) formative assessment - a type of assessment, which is carried out in the course of daily work in the classroom, is a current indicator of student performance, provides an operational relationship between the student and the teacher during the training, feedback between the student and the teacher and allows you to improve the educational process,

3) summative assessment - a type of assessment that is carried out at the end of a certain academic period (quarter, trimester, academic year), as well as the study of sections in accordance with the curriculum (State obligatory standard of primary education of the Republic of Kazakhstan, 2016).

From this, it can be concluded that the introduction of criteria-based assessment comes from the main regulatory document - the State Compulsory Standard of Primary Education of the Republic of Kazakhstan. In this regard, the question raises the necessity for professional training in the field of criteria-based assessment of students' academic achievements as seen in Tukaiev, et al. (2019).

Criteria-based assessment is defined as a process based on a comparison of students' learning achievements with clearly defined criteria, collectively developed criteria that are known in advance to all participants of the process, consistent with the goals and content of education, contributing to the formation of students' learning and cognitive competence (The system of criteria-based assessment of educational achievements of students (Tenekeci and Uzunboylu, 2020)).

Theoretical studies and the experience of a number of countries in applying criteria-based assessment showed that it turned out to be one of the most effective ways to improve the educational achievements of each student, as well as to reduce the distance between the most successful students and students who have serious learning difficulties. Assessment for learning is the process of finding and interpreting evidence that allows students and their teachers to understand at what stage of learning they are and in which direction they should go. Analysis of psychological and pedagogical literature gives grounds to assert that at all stages of the development of the education system; monitoring and evaluation of students' achievements occupied an important place in pedagogical research and reflected the specifics of these stages.

The assessment process is subjected to development and is a dynamic process. The theoretical premises are the work of such researchers including Karimsakova, et al. (2018). The authors have proved the need to create a universal system of assessment that meets all the requirements of modern society and the needs of the individual student. A significant contribution to the development of the assessment theory was made by domestic researchers, who defined the assessment as the result of learning activities, they noted the systematic nature of the assessment process, and suggested that the assessment should be carried out with a predetermined standard. No less significant, in the opinion of scientists, are such problems as the competent organization of the assessment process with the aim of forming students' learning and cognitive motivation and stimulating learning achievements. For the present study, the works of Zolotova, Mayorov, Ibatova, Chernilevsky, who propose to consider the criteria-based assessment as a benchmark, an indicator of the level of proficiency of educational material, which has a value of incentive to improve the educational achievements of students.

The problem of the transition from the traditional assessment system to the criterial one was studied by Krasnoborova (2010), who addressed the problems of teachers' assessment activities and proposed criteria - based assessment technologies. According to Krasnoborova (2010), the problem of assessing the educational achievements of students can be solved by forming a criteria-based assessment of the results of students' mastering basic educational programs already at the initial stage of education.

The dissertation research of scientists such as Selishcheva (2014) on the influence of the criterion system of assessing the educational achievements of students on their personal characteristics, Kuznetsova (2017) on the system of monitoring and evaluation of educational achievements of younger students as a factor in improving the quality of education.

Karimsakova et al. (2018) describes assessment as the process of matching the result, and most importantly, the course of activity with the ideal sample outlined in the task. Karimsakova et al. (2018) distinguishes between the essence of the concepts of "assessment" and "mark". "Assessment is a process, activity (or action) of evaluation carried out by a person; the mark is the result of this process, this activity (or action), their semi-formal reflection.

Zuckerman (2015) points to the need to replace the mark with a comprehensive system of evaluative relationships, cooperation of students and teachers in the production and application of assessment. This

cooperation is aimed at developing schoolchildren's abilities and skills of self-assessment as the most important component of self-learning. Under the assessment of the quality of knowledge and skills of school children and implies the existence of a definite link between the plan and the reflected information.

The concept of formative assessment, as a new pedagogical tool, fully consistent with modern educational values and objectives. It is based on targeted support of training that actualizes the learning independence of each student, helps him independently find the best strategies and ways of his learning activities. Problems of pedagogical process organization and its perfection, also primary school teachers' competency were considered in the research works of scientists who presented research results from Kazakhstan (Uzunboylu et al, 2017; Sartayeva, 2018).

The study of the features of the application of criteria-based assessment revealed a number of existing contradictions between:

- the need of the society and the individual student in the new objective system of assessment of educational achievements on the one hand, and insufficient development of the criteria-based assessment system, on the other,

- the current scientific and theoretical basis on the issue of assessment and lack of professional preparedness for criteria-based assessment,

- the use of the practice of criteria-based assessment in schools and the theoretical insufficiency of teaching and learning materials, special courses on the criteria-based assessment of the educational achievements of students.

Based on the above contradictions, the aim was to identify the features of the transition from the traditional to the criteria-based assessment in schools of Kazakhstan, to prepare scientifically-based proposals for the professional training of teaching staff to the criteria-based assessment system.

The criteria-based assessment system, which makes it possible to deviate from the subject-expert assessment of knowledge in the long term, is aimed at developing a competitively capable personality, ready to interact with the outside world, self-learning and personal self-determination. In this case, the student's activity, his involvement in the educational process is ensured by the fact that the criteria-based assessment performs the function of feedback when the student receives information about his successes and failures. Thus, solving the problem of objective assessment of students, the criteria approach encourages them to achieve not only a higher result, but also to set goals in the educational process on their own.

Furthermore, despite the significant number of theories concerning the problem of pedagogical assessment, scientists continue to look for ways to modernize the regulatory assessment system used in most schools, pointing to its imperfection. Obvious is the fact that the monitoring and evaluation of the educational achievements of students is one of the most important and necessary components of the learning process and involves the systematic observation of the teacher as the teaching progresses at all stages of the learning process. The problem of assessment activity remains one of the most urgent problems both in pedagogical theory and in pedagogical practice.

The aim of the study is to identify the level of professional preparedness of pedagogical university students in the specialty: "Pedagogy and methodology of primary education" for the criteria-based assessment of educational achievements. Research objectives: to determine the level of preparedness of pedagogical universities students for criterion assessment; identify the difficulties and shortcomings of preparedness for the application of criterion assessment.

Materials and Methods

In order to achieve the aim of the study, these methods are used; analysis of philosophical, social, psychological, pedagogical and methodical literature from the point of view of the research problem, synthesis, generalization of pedagogical publications and regulatory documents, advanced pedagogical experience, conducting a sociological survey, comparative analysis, evaluation and synthesis of results. According to a unified methodology, a survey of 100 respondents aged 21 to 35 years was conducted. The survey was conducted by an initiative group, which included the entire team of authors.

The research methodology is based on the application of international standards when choosing a research methodology and conducting a survey. Respondent selection method - quota sample of 50% of students in the pedagogical specialty "Pedagogy and methodology of primary education" and primary school teachers in Almaty, 50% of young specialists. Only 100 respondents. This sample is representative, as the subject under study is specific. Consequently, only those respondents who really relate to the teaching process took part in the study.

The study examined the following aspects of the subject:
- Difficulties in applying criteria-based assessment (application in the lower grades, difficulties in evaluating, ways to solve problems),
- Preparing primary school teachers for criteria-based assessment (deficiencies in training, professional knowledge, and skills of the teacher),
- Special preparation for criteria-based assessment (within the framework of the university program, special courses, advanced training).

Data collection

The main method of collecting primary information is a questionnaire. The choice of a quantitative method of collecting information is due to the need to maximize the coverage of teachers as the main agents for introducing criteria-based assessment into practice, that is, into the education system. In the course of the experiment, a sociological survey in the form of a survey was conducted, where respondents answered the following questions:

1. What more influences the level of training in the field of criteria-based assessment?
2. What are the difficulties in applying criteria-based assessment?
3. How do you solve the difficulties of applying criteria-based assessment?
4. What are the disadvantages in preparing primary school teachers for criteria-based assessment?
5. What should be professional knowledge and skills of a primary school teacher?
6. What should be professional qualification in the field of criteria-based assessment?
7. Do you consider it sufficient to prepare for criteria-based assessment within the framework of the university curriculum?
8. What special courses are necessary for the professional preparation of students for criteria-based assessment?
9. What are your suggestions for improving the training of future primary school teachers for criterion assessment?

Data analysis

All obtained survey results were processed in the statistical information processing program SPSS. Version 21.

Results

The subjects of the study are students, undergraduates, doctoral students of KazNPU named after Abai, and primary school teachers from different schools of the Almaty city. Primary school teachers were represented in the amount of 38%. The experts included members of the working group on the development of criteria for criteria-based assessment, as well as teachers of the largest pedagogical universities of the Republic of Kazakhstan (11%).

Graphical representation of participants of this research
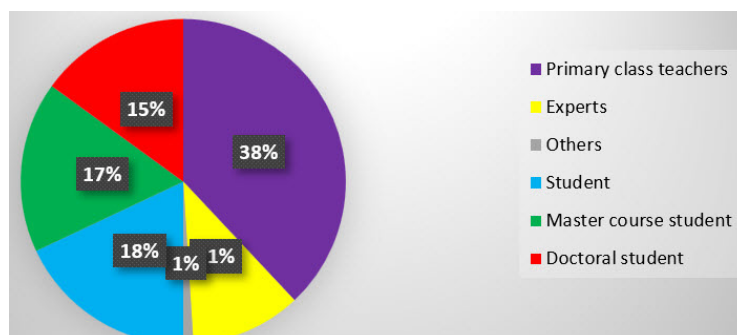
Figure 1. Representation of participants

In Figure 1 seen that, students (18%), undergraduates (17%), doctoral students (15%) took part in the study of trainees. Primary school teachers were represented in the amount of 38%. The experts included teachers from the largest pedagogical universities of the Republic of Kazakhstan (11%) and

others (1%). A survey among teachers showed that 91% of teachers work according to an updated curriculum, namely, the criteria-based assessment system. Only 9% continue to work on the traditional.

According to the results of the survey, the opinions of respondents on each question of the survey were analyzed and presented below. What really affects the quality of the level of training for the implementation of criteria-based assessment? Opinions of experts on this issue are divided. The group of future specialists, which included students, undergraduates, and doctoral students, was asked about what has a greater impact on training in the field of criteria-based assessment.

Factors that influence criterion assessment training

In Figure 2, results of the study showed that 62% of future teachers believe that the most important are the knowledge and skills acquired in specialized courses on criteria-based assessment. It should be noted that such courses include master classes, trainings and much more. Every fifth respondent noted that the most important are the knowledge and skills acquired in the framework of the university curriculum (22%). 14% of future teachers who were surveyed believe that the necessary knowledge and skills are acquired only in the course of work, namely practical work. Only 2% of respondents are confident that self-education can influence the level of training in the field of criteria-based assessment.
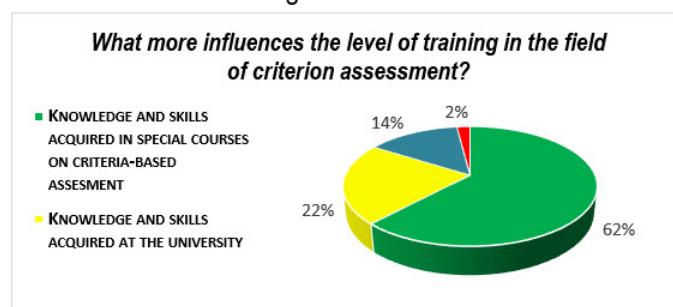
Figure 2. Impact on education in the field of criteria-based assessment

This research finding is supported by other studies (Kazmagambetov and Kenesbaev, 2003; Petrov, 2001; Amirova et al., 2018).

As part of a sociological study, teachers and experts were asked to analyze and name the main difficulties in applying criteria-based assessment.

Difficulties in applying criteria-based assessment
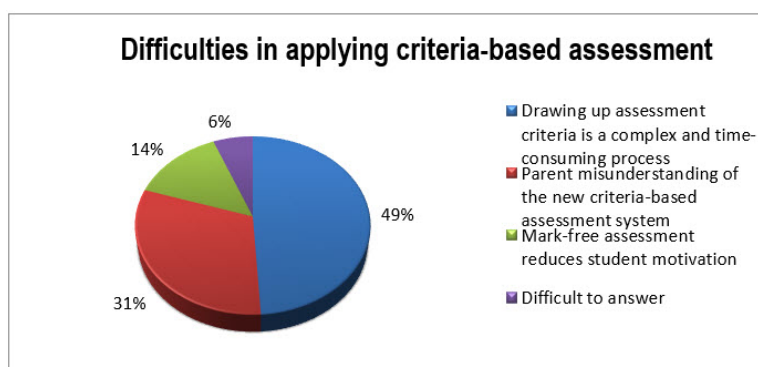
Figure 3. Impact on education in the field of criteria-based assessment

In Figure 3 seen that, it was found that almost half of the respondents considered the most difficult to compose qualitative assessment criteria, which is a complex and time-consuming process - 49%. In addition, another serious problem is the misunderstanding of the parents of the new criteria-based assessment system, and, as a result, the lack of support from them. So, says 31% of experts. Separately, the motivation of pupils should be noted. According to the traditional learning system, pupils, receiving daily grades, were motivated in daily preparation for classes. Under the new criteria-based grading system, there is no daily marking; the marks are put at the end of the section on this subject and at the end of the study quarter. 14% of experts call this a serious problem and the difficulty of applying criteria-based assessment. 6% of respondents found it difficult to answer this question.

How do you solve the application difficulties in criteria-based assessment?

When the responses to "How do you solve the difficulties of applying criteria-based assessment?" are considered, to solve all the problems mentioned above and the difficulties of applying criteria-based assessment, experts suggest these solutions. 58% of teachers and experts prefer to attend seminars, workshops, training on the control and assessment of educational achievements. 22% are mainly engaged in educational work with parents, explaining the nature and essence of the new assessment system. 18% of respondents prefer to educate themselves.
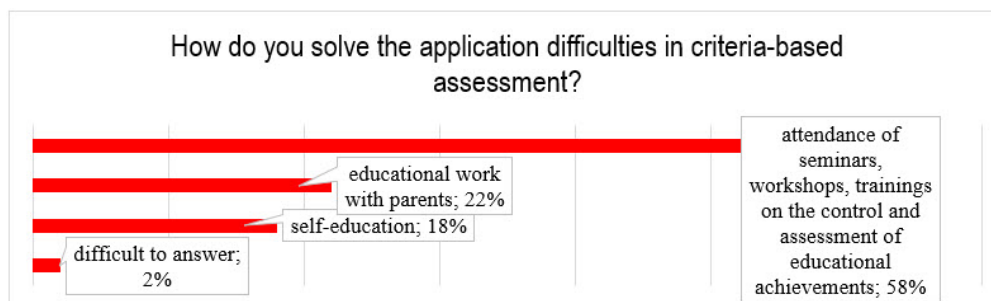
Figure 4. How do you solve the difficulties of applying criteria-based assessment?

In Figure 4 seen that, it can be concluded that the majority of respondents (58%) have a need to attend seminars, master classes, and training sessions on the use of criteria-based assessment.

Shortcomings of experts in the field of education

In Figure 5 seen that, the significance of the survey results is also confirmed by the result of the following question, within the framework of which it was established that a significant drawback in teacher training is the insufficient number of special courses according to the -40% assessment criterion. Therefore, it is necessary to strengthen the training of specialists with the help of a qualitative increase and strengthening of special courses on criteria-based assessment.

In addition, 28% of respondents noted that the number of educational and methodical literature on the given problem is not enough. Such a problem really exists since criteria - based assessment was introduced relatively recently and existing materials are still fragmented. Sixteen percent (16%) of experts believe that special seminars, workshops, and trainings for teachers are not enough. Twelve percent (12%) of respondents believe that the university system of training is imperfect and requires significant changes.
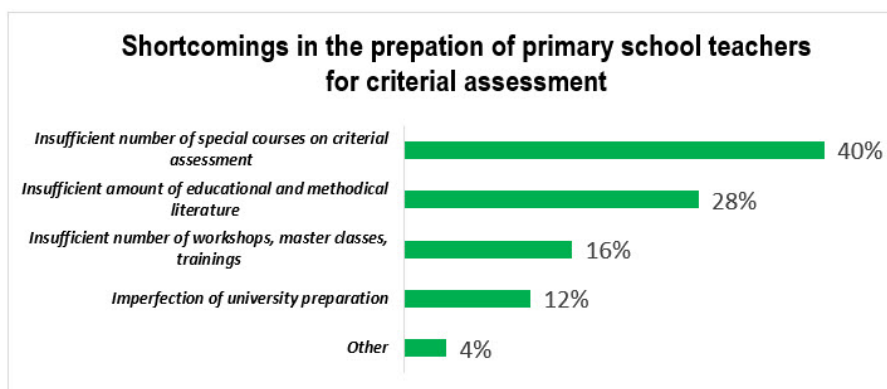
Figure 5. Experts working in the field of education

As can be seen from the data obtained, experts working in the field of education indicate mainly the lack of high-quality training of specialists and the lack of educational literature Figure 5).

According to the survey results, the majority of trainees (46%) believe that the most important thing in the work of a primary school teacher is "Knowledge and understanding of the essence and technology of criteria-based assessment". The opinion of most experts on this issue is slightly different from the views of trainees. 40% of the experts surveyed believe that the most important professional knowledge and skill is the person himself, the teacher, namely his "Interest and motivation towards the teacher's profession".

In addition, according to both groups, creative and imaginative approach to the work of the teacher is especially important in the work of the teacher (14% of students and 10% of experts). Consequently, the work on the updated program requires maximum creativity.
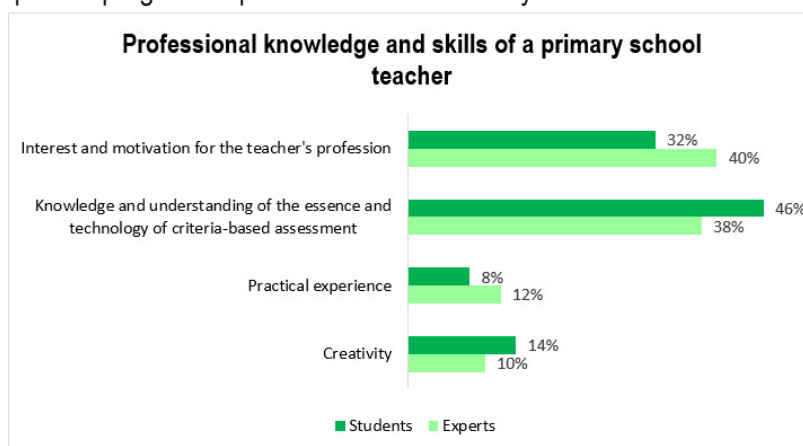
Figure 6. Teaching in the updated system

An interesting fact is that the "Practical experience" option scored the least number of votes in our survey, 12% of experts noted the importance of practical experience and 8% of students.

Discussion

Most teachers believed that the skills and knowledge of the teacher was what mattered most when it comes to specialized courses focused on the application of criteria-based assessment. They therefore suggested the inclusion of these skills and knowledge in their curricula in the universities. Master classes, trainings, practical and course work are some of the mediums to achieve knowledge of this criteria-based assessment in teachers. This research finding is supported by other studies (Kazmagambetov and Kenesbaev, 2003; Petrov, 2001; Amirova et al., 2018).

It is therefore not surprising that despite all the difficulties of implementing criteria-based assessment, schoolteachers prefer to improve their own qualifications using methods available, such as attending seminars, master classes, and various trainings. Irrespective of the fact that criteria-based assessment was introduced relatively recently into Kazakhstan's education system, today it is necessary to think about a qualitative change and improvement in the training of future specialists, especially primary school teachers, since it is in an elementary school that the foundations and interest in the entire future school are laid (Selischeva, 2014). Thus, it becomes obvious that if for a group of students the process is the main thing, namely the introduction of criteria-based assessment, then for a group of professors and teachers the main thing is the teacher himself, his interests and motivation. Also, experts made suggestions and wishes about what they would like to see or change in the criteria-based assessment system. The following proposals were received to improve the preparation of future elementary school teachers for the criteria-based assessment of student's performance: a greater number of teaching and learning aids are needed; it is important to provide feedback to parents, develop clear criteria and assessment tools, and conduct practice-oriented special courses on criteria-based assessment for students of pedagogical universities and teachers.

Another point for consideration, however, is the fact that lack of literature and high-quality training materials affect the criteria-based assessment method of teaching. The absence of this necessary materials could affect how teachers transmit information to their students, irrespective of their level of knowledge or skills. This finding is supported by other research findings (Lin, Lin and Laffey, 2008; Ishnaiwer, 2020).

The results of this survey allow us to conclude that the main problem of the implementation of criteria-based assessment is the process of creating qualitative criteria, since this process requires a lot of time and energy. In addition, it is clear that the introduction of criteria-based assessment should not take place unilaterally, that is, there should be a discussion with the parents of the students, and explanatory work should be done on the advantages of the new educational system. What together causes misunderstanding on the part of parents and, often, discontent. It is necessary to explain in detail and explain directly to schoolteachers.

Conclusion

In accordance with the purpose and objectives of our study, the values of such concepts as "criteria-based assessment", "assessment criteria", "formative assessment", and "summative assessment" are defined. Based on the purpose of the study, the features of the transition from the traditional to the criteria-based assessment in schools in Kazakhstan were identified and prepared scientifically-based proposals for the professional training of teaching staff for the criteria-based assessment system.

Therefore, having studied and analyzed the works of scientists, as well as the results of our empirical research, these conclusions can be drawn: the application of the criteria-based assessment system in the schools of Kazakhstan complies with the state compulsory standard of primary education and in the long term is aimed at developing a competitive personality. Monitoring and assessing student achievement is one of the most important and necessary components of the learning process. According to the results of the study, the majority of respondents have a need to attend seminars, master classes, and trainings on the use of criteria-based assessment. In an empirical study, it was found that the main shortcoming in the preparation of primary school teachers for criteria-based assessment is the insufficient number of special courses on criteria-based assessment. There is a need for professional training of pedagogical personnel in the field of criteria-based assessment of students' educational achievements.

Therefore, summarizing the results of our research, it was revealed that the use of the criteria-based assessment system in schools in Kazakhstan is relevant and effective. The new system for evaluating students' educational achievements requires the training of teachers, the development of educational and methodological literature, and conducting explanatory work with the parents of students. Particular attention should be paid to the professional training of students at pedagogical universities and the conduct of special courses for them on criteria-based assessment. In the future, on the basis of the study, it was planned to propose a model, its structure and content for the preparation of future teachers for the criteria-based assessment of the educational achievements of primary school students.

On the basis of the conducted research, conclusions are drawn on the need to increase the level of professional training of students at pedagogical universities in the field of criteria-based assessment. In connection with the above, it should be aimed to study and facilitate the professional training of students at pedagogical universities and elementary school teachers for criteria-based assessment.

Acknowledgments

Conflict of interests
The authors declare no conflict of interest

References

Amirova, A., Buzaubakova, K., Kashkynbayeva, Z., Yelubayeva, M., Kumisbekova, Z., Elmira, U., & Genc, Z. (2018). Training the creative competence of future teachers. *Journal for Educators, Teachers and Trainers, 9*(2), 118-125. Retrieved from https://jett.labosfor.com/article_888_ae8b134d465f337e9af10c3b634c13b4.pdf

Ishnaiwer, M. (2020). Incorporating systemic functional linguistics in the unlock course book: English intermediate level at Birzeit University. *Global Journal of Foreign Language Teaching, 10*(1), 49-57. https://doi.org/10.18844/gjflt.v10i1.4478

Ibatova, A. Z. (2020). Development of a criteria apparatus for assessing the students' readiness for a dialogue in general and business sphere. *Universidad y Sociedad, 12*(2), 48-52. Retrieved from https://rus.ucf.edu.cu/index.php/rus/article/view/1479/1495

Karimsakova, B., Abenova, N., Sahipova, G., Zhumabaeva, T., Kulkaeva, Z., & Imanbaeva, A. (2018). Experience of Application and Assessment of Effectiveness of Active Training Methods. *An Acad Bras Cienc, 90*(3). Retrieved from https://sirius.zkgmu.kz/sirius/src/PpsModuleFiles/publication/25/372_319_375_aabc-2017-1045indd.pdf

Kazmagambetov, A. G., & Kenesbaev, S. M. (2003). *Informatization of education and its impact on teacher training*. Lecture notes of the international conference "The development of information technology in higher education." - Almaty.

Krasnoborova, A. A. (2010). Criteria-based assessment as a technology for the formation of educational and cognitive competence of students (*Unpublished Phd thesis*). Nizhny Novgorod, Russia.

Kuznetsova, M. I. (2017). *The system of monitoring and assessment of educational achievements of younger students as a factor in improving the quality of education*. Retrieved from https://cyberleninka.ru/article/n/what-factors-help-and-hinder-children-s-progress-in-reading on 21 February 2019.

Lin, Y. M., Lin, G. Y., & Laffey, J. M. (2008). Building a social and motivational framework for understanding satisfaction in online learning. *Journal of Educational Computing Research, 38*(1), 1-27. https://doi.org/10.2190/EC.38.1.a

Petrov, A. V. (2001). Methodological and methodological foundations of personality-developing computer education. Russia:

Monograph, Volgograd.

Razinkina, E. M. (2003). Information technology as a means of developing the professional potential of a future specialist. *Computer Science and Education, 3*, 117-119.

Tashkenbayevna, N., Kenesbaev, S. M., Zhailauova, M. K., Elmira, U., Nurzhanova, S. A., & Stambekova, A. S. (2018). Possibilities of the Subject 'Information and Communication Technologies' in Accustoming Primary School Students to Research Activities. *International Journal of Interactive Mobile Technologies (iJIM), 12*(6), 35-46. https://doi.org/10.3991/ijim.v12i6.9622

Selischeva, E. A. (2014). Influence of the criteria-based assessment system of educational achievements of students for 7-8 grades on their personal characteristics (*Unpublished Phd thesis*). Moscow.

Sartayeva, R. (2018, May). New „Being "of Human and Category of „Information "in the Space of Modern Civilization. In *Proceedings of the XXIII World Congress of Philosophy* (Vol. 46, pp. 81-88). https://doi.org/10.5840/wcp23201846931

Tenekeci, F., & Uzunboylu, H. (2020). Determining the relationship between the attitudes of private teaching institution teachers towards lifelong learning and their competence. *International Journal of Learning and Teaching, 12*(1), 1-16. https://doi.org/10.18844/ijlt.v12i1.4559

Tukaiev, S., Dolgova, O., Lysenko, O., Fedorchuk, S., Havrylets, Y., Rizun, V., ... & Van den Tol, A. M. (2019). Amateur sport and emotional burnout formation in high school students. *Contemporary Educational Researches Journal, 9*(4), 103-109. https://doi.org/10.18844/cerj.v9i4.4328

Uzunboylu, H., Turalbayeva, A. T., Sultanbek, M., Utyupova, C. E., Aidarov, B. Z., Uaidullakyzy, & E., Zhumash, Z., (2017). The general preparation of the training of elementary school and the family and the education of gifted children school in cooperation principles. *Ponte, 73*(4), 239-251. https://doi.org/10.21506/j.ponte.2017.4.54

Zuckerman, P. (2015). *Faith no more: Why people reject religion.* Oxford University Press. https://books.google.com.cy/books?hl=tr&lr=&id=UuURDAAAQBAJ&oi=fnd&pg=PP1&dq=Zuckerman+(2015)&ots=pY0Sm7buh-&sig=ovfy_zB0q0BMPV3QqGfXLgYYnZY&redir_esc=y#v=onepage&q=Zuckerman%20(2015)&f=false

Examination of Mathematics Study Strategies of Secondary School Students From the Perspective of Multiple Variables

Murat Tezer[1], Meryem Gülyaz Cumhur[1], Aytan İldırımlı[1]*

[1]Near East University, Arts and Sciences faculty, Primary Mathematics Education Department, Northern Cyprus
e-mail: murat.tezer@neu.edu.tr; meryem.cumhur@neu.edu.tr; ayten.at63@gmail.com

Abstract: The academic achievement of students can decrease if they fail to use mathematics study strategies well. This situation may lead to negative opinions and attitudes among students towards mathematics. In this study, it was aimed to examine the mathematics study strategies of students enrolled at secondary schools in terms of academic achievement and multiple variables. Relational survey method, one of the quantitative research methods, was used to obtain the data. The universe of the study consists of a total of 9,072 students in the 6th, 7th and 8th grades of secondary schools under the Secondary Education Office of the Ministry of National Education and Culture of Northern Cyprus during the 2019-2020 academic year. In the study, the simple random sampling method was used to include 1,012 students. In order to collect the research data, the mathematics study strategies of secondary school students were used; on the other hand, mathematics grades were employed to assess their academic achievement. As a result of the research, when the mathematics study strategies of secondary school students are examined, it is seen that their mathematics study strategies are at the medium level. In this study, a comparison of mathematics study strategies in terms of gender showed that the average score of female students for mathematics study strategies was higher compared to the males. It was also seen that students' mathematics study strategy scores were similar regardless of whether they were attending extra-school study centres or preparatory schools, and students' mathematics study strategies scores were similar regardless of whether they received private tutoring. Regardless of the grade levels of the students, we can also claim that their mathematics study strategies are at the medium level. Generally, it has been observed that secondary school students with high academic achievement use their mathematics study skills better than students with low academic achievement.

Keywords: study strategy, mathematics, secondary school, students, achievement.

Introduction

The evolving world needs people who understand themselves and their environment well, and who know in what way they think. Mathematics is one of the most important instruments that is known to improve thinking. For this reason, mathematics education is one of the most important building blocks of basic education (Umay, 2003). Recently, there have been critical changes in the perspectives of education, mathematics, and mathematics education. Mathematics education aims to raise people who not only know mathematics but also practice what they know, do mathematics, solve problems, communicate, and enjoy doing these things. Such an objective requires change (Yaman, Olkun and Toluk, 2003).

One of the important factors affecting students' level of success at school is their study strategy. The concept of strategy is a word used primarily used by military services. A strategy is a plan prepared to conduct military activities (Whitworth, Herzog and Scott, 2012). Generally speaking, when a strategy is mentioned, it is expressed as the way of obtaining something, or the applications made within the framework of a plan developed to reach a certain goal. People become successful when they follow a certain plan in order to achieve a certain goal. As a result, there are always methods that people can follow in order to ensure their desired learning. All this can be defined under the term learning strategy (Açıkgöz, 2003).

Learning strategies make it easy to possess thoughts, behaviours, beliefs or feelings, to understand, or to transfer old knowledge and behaviour into new ones (Weinstein, Husman and Dierking, 2000). In terms of learning strategy, several different methods and ways have been suggested. One of these is explained as follows (Arries, 1999): The ability to identify strategies step by step, to list teaching approaches and learning materials, to model, implement with guidance, to apply independently, to capture opportunities

---

[*]Corresponding author: murat.tezer@neu.edu.tr

to transfer skills and ideas from one situation to another, to develop the ability to establish meaningful connections between skills and ideas, to find opportunities to show what they know, self-monitoring and self-control, and developing tools to evaluate one's self-learning.

While Hoover and Patton (1995) explained study skills as all of the processes that involve acquiring, organizing, synthesizing, remembering and using information, Kartika (2007) defined them as the reading and thinking required for any task involving work. Crede and Kuncel (2008) defined study skills as the student knowing the study strategies and methods and using the time and resources appropriately to fulfil the desired task. Pohl (2020), on the other hand, explained study skills as techniques and strategies that help the individuals recall what they read and hear for specific purposes.

An appropriate study strategy can have a positive impact on school success. The strategy used is one of the most important aspects of study mathematics. A person who can determine a study strategy achieves the desired result more easily. A person's ability to strategy to solve the problem that they are working on shows that he / she largely has command of the topic. Each person's study strategy is different. A particular study strategy may seem easy to some people and difficult to others. Therefore, it is possible to produce more than one study strategy for a problem (Qu, Wang and Zhong, 2009).

Learning, and using strategies of learning and studying by students is as important as learning other courses. Enabling students to acquire learning and study strategies means helping them learn and succeed by understanding the lessons. When students excessively, this may not always guarantee them success. Students should know what to do and how to do it at all times in addition to studying hard. One of the main factors in achieving this is that students should be proficient in effective study strategies and methods (Willems and Bossche, 2019).

Learning, perceiving and using strategies of learning and studying by students affect their level of success deeply. The success rate of students who learn and use these strategies positively is higher than those who study without using strategies. Today's education model incorporates an examination system in which very slight changes in the grades can impact their future lives. Today's students, who have to leave hundreds of friends behind to pursue higher education, should have very good learning and study strategies. With each passing day, the number of students is increasing and competition is becoming more intense. For this reason, it is important that students have a good learning and study strategy (Rohman, Hobri and Sahnawi, 2019).

It is aimed for students to understand mathematical concepts in the secondary school mathematics curriculum, to establish a relationship between concepts, to reach a new concept with reasoning (judgement) skills, to solve daily life problems, to establish models, and to associate these models with mathematical concepts. It is known that the ability of students to reach the achievements in the curriculum by themselves will enable learning to become permanent in their minds, and the ability to establish relationships and reasoning between the achievements will positively affect the students' mathematics achievement. The Secondary School Mathematics Curriculum consists of five learning areas: Numbers and Operations, Algebra, Geometry and Measurement, Data Processing, and Probability (Ministry of Education and Culture, 2016).

The study strategy is one of the most important factors that affects the academic achievement of students. The correct choice of study strategy has a positive impact on school success. The strategy is one of the most important aspects of studying mathematics. Those students who determine the study strategy correctly can reach the desired results more easily. When a person determines an appropriate strategy to solve the problem that he/she is working on, this shows that he/she largely has command of the topic. Each person's study strategy is different. A particular study strategy may seem easy for one person and difficult for another. Therefore, it is possible to produce more than one study strategy for a problem (Coendars and Verhoef, 2019).

Another variable of study strategies is the positive self-image of the individual and his/her positive image towards the school and the teaching staff. It is believed that students who think that they are more successful will have more positive attitudes towards studying and use more effective study strategies. One of the correct study strategies is the efficient use of time. Time should be used correctly, not only in terms of courses, but also in people's lives in general. All people should use time correctly and effectively. Students must use this strategy appropriately in order to be successful at school and in their educational lives. The scope of knowledge, skills, behaviours and habits that students need to learn as they move to higher grades increases further. The scope and content of lessons, especially those such as mathematics, increase more. In this respect, they must determine correct and easy strategies for studying, one of the most important of which is time management. Therefore, students must manage their time correctly during the course of studying (Lewis, Perry and Hurd, 2009).

Some students frequently mention that although they study hard, this is not reflected in their levels

of achievement in classes. According to Song et al. (2020), the important factor here is that efficiency obtained from studying is not a function of the time spent studying. What is most important in studying is that time is managed well and high efficiency is obtained.

Students understanding the nature of study strategies and using them is as important as learning a different course. Their knowledge of learning and study strategies means that they can understand classes better and that they can receive help in understanding lessons. When students study when taking courses, they may not always guarantee them success. In addition to studying, students must know what they should do and how they should do it. One of the most important factors in this respect is that students should have the ability to adopt study strategies and methods (Holm, Hausman and Rhodes, 2020). An examination of the literature shows that there is a strong correlation between academic achievement and studying habits (Bergey et al., 2019). For this reason, one of the most important tasks of educationists is to ensure that students make maximum use of education activities and improve their study strategies to a more effective and efficient level.

More importance is being given to education and teaching and the number of students is continuing to increase on global scale. As a result of this increase, an examination of the mathematics study strategies of students, and determination of the factors that positively or negatively affect teaching and education, will result in an improvement in the quality of the education systems around the world. Considering the findings of previous studies, the examination of mathematics study strategies of secondary school students will provide benefits, especially in terms of the success in mathematics for mathematics teachers and students alike. The objective of this paper is to examine the mathematics study strategies of secondary school students from the perspective of academic achievement and multiple variables. In accordance with the objective of this paper, the following sub-objectives have been identified:
• What is the nature of the mathematics study strategies of secondary school students?
• Is there a significant difference between the mathematics study strategies of secondary school students from the perspective of gender, whether they attend an extra-school study centre or school, or are receiving private tutoring for mathematics, grade, and their academic achievement?

Materials and Methods

Research Method
The objective of this study is to examine the mathematics study strategies of secondary school students and their relation with academic achievement from the perspective of multiple variables; thus, the relational survey model was used in the research. Karasar (2006) described the relational survey model as a "research model aiming to determine the presence and / or degree of co-variation between two or more variables".

Population and Sample
The universe of this research comprised a total of 9,702 students enrolled in the 6th, 7th and 8th grades of secondary schools affiliated with the Ministry of National Education, Directorate of Secondary Education in Northern Cyprus. During the selection of the research sample, 622 students were determined according to 5% margin of error and 99% confidence interval. However, in order to increase the generalizability of the research, this number was exceeded and a total of 1,012 students were included in the study by using a simple random sampling method.

Frequency and Percentages of the Students Constituting the Sample According to Demographic Variables
Of the 1,012 secondary school students included in the study, 47.4% were girls and 52.6% were boys. 19.5% of the students were 6th grade students, 55.1% were 7th grade students and 25.4% were 8th grade students (Table 1).

Only 24.3% of the students included in the study stated that they attended extra-school study centres or preparatory schools, and 75.7% of them did not. It was observed that 17.4% of the students received private tutoring and 82.6% did not receive private tutoring. Thus, the majority of the students participating in the research did not receive private tutoring. Additionally, the average mathematics grade of the secondary school students included in the research at the end of the previous semester was 6.60 out of 10 and the standard deviation was 2.377(Table 1).

Table 1

Frequency and Percentages of the Students Constituting the Sample According to Demographic Variables

	N	%, $\overline{X}$- Sd
Gender		
Girl	480	47.4
Boy	532	52.6
Grade		
6th Grade	197	19.5
7th Grade	558	55.1
8th Grade	257	25.4
Extra-school study centre/preparatory school		
Yes	246	24.3
No	766	75.7
Receive Private Tutoring		
Yes	176	17.4
No	836	82.6
Average Math Grade	1012	6.60-2.377
Total	1012	100,0

Data Collection Tool

In this research, the mathematics study strategies scale of secondary school students was used to collect data. The participants of the research were also asked about their gender, class, whether they attended any extra-school study centre or preparatory school, received private tutoring for mathematics, and their academic achievements at the end of the semester. The scale was used in the research after obtaining the necessary permissions by contacting the authors of the "Mathematics Study Strategies Scale" developed by Aslan (2008). The scale has four factors and comprises 35 items. These factors are time management strategies, executive cognition strategies, cognitive strategies and test strategies, respectively.

The basis of the time management strategy is to know how time is spent, as well as planning the time spent working within the remaining time after time management for various personal needs. Woolfolk (1993) expresses executive cognition strategies as skills to monitor learning effectively during learning. Cognitive strategies include competencies such as obtaining information, controlling attention, and developing methods of remembering (Schuster et al., 2020). Transfer of metacognitive skills in self-regulated learning: an experimental training study (Schuster et al, 2020). Testing strategies, summaries of topics covered by the test. It includes repeating summaries, answering questions about the same issues that have been solved before, working hard on lesser known issues and having preliminary information that guides test preparation (Murry, 1990).

The 5-point Likert scale is ranked from the highest to the lowest score, "strongly agree (5)", "agree (4)", "indecisive (3)", "disagree (2)" and "disagree totally (1)" and scores were calculated accordingly. It is necessary to test the reliability of each factor that constitutes the scale. The Cronbach's alpha reliability coefficient calculated for the overall scale was 0.90. In this study, the Cronbach's alpha reliability coefficient calculated for the overall scale is 0.92. For this reason, it can be stated that the scale is very reliable.

Analysis of Data

Statistical Package for Social Sciences SPSS 24.0 software was used for statistical analysis of the research data. In statistical analysis, the level of significance was taken as .05. Preliminary analysis was performed with SPSS to test the data for normality. It was understood using the Kolmogorov-Smirnov test that the distribution of dependent variables was not normal in the subgroups ($p < 0.05$). For this reason, non-parametric tests were used in this study. Average and standard deviation values were given for the explanations of the items of the scales.

While the significance of the differences between the mean scores was tested in the study, in cases where the variable has two subgroups, a non-parametric test was used for independent samples, namely the Mann-Whitney U test. As the Kruskal Wallis H test did not show a normal distribution, the Kruskal Wallis H test was applied to determine whether the difference between the mean of more than

two unrelated samples was significantly different and to identify the level of relationship between two dependent variables (Büyüköztürk, 2019). Cronbach's alpha (α) coefficient was used to calculate the internal consistency of the items in the scales. In terms of the significance of the data obtained from the data groups with each other (p), 0.05 level was taken as the basis.

Results

Examination of Mathematics Study Strategies of Secondary School Students
The maximum, minimum, arithmetic mean, and standard deviation values obtained for the answers given by students to the scale and sub-dimensions of their study strategies are shown in Table 2.

Table 2
Examination of the Mathematics Study Strategies of Secondary School Students

Mathematics Study Strategies	N	Minimum	Maximum	$\bar{X}$	Sd
Time management strategies	1012	1.00	5.00	3.15	.917
Executive cognitive strategies	1012	1.00	5.00	3.40	.892
Sense-making strategies	1012	1.00	5.00	3.19	.829
Organization strategies	1012	1.00	5.00	3.23	.905
Repeating strategies	1012	1.00	5.00	3.03	.925
Test strategies	1012	1.00	5.00	3.19	.889
Total	1012	1.00	5.00	3.20	.694

As can be seen in Table 2, when the sub-dimensions of the mathematics study strategies of secondary school students are examined, the students answered "I agree" to executive cognitive strategies ($\bar{X}$=3.40; Sd=.892), which indicates that they are good at these strategies. Secondary school students answered that they were "indecisive" with regard to time management strategies ($\bar{X}$=3.15; Sd=.917), sense-making strategies ($\bar{X}$=3.19; Sd=.829), organization strategies ($\bar{X}$= 3.23; Sd=.905), repeating strategies ($\bar{X}$=3.03; Sd= .925) and test strategies ($\bar{X}$=3.19; Sd=.889), which indicated that they were at a medium level with respect to these strategies.
In general, when the mathematics study strategies of secondary school students were examined ($\bar{X}$= 3.2, Sd =.694), it was seen that the students were at the medium level in mathematics strategies in general as they stated that they were indecisive.

Comparison of mathematics study beliefs of secondary school students according to gender, whether they attended extra-school study centres/preparatory schools, were receiving private tutoring, and grade level variables
The results of the comparison of mathematics study beliefs of secondary school students according to gender, attendance of extra-school study centres/preparatory schools, receiving private tutoring, and grade level variables are examined in Table 3.

Table 3
Mann-Whitney U-test result with regard to mathematics study strategy beliefs of secondary school students according to gender variable

Gender	N	Mean rank	Rank sum	U	Z	P
Girls	480	569.04	273138.00	97662.0	-6.466	0.001
Boys	532	450.08	239440.00			

When Table 3 is analysed, a significant difference is found between the mathematics study strategies scores of secondary school students by gender [p <0.05] using the Mann-Whitney U-test. As a result of the test, it was determined that the general average score of the female students' mathematics study strategies was higher than that of the male students.

Table 4
Mann-Whitney U-test result with regard to mathematics study strategy beliefs of secondary school students according to attendance of extra-school study centres/preparatory schools variable

Extra-school study centre/preparatory school	N	Mean rank	Rank sum	U	Z	p
Yes	246	487.33	119882.00	89501.0	-1.183	0.237
No	766	512.66	392696.00			

When Table 4 was analysed, no significant difference was found using the Mann-Whitney U-test between the mathematics study strategies scores of the secondary school students according to whether they attended extra-school study centres or preparatory schools [p> 0.05]. In this case, regardless of whether they attended extra-school study centres or preparatory schools or not, the students' mathematics study strategies scores were similar.

Table 5
Mann-Whitney U-test result with regard to mathematics study strategy beliefs of secondary school students according to private tutoring variable

Private Tutoring	N	Mean rank	Rank sum	U	Z	p
Yes	176	498.73	87777.00	72201.0	-.388	0.698
No	836	508.14	424801.00			

When Table 5 is examined, it can be seen that there is no significant difference using the Mann-Whitney U-test between the mathematics study strategies scores of the secondary school students according to whether they were receiving private tutoring [p> 0.05]. In this case, regardless of the status of receiving private tutoring, the mathematics study strategies scores of students were similar.

Table 6
Kruskal Wallis-H test result with regard to mathematics study strategy beliefs of secondary school students according to grade variable

	Grade	N	Mean rank	Sd	X^2	p
Mathematics study strategies of students	6. Grade	197	536.82			
	7. Grade	558	496.78	2	2.762	.253
	8. Grade	257	504.36			

According to the grade variable, no significant difference was found as a result of the Kruskal Wallis-H test in Table 6 when comparing the answers given by secondary school students in terms of their mathematics study strategies according to the grade level (p> .05). Thus, regardless of the grade levels of

the students, it can be said that the answers they provided for their mathematics study strategies beliefs are identical.

The results regarding the comparison of the mathematics study strategies beliefs according to the academic achievement of secondary school students are examined in Table 6. Since the students' academic achievement average is 6.60, students who are lower than this grade are considered to show low academic achievement and students who have a higher score than this grade are considered to show high academic achievement.

Table 7
Mann-Whitney U-test result with regard to mathematics study strategy beliefs of secondary school students according to academic achievement variable

Academic achievement	N	Mean rank	Rank sum	U	Z	p
Low	464	444.56	206278.00	98398.0	-6.204	0.001
High	548	558.94	306300.00			

According to the findings in Table 7, a significant difference was found using the Mann-Whitney U-test between the mathematics study strategies scores of secondary school students according to academic achievement [$p < 0.05$]. As a result of the test, it was determined that students with high academic achievement had higher average scores on mathematics study strategies than those with low academic achievement.

Discussion

In this study, independent variables including gender, grade level, status of going to extra-school study centres or preparatory schools, status of receiving private tutoring for mathematics, and the previous year's academic achievement in mathematics of students who were enrolled at secondary schools under Ministry of National Education and Culture (MNEC) of Turkish Republic of Northern Cyprus and their mathematics study strategies were examined collectively and evaluations were made.

As a result of the research conducted, considering the mathematics study strategies sub-dimensions of secondary school students, it has been found that they were at a higher level in terms of student perceptions for executive cognitive strategies, but they indicated a medium level by stating that they were "indecisive" with regard to strategies such as time-management strategies, sense-making strategies, organization strategies, repeating strategies and testing strategies. When the mathematics study strategies of students are examined in general, it is seen that they are also at a medium level. In his thesis study, Aslan (2008) found time management and repeating strategies to be at a medium level, whereas executive cognitive strategies, sense-making strategies, organization strategies and testing strategies were found to be weak. In his thesis study, Karaduman (2019) concluded that the proportional reasoning skills of students were below average.

In this study, by comparing mathematics study strategies in terms of gender, it was revealed that the general average scores of female students' mathematics study strategies were higher than those of male students. Karaduman (2019), on the other hand, showed in his thesis study that when the proportional reasoning skills were analysed according to the gender factor, the scores obtained by female students from the proportional reasoning skills test were statistically significantly higher than male students. Tezer, Onbasi and Falyali (2018) stated that female and male students may have different learning approaches in mathematics.

Another conclusion of this study is that, regardless of whether they attended an extra-school study centre or preparatory school, the mathematics study scores of students were similar. In addition, it was observed that regardless of whether they were receiving private tutoring, the mathematics study scores of students were also similar.

We can claim that, regardless of their grade levels, the mathematics study strategies of secondary school students are at a similar medium level. In addition, this study examined the learning approaches preferred by secondary school students for learning mathematics courses and they were compared according to grade level. When the results obtained from the research are examined, it can be seen that the students' preference for an in-depth and strategic learning approach is considerably above the middle

level. The authors of the study stated that this phenomenon could be explained by the exam anxiety experienced by students and the difficulty of the mathematics course, which caused them to prefer a strategic learning approach (Jameson and Fusco, 2014).

Meltzer et al. (2001) examined the perceptions of teachers and students in the context of relationships between making effort, strategies, and academic achievement. Successful students stated that they owed their achievement to their efforts; they also stated that they used learning strategies more effectively. Teachers stated in their explanations that successful students are more diligent and use learning strategies effectively, but students who fail do not make enough effort and cannot use strategies adequately. Similarly, in this study, it was observed that secondary school students with low academic achievement used mathematics study strategies less frequently than students with high achievement. On the contrary, in his study on students employing study strategies and their academic achievement, Akkoyunlu (2003) concluded that the difference between the two variables was not significant. Kumar and Sohi (2013) found a high-level, positive correlation between academic achievement and the study habits of 10th grade students.

Conclusion

As a result of the research conducted, considering the mathematics study strategies sub-dimensions of secondary school students, it has been seen that they were at a higher level with regard to their perceptions of executive cognitive strategies, but that students indicated a medium level by stating "indecisive" for time-management strategies, sense-making strategies, organization strategies, repeating strategies and testing strategies. When the mathematics study strategies of students are examined general, it is seen that they are also at a medium level.

As a result of the comparison of mathematics study strategy scores in terms of gender, it can be seen that the general mean scores of female students for mathematics study strategies were higher compared to male students. Another finding is that the mathematics study strategy scores of students are similar regardless of whether they attend extra-school study centres or preparatory schools. In addition, it was also seen that grade level and receiving private tutoring did not make much difference in terms of the mathematics study strategy scores of the students. Generally, it has been observed that secondary school students with high academic achievement use their mathematics study skills better than students with low academic achievement.

Recommendations

● MoNE should organize activities so that students can make better use of mathematics study strategies with the purpose of increasing their academic performance in mathematics classes and teaching them mathematics courses; course curricula can also be prepared accordingly.

● MNEC can organize events such as conferences and seminars to be attended by school administrations and teachers at classroom settings on improving students' mathematics study strategies.

● MNEC should carry out various studies involving school administrations and teachers at classroom settings that will enable male students to use their mathematics study strategies.

● MNEC should organize the textbooks in a way that will improve students' utilisation of mathematics study strategies.

● An examination of mathematics study strategies with different variables not covered in this research may contribute to program development efforts at secondary school level.

Acknowledgments

Conflict of interests
The authors declare no conflict of interest.

Tezer, M., Gülyaz C. M., & İldırımlı, A. (2020). Examination of mathematics study strategies of secondary school students from the perspective of multiple variables, *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 8*(3), 83-92.

References

Açıkgöz, K. Ü. (2003). *Etkili öğrenme ve öğretme* [Effective learning and teaching] (6th Ed.). İzmir: Eğitim Dünyası Publications.

Akkoyunlu, A. (2003). *A research on academic achievement, the attitudes towards mathematics and learning and studying strategies according to the fields that the 10th grade students chose in high school.* Unpublished Master's Thesis. Dokuz Eylül University, Educational Science Institute, İzmir.

Arries, J. F. (1999). Learning disabilities and foreign languages: A curriculum approach to the design of inclusive courses. *The Modern Language Journal, 83*(1), 98-110. https://doi.org/10.1111/0026-7902.00008

Aslan S. (2008). İlköğretim İkinci kademe öğrencilerinin matematik dersindeki çalışma yollarını kullanma durumu [The condition of elementary schools' second grade students' usage of studying strategies at mathematic]. *Unpublished Master's Thesis*, Abant İzzet Baysal University, Social Sciences Institute, Bolu.

Bergey, B. W., Parrila, R. K., Laroche, A., & Deacon, S. H. (2019). Effects of peer-led training on academic self-efficacy, study strategies, and academic performance for first-year university students with and without reading difficulties. *Contemporary Educational Psychology, 56*, 25-39. https://doi.org/10.1016/j.cedpsych.2018.11.001

Büyüköztürk, Ş. (2019). *Eğitimde bilimsel araştırma yöntemleri* [Scientific research methods in education] (29th Ed.). Ankara: Pegem Akademi.

Coenders, F. & Verhoef, N. (2019). Lesson Study: professional development (PD) for beginning and experienced teachers. *Professional Development in Education 45*(2), 217-230, https://doi.org/10.1080/19415257.2018.1430050

Credé, M., & Kuncel, N. R. (2008). Study habits, skills, and attitudes: The third pillar supporting collegiate academic performance. *Perspectives on Psychological Science, 3*(6), 425-453, https://doi.org/10.1111%2Fj.1745-6924.2008.00089.x

Hoover, J. J., & Patton, J. R. (1995). *Teaching students with learning problems to use study skills: A teacher's guide.* Pro-Ed.

Holm, A. J., Hausman, H., & Rhodes, M. G. (2020). Study strategies and "study drugs": investigating the relationship between college students' study behaviors and prescription stimulant misuse. *Journal of American college health*, 1-10, https://doi.org/10.1080/07448481.2020.1785472

Jameson, M. M., & Fusco, B. R. (2014). Math anxiety, math self-concept, and math self-efficacy in adult learners compared to traditional undergraduate students. *Adult Education Quarterly, 64*(4), 306-322, https://doi.org/10.1177%2F0741713614541461

Karaduman, B. (2019). Ortaokul 6., 7. ve 8. sınıf öğrencilerinin orantısal akıl yürütme becerilerini ve matematik dersine yönelik tutumlarının bazı değişkenler açısından incelenmesi: cinsiyet ve sınıf düzeyi perspektifi [Investigation of proportional reasoning skills and attitudes towards mathematics lecture of middle school 6th, 7th, and 8th graduate students on some variables: gender and class level perspective]. (*Master's thesis*, Başkent Üniversitesi Eğitim Bilimleri Enstitüsü).

Karasar, N. (2006). *Bilimsel araştırma yöntemi* [Scientific research method] (16th Ed.). Ankara: Nobel Yayın Dağıtım.

Kartika, A. (2007). Study skills training: Is it an answer to the lack of college students' study skills? *The International Journal of Learning, 14*(9), 35–43. https://doi.org/10.18848/1447-9494/cgp/v14i09/45480

Kumar, S., & Sohi, A. (2013). Study habits of tenth grade students in relation to their academic achievements. *Indian Journal of Research, 2*(12), 58-60, Retrieved from https://www.worldwidejournals.com/paripex/recent_issues_pdf/2013/December/December_2013_1388040523_75c39_19.pdf

Lewis, C. C., Perry, R. R., & Hurd, J. (2009). Improving mathematics instruction through lesson study: A theoretical model and North American case. *Journal of mathematics teacher education, 12*(4), 285-304, https://doi.org/10.1007/s10857-009-9102-7

Meltzer, L., Katzir-Cohen, T., Miller, L., & Roditi, B. (2001). The impact of effort and strategy use on academic performance: Student and teacher perceptions. *Learning Disability Quarterly, 24*(2), 85-98. https://doi.org/10.2307%2F1511065

Ministry of Education and Culture, (2016). Annual report 2016, Southern Cyprus. Retrieved, June 11, 2020, from http://www.moec.gov.cy/en/annual_reports/annual_report_2016_en.pdf

Murry, J. P. (1990). Better testing for better learning. *College Teaching, 38*(4), 148-152, https://doi.org/10.1080/87567555.1990.10532431

Özden, Y. (1999). *Öğrenme ve öğretme* [Learning and teaching] (3rd Ed.). Ankara: Pegem Yayıncılık.

Qu, Y., Wang, C., & Zhong, L. (2009, August). The research and discussion of web-based adaptive learning model and strategy. In *International Conference on Hybrid Learning and Education* (pp. 412-420). Springer, Berlin, Heidelberg. https://doi.org/10.1007/978-3-642-03697-2_38

Pohl, A. J. (2020). Strategies and Interventions for Promoting Cognitive Engagement. In *Student Engagement* (pp. 253-280). Springer, Cham, https://doi.org/10.1007/978-3-030-37285-9_14

Rohman, S., Hobri, S. & Sahnawi, S. (2019). An analysis of students' literacy ability mathematics teaching with realistic mathematics education based on lesson study for learning community. In *Journal of Physics: Conference Series* (Vol. 1265, No. 1, p. 012004). IOP Publishing. https://doi.org/10.1088/1742-6596/1265/1/012004

Schuster, C., Stebner, F., Leutner, D., & Wirth, J. (2020). Transfer of metacognitive skills in self-regulated learning: an experimental training study. *Metacognition and Learning*, 1-23. https://doi.org/10.1007/s11409-020-09237-5

Song, X., Ding, N., Jiang, N., Li, H., & Wen, D. (2020). Time use in out-of-class activities and its association with self-efficacy and perceived stress: data from second-year medical students in China. *Medical Education Online, 25*(1), 1759868, https://doi.org/10.1080/10872981.2020.1759868

Tezer, M., Onbasi, D., & Falyali, H. (2018). Examination of the learning strategies used by secondary school students towards a mathematics course in terms of certain variables. *IIOAB JOURNAL, 9*(3), 144-151. Retrieved from https://www.iioab.org/IIOABJ_9.S3_144-151.pdf

Umay, A. (2003). Mathematical reasoning ability. *Hacettepe University Journal of Education, 24,* 234-243. Retrieved from http://www.efdergi.hacettepe.edu.tr/yonetim/icerik/makaleler/898-published.pdf

Weinstein, C. E., Husman, J., & Dierking, D. R. (2000). Self-regulation interventions with a focus on learning strategies. In *Handbook of self-regulation* (pp. 727-747). Academic Press. https://doi.org/10.1016/B978-012109890-2/50051-2

Whitworth, J., Herzog, J., & Scott, D. L. (2012). Problem-based learning strategies for teaching military social work practice behaviors: Review and evaluation. *Advances in Social Work - Special Issue: Military Social Work, 13*(1), 112–131.

Tezer, M., Gülyaz C. M., & İldırımlı, A. (2020). Examination of mathematics study strategies of secondary school students from the perspective of multiple variables, *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 8*(3), 83-92.

https://doi.org/10.18060/1876

Willems, I. & Bossche, P. V. (2019). Lesson study effectiveness for teachers' professional learning: a best evidence synthesis. *International Journal for Lesson and Learning Studies 8*(4), 257 271, https://doi.org/10.1108/IJLLS-04-2019-0031

Woolfolk, A. E (1993). *Educational Psychology.* Boston: Allyn and Bacon.

Yaman, H., Toluk, Z., & Olkun, S. (2003). How the elementary school students would perceive equal sign. *Hacettepe Universitesi Egitim Fakultesi Dergisi, 24*, 142-151, Retrieved from http://www.efdergi.hacettepe.edu.tr/shw_artcl-878.html

Verbal-Performance Activities for Optimizing Foreign Language Education

Gergana Dyankova[1], Maya Mladenova[2]*

[1]Faculty of Pedagogy, South-West Unversity "Neofit Rilski", Blagoevgrad, Bulgaria, e-mail: diankova_g@swu.bg
[2]Independent scholar, Sofia, Bulgaria, e-mail: mayaadj@yahoo.com

Abstract: The modern world, characterized by dynamic changes, rapid development of ICT and globalization processes sets new challenges to present-day education. This research aims at investigating the influence of applying verbal-performance activities in foreign language education. A pedagogical experiment was conducted in authentic environment with the participation of 99 pupils aged 10 to 11 who formed an experimental and a control group. The study combined qualitative and quantitative approach. It measured pupils' entry and exit levels of practical English knowledge and communicative skills and also traced the effect of the experimental education on the pupils from the experimental group. The interpretative analyses of the results revealed that applying verbal-performance activities in foreign language education led to higher achievements in terms of knowledge and communicative competence for the pupils from the experimental group compared to the progress of the children from the control group. A measurement of the attitude of the pupils from the experimental group towards applying verbal-performance activities in the educational process proved the potential of the method to increase children's motivation for learning. The findings of this research confirm the need of further studies on the influence of applying verbal-performance activities in a broader context of school education.

Keywords: verbal-performance activities, foreign language education, communicative skills, motivation for learning.

Introduction

The modern world of the 21st Century is characterized by rapid changes and fast development. Being successful within present-day reality regarding both professional and personal realization necessitates mastering a variety of skills. While the ability to navigate and draw from complex information remains continuously important to civic participation and personal success, the contemporary environment of social media and web proliferation poses new challenges to competencies such as information literacy (Bonnet, Herakova, and Deng, 2019; Herakova, Bonnet, and Congdon Jr., 2017). In the context of globalization and wide spread of ICT the individual is exposed to a large amount of information and contacts with people from all over the world on a daily basis. "The globalizing world sets new schemes of relationships and manifests itself through ubiquitous interconnection between people, groups, social formations as well as the involvement of the individual within them" (Dyankova, 2019a: 711).

This situation sets a lot of challenges to the whole educational sector which holds major responsibility for preparing young people to interact with the surrounding reality successfully. The traditional way of transferring knowledge from adults to children is no longer effective; the development of ICT is "changing the mechanisms of human socialization and acculturation in the present" which determines the key importance of the reorganization of the educational process (Stošić, Dermendzhieva, and Tomczuk, 2020: 129). Furthermore, the role of the modern teacher "is crucial to stimulate, to facilitate the variety of learning activities in which students analyze the links between the facts and conceptualize new knowledge" (Dyankova, 2018: 9). The educational environment of present-day needs to be based on sharing, comparison and debate which "provide the conditions for maximum personalization of the learning process by transforming the traditional transmission process of educational communication into an organic and authentic dialogue" (Dyankova, 2018: 13). In this regard, the communicative skills of the teacher are of major importance to the successful interaction with pupils as they determine the quality of social relations which "are at the heart of the development of children" (Dermendzhieva, 2019: 114). Communicative competence also enables teachers to "develop strategies to respond to the unpredictability and insecurity caused by rapid changes in society as a whole in family life in the 21st century" (Dermendzhieva, 2019: 117). All in all, the professional skills of the modern teacher extend far beyond transmitting knowledge because "education in the future is not just about teaching people, but

---

[*]Corresponding author: diankova_g@swu.bg

also about helping them develop a reliable compass to navigate an increasingly complex, ambiguous, and volatile world" (OECD, 2020: 5).

Foreign language education is of major significance to the future social and professional integration of young children. In Bulgaria, it is a compulsory subject throughout primary, secondary and high school level. The main goal of studying a foreign language (English being the most common) is to enlarge pupils' access to information in the context of modern age and to enable them to interact with people from other cultures in the context of globalization. Unfortunately, the average level of practical knowledge which most children acquire within the school system turns out to be relatively low. The reasons for that negative tendency are different but three types of problems seem to be the most common: high difficulty of the subject, low motivation and different levels of knowledge among pupils.

The aforementioned issues need to be addressed by applying experimental methods in the educational process. The current work investigates the influence of verbal-performance activities on pupils' progress regarding English knowledge, communicative skills and motivation for learning. Applying art activities in class is at the center of research of many pedagogical experiments and their findings prove it to be a very successful teaching practice.

Verbal-performance art is a specific artistic form which originates in theatre art. It deals with the stage interpretation of lyrical and epic works and is based on speech as a major means of expression. Verbal-performance art "applies the principles of conditionality and efficiency, which are reflected in the conduct of an active, logical, consistent and organic action in a conditional reality which aims to achieve a particular effect on the perceiver" (Dyankova and Mladenova, 2018: 286).

Verbal-performance activities include all types of tasks which are related to the analysis and interpretation of text materials. They may be completed individually, in pairs, or in small groups. Stage improvisations of texts, based on action instructions, are also regarded as verbal-performance activities despite the lack of a concrete lyrical or epic work. Fulfilling the following conditions is an essential prerequisite for the effective work of applying verbal-performance activities in class: creating an appropriate working atmosphere for verbal-performance activity and motivation for involvement in the interpretation tasks; active sharing of situations from children's everyday life; spontaneous discussions; and providing an equal and fair chance in the process of pupils' participation in the concrete activities (Dyankova, 2019b: 151).

The reasons behind choosing verbal-performance activities as an experimental teaching method in foreign language education are found in their specificity. First of all, they are extremely attractive to young children who love role-playing and performing in front of audience. Secondly, they put the child into an active position and facilitate the process of "learning through experience". Furthermore, verbal-performance activities suppose a high level of interaction both with the teacher and the other pupils and thus encourage the process of "learning from each other". Last but not least they predispose the manifestation of children's creativity which is essential to their overall development.

Another major advantage in favour of applying verbal-performance activities is the similarity between the objectives of foreign language education and practicing verbal-performance art. Both are aimed at improving children's communicative skills. What is more, they both rely on work with text materials and include reading, listening and speaking activities.

The vital importance of developing young learners' communicative competence is indisputable. Communicative competence can be defined as a set of skills that facilitate "critical engagement with people, communities, and messages" (Herakova, Bonnet, and Congdon Jr., 2017: 110). It is a type of competence which determines the successful interaction of the individual with the surrounding reality to a great extent. The significance of assertiveness for "the effectiveness of interpersonal relationships" is thoroughly studied by the psychologists Peneva and Mavrodiev who point out that it demands the absorption of certain skills; "the ability to speak openly about own feelings and desires" being one of the most important among them (Peneva, and Mavrodiev, 2013: 7). Communication is the base of socialization, effective learning, professional realization, acculturation etc. Yet, it is not taught as a subject at school despite the fact that "every single detail of the pedagogical interaction in the school institution is required to construct a phenomenally comprehensive lesson in communication" (Dyankova and Mladenova, 2018: 281). In spite of the mass distribution and active use of ICT in our lives, people from the present-day world seem to face more alienation, isolation and loneliness even within the most basic social union – the family. "The modern family, not only in an economic but also in a deep spiritual crisis, needs both socio-economic and professional-psychological support" (Tasevska, 2008: 12).

In order to address the need of specific pedagogical attention towards the development of children's communicative skills, the current research focuses on creating a separate complex of verbal-performance activities aimed at improving the communicative competence of the pupils. As this competence includes

a huge variety of skills, only five specific aspects are selected on the base of their significance to foreign language education:

1) Effective listening is a fundamental communicative skill which helps children form relationships with their peers and teachers. It combines the ability to notice the changes in a speaker's verbal performance and to extract meaning out of the observations. Effective listening ensures that children decode their communicative partner's intentions accurately enabling them to understand the other person's point of view better. Furthermore, listening is central to "collaborative and humanizing" dialogue, which "attends to and includes the communication of facts, values, feelings, and beliefs" (Congdon Jr., Herakova, and Bishop, 2018: 9). Regarding foreign language education, this skill is especially important as acquiring meaningful information via paralinguistic aspects of speech facilitates the process of understanding people who use unfamiliar vocabulary. Advanced listening skills condition the development of other important social skills, such as team work, problem-solving, conflict resolution, information literacy etc.

2) Formulating and pursuing a communicative purpose is a skill which helps pupils control their communicative behaviour and create a desired impact on their partners. It is of basic significance to young learners who tend to let their momentary emotions take over and show during a conversation which might lead to misunderstanding and unwanted results of the interaction. The skill consists of the ability to formulate a clear purpose based on one active verb and put the proper amount of energy when pursuing it. "To speak means to act. Precisely this activity prompts the task to inculcate our ideas into others" (Stanislavski, 1982: 95). If the formulation of the purpose is ambiguous or based on more than one verb, the speaker will get confused trying to achieve more than one result at the same time. Putting the proper amount of energy in the process of pursuing the purpose ensures the effective outcome of the conversation.

3) Mastering body language is a skill related to the ability to control physical expression and to consciously use body's signals to reveal an individual's intentions in a clear and vivid way. Although non-verbal, body language is highly expressive and mastering it ensures more effective interaction with others. Being visible, body language signals might prove extremely distracting for the listener when not appropriate. Furthermore, it is closely interrelated with verbal action which means that it is practically impossible to carry out even the simplest spoken task effectively without supporting it with relevant physical behaviour. In terms of foreign language education, being in a good control of their body signals enables pupils to develop additional communicative strategies which relieve the language barrier frustration and help them express their intentions even using only basic vocabulary knowledge.

4) Speech expressiveness is an important communicative skill related to masterful use of the paralinguistic aspects of speech, such as intonation, volume, speed, stress, pause in order to reveal the logical and emotional aspects of an individual's verbal manifestation. The paralinguistic features are highly communicative and add meaning to the text we articulate. The level of impact of speech depends not only on the speaker's conviction in his/her ideas but also on "the speech perfection via which he/she connects to the perceiver" (Penchev, 1991: 5). Although Laan highlights the complex differentiation of intonation in reading aloud and speaking spontaneously (Laan, 1997), the specifics of intonation are successfully identified by Lowry (Lowry, 2002) and Cruttenden (Cruttenden, 2007). In addition Hudson, Lane, and Pullen distinguish the basic significance of speech's smoothness as a quality of verbal manifestation (Hudson, Lane, and Pullen, 2005). Skillful use of intonation, volume and rhythm provides children with a greater scope of emotional expression and helps them reveal their inner desires and intentions clearly and vividly. Thus their messages have a bigger chance to be successfully delivered to the listeners. "To speak means to draw visual images" which arise in the perceiver's mind (Stanislavski, 1982: 91). In terms of teaching English, Markus points out the importance of intonation and the need to encourage pupils to master its standard styles (British and American), rather than use a markedly deviant variety derived from their native language (Markus, 2008). In combination with advanced body language expression, the ability to "code" our verbal expression via paralinguistic channels of information facilitates the process of communicating in English. This fact is supported by Wennerstrom's research which confirms that "the emotional function of intonation is not language-specific, but can instead be a resource in cross-cultural communication" (Wennerstrom, 2001: 1183).

5) Conflict resolution is a skill of major importance which is related to handling conflict situations in a positive way. Conflicts are usually unpleasant to experience due to negative emotions and identity threats that people may experience when faced with opposing ideas (Congdon Jr., Herakova, and Bishop, 2018). Yet, becoming involved in numerous communicative situations every day and interacting with various partners makes conflicts inevitable. The skill of conflict resolution includes mastering techniques for adapting to the partner and strategies to react in a conflict situation. In terms of educational environment it is a vital ability considering the high levels of aggressive behaviour which characterizes pupils' informal

interactions. If children achieve a high level of awareness about the dynamics of partner – situation, they would be able to make more effective choices of communicative strategies. Consequently, the outcome of the conflict situation might be positive – new ideas might be conceived and implemented, pupils' mindset can be broadened and even relationships may be deepened. Because of this complexity and its embodied character, conflict resolution is best learned not through cognitive transmission of knowledge, but through performed actions, as Congdon Jr., Herakova, and Bishop (2018) demonstrated with their teaching activity, using Boal's Forum Theater technique. Practicing conflict resolution through role-play, students reported that the activity taught them to communicate "with more empathy and understanding and has allowed them to try out communication strategies" (Congdon Jr., Herakova, and Bishop, 2018: 11), such as using "I-language" and focusing on observing and describing the situation instead of blindly reacting to it.

The development of the aforementioned aspects of communication competence via verbal-performance activities is only the starting phase of an ongoing, more thorough research. It is going to cover a more extended period of time which is needed in order to study the subject profoundly.

Materials and Methods

The main method of this research is a pedagogical experiment which was carried out in authentic environment. It took place in Secondary school "D-r Petar Beron" – Kostinbrod, Bulgaria and included 99 pupils aged 10 to 11. The main purpose of the study was to develop a system of verbal-performance activities which optimize foreign language education. The subject of the research was the process of enhancing pupils' level of knowledge and communicative skills through applying verbal-performance activities in class. An additional task of the study was to measure the attitude of the participants towards the experimental education and especially its impact on their motivation for learning.

The pedagogical experiment was implemented through both regular curricular lessons in English and extracurricular activities, such as clubs of interest and summer school projects. The participating students were divided in two groups: experimental group (48 children) and control group (51 children). Each group consisted of two classes.

The study was conducted in three stages: an ascertaining experiment to define the entry level of knowledge and communicative skills of both the experimental and control group; a formative experiment where the pupils from the experimental group were taught by applying the developed system of verbal-performance activities into the educational process; and control experiment to check the exit knowledge and communicative skills results of both groups. The research was carried out within the period 2018 – 2019. The experimental education was realized through the following forms of work: individual, in pairs and in groups.

The study combined quantitative and qualitative approach. The methods of collecting data included testing, expert evaluation and structured interviewing. Special diagnostic and exit tests were designed to check the level of English knowledge. They were focused on those parts of the learning material which were influenced by the experimental education. A criteria matrix was created in order to assess the selected specific aspects of pupils' communicative skills. The expert evaluation was implemented by two verbal communication specialists using individual records for each pupil. The impact of the experimental education on pupils' motivation for learning was measured by questionnaires which included both closed and opened questions.

Table 1
A criteria matrix for evaluating aspects of pupils' communicative skills

Criterion	0 points	1 point	2 points	3 points	4 points
1. Effective listening	Doesn't listen; can't decode the information	Listens indifferently; decodes the information wrongly	Listens carefully; decodes the information roughly	Listens carefully; decodes the information correctly without nuances	Listens attentively; decodes the information correctly with nuances
2. Communicative purpose	Can't formulate a purpose; doesn't pursue one	Formulates an ambiguous purpose based on several verbs; doesn't pursue it actively	Formulates a clear purpose based on one inactive verb; doesn't pursue it actively	Formulates a clear purpose based on one active verb; doesn't pursue it actively enough	Formulates a clear purpose based on one active verb; pursues it actively
3. Body language	Inappropriate pose; makes distracting gestures all the time	Unstable and inexpressive pose; makes distracting gestures most of the time	Stable but inexpressive pose, makes distracting gestures from time to time	Stable and expressive pose; doesn't make distracting gestures	Stable and expressive pose; the gestures support the communicative purpose
4. Speech expressiveness	The speech is monotonous and inexpressive all the time	The speech is monotonous and inexpressive most of the time	The speech is varied and expressive half of the time	The speech is varied and expressive most of the time	The speech is varied and expressive all the time
5. Conflict resolution	Unable to adapt to the partner; communicates aggressively all the time	Slightly adapts to the partner; communicates aggressively from time to time	Adapts to the partner to a certain extent; communicates politely but without understanding	Adapts to the partner to a great extent; communicates politely with understanding	Adapts to the partner effectively; communicates politely with empathy and understanding

The numerical data, which was obtained as a result of the research, was systematized in tables and graphs. It was subjected to mathematical-statistical treatment which became the base for interpretative analyses.

Due to the specificity of verbal-performance activities the experimental work focused on three of the four learning cores regarding English knowledge: reading comprehension, listening comprehension and speaking skills. For the same reason the research was aimed at mastering new vocabulary rather than grammar. Suitable text materials which were relevant to the level of knowledge were chosen to be used in the teaching process. The study also covered five vocabulary topics included in the curriculum. Futhermore a complex of verbal-performing activities was constructed in order to achieve the objectives of the pedagogical experiment. A part of that complex was purposely designed so as to improve the communicative skills of the pupils in accordance with the criteria matrix.

The experimental education included three types of lessons: work with text materials aimed at extracting, analyzing and summarizing information from a text; listening and speaking tasks aimed at mastering new vocabulary on a certain topic; and work on improvised situations aimed at enhancing pupils' communicative skills. Those three types of lessons were alternated throughout the whole study. Following next, a detailed description of example verbal-performance activities assigned to each task is provided. The authors plan to publish the whole complex as a supporting teaching resource.

Type 1 lessons: work with text materials. In order to complete the tasks, each pupil is provided with a glossary for each text. The materials were retrieved from online teaching resources.

Task 1. A monologue story. "The Wolf's Tale" by Louise Cooper tells the popular fairy tale of Little Red Riding Hood through the eyes of the wolf who happens to be the grandmother cursed to become a werewolf (Cooper, 2002).

Example verbal-performance activity: The pupils from each team construct and rehearse a short court process "People against the Grandmother-werewolf". They have to present the conviction and the defense of the creature in front of the others who determine the result of the process by voting "guilty" or "not guilty".

Task 2. A short story. "The Pet Shop" is a story about a brother and a sister who want to buy a dog but argue over the choice between two dogs (The Pet Shop). They agree on a running race where the winner chooses the dog. The brother cheats at the beginning of the race and wins but when they go back to the pet shop, it turns out his dog has been sold and they end up buying the dog – Teacup – which was the girl's choice.

Example verbal-performance activity: The pupils from each team invent and rehearse a short interview with the dog Teacup on the local Animal TV where the Chihuahua shares its feelings about the events in the story. They play the interview in front of the others who decide if the most relevant information from the text is included in it.

Task 3. A poem. "Two little kittens" after an unknown author follows the story of two kittens fighting over a mouse (Two little kittens, 1879). The old lady in the house sweeps them out in the cold where they stay for some time. When the lady lets them back in, the kittens have realized that it is much better to be meek and quiet.

Example verbal-performance activity: The children from each team have to transform the story in a short play showing similar events which happen between children and a parent/teacher instead of kittens and an old woman. They act out the play in front of the others who decide whether it corresponds to the poem's plot.

Task 4. A fable. Aesop's famous fable "The Ant and the Grasshopper" is used as a text material (Aesop).

Example verbal-performance activity: The pupils from each team create and rehearse a short monologue version of the fable from the point of view of one of its characters. They present the monologues in front of the others who have to decide what attitude the performances provoke towards each of the characters.

Type 2 lessons: mastering new vocabulary. In order to complete the tasks, each pupil is provided with a set of about fifteen new words on each topic.

Task 1. Vocabulary topic "Fashion" – types of clothes, materials, colours, patterns.

Example verbal-performance activity: The class is provided with a set of pictures showing people wearing different clothes of various materials, patterns and colours. In teams, the children have to act out a fashion review with speakers and models. The speakers pick up a picture with clothes which they describe to the audience while the model who is presenting the outfit has to show and express attitude towards the imaginary pieces of clothing. The spectators are encouraged to react to the review and vote for their favorite outfit in the end.

Task 2. Vocabulary topic "Tourism" – geographical features, ways to travel, holiday activities, weather.

Example verbal-performance activity: Individually, in pairs or in teams, pupils prepare an advertising presentation of a chosen holiday destination. Performing the role of tour guides, they try to convince the audience that their offer is the best. The other children have to choose the most convincing performance by voting.

Task 3. Topic "Animals" – pets, wild animals, parts on animal bodies.

Example verbal-performance activity: In pairs or in groups, the children have to create a sketch on the topic "At the zoo". The teacher provides basic instructions but also encourages them to use their own ideas. The example instruction is for an enthusiastic zookeeper who walks two visitors around – one of them curious and absent-minded, the other – cautious and anxious. Conflicts, hysteria and chaos arise when they reach the section "extremely dangerous animals". Pupils from the team can play some of the animals, too. After the performance, the other children have to explain what happened.

Task 4. Topic "Music" – instruments, musicians, music activities, music genres.

Example verbal-performance activity: In pairs, the children have to construct and rehearse an interview with a music star (preferably their own favourite musician). They perform the interview in front of the others who have to vote for the most interesting interview.

Task 5. Topic "Cooking" – food, cooking activities, tastes.

Example verbal-performance activity: In pairs, the children have to create and act out a cooking show playing the roles of a bossy, impatient master chef and a cheerful, clumsy assistant cook. They present the process of preparing a traditional local dish while fighting all the time. The others have to select the best presented recipe.

Type 3 lessons: work on improvised situations.

Task 1. Mastering effective listening.

Example verbal-performance activity: The pupils are provided with a short dialogue between two children who meet in the schoolyard. Three pairs of students are provided with three different sets of instructions about the attitudes and feelings of the two characters. An example instruction is of classmates – A despises B and feels bored while B admires A and feels excited. Each pair performs their version of the dialogue and following each performance the other pupils have to describe the attitudes and feelings of the characters. They try to motivate their answers with concrete observations of the performers' communicative behaviour.

Task 2. Formulating and pursuing a communicative purpose.

Example verbal-performance activity: Children are provided with several example sentences. Each pupil picks up one sentence and has to formulate five different communicative purposes he/she wants to achieve via it. Each child performs their sentence five times pursuing one of the formulated purposes at a time. The other students have to guess them. An example sentence is "I am extremely glad that everybody is here." An example model of a communicative purpose is "I want to prepare you for good news."

Task 3. Mastering body language techniques.

Example verbal-performance activity: Each pupil is provided with a short written message and has to "enter" and deliver it to the audience using only body language. The other children have to guess the message. An example message says "The principal is coming down the corridor – you have to make everybody stay quiet until he goes away because he shouldn't understand you are here."

Task 4. Articulating emotions through speech expressiveness.

Example verbal-performance activity: Each pupil picks up a sheet of paper with a different emotion written on it. He/she has to express that emotion via a provided sentence. The sentence is repeated four times and each time the emotion is stronger. The fifth time the sentence is transformed into non-existing language and the emotion is expressed only through the paralinguistic aspects of speech. The other children have to guess the emotion. They are encouraged to react to each repetition of the sentence and thus help the performer become more and more expressive. An example sentence is "You have got to be kidding me!" and example emotions are: bored, angry, surprised, hopeful, confused, happy, scared etc.

Task 5. Conflict resolution.

Example verbal-performance activity: In pairs, the pupils create and perform a conflict dialogue with a disastrous end. Short instructions on the situation and characters can be provided, for example a parent and a child argue over the child's desire to go to a rock concert with a friend and the parent's refusal to give permission. After the performance the other children have to analyze the feelings of both characters and the reasons for their negative behaviour. Then they think of an alternative way to act out the conflict situation so that it gets resolved in a better way.

Results

The last part of the pedagogical experiment included summarizing and analyzing the data collected within its implementation.

The purpose of measuring the entry and exit levels of English knowledge of both the experimental and control group was to compare the outcomes of the experimental and traditional teaching processes. For the sake of convenience, the average numerical values were transformed into percentage and presented in Chart 1.
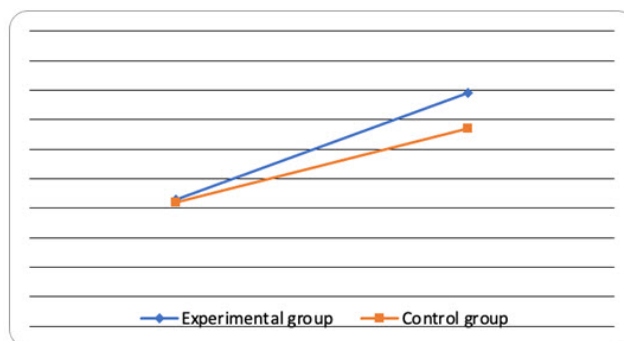
Chart 1. Comparison of the average values of practical English knowledge of the experimental and control groups.

The comparison of the results clearly showed that the exit level achieved by the pupils of the experimental group was significantly higher (79 %) than that of the control group (67 %) considering the fact that the entry levels were relatively close (43 % and 42%). An analysis of the values for each child revealed that a 100 % of the experimental group achieved individual progress on their knowledge while 14 % of the control group didn't show any advancement. These highlighted facts led to the conclusion that the experimental education based on verbal-performance activities affected positively the process of mastering English knowledge by the pupils involved in it.

The assessment of the entry and exit levels of the children's communicative skills in accordance with the criteria matrix showed similar results. Each student from both groups received an overall numerical mark which was the sum of his/her points for each criterion. Those marks were transformed into percentage and their average values are presented in Chart 2.
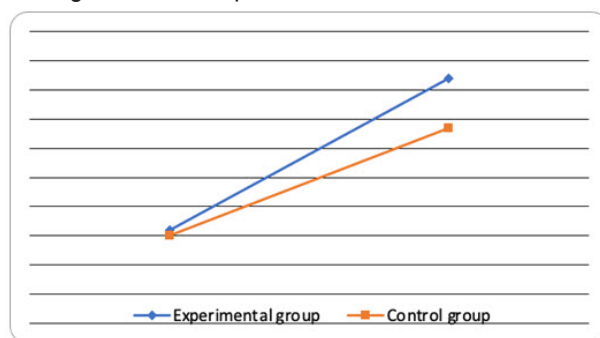
Chart 2. Comparison of the average values of communicative skills of the experimental and control groups.

The entry level results of the experimental and control groups were respectively 32 % and 30 %, i.e. there was no significant difference between the average values. However, the exit level results showed that the average value of the experimental group (84 %) was considerably higher than that of the control group (67 %). An analysis of the individual results revealed that 100 % of the children in both groups achieved progress but among the control group there was not a result higher than 72 % while the highest result achieved in the experimental group was 95 %. On the base of these findings, the research team drew the conclusion that applying the complex of verbal-performance activities led to higher development of the communicative skills of the children in the experimental group compared to that of the control group.

The personal attitude of the pupils from the experimental group towards the experimental education was measured with questionnaires. The closed questions used statements and a rating scale. The distributions of the respondents' opinion, which were indicated, are presented in Table 2.

Table 2
Distributions of the experimental group's attitudes towards the experimental education

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.I had fun during the experimental education	79 %	21 %	0 %	0 %	0 %
2. I feel more confident about my English knowledge	90 %	0 %	10 %	0 %	0 %
3. My personal motivation to study English increased	86 %	10 %	0 %	4 %	0 %

The results from the closed questions clearly showed that most of the pupils (90 % and above) considered the experimental education fun and agreed that it increased their motivation and confidence. The analysis of the answers to the open questions revealed an almost identical attitude. The most common tendencies found in pupils' statements were that they had great time during the experimental education; they wanted to participate in it again; they enlarged their English knowledge; and they registered development of their communicative skills. The children's attitude led to the conclusion that applying verbal-performance activities in foreign language education increases their motivation for learning.

Discussions and Conclusions

The results from the current experiment clearly outline the educational potential of verbal-performance activities as a teaching method. The interconnections between communicative competence

development and verbal-performance practices determine the significance of applying such methods in a broader context of school education. Based on the experiment's positive outcomes and attitude of the participating pupils, the following conclusions are derived:

1) Verbal-performance activities have the potential to optimize other school subjects from the curriculum, especially in the humanitarian field. All subjects which rely on reading and use of text materials can benefit from applying the method. It will help teachers organize their lessons in accordance with the principle of "learner-centered" education.

2) Applying verbal-performance activities can address some of the most alarming problems within Bulgarian educational system – the low levels of literacy, functional literacy and information literacy among Bulgarian pupils. Interaction with texts and information on analytical level will help children train all the mental skills needed to improve those fundamental competences.

3) Developing a broader range of aspects of communicative skills via verbal-performance activities can influence positively children's social integration and acculturation. Analyzing and understanding different ideas, values and points of view through effective communication will build up tolerance and empathy. This process will not only improve class atmosphere, but it is also crucial in terms of multicultural educational environment – a phenomenon which is more and more common.

4) Applying verbal-performance activities is a powerful means to increase pupils' motivation for learning and it provides the chance to be combined with other successful practices, such as introducing ICT in education. Children spend most of their time using ICT and the process of completing attractive learning tasks with the help of their favourite devices or sharing and discussing their achievements via social media will enhance their motivation for learning significantly. "The new generation of kids comes ready to work with these new technologies, which play an important role in children's learning and acquiring various cognitive knowledge so that educational technology must be incorporated into future curricula" (Stošić, 2015: 113).

The findings of this study suggest that further research on the benefits of applying verbal-performance activities in school education has the potential to provide modern teachers with new teaching methods which will enable them to meet the challenges of present-day educational process more successfully.

Acknowledgments

Conflict of interests
The authors declare no conflict of interest.

References

Aesop. T*he travelers and the bear.* Retrieved June, 1, 2018, from https://www.artsonthemove.co.uk/resources/aesop-s-fables.php

Bonnet, J. L., Herakova, L., & Deng, R. (2019, April). Setting the stage for civic-minded education: Casting new roles for librarians in critical information literacy instruction. In *Recasting the narrative: The proceedings of the ACRL 2019 Conference*, Edited by Dawn M. Mueller. Retrieved from http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2019/SettingtheStageforCivic-MindedEducation.pdf

Congdon, M., Herakova, L., & Bishop, J. (2018). Calling-in the family: Dialogic performances of family conflict. *Communication Teacher, 32*(1), 8-12. https://doi.org/10.1080/17404622.2017.1372614

Cooper, L., (2002). *The Wolf's Tale. Short and Scary.* Oxford University Press. Retrieved from http://www.teachingenglish.org.uk/article/wolfs-tale

Cruttenden, A. (2007). Intonational diglossia: a case study of Glasgow. *Journal of the International Phonetic Association 37*(2), 257-274. https://doi.org/10.1017/S0025100307002915

Dermendzhieva, S. (2019). Studying the welfare of children at an early age in the system of institutional care. I*nternational Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 7*(1), 95-119. https://doi.org/10.5937/ijcrsee1901095D

Dyankova, G. (2018). Research of cognitive exchange specifics in teachers academic training. *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 6*(3), 1-14. https://doi.org/10.5937/ijcrsee1803001D

Dyankova, G. (2019a). Detskata gradina v konteksta na socialnite posledici ot globalizacionnia process. [Preschool in the context of the social consequences of the globalization process]. *Bulgarian Journal of Educational Research and Pedagogy,*

91(5), 711-724. Retrieved from https://pedagogy.azbuki.bg/pedagogics/pedagogyarticle/pedagogyarticle2016-4/detskata-gradina-v-konteksta-na-soczialnite-poslediczi-ot-globalizaczionniya-proczes/

Dyankova, G. (2019b). *Slovesnata deistvenost na uchitelia I prosocionalnoto povedenie na deteto*. [Verbal activity of the teacher and the pro-social behaviour of the child]. Veliko Tarnovo: European information center.

Dyankova, G., & Mladenova, M. (2018). Pedagogical rhetoric – a criterion for mutually effective education. In *Education and Quality of Life in the Condition of Transition – Thematic Collection of Papers of International significance.* (278-300), University of Pristina, Faculty of Philosophy, Kosovska Mitrovica.

Herakova, L., Bonnet, J., & Congdon Jr., M. (2017). Centering information literacy (as) skills and civic engagement in the Basic Communication Course: An integrated course library collaboration. *Basic Communication Course Annual, 29*, Article 12. Retrieved from http://ecommons.udayton.edu/bcca/vol29/iss1/12

Hudson, R. F., Lane, H. B., & Pullen, P. C. (2005). Reading fluency assessment and instruction: What, why, and how?. *The Reading Teacher, 58*(8), 702-714. https://doi.org/10.1598/RT.58.8.1

Laan, G. P. (1997). The contribution of intonation, segmental durations, and spectral features to the perception of a spontaneous and a read speaking style. *Speech Communication, 22*(1), 43-65. https://doi.org/10.1016/S0167-6393(97)00012-5

Lowry, O. (2002). The stylistic variation of nuclear patterns in Belfast English. *Journal of the International Phonetic Association, 32*(1), 33-42. https://doi.org/10.1017/S0025100302000130

Markus, M. (2008). The relevance of spoken features in English as a foreign language (EFL). *English Today, 24*(4), 17-25. https://doi.org/10.1017/S0266078408000357

OECD (2020). PISA 2018 Results (Volume VI): Are Students Ready to Thrive in an Interconnected World?, *PISA*, OECD Publishing, Paris, https://doi.org/10.1787/d5f68679-en

Peneva, I., & Mavrodiev, S. (2013). A historical approach to assertiveness. *Psychological Thought, 6*(1), 3-26. https://doi.org/10.5964/psyct.v6i1.14

Penchev, P. (1991). *Govorna kultura.* [Speech culture]. Blagoevgrad.

Stanislavski, K. S. (1982). *Rabotata na aktiora nad sebe si*. [The work of the actor on themselves. Part II]. Nauka I izkustvo, Sofia.

Stošić, L., Dermendzhieva, S., & Tomczuk, L. (2020). Information and communication technologies as a source of education. *World Journal on Educational Technology: Current Issues, 12*(2), 128-135. https://doi.org/10.18844/wjet.v12i2.4815

Stošić, L., (2015). The importance of educational technology in teaching. *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 3*(1), 111-114. Retrieved from https://ijcrsee.com/index.php/ijcrsee/article/view/76

Tasevska, D. (2008). *SOS Semejstva v kriza, psiho - logicheska podkrepa na disfunkcionalni seme - jstva za efektivno roditelstvo.* [SOS Families in crisis, psychological support of dysfunctional families for effective parenting]. University Publishing House St. St. Cyril and Methodius, Veliko Tyrnovo.

The Pet Shop. Retrieved June 1, 2018, from https://www.really-learn-english.com/english-short-stories-level-05-story-01.html

Two little kittens. (1879) Retrieved June 1, 2018, from https://www.dennydavis.net/poemfiles/travel/catpoem2.htm

Wennerstrom, A. (2001). Intonation and evaluation in oral narratives. *Journal of Pragmatics, 33*(8), 1183-1206. https://doi.org/10.1016/S0378-2166(00)00061-8

Family and Its Role in the Cultivation and Preservation of Traditional Folk Music at Junior Primary School Age

Maja Ćalić[1*], *Miomira Đurđanović*[2]

[1]Faculty of Pedagogy in Užice, University of Kragujevac, Serbia, e-mail: maja.zlatibor@gmail.com
[2]Faculty of Arts in Niš, Department of Music Art, University of Niš, Serbia, e-mail: miomira.djurdjanovic@gmail.com

Abstract: The cultivation of folk tradition begins in the family, and continues in a systematic and organized way in school as a certainly important task in the education and upbringing of children of junior primary school age. Factors contributing to the realization of this task include: a) school; b) family, and c) other out-of-school factors. Starting from the fact that the cooperation between one's family and school should be based on partnership, and that learning about traditional folk music requires coordinated action, authors organized a survey aimed at: 1) examining the extent to which the cultivation of musical tradition within the family is reflected on the learning and adoption of related content in music education classes at junior primary school age; 2) determining the extent to which traditional folk music is cultivated in the family by listening to and playing such music; 3) examining the role of family in the process of introducing students to traditional folk music at junior primary school age with regard to other in-school and out-of-school factors. The authors have concluded, teachers believe that cultivating traditional folk music in one's family is reflected in the form of recognition and improved student motivation for learning content, related to traditional folk music. Students believe that the activity of listening to folk music within family is an insufficiently utilized resource. The survey results confirm the hypothesis that the role of family should be significantly encouraged in relation to other out-of school factors.
Keywords: traditional folk music, music education, family.

Introduction

The learning and development of each individual begins within the family. Parents are the first educators and teachers of their children, therefore children acquire their first knowledge, skills and habits in the family. Preschool institutions and school join in the process later, but the influence of one's family never disappears.

Modern family "is a product of historical trends in which elements of the traditional and the modern are intertwined" (Zuković, 2012a, 16). It functions even in turbulent times that generate uncertainty. As the society has changed, so has family, however, the way it operates, family relations and family values have remained permanent and unchangeable. Regardless of its faults, family environment is perceived as a place where one will always find security, support and protection. The current social context and the generally accepted value system define the quality of family life in the broadest sense, and thus impact family functioning (Zuković, 2012a).

It should be noted that functional families are cohesive, stable, and their members cooperate frequently and productively. Such families are capable of facing and overcoming problems in a constructive way. The analysis of professional literature related to family functionality (DeFrain, 1999; Olson, 2000; Krysan et al., 1990; as cited in: Zuković, 2012a, 102) shows that experts' are justified in their opinion that further research should be focused on successful families which could provide "insights on how family transfers positive values and encourages one to develop functional behavioral patterns" (Zuković, 2012a, 102).

Results of the survey Happiness and Families with Children in Serbia conducted by the Public Policy Research Center for UNICEF show that family habits, family functioning and the social ties between its members play a significant role in the lives of individuals (Milanović and Andjelković, 2013).

Unique family values are reflected in the transfer of its value system onto a child. A child lays the foundations of the esthetic, moral, value and every other system as part of a family. Family forms one's attitude toward learning, education, knowledge and values. Our paper aims at drawing attention

---

[*]Corresponding author: maja.zlatibor@gmail.com

to an important role of family - transmission and building of values that arise from our musical tradition. Through musical tradition, a child is introduced to the culture and history of his/her people, but also to the "history of mankind, because characters and events portrayed in traditional music also possess an element of universality, i.e. timelessness" (Pavlović and Cicović Sarajlić, 2013, 276). Given the fact that "children's folklore has witnessed childhood through countless ages and the spiritual maturation of mankind" (Ljubinković, 1976, 57), the role of family is that of an intermediary of sorts between individuals and the values characteristic of a certain society, then and now. Based on the knowledge that parents possess a complete value system, they will serve as a model for identification which translates its beliefs into "systems of norms and customs, expressing them in an understandable language and linking them to specific child's behavior" (Manić, 2016, 5).

Family plays a significant role in musical development of children (Bogunović, 2008; Radoš, 2010).

With the birth of a child, the first contact and the first perception of music in one's native language occurs within the family, including: spontaneous singings (lullabies, jingles, nonsense verse, counting rhymes, amusements, etc.), listening to and playing music on different media, and body movement (clapping, tapping, rocking, swaying, rattling, etc.), all of which stimulates and develops children's sense of melody and rhythmic pulse, as well as tempo (Nikšić, 2016, 18).

Research in the field of musicolinguistics suggests that the musical experience of children acquired primarily within the family prior to starting school, and "authentically preserved" in our long-term memory" has invaluable importance in the learning of new music content (Levitin, 2011, 184).

Family environment and Traditional Folk Music

These first musical experiences a child acquires and develops within the family contribute to the development of a generally positive attitude toward music and playing instruments, which greatly and directly impacts "the formation of one's musical taste and preferences" (Radoš, 2010, 124).

Children's attitude toward music greatly depends on their family, and the things it offers as a family model of behavior. If a family nurtures a positive relationship toward traditional folk music, it is likely that a child will also build a personal relationship with this music genre. In contrast, if children are left to their own devices when it comes to the formation of musical taste, it is likely that commercial music, as the most dominant and accessible at the moment, will shape their musical taste to a great extent (Nešić et al, 2006). One of potential solutions is to design and place a certain type of auditory performance containing elements of traditional folk music in every national environment. We can make such content more relatable and more familiar to children by repeating certain patterns based on which they should gain a certain musical experience. By enriching and expanding the children's auditory experience, they will form their musical taste with an inherent affection toward the musical tradition of their people. Of course, in addition to traditional folk music, children should be introduced to other forms of traditional and original music, both from their own, and other countries as well. Nešić reminds us that "accepting the music of other nations and other historical periods, and understanding it (universalization of musical inclinations) doesn't damage or threaten one's affection for their own traditional music, just as learning foreign languages doesn't make one forget their mother tongue" (Nešić, 2003, 232).

Čokorilo (2013) points out that family still successfully resists modern challenges thanks to traditional patterns, and represents one's intimate and very significant emotional community which helps preserve traditional values. It is, therefore, important that family should lay strong foundations for the preservation of tradition, language, origin and culture of one's nation in contrast to other nations, which could help develop sensitivity toward musical values and familiarize people not just with their own musical tradition, but the tradition of other nations as well. Thus, family may help communities which have undergone significant cultural changes in the global age to strengthen their national values and preserve their tradition (Deletić, 2013).

On the other hand, it is a fact that family is nowadays faced with serious challenges, media influence, globalization, social changes, and that the pressure of these changes has left family exposed to various influences and threats, fighting to preserve its identity and reconcile modernity and tradition (Zuković, 2009). Every individual is increasingly influenced by the media, and the environment that insists on commercial content and neglects traditional folk music. Learning about one's musical tradition primarily depends on the experience children acquire in their family, but also on the parents' relationship toward it, which is why it is important, as stated by Grandić (2007), to rely on the principles of coordinated action between all educational factors. Thus, by simultaneous action of teachers and the family toward children, and by introducing them to a wide range of domestic and foreign, original and traditional compositions, we will ensure further development of their musical taste, and shape their cultural identity (Vidulin and

Martinović, 2015).

Ethnomusicologists remind us that "children's songs (lullabies, jingles and nonsense verse) are slowly disappearing" (Fracile, 1987, 68), and the reason for this lies in the fact that parents no longer sing songs to their children, but play music on different media. In addition, seeing the media as a very influential factor, ethnomusicologist Dević explains that in the age of "very aggressive media domination over our traditional folk music, we have no other alternative but, just as we speak in our native language, to continue to sing our songs, passing on our musical and poetic heritage orally to our sons and daughters" (Dević, 2001, 14). The role of family is to build a positive attitude toward traditional music from an early age, counterbalancing other circumstances and content present in the media. In this regard, Zuković (2012a) believes that "a healthy and functional family is one that can grow and develop despite the challenges and obstacles it encounters. It always strives to expand its experience, and solves problems through family rules and values. Its strengths include love, positive emotion, support, tolerance and compromise" (Zuković, 2012a, 74).

From the aspect of ethnomusicology, folk art has always had a pronounced social function in the historical and cultural development of Serbian people, and a special place in the development of family. It is a well-known fact when certain songs are to be sung, why they are to be sung, how certain folk dances are to be performed, with what intention and purpose. It is no coincidence that in the past, traditional folk singing was the most common form of musical performance in this part of the world, just as ethnomusicologist Golemović reminds us – "there was no person living in rural areas who wouldn't sing, whether the occasion was everyday or ceremonious" (Golemović, 1998, 7).

In order to develop moral education, singing and listening to traditional folk songs were used to nurture patriotism and identification with one's nation. The content of traditional folk song reflects moral feelings, including honor, pride, dignity, responsibility, awareness of the necessity of work, respect for truth, and respect of other nations and cultures (Pavlović, 2013). Family is the main drive and initiator responsible for the moral behavior and actions of children both in the closest and a broader environment. In addition to listening to and performing traditional music, attending concerts and other performances and events of domestic and foreign artists that cultivate the spirit of musical tradition significantly enriches musical experience of young generations (Ćalić and Đurđanović, 2016). Moreover, school as the main representative of formal education since the beginnings of civilized society should provide support for the family, and utilize its mechanisms and instruments so as to realize the aspiration to preserve traditional folk music (Kostović, 2005).

There are many ways in which family can help to familiarize children with their musical tradition. Some of them include:

- establishing a partnership between family and school, and exchanging experiences referring to musical tradition;
- cultivating the habit of listening to traditional music within the family;
- cultivating traditional music during religious holidays and family celebrations (Christmas, Easter, family patron saint – slava, etc.);
- encouraging children to attend elective curricular and extracurricular activities that honor and celebrate traditional values;
- including children into recreational activities (folk ensembles, ethno workshops, etc.) that cultivate traditional music;
- attending concerts of traditional music and similar events;
- visiting ethnographic museums, libraries (heritage departments), ethno villages and other institutions that aim to preserve national cultural heritage.

The key role of family involves building elements of folk tradition that will be later upgraded and adopted through different subject areas in school.

The cooperation between school and family helps to familiarize children with the musical tradition of their country, and thus with the criteria for identifying authentic folk music and art in general (Ivanović, 2007).

Moreover, the Rulebook on the Curricula (Teaching and Learning Plan) proposes that parents should be involved in the implementation of the content related to folk tradition, because the general opinion is we have little space left "to develop sensitivity toward musical values by learning about folk tradition of our own, and other people's" (Curriculum for the First Cycle of Primary Education, 2006, 90). Among other things, the Strategy for Educational Development in Serbia 2020 specifies that "the cooperation between school and family is not based on partnership", and that in order to overcome this outdated concept, "schools should apply the concept of partnership between school and parents/guardians" (Ibid, 2006, 90). The coordination between school and family will achieve a broader synergistic relationship, which means

that school and family together can achieve much more than by acting on their own (Zuković, 2012b). The new concept based on partnership between school and family provides the opportunity to design learning and purposefully organize part of students' free time thanks to an early discovery of different interests and abilities of students. Such an approach can reinforce the cultivation of local musical tradition.

Many analysts (Amato, 2001; Berk, 2005; Kieman, 2003; Nelson, 1993) point out that modern family is undergoing a crisis, which often results in increased divorce and separation rates, and such events put pressure on children, exposing them to constant stress and forcing them to adapt to new circumstances in order to overcome the crisis (As cited in: Vulfolk et al. 2014, 174–175). All socio-economic problems are inevitably reflected on family, which causes the value system to collapse, or rather to become vague and undefined, confusing parents and complicating their educational efforts. The cause of this situation lies in "everyday stress and uncertainty arising from socio-economic circumstances in which society has been caught at the turn of the century" (Nikolić, 2012, 22). If we view a child as a social being who "constantly interacts with his environment, and actively participates in the construction of his knowledge – discovering new meanings, developing new mental structures and accepting the values of the culture he/she is a part of" (Zuković, 2012a, 149), then it is crucial to provide support to children at all institutional levels.

Therefore, it is important to point out the outlook (DeFrain, 1999, as cited in: Zuković, 2012a) according to which the strategy for strengthening modern family should exist and should be carried out by different partakers in social life: teachers (...), politicians (...), media, counselors, social workers and volunteers, as well as by every family member who seeks ways and opportunities to create healthy family relations imbued primarily with love (Zuković, 2012a). A family thus empowered and working in partnership with school provides far better opportunities for the cultivation of traditional folk music, and consequently raises awareness of the importance of musical tradition in the life of every individual.

The aim of this paper is to draw attention to the importance and role of family in the cultivation, and thus in the preservation of traditional folk music, because learning about this topic "begins in the family, and continues in an organized, systematic, planned and continuous way in school" (Čalić, 2011, 253). The role of school is to establish good cooperation and partnership with parents/guardians, and to further encourage the nurturing of musical tradition in the family.

Pedagogical research (Nikolić, 2012) indicates that it is necessary to cultivate the pedagogical culture of parents so as to raise their awareness of the responsibility and importance of good upbringing. School and family are in constant interaction and exchange with the environment as complex, living systems which intersect and intertwine through their relationship with the child (Zuković, 2012a). It should be noted that there are numerous studies (Epstein and Sanders, 2002; Milošević, 2002) which analyze the mutual relationship between family and the school system, dealing primarily with the influence of family situation on the child's behavior and their academic achievement. For this reason, we wanted to examine the role of family in the cultivation of musical tradition at junior primary school age. We tried to obtain teachers' opinions on whether family encourages learning about traditional folk music, and if such encouragements are reflected on the realization of formal music education. We also wanted to learn if traditional music is played in the family (in contrast with classical, pop and commercial music). And finally, we wanted to examine the contribution of students' families in music education, i.e. teachers' efforts toward the delivery of content related to traditional folk music in junior grades of primary school with regard to other out-of-school factors.

Materials and Methods

Research aim. The aim of this survey was to estimate whether family motivates students to learn more about traditional music in music classes at junior primary school age, and the extent to which musical tradition is cultivated in the family by means of listening to traditional folk music, and finally, to determine the influence of family (in relation to other factors) when it comes to the adoption of content related to traditional music.

Research instruments. We designed two questionnaires for the purposes of this survey, one for class teachers (classified by years of service), and the other for students of the fourth grade of primary school (classified by gender and academic achievement). Questionnaire for teachers contained questions for the purpose of establishing teachers' opinions on whether family stimulates learning about music folk tradition and how much that encouragement is reflected in the process of conducting music lessons. Questionnaire for students contained questions aiming to examine the attitude of students on how much is tradional music listened to within family and how much family, in comparison to other out of school factors, contributes to learning folk music tradition. Questionnaires were created by the authors of this work. The

research was anonymous, both for teachers and students. The value of Cronbah Alpha coefficient, for teachers' questionnaire (0,0897) and for students' questionnaire (0,0898), indicates a good reliability of both instruments and justifies their acceptability.

Research sample and techniques. The survey was carried out on a sample of 597 respondents, i.e. students of the fourth grade of primary schools in Užice and Kraljevo, as well as 196 teachers (random selection) who work in primary schools in Užice and Kraljevo. Independent variables for the student sample included student gender and academic achievement, whereas the independent variable for the teacher sample involved professional experience (less than 10 years, 10-20, 20-30, over 30 years).

The research was based on a descriptive research method, and the data were collected using a survey technique.

Statistical data processing was based on the IBM SPSS 20 software package, statistical description and inference. We used a chi-square test to determine the statistical significance in students' opinions.

Results

Family as an Empowerment Resource Helping School in Its Effort to Improve Student Knowledge of Traditional Folk Music

The research was aimed at identifying and analyzing the influence of family as perceived by teachers on the existence and sensitivity of children of junior primary school age to traditional music. We were primarily interested in the teachers' observations of the extent to which family encourages learning about traditional music in junior grades of primary school.

Table 1
Assessment of the motivational influence of family on students with regard to adoption of content related to traditional folk music

	Frequency	Percent
Supportive	137	69,90
Insufficiently supportive	46	23,47
Unsupportive	13	6,63
In total:	196	100

Results show (Table 1) that the majority of 196 teachers-respondents participating in the research agrees that introducing students to musical tradition within their family improves their motivation for learning similar content in music education classes (137 or 69,90%).

Table 2
Assessment of the motivational influence of family on students aimed at adopting content related to traditional folk music with regard to teachers' professional experience

Years of service	Supportive		Insufficiently supportive		Unsupportive		In total:	
Less than 10 years	27	65,85%	11	26,83%	3	7,32%	41	100,00%
10 – 20 years	48	69,57%	16	23,19%	5	7,25%	69	100,00%
20 – 30 years	37	68,52%	14	25,93%	3	5,56%	54	100,00%
Over 30 years	25	78,13%	5	15,63%	2	6,25%	32	100,00%
In total:	137	69,90%	46	23,47%	13	6,63%	196	100,00%

$\chi^2 =1,769$, *df* =6, *p*=0,9397

If we analyze respondents' opinions with regard to their professional experience, we can see that the largest number of teachers who positively asses motivation from the family are also the most professionally experienced (over 30 years of service), in other words, they believe that family is a significant motivating factor and a good incentive for learning about musical tradition. Least experienced respondents (less than

10 years of service) expressed a negative attitude toward the same issue. The differences observed were not statistically significant (χ^2 =1,769, df =6, p=0,9397).

We had in mind that the new age and modern technologies reinforce content which, in a way, suppresses and changes the priorities in the assessment of music content in education, and diminishes the role of both family and school. Therefore, we wanted to ask students what kind of music is played within their family environment on different media.

We wanted to learn what kind of music is played, and therefore cultivated in students' families (Table 3).

Table 3
Music preferences in students' families with regard to student gender

Gender	Folk music		Pop music		Art music		Undecided		In total:	
Boys	79		165		19		58		321	
		24,61%		51,40%		5,92%		18,07%		100,00%
Girls	81		141		22		32		276	
		29,35%		51,09%		7,97%		11,59%		100,00%
In total:	160		306		41		90		597	
		26,80%		51,26%		6,87%		15,08%		100,00%

$\chi^2 = 6,282$, *df* = 3, *p* = 0,0987

Most students (51%) listed pop music as the favorite music genre played in their family. 90 students, or 15,08% were undecided, 160 or 26,80% prefer folk music, whereas 41 or 6,87% named art music as the favorite music genre of their family. We observed small differences in the opinions in relation to student gender. A slightly higher percent of boys, 58 or 18,07% classified themselves as undecided when it comes to a preferred music genre of their family in contrast to 32 or 11,59% girls who share this opinion.

Testing the statistical significance of differences in respondents' opinions with regard to the preferred music genre in their family with a chi-test square, we obtained the following results: χ^2= 6,282 for df = 4, which means the difference is not statistically significant.

Family should significantly contribute to the cultivation and adoption of traditional folk music by encouraging children to listen to this music genre. Therefore, we wanted to learn what is the preferred music genre in students' families with regard to student academic achievement (Table 4).

Table 4
Student preferences toward folk music with regard to academic achievement

Academic achievement	Folk music		Pop music		Art music		Undecided		In total	
Outstanding	89		201		24		65		379	
		23,48%		53,03%		6,33%		17,16%		100,00%
Very good	56		92		11		19		178	
		31,46%		51,69%		6,18%		10,67%		100,00%
Satisfactory	15		12		4		5		36	
		41,67%		33,33%		11,11%		13,89%		100,00%
Marginal	0		1		2		1		4	
		0,00%		25,00%		50,00%		25.00%		100,00%
In total	160		306		41		90		597	
		26,80%		51,26%		6,92%		15,08%		100,00%

$\chi^2 = 25,799$ *df* = 9, *p* = 0,0022

The data in Table 5 show that there are differences in respondents' answers in relation to the independent variable - student academic achievement. When it comes to the preferred music genre within their family, students whose academic achievement was estimated as outstanding responded that it is primarily pop music (201 or 53,03%). 65 or 17,16% of the respondents were undecided. Based on the respondents' preferences, i.e. their attitude toward the music genre preferred in their family, 89 (or 23,48%) opted for folk music, and 24 (or 6,33%) opted for art music. Respondents with very good academic achievement also prefer pop music (92 or 51,69%), whereas 56 or 31,46% of students from the same category opted for folk music, in contrast to students with outstanding academic achievement who settled on undecided when it comes to other music genres played in their family. The smallest percent of respondents chose undecided as their attitude (19 or 10,67%). There is also a difference in the category of respondents with satisfactory academic achievement in relation to other categories of respondents,

because their preferred music genre is folk music (15 or 41,67%), which is not the case in the outstanding and very good achievement category.

Testing the statistical significance of differences in respondents' opinions about the preferred music genre of their family with regard to student academic achievement as the independent variable with a chi-square test, we obtained the following results: $\chi^2 = 25,799$ with df = 9 degrees of freedom, which means the difference is not statistically significant.

Results of the analysis confirm that traditional folk music (TFM) is insufficiently present in respondents' families.

The Role of Family in the Adoption of Traditional Music in School

Research shows that students recognize family as "an institution that preserves traditional values", and which is also an indisputably important factor in the cultivation and preservation of traditional music, as well as in familiarizing children with it (Ćalić and Grkić, 2013, 301). Starting from the fact that the cooperation between family and school plays a significant role in introducing one to the musical identity of their country, and thus helps them adopt criteria for recognizing authentic folk music, the second research task was aimed at determining the role of family with regard to other factors that contribute to the adoption of traditional folk music in school (Table 5).

Table 5

Teachers opinions' on the role of family in adoption and cultivation of traditional folk music with regard to their professional qualifications

Professional qualifications	School		Family		Peers		Media		In total	
University degree	18	28,12%	9	14,06%	32	50,00%	5	7,81%	64	100,00%
College/applied degree	38	28,78%	24	18,18%	62	44,49%	8	6,06%	132	100,00%
In total	56	28,57%	33	16,84%	94	47,96%	13	6,63%	196	100,00%

$\chi^2=0,723$ *df=3, p=0,8677*

Looking at Table 5, we can see that teachers believe peers (47,96%) are the most influential factor contributing to the adoption and cultivation of traditional music. The second most influential factor in the adoption of traditional music is school (56 or 28,57% respondents), whereas 33 (or 16,84%) believe family is the decisive factor when it comes to the adoption and cultivation of traditional music. Respondents do not recognize the media as a factor of importance for the cultivation of traditional music. Survey results show that respondents' opinions only slightly differ with regard to their professional qualifications, which was additionally confirmed with a chi-square test. In other words, differences in opinions are not statistically significant, because $\chi^2=0,723$ with df=3.

We also wanted to examine if there are any differences in answers to the question - what is the role of other factors, beside family, in the adoption of traditional music in school - in relation to teachers' professional experience (Table 6).

Table 6

Role of family among other factors in the adoption and cultivation of traditional music with regard to teachers' professional experience

Years of service	School		Family		Peers		Media		In total:	
Less than 10 years	9	21,95%	6	14,63%	23	56,10%	3	7,32%	41	100,00%
10–20 years	23	23,34%	7	10,14%	33	47,82%	6	8,70%	69	100,00%
20–30 years	14	25,93%	11	20,37%	27	50,00%	2	3,70%	54	100,00%
Over 30 years	10	31,24%	9	28,13%	11	34,38%	2	6,25%	32	100,00%
In total:	56	28,57%	33	16,84%	94	47,96%	13	6,63%	196	6,63%

$\chi^2=9,187$ *df=9, p=0,4201*

Looking at Table 6, we can see that family is gaining in importance as a factor relevant for the cultivation and adoption of traditional folk music as the teacher's professional experience increases. Teachers with most extensive professional experience (over 30 years) share the opinion that family, school and peers play an equally important role when it comes to the adoption and cultivation of traditional folk music. Respondents with less experience (under 30 years of service) believe peers are the decisive factor (around 50%) in the adoption of this content. This group of respondents does not recognize the media as a factor of importance in the cultivation of traditional music.

By calculating the statistical significance of differences in teachers' opinions on the role of family and other factors in the adoption and cultivation of traditional folk music with regard to their professional experience, we can conclude that the difference is not statistically significant, given that the chi-square test showed $\chi^2=9,187$ with df=9.

Discussion and Conclusion

Results of the survey have confirmed that family is an insufficiently utilized resource which can significantly enrich music education in terms of content, as well as other subjects that include similar content, and help in the development of a generally positive attitude of students toward traditional music, and which directly shapes their musical taste and preferences for this music genre.

When it comes to teachers who participated in the survey (69,90%) believe that traditional music is sufficiently present in the family. However, it is very significant that 30,00% of the teachers-respondents believe that traditional values are cultivated insufficiently (23,47%), or not at all (6,63%) within the family.

Students responded that the most popular music genre in their family environment is pop music (51,26%), followed by folk music (26,80%), and we also identified a statistically significant difference between students' opinions about the preferred music genre of their family with regard to their academic achievement.

Factors that favorably influence teachers' work on familiarizing their students with traditional music include peers (47,96% respondents), school (28,57%), and family (16,18%). Teachers with less professional experience do not perceive, and consequently, do not involve parents/guardians into the adoption of content related to traditional folk music, whereas teachers with over 30 years of service think that family is an equally important factor as school and peers (mostly members of folk ensembles where they learn traditional dances and songs), and together they greatly improve the realization of content related to traditional music in music education at junior primary school age.

School has a significant role in the cultivation and preservation of traditional music and culture, because it introduces students to this content in an organized and systematic manner. Music education classes provide plenty of topics referring to folk tradition, and as such, provide a good basis for getting to know it. However, we should not ignore the fact that the role of the teacher in the systematic and gradual introduction of traditional music of one's own and other countries into students' lives, is crucial. Teachers should strive to utilize this content in the best possible way, to motivate and engage students, to make the content relatable, to encourage students to join extracurricular activities, and to motivate parents as well, thus increasing the role of family in the cultivation and preservation of traditional music in school.

Acknowledgments

Conflict of interests
The authors declare no conflict of interest.

References

Amato, P. R. (2001). Children of divorce in the 1990s: An update of the Amato and Keith (1991) meta-analysis. *Journal of Family Psychology, 15*(3), 355–370. https://doi.org/10.1037/0893-3200.15.3.355

Berk, L. E., & Meyers, A. B. (1996). *Infants, children, and adolescents.* Boston: Allyn and Bacon.

Bogunović, B. (2008). *Muzički talenat i uspešnost* [Musical talent and successfulness]. Beograd: Institut za pedagoška istraživanja.

Ćalić, M., & Đurđanović, M. (2020). Family and its role in the cultivation and preservation of traditional folk music at junior primary school age, *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 8*(3), 103-112.

DeFrain, J. (1999). Strong Families around the World, *Family Matters, No.53,* 6-13. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.460.8819&rep=rep1&type=pdf

Dević, D. (2001). *Antologija srpskih i crnogorskih narodnih pesama s melodijama* [Anthology of Serbian and Montenegrin folk songs and their tunes]. Beograd: Karić fondacija.

Deletić, Z. (2013). Tradition as a Historical Source. In: V. Milisavljević (Ed.), *Science and Tradition: Philosophical Sciences. Conference Proceedings, Book 7. Vol. 2/1* (17–33). Pale: Faculty of Philosophy [Tradicija kao istorijski izvor. U V. Milisavljević (ur.), Nauka i tradicija: filozofske nauke. *Zbornik radova sa naučnog skupa, knj. 7, tom 2/1* (17–33)]. Pale: Filozofski fakultet.

Epstein, L. J. & Sanders, M. G. (2002). Family, School, and Community Partnerships. In: M. N. Bornstein (Ed.) *Handbook of Parenting, 5,* 407–437. London: Nacional Institute of Child Healt and Human Development.

Fracile, N. (1987). *Vokalni muzički folklor Srba i Rumuna u Vojvodini: komparativna proučavanja* [Traditional Choral Music of Serbia and Romania in Vojvodina: comparative studies]. Matica srpska.

Golemović, D. (1998). *Narodna muzika Jugoslavije* [Folk Music of Yugoslavia]. Knjažvac: Nota.

Grandić, R. (2007). *Prilozi porodičnoj pedagogiji* [Innovations in Family Pedagogy]. Novi Sad: Savez pedagoških društava Vojvodine.

Ivanović, N. (2007). *Metodika opšteg muzičkog obrazovanja za osnovnu školu* [Teaching Methodology of Primary Music Education]. Beograd: Zavod za udžbenike.

Kiernan, K. (2003). *Cohabitation and divorce across nations and generations* (CASE Paper 65). London: Centre for Analysis of Social Exclusion.

Kostović, S. (2005). *Vaspitni stil nastavnika* [Teaching Style of Teachers]. Novi Sad: Savez pedagoških društava Vojvodine.

Krysan, M., Moore, A. K. & Zill, N. (1990). *Resarch on Successful Families.*

Levitin, D. J. (2011). *Muzika i mozak, Zašto volimo muziku* [Music and the Brain, Why Do We Love Music]. Novi Sad: Psihopolis institut.

Ljubinković, N. (1976). Usmeno dečje stvaralaštvo [Oral Children's Creativity]. *Zbornik radova: Negovanje izbornog folklora u radu sa decom,* Beograd: Savet za vaspitanje i brigu o deci SR Srbije, 53-58.

Manić, I. (2016). Porodične vrednosti mladih u Srbiji [Family Values of the Young in Serbia]. *Sinteze, 5*(9), 1–14. https://doi.org/10.5937/sinteze0-10759

Milanović, M. & Anđelković, B. (2013). *Sreća i porodice sa decom u Srbiji.* Belgrade: Public Policy research Center, UNICEF and Hemofarm Foundation [Happiness and Families with Children in Serbia]. Beograd: Centar za istraživanje javnih politika, UNICEF i Hemofarm fondacija. https://www.unicef.org/serbia/StudijaoSreci-Integralno.pdf

Milošević, N. M. (2002). Effects of the family-school cooperation on student social behavior and academic achievement. *Zbornik Instituta za pedagoska istrazivanja, (34),* 193-212. https://doi.org/10.2298/ZIPI0204193M

Nelson, G. (1993). Risk, resistance, and self-esteem: A longitudinal study of elementary school-aged children from mother custody and two-parent families. *Journal of divorce & remarriage, 19*(1-2), 99-120. https://doi.org/10.1300/J087v19n01_06

Nikolić, R. (2012). Educational practices in families in the parents' opinion. *Zbornik radova Učiteljskog fakulteta, Užice, (14),* 21-32. Retrieved from https://scindeks.ceon.rs/article.aspx?artid=1450-67181214021N

Nikšić, N. (2016). Metodička funkcija pesama novopazarskog kraja u nastavi elementarne muzičke pismenosti mlađih razreda osnovne škole [Methodological function of Novi Pazar Area Songs in Teaching Music Literacy at Junior Grades of Primary School]. *Doctoral Thesis.* Beograd: Univerzitet u Beogradu, Učiteljski fakultet. Retrieved from http://nardus.mpn.gov.rs/bitstream/id/19055/Disertacija.pdf

Nešić, V. (2003). Muzika, čovek i društvo [Music, Man and Society]. Niš: Filozofski fakultet.

Nešić, V., Nešić, M., Milićević, N. & Todorović, J. (2006). Porodica i muzička iskustva učenika osnovnih škola u Nišu [Family and music experience of the pupils in elementary schools in Niš], *Godišnjak za psihologiju,4*(4–5), 127–142. Retrieved from http://www.psihologijanis.rs/arhiva-godisnjak/godisnjak-2005-2006/Godisnjak-Vol-4-No-4-5-%282005-2006%29-127-142.pdf

Olson, D. H. (2000). Circumplex model of marital and family systems. *Journal of family therapy, 22*(2), 144-167. https://doi.org/10.1111/1467-6427.00144

Pavlović, B. (2013). *Tradicionalno narodno muzičko stvaralaštvo Kosova i Metohije u nastavi muzike: priručnik za učitelje i nastavnike muzičke kulture u osnovnoj školi* [Traditional Folk Music of Kosovo and Metohija in Music Education: Handbook for Teachers of Music Education in Primary School]. Leposavić: Učiteljski fakultet u Prizrenu – Leposavić.

Pavlović, B. & Cicović Sarajlić, D. (2013). Obrada narodnog muzičkog stvaralaštva u mlađim razredima osnovne škole po modelu integrativne nastave [Approach to Folk Music in Junior Grades of Primary School (Model of Integrative Model)], *Zbornik radova Učiteljskog fakulteta (15),* 275–290. http://scindeks.ceon.rs/article.aspx?artid=1450-67181315275P

Pravilnik o planu nastave i učenja za prvi ciklus osnovnog obrazovanja i vaspitanja i programu nastave i učenja za prvi razred osnovnog obrazovanja i vaspitanja, (2017), Prosvetni glasnik, Službeni glasnik Republike Srbije, 10/2017 [Rulebook on the Curricula (Teaching and Learning Plan) for the First Cycle of Primary Education and the Curriculum (Teaching and Learning Plan) for the First Grade of Primary School, (2017), Educational Gazette, Official Gazette of the Republic of Serbia, 10/2017].

Pravilnik o programu nastave i učenja za drugi razred osnovnog obrazovanja i vaspitanja, (2018), Prosvetni glasnik, Službeni glasnik Republike Srbije, 16/2018 [Rulebook on the Curricula (Teaching and Learning Plan) for the Second Grade of Primary School,(2018), Educational Gazette, Official Gazette of the Republic of Serbia, 16/2018].

Pravilnik o nastavom planu za prvi, drugi, treći i četvrti razred i nastavom programu za treći razred osnovnog obrazovanja i vaspitanja (2006), Prosvetni glasnik, Službeni glasnik Republike Srbije, 1/05, 15/06, 2/08, 2/10, 3/11 [Rulebook on the Curricula (Teaching and Learning Plan) for the First, Second, Third and Fourth Grade of Primary School (2006), Educational Gazette, Official Gazette of the Republic of Serbia, 1/05, 15/06, 2/08, 2/10, 3/11].

Radoš, K. (2010). *Psihologija muzike* [Psychology of Music]. Beograd: Zavod za udženike.

Vidulin, S. & Martinović, V. (2015). Umjetnička glazba i oblikovanje kulturnoga identiteta učenika [Art Music and and How to Shape Students' Cultural Identity]. *Školski vjesnik, 64*(4), 573–588. Retrieved from https://hrcak.srce.hr/153129

Vulfolk, A., Hjuz, M. & Volkap, V. (2014). *Psychology in Education I,* translated from English by: Vicanović, M. [Psihologija u

Ćalić, M., & Đurđanović, M. (2020). Family and its role in the cultivation and preservation of traditional folk music at junior primary school age, *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 8*(3), 103-112.

obrazovanju I, prevod sa engleskog: Vicanović, M.] Beograd: Clio.

Zuković, S. (2009). Funkcionalnost savremene porodice i verska nastava kao resurs njenog osnaživanja [Functionality of modern family and religious education as a resource for its empowerment], *Pedagoška stvarnost,55*(1–2), 33–47.

Zuković, S. (2012a). *Porodica kao sistem – funkcionalnost i resusri osnaživanja* [Family as a system – functionality and empowerment resources]. Novi Sad: Pedagoško društvo Vojvodine.

Zuković, S. (2012b). *The Relationship between Family and School: from Cooperation to Partnership* [Odnos između porodice i škole: od saradnje ka partnerstvu. In: O. Gajić (Ed.) (2012). Kvalitet obrazovnog sistema Srbije u evropskoj perspektivi, *Zbornik radova/knjiga 2* (219–230). Novi Sad: Univerzitet u Novom Sadu, Filozofski fakultet. Retrieved from http://digitalna.ff.uns.ac.rs/sadrzaj/2012/978-86-6065-134-3

Čokorilo, R. (2013). Tradicionalni obrasci i savremeni izazovi porodičnog vaspitanja [Traditional Child-Rearing Patterns and Challenges of Modern Upbringing]. In: V. Milisavljević (Ed.) *Conference Proceedings Science and Tradition* [Naučni skup Nauka i tradicija], tom 2/1. Pale: Univerzitet u Istočnom Sarajevu, Filozofski fakultet, 515–541.

Ćalić, M. (2011). Narodna tradicija u nastavnim sadržajima mlađih razreda osnovne škole [National tradition cross-curricular links in classes in first four years of primary education], *Zbornik radova Učiteljskog fakulteta (13)*, 245–256. Retrieved from https://scindeks.ceon.rs/article.aspx?artid=1450-67181113245C

Ćalić, M. & Đurđanović, M. (2016). Zastupljenost narodne tradicije u udžbenicima za muzičku kulturu u prvom razredu osnovne škole [Presence of Traditional Music in Music Education Textbooks for the First Grade of Primary School.]. In: A. Pešikan (Ed.). *Conference Proceedings Teaching and Learning – Textbook as an Instrument of Teaching and Learning* [Naučni skup Nastava i učenje – Udžbenik u funkciji nastave i učenja], 463–476. Retrieved from https://www.pfu.kg.ac.rs/files/Fakultet/Izdavastvo/Udzbenik%20u%20funkciji%20nastave%20i%20ucenja.pdf

Ćalić, M. & Grkić, J. (2013). Nastava muzičke kulture i upoznavanje učenika sa sadržajima narodne tradicije u mlađim razredima osnovne škole [Music Education and How to Introduce Students to Traditional Music in Junior Grades of Primary School], *Zbornik radova Učiteljskog fakulteta (15),* 291–304. http://scindeks.ceon.rs/article.aspx?artid=1450-67181315291C

Educational Challenges of Roma Minorities: The Case of the Republic of North Macedonia

Elena Rizova[1]*, Mira Bekar[2], Zoran Velkovski[1]

[1]Faculty of Philosophy, Ss.Cyril and Methodius University - Skopje, Republic of North Macedonia,
e-mail: elenarizova@fzf.ukim.edu.mk; zoran@fzf.ukim.edu.mk
[2]Faculty of Philology, Ss.Cyril and Methodius University - Skopje, Republic of North Macedonia,
e-mail: m.bekar@flf.ukim.edu.mk

Abstract: Linguistic diversity comes in various forms. The most common ways of developing knowledge of more than one language according to some authors are either by learning a second language through participation in some form of bilingual education or being raised in a bilingual environment, such as school or a bilingual family. The phenomenon of development of literacy competencies of minority groups, specifically, the context of Roma people, in the Republic of North Macedonia, whose mother tongue is not even considered a standard language is the main research purpose of this paper. Research conducted in comparative studies on integrated education shows that in the elementary schools with high numbers of Roma students actions are rarely taken to enhance the integration of these minority students, because of 1) the lack of iconography, which is important for the ethnic identity of this minority and 2) low competence level of parents and teachers who are not adequately trained to work with students coming from different linguistic backgrounds or social backgrounds that are characterized by low literacy levels and low learning competences. Participants in this study were from several primary schools in North Macedonia and the responses were categorized according to the major themes that occurred. The findings show how women are excluded from obtaining better education and that multilingual children from deprived economic settings with poorly educated parents struggle and are seriously challenged to obtain proper literacy and education in elementary schools. The study reveals important details about the educational legislation, treatment of Roma people by local and international organizations and provides suggestions for improvement of the current status of the Roma population.

Keywords: Roma people, biliteracy, unequal educational opportunities, ethnicity education, literacy practices.

Introduction

People speak more than one variation of the languages that are official and non-official in some countries. Such is the case with the Republic of North Macedonia where the official language is Macedonian, while in areas where more than 20% speak a certain language, such is the case with the Albanian population, makes the language a second official language. The second official language is fully used in all institutions (Government, Parliament, in documents, official correspondence). The other languages of minorities in R. N. Macedonia are Turkish, Romani, Serbian, Aromanian/Vlah and Bosnian. These languages of minorities and language variations are constantly changing due to the dynamic language contacts happening in the period of dynamic globalization. It is a reality that gaps are huge between actual language practices and myths about language spread due to dominant ideologies. The case with the Romani language, which is not accepted to have a standard form, is an example of a dominant ideology being always indifferent to the needs of the ethnic groups. This means that its use is not even studied. Recently, there have been attempts of scholars to develop more inclusive approaches to study the use of languages; however, those are still limited to officially recognized languages only. One example is the translingual approach (Horner et al., 2011) which addresses differences within and across all languages. It promotes the idea that the formation and definition of languages and language varieties are fluid and that those differences should be protected and developed further, since they are resources which prove richness and diversity.

Furthermore, there has been a shift in using more critical approaches with the focus on the study of the social, cultural and linguistic changes in the field of sociolinguistics due to globalization, transnational population flows and the changes taking place in the economic and political landscapes of various

*Corresponding author: elenarizova@fzf.ukim.edu.mk

geographical areas.

In this respect, scholars and teachers should consider seriously what kind of pedagogical possibilities translingualism can offer. When it comes to agency in meaning making, a language that is not recognized to be contributing to agency and to the power relations in a society just exemplifies the matrices of power of the dominant ethnicities and their official languages. Unfortunately, the problem of literacy of ethnicities with least power due to their lowest material and social status is rarely explored. In this paper we borrow the basis of the translingual approaches and include the socio-economic contexts along with all the educational policies and actions made by both governmental and non-governmental organizations in the R. N. Macedonia. Factors responsible for the still low literacy levels among the members of those groups are included. In other words, national strategic plans exist and are being evaluated by various EU organizations. Finances are offered by the European Union with clearly defined objectives. However, these given possibilities do not necessarily improve the state of some of the minorities.

The recommendations and reports from both the EU and the local governmental or non-governmental organizations should be always compared and combined with the personal narratives of the subjects, as well as with the ethnographic research of the minority groups' beliefs so that the real impact of EU recommendations is measured more realistically. For example, one of the realities is that Romani people in the R. N. Macedonia are not still given the right to receive literacy in their own written language although our country is a signatory to the Convention on the Rights of the Child which guarantees the right to education, children's' own cultural identity, language and values. The Constitution also states that "members of the communities shall have the right to education in their mother tongue in the primary and secondary schools". Nevertheless, the proportion of Roma to continue education beyond compulsory high school is much lower than for the majority populations and discrimination and prejudice are still widespread (Avery and Hoxhallari as cited in Kamberi et al., 2015). At the same time when economic conditions have a negative impact on school achievement (Miskovic and Curcic 2016), poor education is likely to affect income opportunities over the life-course of individuals and families.

To acquire a full picture of multilingualism in countries such as the R. N. Macedonia, it is necessary to describe in details the specificities and uniqueness of the minority languages and the existing communities of minor ethnicities. For example, the same language can have a different status in different areas and can be protected on different levels. It is possible for the same language to be spoken by two minority groups or one national minority group to speak different languages spoken in the country (e.g. Roma people in Macedonia speaking Albanian and Macedonian). All these findings are important when minority group members are educated in a language different from their L1. Therefore, the relation between the national, linguistic and cultural identity plays the pivotal role in researching literacy in multilingual contexts.

In order to understand better the term "literacy", as well as the reasons for illiteracy in the Republic of N. Macedonia, it is necessary to consider diverse definitions of literacy and to analyze the criteria according to which people are categorized as literate or illiterate in a national context.

According to UNESCO's last provided description of literacy in the Republic of North Macedonia, literacy is directly correlated to formal education. Namely, "persons having completed more than three grades of primary school were considered literate. In addition, literate was a person without school qualification and with 1–3 grades of primary school, if they can read and write a composition (text) in relation to everyday life, i.e. read and write a letter, regardless of the language" (UNESCO Education for all Literacy for life 2006, UNESCO, p. 157). Although Roma children may not be able to write a story in Macedonian, they can tell it and write it in their L1 – Romani; however, they are still considered illiterate according to international definitions and reports. Apart from the above-mentioned criteria, the categorization literate-illiterate is affected by the drop-out rates in elementary schools.

The high drop-out rates are still problematic although some consider this issue was solved with the introduction of financial punishments for parents who do not enroll their children in schools. But if we analyze the success of school children per generation, it can be concluded that the drop-out rates are really high. For example, around 2608 or 10% of the enrolled elementary school children drop out during the educational process (grades 1-8). (State statistical Institute of Republic of North Macedonia, Issues 2003/2004, 2004/2005, 2005/2006, 2006/2007, 200/2008, 2008/2009, 2009, 2010, 2010/2011). Drop-out students are handicapped in terms of educational qualifications and later they become parents who cannot influence positively on the intellectual development of their children, so the society faces a situation of circulus viciosus (Rizova, 2015). Some of the main reasons for the high drop-out rates, as stated by parents in the interviews, and in official document is that students cannot acquire literacy in their native language and because some of the teachers do not speak the language of the ethnic groups.

What makes the situation more complex is that the definition of literacy offered by UNESCO which is related to the educational levels of individuals does not include the language of instruction in which

these individuals have to obtain literacy. According to the Constitution of the country, the citizens have the full right to be educated in Macedonian or in the language which is native for the ethnic communities in the country (Albanian, Roma, Bosnian, Serbian, Vlach). However, due to the lack of qualified Romani teachers and the nonexistence of literature written in the Romani language -- due to the global treatment and the status of the language -- the classes are in Macedonian and in some schools in Albanian, on the request of parents. In both cases, that is not the L1 of the students. This factor seriously affects the success of students gaining basic literacy in schools.

Materials and Methods

In this paper we present the situation with Roma people in European countries including the various factors and then we focus on North Macedonia by exploring the socio-economic, cultural, policy-related factors which have a direct impact on the literacy of this minority group. We used analytical and descriptive methods for addressing all relevant documentation in national and international context that treats literacy in general and specifically literacy among minority groups, bilingualism and Roma population challenges and opportunities for schooling in their mother tongue. We also use a synthesis method to summarize and classify all the gathered data from different sample groups referring to the research hypothesis about conditioned literacy level of Roma pupils and their possibility to learn in their mother tongue.

Literacy acquired at school cannot be approached as a technical skill only. For proponents of new literacy studies, literacy is perceived as multiple, situated and concerned with power relations (cf. Gee, 1996; Street, 1993). Literacy does not refer only to reading and writing skills, but encompasses behaviors, activities, values and beliefs. It is in close relation to social and emphasizes the role of membership of particular groups (Hull and Schultz, 2001). According to Barton, Hamilton and Ivanic (2000), literacy practices alter social practices within groups. Levinson (2007) explored attitudes across age groups, specifically addressing the social reasons for resistance to literacy and proposed that policy makers should consider effects on group membership and ways in which formal literacy can constitute a mechanism for disempowerment.

According to the last Census, in the Republic of North Macedonia there are 53.879 Roma people (2.66% of the total population). It is suspected that this number is much higher because some of the Roma population living among Albanian and Turkish populations declare themselves under a different ethnic affiliation. Others are embarrassed to be associated with the term "Roma" or "cigan", as an epitome of low social status, poverty and poor education. The Roma population usually inhabits suburban settlements, which are characterized by poor infrastructure and public services, bad living conditions and poor quality of the buildings, as well as unresolved property status/relations. National researches show that there are serious literacy-related problems such as lack of civic documentation which is due to the low level of information, lack of skills among Roma to get well-informed and lack of basic reading and writing skills (Gaber-Damjanovska, 2012).

An indication that the lowest educational levels are dominant among the Roma unemployed people is the fact that of the total number of unemployed Roma, 90.62% are unqualified workers, i.e. persons with completed primary school at most (Strategy for Roma in the Republic of North Macedonia, 2005). About 75% of the Roma are unemployed, which is twice as much as the national average, out of whom only 4.4% finish secondary education. According to a study conducted in 2016 by Step by Step organization, there is a downward trend in Roma enrolment in grade 1, especially between 2005/06 (with 1356 children enrolled in first grade), and 2008/09 (1672) and 2012/13 (961), as well as in the overall enrolment in primary education for the same period, namely from 8409 (2005/06), 10571 (2008/09) to 9874 (2012/13) Roma in primary school (Strategy for Roma in the Republic of North Macedonia 2014-2020).

In secondary education, there is an encouraging improvement in the enrolment of Roma population. The number has increased from 1240 (2005/06) to 1916 (2012/13). In regard to the participation of girls within the overall student population, in 2012/13 the number of girls in primary education is almost equal to that of boys, but in secondary education girls make up for less than 45%. This data is highly encouraging that in the same year, there are more girls enrolled in first grade than boys, which is to a large part due to the efforts of civil society and government for raising awareness of the importance of education, especially for females.

The second National Strategy for the Roma people in the Republic of North Macedonia (2014-20) was designed in 2014, with the following goals that should guide the efforts of the Government for improving the situation of Roma in the country. Since the focus in this study is on the literacy-related

issues and employability, those goals are stated here: (1) to improve the education attainment level of the Roma community; (2) to develop and promote the Roma culture, language and tradition (Strategy for Roma in the Republic of North Macedonia 2014-20); (3) to increase the number of Roma registered in the Employment Service Agency Agency; (4) in the period of 2014-2020, to increase the number of Roma children at preschool age attending pre-school education by 25%; (5) to increase the participation of Roma caregivers in kindergartens by 2020; (6) to cover at least 98% of Roma children for enrolment in 1st grade of elementary education and to improve their performance and to achieve a minimum of 75% transfer from one grade to the next by 2020; (7) to increase the transition rate from primary to secondary education and improve performance and significantly reduce drop-out of Roma secondary school students by 2020; (8) to increase the number of Roma students enrolled in pedagogical and teacher training; (9) to enable adult Roma to complete primary and secondary education, with the aim of improving opportunities for income, personal development and other needs; (10) to decrease the number of Roma students attending schools for children with special needs by 20% by 2020, and finally, (11) to improve publishing of literature in the Romani language and support Roma authors. This long list of priorities shows how many factors have been affecting the literacy of this minority group for a long time.

As stated in the Hornberger contunua model of biliteracy, materials and content are one of the dimensions that help us understand biliteracy better. Under content here we refer to the books written in Romani and the only subject offered in elementary schools which covers Roma language and culture. Roma people (still called Gypsies in some communities) have a history about their origin and the spread of the communities and their language in Europe. This community has started to preserve its language, even the written one, by teaching it to their children through the ABC book in their own language. Romani (or the language of Roma people) has many dialects and it does not have a stable form of writing (Lee, 2007, p. 4). The alphabet of this language has a system which uses the Latin letters, suggested in 1980/1990 by Marcel Couthiade, who created the first ABC. It was approved by the International Romani Union in 1990, at the Fourth World Congress of the Romani language. This spelling so-called "meta-phonology" allows the dialectic variations to be treated on the phonological level as well as the morpho–phonological one (Matras, 2002). With the acceptance of this alphabet, the Roma people have made a big step forward because education, translation, publishing, diplomatic communication, trade, journalism are only possible with existence of a written language. Even though there is an accepted variation of the language that is considered "standard" in the Republic of North Macedonia, there is no unification of the course books used and none of the course books and grammar books that should be used has been verified by the Ministry of Education and Science. The only offered course that addresses the language and culture of Roma people is mandatory elective; however, it was implemented only in three out of 17 elementary schools.

Research methodology and data collection

One of the main goals of this research is to examine the level of literacy among Roma pupils from the first cycle of primary education (grade 1-4) as well as the difficulties which pupils, their parents and teachers encounter in the process of Macedonian literacy acquisition.

The research used mixed methods, both quantitative and qualitative, because it is based on the results from the test of knowledge of the subject "Macedonian language" intended for the pupils, as well as on the results gained from the questionnaires and semi-structured interviews exploring parents' and teachers' opinions about the challenges and benefits from the whole literacy process. Data from the relevant documentation was also taken into consideration in order to obtain methodological triangulation of the results. The main research hypothesis is that Roma pupils literacy level is conditioned by the possibility to learn in their mother tongue. Several additional, supplementary hypotheses refer to literacy acquisition of Roma pupils and: 1) educational level of their parents; 2) poor living conditions and poverty; 3) teachers competences; and 4) lack of didactic materials in Roma language.

The research techniques and instruments used in order to obtain relevant data were:

• Inquiring, using a Likert-type questionnaire in order to find out the opinions of parents about the challenges and strengths from the process of literacy acquisition of their children;

• Interviewing, using semi-structured interview protocols with illiterate or semi-illiterate parents who were not able to fill-in the written questionnaire. The protocol contained the same topics as the questionnaire;

• Interviewing, using semi-structured interview protocols intended for the teachers about their opinion of challenges and strengths from the process of literacy of Roma pupils and cooperation with their families;

• Tests of knowledge measured in the course subject "Macedonian language" for pupils from grade 1-4. Standardized formal tests were used, the same ones that are used for grading the pupils.

• Relevant documentation analysis (national and European) which will serve as a theoretical background for the analyses of the obtained results and their placement in the national context of the research.

Table 1
Sample of the research

Sample	Number (f)
Pupils from grade 1-4	101
Parents	50
Teachers	4
Total	155

For the purposes of this research 155 participants took part: 101 Roma pupils who attended elementary schools, grade 1 to grade 4, then, 50 parents of the pupils involved in the research, and 4 teachers form the same school who teach to Roma pupils.

The school children who participated in this research were from a local elementary school in Skopje "Brothers Ramiz and Hamid." This is a school where most of the Roma population receives primary education. Furthermore, tests of knowledge from the subject "Macedonian language" were taken into account as well as data from the interviews about the difficulties which they encountered in the process of learning this subject. Parents were interviewed about their opinion of their children's success in the course subject "Macedonian language", as well as their opinion about the educational process in general and their involvement in it. The teachers were asked about the process of learning, success of the pupils and the difficulties Roma pupils encounter while learning.

Results

The interviews with the teachers in this school, as well as the analysis of the school records and documentation revealed that there is a significant increase of first graders enrolment compared to the past 10 years. However, there is a retention of the students, meaning they do not attend classes regularly. According to the records, 33% attended the classes regularly, while 67% missed most of the classes which affected their academic achievement; specifically, the achievements for the course subject "Macedonian language", which is the official language of the country.
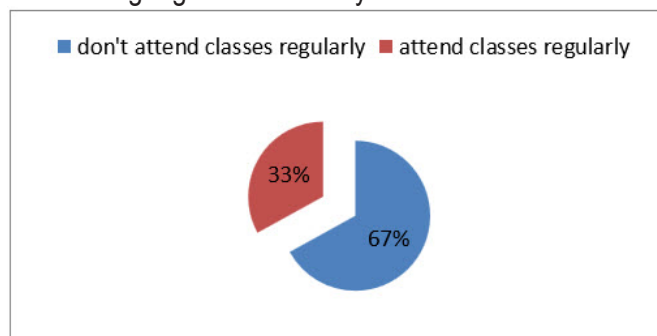
Figure 1. Attendance of Roma pupils in the first cycle of primary education

The additional factor affecting the literacy is that the language of instruction is Macedonian, which is not the first language of the Romani people. The basic literacy acquisition process is affected further because the teachers do not speak Romani, there is a lack of highly educated and trained Roma teachers who speak both languages—Romani and Macedonian. In other words, the situation is that Romani first graders need to acquire basic reading and writing skills in a language they do not even speak.

Although the aims of the first grade curriculum predict recognition and writing of capital letters of the Macedonian alphabet, 89% of the pupils cannot achieve this aim unlike the Macedonian pupils of whom 99% manage to reach this goal. The achievements in Math are positive for both Romani and Macedonian pupils because Romani pupils do not need the language while solving mathematical problems. This finding is similar to the Outakoski (2015) about learners and parents conveying attitudinal preferences for the productive and receptive oral skills instead of the productive and receptive writing and reading skills.

In the Republic of North Macedonia, the educational system presupposes becoming fully literate by

grade three, which means students have to possess basic reading and writing skills, so they can use those skills in a broader context. Findings showed that the results of the Roma pupils in the subject "Macedonian language", even in grade three, are unsatisfactory. Using the official national grading system, the average grade would be 2.5 out of 5. The description of their abilities accompanying the numerical grade (2) was the following: pupils listen actively, articulate the standard speech partially, read with difficulties and make spelling mistakes when rewriting texts, mixing the cursive and capital letters. In terms of comprehension they partially understand the content of a written text, but are able to respond to questions orally, can follow content for electronic/TV/audio media; however, when retelling and describing orally some of the sentence structures are improper or incomplete.

The interviewed students emphasized the fact that Macedonian was their least favorite subject while Math and Music were their favorite subjects. The responses justifying this feeling most often were "I can't understand the teacher", "The teachers speaks too fast in a language I don't understand" and "There are many letters in the Macedonian alphabet that I can't remember". These statements clearly point to the fact that pupils have a problem with the understanding of the Macedonian language not with the literacy acquiring process per se. If these literacy processes were conducted in the Romani language, i.e. their spoken L1 language, the results would be higher.

Table 2
Answers of Roma pupils about the challenges in acquiring the subject "Macedonian language"

Statements of pupils	F	Percentage
I can't understand the teacher	87	86%
Teacher speaks too fast in a language I don't understand	73	72%
There are many letters in the Macedonian alphabet that I can't remember	79	78%

All interviewed parents believed that their children should go to school, learn and develop their fullest potential in order to be able to integrate more easily in mainstream developments in society and on the labor market, which is a positive indication of their awareness of the importance of education. On the other hand, in some other questions they stated that their children do not go to school, because they work on the market or help their mother with the chores. It remains to be seen how this awareness is turned into practical support and creation of a conducive and supportive development environment in the home.

Regarding the main problem with literacy of Roma, poor results were evidenced among pupils in the domains language, communication and literacy, with ascertained poor vocabulary and abilities for expressing thoughts, poor verbal communication with other persons, as well as problems in understanding spoken language, printed symbols and written forms of expression. Specifically, Roma pupils had problems with listening to and understanding spoken language (both Romani and Macedonian), with application of proper speech, proper vocabulary, as well as problems related to the readiness for participation in writing activities. At home, these children speak Romani, but are not exposed to reading and writing both in Romani and Macedonian since most of the parents have obtained only elementary school education and have not developed such literacy behavior of reading to their children, or they have difficulties due to their semi-literacy. A more inclusive and comparative approach to language acquisition should be implemented, which implies recognition of the language of the Roma people and ability of teachers to contrast its nature and forms to the target language taught.

Furthermore, the interviews with the parents and the teacher were divided in eight thematic sections. Here we present responses only from the sections related to education and literacy. The systematic development of the capa¬bilities and skills of the teacher goes hand in hand with efforts to apply scientific achieve¬ments in teaching based on knowledge and scientific principles. The teacher is the me-diator of the updated knowledge and the one who implements the reforms and changes in the educational process so the teaching requires qualified professional and thorough pedagogical education (Panev and Barakoska, 2015).

In one of the sections titled "Difficulties in the realization of the teaching process to the question Do students understand you when you teach?", few teachers stated that they "must use simple words and sentences due to the pupils' age, but also because pupils do not understand what we are saying." They added that "like it or not, they started learning the language of the Romani." Another teacher pointed out that pupils make a lot of mistakes on dictations, so they "have to lower down the assessment criteria, because everyone will fail." A third teacher added that he is certain that these pupils would achieve better grades if at least one of the teachers was Romani. "They will understand each other better. We are trying, but it is in vain. They start failing and drop-out in grade 5", the teacher pointed out. In regard to basic

spelling, teachers pointed out that even in grade 3, Roma pupils make many spelling mistakes and if they succeed in acquiring basic literacy by grade 5, the teachers "feel happy." Unfortunately, this is the case with all subjects except for Physical education. Teachers pointed out that there is lack of interest in schooling among Roma pupils.

Another thematic section was titled "Educational stimulation at home". The questions posed to the parents were aimed at eliciting from them whether they helped their children with the homework and whether they read books to them. Most parents stated that they helped if it was in their capacity. One parent stated that usually the older brother helped since he had more education than the parent. As for the home practice of reading books, parents stated "we don't have enough time since we are absent from home, working on the market all day, cleaning and cooking." As an additional burden they pointed out the fact that although the books are gifts from the school "they are written in Macedonian; everything is in Macedonian; even the certificates are in Macedonian." This example adds to previous research that globally power relations place the majority language in a position where it is viewed as superior to and more important than other languages (see Hirvonen, 2008). This creates an inherent power imbalance. Hornberger (1989) presented three models of bilingual education with different outcomes: the transitional, the maintenance and the enrichments model (p. 223). The context of schooling of Romani children and bilingual education is an example of a transnational model in which the minority language is replaced or pushed aside.

The section titled "Participants' perceptions about schooling", aimed at parents, revealed that parents dropped-out from school themselves, because they "had to clean and help their mothers" as they were not good at school. Others stated that they were not allowed by their parents to go to school, so now they feel that their own children deserve better future and must be educated. One mother stated "I told my husband that Ajrula, our son, will not repeat my mistakes. He will go to school. At least now we are given free books."

Opening up of the policies and starting with the bottom-up based practices in the Romani context can help to make new implementation and ideological choices. Such choices can boost the Roma people literacy development and could be used strategically as reinforcements for each other (Hornberger, 1989). From the results one can see that there is a complex interaction between context, content, media and development (Hornberger, 1989) where aspects such as interest for schooling, exposure to literature, interaction with teachers who speak the L1 of the students seem to interact.

The Continua of Biliteracy model Elias (2010) points out the importance of materials and biliterate content for simultaneous development in language and literacy skills in several languages. Our research by looking at documents and talking to teachers and parents showed that there is only one mandatory elective course/subject "Roma language and culture", aimed at fourth graders, which is more of an effort of the Government to implement it in elementary schools than it has really worked out in practice. The subject was planned to contain material and tasks for development of the listening, speaking, reading and writing skills, as well as with the inductive acquisition of Romani grammar contents. The subject was offered in 12 out of 17 schools and only three of them delivered it. Some parents responded to the question why the subject was not implemented stating there was insufficient interest for an extra subject for which students will be assessed. But talking to teachers it was concluded that parents were not informed on time about the subject because they were doing seasonal work or schools were unable to organize the subject classes due to lack of appropriate teaching staff.

In terms of content of the subject, parents were delighted that students who cannot learn the Romani at home, can finally learn it in schools seeing that as the only possibility to maintain the Roma language and the culture. The grammar, the development of reading and writing skills were important parts of the subject. However, there was a serious problem because there was no official course book verified by the Ministry of Education and Science. Some schools, by personal choice of the teachers used an ABC and a grammar book by Jusuf Shaip or the book Numaj o Lil si amaro amal by Sefgjul Abdula.

The financial situation of Roma families is yet another reason often given why Roma discontinued their schooling. Most of the Roma families are affected by unemployment, poverty and depend on various types of social welfare, which leads to failure to meet the basic existential needs. Educational level is also in line with the employment status of the participants. Namely 99% of the respondents were unemployed. Of them, 21% were recipients of social welfare. This is an existence-related indicator which points to possible serious problems that may follow in everyday life, including the physical and material environment in which they, their families and children live. In line with this characteristic is also the information about their living conditions. Only 42% lived in their own home, while the others lived together with other families/ in extended households (54%) or in rented properties (4%). Another common characteristic is the large number of family members (on average 6 members per family), on average 3.2 children per family. This

significantly affects the time parents can devote to supporting their children's development, on one hand, and also to meeting their own needs or pursuing their educational interests, on the other. Although over 90% of women and girls stressed the importance of education for their children, they pointed out the traditional views on levels of education among the Roma which among other factors result mainly from the financial barriers. In spite of the fact that the primary and secondary education (including textbooks) is free, mothers stated the need for money for food, clothing, and transportation, which are difficult to secure, especially given that higher than average number of children per family among Roma.

Worrying about meeting ends meet, education is rarely given a priority. In order for these personal aspirations, whether for themselves or for their children, to be realised, it is necessary for all stakeholders in the society who bear responsibility for realization of the human rights of Roma women and children and for addressing their needs for educational and personal development to engage themselves in coordinated meaningful activities both on a national and on a local level.

Discussion

In regard to national level policies that pertain to supporting local communities in the emancipation of the vulnerable groups of citizens, it is necessary to establish mechanisms that would contribute to increasing the flexibility in implementing measures for assisting this category of citizens. In this way, inclusion of Roma into society would be easier and more efficient.

Currently, nongovernmental sector implements different programming strategies mainly focused on scholarships and tutorship for Roma children and youngsters. Challenges they face are oriented to lack of understanding by the environment, insufficient funding opportunities and lack of cooperation with some local authorities. The main challenge of civil society organizations is that many share similar missions and conduct similar activities, whether in isolation, coordination or collaboration. There is a clear need for state organized actions aimed at improving the information and education levels of the Roma, improvement of the quality of living and strengthening the professional and social competencies of the Roma population, especially children and youth. Even though from a legal point of view, the situation of the Roma people in Europe has improved these past decades, as minority rights (Avery & Hoxhallari as cited in Elias (2010) to language and culture have been guaranteed. But, despite of legislation and strategic documents being well designed, there is lack of implementation efforts to put "writing into action".

In regard to the domain approaches to learning, the levels of curiosity, initiative, creativity and perseverance were assessed as low, and in the context of absence of a stimulating environment and child development support, it was recommended that programme activities should focus on acquisition of new experiences and learning from experience, encouraging curiosity/readiness to ask questions, and on developing creativity in everyday experiences and activities.

Since poor results were also evidenced in the domains language, communication and literacy, with ascertained poor vocabulary and abilities for expressing thoughts, poor verbal communication with other persons, problems in understanding spoken language and printed symbols and written forms of expression, the recommendations for activities included: 1) listening to and understanding spoken language (Romani and Macedonian), 2) application of proper speech and vocabulary, 3) readiness for participation in writing-related activities and 4) a more inclusive and comparative approach to language acquisition should be implemented which implies recognition of the language of the Roma people and ability of teachers to contrast its nature and forms to the target language taught.

Conclusion

Our purpose was to examine the level of literacy among Roma pupils from the first cycle of primary education (grade 1-4), as well as the difficulties which pupils, their parents and teachers encounter in the process of literacy acquisition and to explain how the possession of power affects the literacy practices of a minority group (Romani). We claim that its redistribution initiated by educators and policy makers may improve the literacy levels of the minorities. One way is not only to give students the right to speak in their L1, but also to have subjects that address their cultural values and everyday practices, as well as to be provided with adequate educators who speak Romani. Or as Hornberger (1989) pointed out local actors are actively involved in making use of oral, bilingual resources at the micro-level to change the discourses and practices of discrimination, racism (or in our case segregation and exclusion from main educational practices) to one of collaboration. We need to keep on raising the awareness that most of the problems of Roma children in regard to being successful in schools are closely related to the larger societal processes

that shape the nature of schooling.

Within minority groups among which are the Roma people, standard literacy is viewed with ambivalence. Some parents were keen on their children having opportunities that were denied to them, there was also a widespread apprehension that literacy skills remove children further from traditional Romani economic and social spheres. Even a survey of 155 participants on the problems they encounter in regard to literacy and in relation to other socio-economic and political factors can give a clear idea about what the reality demands when the perspective of observing literacy of minority ethnicities is brought into dialogue with a perspective that foregrounds the decisions made in societies in regard to a status of a language or a minority group. Although we received responses based on individual accounts, those are not unique, but on the contrary, they revealed much about the specific dimensions of literacy practices, social conditions and ideologies that are neglected when taking assumed results from implemented practices as successful outcomes, without rechecking the conditions in reality by speaking directly to the subjects involved. Exploring situations that have rarely been in focus because they were considered marginal leads to a deeper understanding of literacy practices in diverse socio-economic contexts. Such situations become vital to develop strategies of multilingual understanding.

Only by researching experiences of social and linguistic exclusion and the predetermined status that participants have in relation to unexpected language practices, traditional perceptions and norms, resources, concerns and plans for their offspring, this type of research can contribute to the raising of an awareness of language ideologies and power relations which label certain literacy practices as deficient. Taking the respondents' perspectives apart from official EU reports and Strategy plans by Governments as points of departure helps us avoid the setting of pre-determined categories such as first and official language and the other linguistic realities. We believe this research confirms that relation between the national, linguistic and cultural identity plays the pivotal role in researching literacy in multilingualual contexts.

Literacy practices are dynamic and situated in different dimensions (Street, 2002). They reflect and shape social structures (Barton, Hamilton, and Ivanic 2000). Research shows the situation is one of a choice between survival and identity. Such context imposes significant challenges and dilemmas for the Roma people, teachers and policy makers. There is a need for further, in-depth investigation into the uses of literacy within Roma communities. Re-conception of literacy on institutional and social level may be beneficial for all pupils, not only for the minority groups. This means empowering the disempowered and commitment of all of us to improve literacy levels of individuals from marginalized groups. But unfortunately, many important experiences in Roma educational work remain silent, and significant aspects of practices are not sufficiently shared across contexts (Avery and Hoxhallari, 2017).

We believe that the linguistic heterogeneity of all users of a certain language both locally and globally should be recognized and that any official-language monolingualist expectations should be confronted and challenged by researching and understanding how teachers and policy makers can work with and against the expectations of policy makers and ideologies that prevent bi- and multilingualism. We also believe that much more can be done by developing a broad range of expertise from the educators by organizing joint training sessions and monitoring visits to identify improvement areas and work individually with staff on improving their literacy-transferring performance.

Acknowledgments

References

Avery, H., & Hoxhallari, I. (2017). From policy to practice: Roma education in Albania and Sweden. *The Urban Review, 49*(3), 463-477. https://doi.org/10.1007/s11256-016-0394-5

Barton, D., Hamilton, M., & Ivanic, R. (2000). *Situated literacies: Reading and writing in context*. Psychology Press.

Rizova, E., Bekar, M., & Velkovski, Z. (2020). Educational challenges of roma minorities: The case of the Republic of North Macedonia, *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 8*(3), 113-122.

Baynham, M., & De Fina, A. (Eds.). (2005). *Dislocations/relocations: Narratives of displacement.* Manchester: St. Jerome.

Brüggemann, C. (2012). Roma education in comparative perspective. *Analysis of the UNDP/World Bank/EC Regional Roma Survey,* (Bratislava: UNDP, 2012). Retrieved from http://issuu.com/undp_in_europe_cis/docs/education_web?e=3029457/1363948

Centre for Human Rights and Conflict Resolution (2012). *Истражување на појдовната состојба во врска со меѓуетничката интеграција во образованието.* [Research on early stages of interethnic integration in education].

Courthiade, M. (2007). *La literature des Rromes* [Aroma literature], Sintes et Kales, Inalco.

Cvikić, L., Petroska, E., Novak, M. J., Vuković, P., & Trenevski, T. (2013). *Prvi, drugi, ini jezik: Hrvatsko-makedonske usporedbe.* [First, second and other language: Croatian-Macedonian comparisons] Zagreb: Hrvatsko filološko društvo.

Elias, S. B. (2010). Regional minorities, immigrants, and migrants: The reframing of minority language rights in Europe. *Berkley Journal of International Law (BJIL), 28*(1), 261–312. Retrieved from https://digitalcommons.law.yale.edu/student_papers/79

Fleck, G., & Rughinis, C. (2008). *Come closer. Inclusion and exclusion of Roma in present day Romanian society.* Cosima Rughinis.

Gaber-Damjanovska, N. (2012). *Housing of the Poor - Focus on Roma in the Republic of Macedonia, for the Habitat Macedonia Project Promotion of the Housing Rights of Roma*. Skopje: Habitat for Humanity Macedonia.

Galasińska, A., & Horolets, A. (2012). The (pro) long (ed) life of a "grand narrative": the case of Internet forum discussions on post-2004 Polish migration to the United Kingdom. *Text & Talk, 32*(2), 125-143. https://doi.org/10.1515/text-2012-0007

Gallego, M. A., & Hollingsworth, S. (Eds.). (2000). *What counts as literacy?: Challenging the school standard*. Teachers College Press.

Garaz, S. (2014). Helping the marginalised or supporting the elite? Affirmative action as a tool for increasing access to higher education for ethnic Roma. *European Educational Research Journal, 13*(3), 295-311. https://doi.org/10.2304/eerj.2014.13.3.295

Gee, J. P. (1996). *Social Linguistics and Literacies: Ideology in Discourses* (2nd Ed)(London, Falmer).

Hirvonen, V. (2008). 'Out on the fells, I feel like a Sámi': Is There Linguistic and Cultural Equality in the Sámi School?. In *Can Schools Save Indigenous Languages?* (pp. 15-41). Palgrave Macmillan, London. https://doi.org/10.1057/9780230582

Hornberger, N. H. (1989). Continua of Biliteracy. *Review of Educational Research, 59*(3), 271–296. https://doi.org/10.3102/00346543059003271

Horner, B., Lu, M. Z., Royster, J. J., & Trimbur, J. (2011). Language difference in writing: Toward a translingual approach. *College English, 73*(3), 303-321. Retrieved from https://ir.library.louisville.edu/cgi/viewcontent.cgi?article=1065&context=faculty

Hull, G. Schultz, K. (2001). Literacy and learning out of school: A review of theory and research. *Review of Educational Research, 71*(4), 575-611. https://doi.org/10.3102/00346543071004575

Lu, M. Z., & Horner, B. (2016). Introduction: Translingual Work. *College English, 78*(3), 207-218. Retrieved from https://ir.library.louisville.edu/cgi/viewcontent.cgi?referer=https://scholar.google.com/&httpsredir=1&article=1062&context=faculty

Kamberi, E., Martinovic, B., & Verkuyten, M. (2015). Life satisfaction and happiness among the Roma in central and southeastern Europe. *Social Indicators Research, 124*(1), 199-220. https://doi.org/10.1007/s11205-014-0783-7

Kresova, N. (2012). *Storytelling on Web 2.0: The case of migrants' personal blogs.* Narrative Matters.

Lee, R. (2007). *Learn Romani: Das-duma Rromanes.* Hertfordshire: University of Hertfordshire Press.

Levinson, M. P. (2007). Literacy in English Gypsy Communities: Cultural Capital Manifested as Negative Assets. *American Educational Research Journal, 44*(1), 5–39. https://doi.org/10.3102/0002831206298174

Matras, Y. (2002). *Romani: A linguistic introduction.* Cambridge University Press.

Ministry of Labour and Social Policy of Republic of Macedonia, Strategy for Roma in the Republic of Macedonia, (2005). Skopje: Ministry of Labour and Social Policy of Republic of Macedonia.

Ministry of Labour and Social Policy of Republic of North Macedonia, Strategy for Roma in the Republic of Macedonia 2014-2020, (2014). Skopje: Ministry of Labour and Social Policy of Republic of North Macedonia.

Miskovic, M., & Curcic, S. (2016). Beyond inclusion: Reconsidering policies, curriculum, and pedagogy for Roma students. *International Journal of Multicultural Education, 18*(2), 1–14. Retrieved from https://eric.ed.gov/?id=EJ1104920

Murphy, V. A. (2014). *Second Language Learning in the Early School Years: Trends and Contexts-Oxford Applied Linguistics.* Oxford University Press.

O'Hanlon, C. (2016). The European Struggle to Educate and Include Roma People: A Critique of Differences in Policy and Practice in Western and Eastern EU Countries. *Social Inclusion, 4*(1), 1-10. http://dx.doi.org/10.17645/si.v4i1.363

Okely, J. (1983). *The traveller-gypsies*. Cambridge University Press.

Outakoski, H. (2015). Multilingual literacy among young learners of North Sámi: contexts, complexity and writing in Sápmi (*Doctoral dissertation*, Umeå University).

Panev, V., & Barakoska, A. (2015). The need of strengthening the pedagogical competences in teaching from the english teachers' perspective. *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 3*(1), 43–50. Retrieved from https://ijcrsee.com/index.php/ijcrsee/article/view/74

Rizova, E. (2015). *Adults and literacy*, Skopje: Faculty of philosophy – Skopje.

Street, B. V. (2002). *Literacy and development: Ethnographic perspectives.* Routledge.

Szalai, J., & Schiff, C. (Eds.). (2014). *Migrant, Roma and Post-colonial Youth in Education Across Europe: Being 'visibly Different'.* Springer.

UNESCO Institute for Statistics, (2011). *Education Indicators and Data Analyses,* UNESCO.

UNESCO (2006). Literacy for Life. EFA Global Monitoring Report. Retrieved from http://unesdoc.unesco.org/images/0014/001416/141639e.pdf

The Impact of the Covid-19 Pandemic on the Educational Work of Kindergarten Teachers

Časlav Stoiljković[1]*

[1]Academy of Professional Studies Southern Serbia, Department of Teacher Education - Bujanovac, Serbia,
e-mail: stcaslav@gmail.com

Abstract: The purpose of this paper is to consider the impact of the Covid-19 pandemic on the educational process from the perspective of kindergarten teachers. There is not enough research on the effects that the pandemic has caused in educational work with young children. The paper aims at better understanding of the realization of educational work during the state of emergency in Serbia, which came as a consequence of the unfavorable epidemiological situation. Teachers, children and parents are recognized in the paper as key determinants of educational quality. The results of the assessment of the attitudes of 168 teachers in Serbia on important aspects of the educational process during the state of emergency were statistically processed. Based on the obtained results, conclusions were made that show a sufficient degree of adaptability of teachers to the new situation as well as a significant role of teachers as factors of stability of educational work. The results emphasize a high degree of positive attitudes when it comes to cooperation between teachers and parents. The results show that there is a lot of room for improving the quality of educational work at a distance.

Keywords: child, teacher, parents, educational work, Covid-19.

Introduction

The age in which the planet has quickly been ruled by the unseen, the unexpected master of uncertainty, master of changes in human lives and testing of their universal action, brings us new challenges. The unfavorable epidemiological situation caused by Covid-19 forced us to stop in the process of striving for rapid development, testing our flexibility both personally and professionally.

The state of emergency in Serbia lasted from March 15 to May 6, 2020. With the recommendation of the crisis headquarters, the kindergartens started working on May 11, while respecting the security aspects that have been determined. Along with the closure of preschool institutions, social distancing was also recommended, which was followed by a periodic curfew, or a quarantine. Examining the psychological impact of quarantine on people, the authors (Brooks et al., 2020) cite quarantine duration, fear of infection, feelings of frustration and boredom, inadequate supplies, and inadequate information as potential stressors during quarantine.

The period of the state of emergency brought with it an emergency situation in the educational work. Teachers had a changed role, the role which required increased adaptability, online communication with parents and children and online realization of educational tasks. The sudden transition to this way of working due to the unfavorable epidemiological situation was realized without prior preparation, analysis and adequate period of adaptation to the new situation. UNICEF data on the analysis of interactive relations between teachers and parents and children in Serbia show that 40% of parents and guardians of children under 6 were in constant contact with teachers, and 14% of them made that contact periodically. The value of these relationships is reflected in the qualitative aspect of that communication. Within the group of parents who had contact with teachers, 86% stated that they received instructions related to organizing and implementing games and activities with children, 48% of them answered that they received advice from teachers, and 33% of them had only communication related to elementary things related to the child (UNICEF, 2020).

When it comes to supporting children through educational programs, most parents are of the opinion that children have not received the full support that is otherwise legally guaranteed. (NEPC, 2020) In support of this are the results of research in America which show that children did not receive the support they needed, while parents received online support but it was quite minimal. (NIEER, 2020)

---

*Corresponding author: stcaslav@gmail.com

Research (Barnet and Jung, 2020) shows that only 10% of children were involved in distance activities on a daily basis after kindergartens had closed, and that online work could not replace the educational work that takes place on the premises of the institution. The authors suggest that it is necessary to improve the online way of working with the aim of daily engagement of children in activities, as well as to include training for parents. In such an unplanned situation, one of the challenges in working with children is to maintain the continuity of children's development. One of the problems may be that ,, numerous developing countries are still encountering barriers in enjoying E-learning as internet connectivity is a major problem" (Gyimah, 2020).

In modern analyses, the guidelines necessary for the adequate and quality educational work of teachers are of ethical nature and are an important factor in maintaining and empowering the educational process. Regarding the requirements that are set and whose basis is in ethics, the following ones stand out: responsibility towards children, responsibility towards families, responsibility towards colleagues, responsibility towards the community and society (Muller and Baum, 2020).

Priorities of children's development are determined by the respect for the principles of accessibility, democracy, openness, authenticity, development (Law on Preschool Education). Adherence to these principles is largely limited by the negative epidemiological situation. The OMEP report states that the pandemic affected the ability to meet children's needs and affected the most important children's needs. Fulfillment of these needs is the basis for children's proper development, and they are: "need to play, move, and relate with their peers" (OMEP, 2020, 120). Research (Bao, Qu, Zhang, and Hogan, 2020) found that kindergarten closures will reflect on the reduction in children's literacy by 67%, and as an attempt to alleviate this process the authors recommend daily reading of books to children. This is one of the bad effects of kindergarten closures. Such results agree with the research results that show ,,positive evidence that watching a video of book reading or reading over video chat can be an educational, engaging activity for children during the pandemic and beyond" (Gaudreau et al., 2020, 14).

Materials and Methods

The aim of the research is to determine the attitudes of teachers to the influence of Covid-19 on the educational work of teachers during a state of emergency.

For the purposes of the research, a descriptive method was used. For data collection, a scaling technique was used as an instrument scale for estimating the Likert type of 16 statements. The level of agreement with the statement was determined by circling the numbers with the following descriptions: 1 (No, not at all), 2 (Mostly not), 3 (I am undecided), 4 (Mostly yes), 5 (Yes, completely). There are three groups of claims within the instrument. The first group of claims refers to the examination of the impact of the pandemic on the personality of the teacher and their educational work (from 1 to 5). The second group of claims refers to the examination of the cooperation of teachers with parents during the state of emergency (from 6 to 9). The third group of claims examines the attitudes of teachers to the impact of the pandemic on the developmental process of children (from 10 to 16). The effort was to determine the attitudes of teachers to the possible factors that are important for educational work during a state of emergency.

One hundred and seventy-one assessment scales were distributed, of which 3 were inadequately completed and were not included in the data processing. Data processing was done on the basis of 168 completed assessment scales. The sample consisted of teachers from different parts of Serbia. Average number of years of work experience of respondents was 13.6. The research was conducted during the month of September 2020.

Results

Interpretation of the results is based on the analysis of three key factors in the educational process: the attitudes of teachers to changes in educational work during the state of emergency, the attitudes of teachers to the cooperation with parents, the attitudes of teachers to the impact of impossibility of physical attendance on children's development.

Table 1
I am handling well the changes in educational work caused by Covid-19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, not at all	4	2,4	2,4	2,4
	Mostly not	14	8,3	8,3	10,7
	I am undecided	24	14,3	14,3	25,0
	Mostly yes	88	52,4	52,4	77,4
	Yes, completely	38	22,6	22,6	100,0
	Total	168	100,0	100,0	

Adaptability to change as an important factor of educational work puts the teacher in a position of continuous active state. Teachers see themselves as professionals who have managed to adapt to the changes in educational work caused by the pandemic, because 75% of teachers believe that they have handled the changes in a good way whereas 14.3% of the respondents were undecided about this statement, and 10.7% had a negative opinion.

Table 2
The educational work during the state of emergency was of high quality and efficient

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, not at all	8	4,8	4,8	4,8
	Mostly not	34	20,2	20,2	25,0
	I am undecided	40	23,8	23,8	48,8
	Mostly yes	62	36,9	36,9	85,7
	Yes, completely	24	14,3	14,3	100,0
	Total	168	100,0	100,0	

When it comes to the quality of educational work with children during the state of emergency, opinions are divided with 51.2% of teachers having a positive attitude to the quality of that process, while 23.8% of them are undecided. A quarter of the surveyed teachers, 25% of them, with a negative attitude to the quality and efficiency of educational work during the state of emergency, leads us to believe that there is a lot of room for improvement in this process.

Table 3
During the state of emergency, my share in family responsibilities increased, which negatively affected my professional work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, not at all	46	27,4	27,4	27,4
	Mostly not	56	33,3	33,3	60,7
	I am undecided	18	10,7	10,7	71,4
	Mostly yes	30	17,9	17,9	89,3
	Yes, completely	18	10,7	10,7	100,0
	Total	168	100,0	100,0	

The tendency to examine whether family obligations that reduce the quality of professional work of teachers increased during the state of emergency resulted in 60.7% of surveyed teachers not having such a share of family responsibilities, 10.7% of teachers were undecided and 28.6% of them had additional family obligations during the state of emergency, which negatively affected their professional work. Slightly

more than a quarter of the respondents linked family obligations to the quality of professional work.

Table 4
I needed professional support in performing work tasks during a state of emergency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, not at all	20	11,9	11,9	11,9
	Mostly not	86	51,2	51,2	63,1
	I am undecided	22	13,1	13,1	76,2
	Mostly yes	22	13,1	13,1	89,3
	Yes, completely	18	10,7	10,7	100,0
	Total	168	100,0	100,0	

On the claim of the need for professional support, 63.1% of teachers did not need such help, 13.1% were undecided and 23.8% needed professional help. The problems that create such needs have not been investigated.

Table 5
During the state of emergency, my colleagues helped me to overcome the problems in practice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, not at all	6	3,6	3,6	3,6
	Mostly not	22	13,1	13,1	16,7
	I am undecided	14	8,3	8,3	25,0
	Mostly yes	94	56,0	56,0	81,0
	Yes, completely	32	19,0	19,0	100,0
	Total	168	100,0	100,0	

The collegiality of teachers during the state of emergency remained at a high level. This is confirmed by the established results that 75% of teachers had the support of their colleagues in solving the problems they faced. 8.3% of them were undecided, while 16.7% did not receive the support of their colleagues.

Table 6
During the state of emergency, I had additional engagements and contacts with parents and children beyond the time provided for that

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, not at all	16	9,5	9,5	9,5
	Mostly not	12	7,1	7,1	16,7
	I am undecided	4	2,4	2,4	19,0
	Mostly yes	72	42,9	42,9	61,9
	Yes, completely	64	38,1	38,1	100,0
	Total	168	100,0	100,0	

The state of emergency, in addition to preventing the physical attendance at preschool institutions and establishing an online way of working as an alternative solution, also introduced flexible working hours. In that sense, the vast majority of teachers, 81% of them had additional activities with parents and children outside the scheduled working hourswhile 2.4% of the respondents were undecided, and 9.5% performed online activities exclusively during the scheduled working hours.

Table 7
Parents followed and accepted my guidance and counseling when it comes to educational work with children during the state of emergency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, not at all	2	1,2	1,2	1,2
	Mostly not	10	6,0	6,0	7,1
	I am undecided	6	3,6	3,6	10,7
	Mostly yes	100	59,5	59,5	70,2
	Yes, completely	50	29,8	29,8	100,0
	Total	168	100,0	100,0	

One of the symbols of quality educational work is the cooperation between parents and teachers. During the state of emergency, the role of parents is unavoidable, and the claim of following the instructions given by the teachers has a high level of consent. As many as 89.3% of teachers believe that parents accepted the guidance and counseling they received whereas 3.6% of them were undecided and 7.2% believe that parents did not accept and follow the instructions of the teachers.

Table 8
The cooperation between teachers and parents during the state of emergency was at a high level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mostly not	8	4,8	4,8	4,8
	I am undecided	16	9,5	9,5	14,3
	Mostly yes	104	61,9	61,9	76,2
	Yes, completely	40	23,8	23,8	100,0
	Total	168	100,0	100,0	

The results of the previous statement are supported by a high degree of satisfaction with the cooperation between teachers and parents during the state of emergency. The vast majority of teachers, 85.7% of them had a positive attitude to the quality of cooperation with parents, 9.5% of them were indecisive, and 4.8% of teachers show negative experiences.

Table 9
I believe that the parents adequately compensated for the educational effect that the teachers could not provide live to the children during the state of emergency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, not at all	16	9,5	9,5	9,5
	Mostly not	20	11,9	11,9	21,4
	I am undecided	52	31,0	31,0	52,4
	Mostly yes	72	42,9	42,9	95,2
	Yes, completely	8	4,8	4,8	100,0
	Total	168	100,0	100,0	

Changes in the roles of parents and teachers have influenced the necessary existence of mutual cooperation. In an effort to determine whether parents have succeeded in compensating for the educational effect that teachers provide to children when they work in a regular way, opinions are divided and only

4.8% of teachers believe that parents can do it completely while 42.9% of them think parents can mostly do it. The percentage of undecided teachers is 31% while 21.4% believe that the parents could not compensate for the educational influence of teachers.

Table 10
The impossibility of physical presence of children in the preschool institution during the state of emergency had a negative impact on the continuous development of children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, not at all	8	4,8	4,8	4,8
	Mostly not	32	19,0	19,0	23,8
	I am undecided	22	13,1	13,1	36,9
	Mostly yes	80	47,6	47,6	84,5
	Yes, completely	26	15,5	15,5	100,0
	Total	168	100,0	100,0	

Online educational work with preschool children has its own specifics. The majority of teachers, 63.1% of them, believe that the impossibility of attending preschool has a negative impact on children's continuous development while 13.1% of them are undecided and 23.8% have negative attitudes to this statement.

Table 11
The change in the way of work caused by Covid-19 negatively affects the achievements of children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, not at all	10	6,0	6,0	6,0
	Mostly not	40	23,8	23,8	29,8
	I am undecided	24	14,3	14,3	44,0
	Mostly yes	40	23,8	23,8	67,9
	Yes, completely	54	32,1	32,1	100,0
	Total	168	100,0	100,0	

Regarding the impact of the way of working during the pandemic on the achievements of children, the majority of teachers, 55.9% believe that this way of working can have negative elements when it comes to the achievements of children whereas 14.3% are undecided, and 29.8% believe that the achievements of children will not be affected by the new way of working during the state of emergency.

Table 12
Break and inability to attend preschool can have a negative impact on children's social development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, not at all	8	4,8	4,8	4,8
	Mostly not	18	10,7	10,7	15,5
	I am undecided	24	14,3	14,3	29,8
	Mostly yes	48	28,6	28,6	58,3
	Yes, completely	70	41,7	41,7	100,0
	Total	168	100,0	100,0	

A large number of teachers, 70% of them believe that the social development of children can have negative consequences due to the inability to physically attend preschool while 14.3% of them were undecided and 15.5% of teachers disagreed with this statement.

Table 13
Break and inability to attend preschool can have a negative effect on children's moral development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, not at all	10	6,0	6,0	6,0
	Mostly not	26	15,5	15,5	21,4
	I am undecided	36	21,4	21,4	42,9
	Mostly yes	52	31,0	31,0	73,8
	Yes, completely	44	26,2	26,2	100,0
	Total	168	100,0	100,0	

When it comes to moral development of children, 57.2% of teachers believe that physical non-attendance at a preschool institution negatively affects their moral development, 21.4% are indecisive and 21.5% do not agree with this statement.

Table 14
Break and inability to attend preschool can have a bad effect on children's physical development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, not at all	20	11,9	11,9	11,9
	Mostly not	42	25,0	25,0	36,9
	I am undecided	30	17,9	17,9	54,8
	Mostly yes	36	21,4	21,4	76,2
	Yes, completely	40	23,8	23,8	100,0
	Total	168	100,0	100,0	

Examining attitudes to the negative impact of non-attendance at preschool on the physical development of children led to very divided opinions The percentage of the surveyed teachers agreeing with this statement was 45.2%, while 17.9% were undecided, and 36.9% of them disagreed with the statement.

Table 15
Break and inability to attend preschool can have a negative effect on children's intellectual development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, not at all	8	4,8	4,8	4,8
	Mostly not	28	16,7	16,7	21,4
	I am undecided	36	21,4	21,4	42,9
	Mostly yes	60	35,7	35,7	78,6
	Yes, completely	36	21,4	21,4	100,0
	Total	168	100,0	100,0	

The percentage of the respondents who believe that the prevention of attending a preschool institution negatively affects children's intellectual development was 57.1%, whereas 21.4% were undecided, and 21.5% of the surveyed teachers disagreed with the statement.

Table 16
Break and inability to attend preschool can have a negative effect on children's emotional development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, not at all	8	4,8	4,8	4,8
	Mostly not	20	11,9	11,9	16,7
	I am undecided	50	29,8	29,8	46,4
	Mostly yes	40	23,8	23,8	70,2
	Yes, completely	50	29,8	29,8	100,0
	Total	168	100,0	100,0	

When it comes to the attitudes of teachers to negative impact of not attending preschool, opinions are uneven. One third of teachers are hesitant in agreeing with this statement, 53.6% believe that there is a negative impact on the emotional development of children due to the physical impossibility of attending preschool, while 16.7% gave a negative interpretation.

Discussion

Attitudes of teachers to changes in educational work during the state of emergency
The analysis of the results determined that the teachers have enough strength and will to adequately adapt to the new circumstances. Three-quarters of the surveyed teachers said that they are positive about the changes in educational work caused by Covid-19. These results support the conclusion of the research that ,,teaching community is mentally prepared to adapt to new and innovative ways of imparting knowledge, provided their institutions well support them" (Alea et al., 2020, 141). A good adaptation of teachers to new situations by teachers does not necessarily mean that the quality of educational work will be effective. This statement is followed by the results on the quality of educational work during the state of emergency, which show that a significantly smaller number of the respondents, compared to the previous claim, believe that the quality of educational work was good. Only about half of the respondents think that the quality of educational work in that period was good. The results leave a lot of room for identifying factors that need to be improved. That the quality of distance educational work during the state of emergency can be questioned is also shown by the results of research (Edwards, 2020) which point out that 77% of surveyed parents believe that their children learned very little or nothing after the closure of educational institutions.

An attempt to determine whether the teachers share of family responsibilities increased, which badly affected their professional work during the state of emergency, indicated that slightly more than a quarter of teachers (28.6%) had professional problems due to new family obligations. Also, slightly less than a quarter of respondents (23.8) pointed out that they needed professional support in performing work tasks during the state of emergency. The results lead us to the position that the teacher should be observed with respect for his personality and needs.

When it comes to collegiality between teachers and their mutual support, the results show the great importance of collegiality among teachers. Shah (Shah, 2012) emphasizes collegiality as an unavoidable factor in adapting to new circumstances of the modern age, and that the quality of collegiality depends on the efficiency of professional development, learning, and organizational efficiency. The cooperative relationship between teachers implies "open mutual communication, realization of the communication plan as well as work on creating ways to support children's learning and development". (Flottman, McKernan, and Tayler, 2011, 6) The obtained results confirm these allegations by the fact that the vast majority of teachers (75%) received help from colleagues in solving problems in practice, which indicates that the quality of collegiality in solving problems in practice has significant driving force. The collaboration of teachers in solving problems in practice gives a positive tone.

Attitudes of teachers to cooperation with parents
Understanding the causal link between the appearance of Covid-19, the closure of educational institutions and the interruption of the learning process, the authors (Huang et al., 2020) emphasize the need for an online way of work as an alternative. The same authors point out spatial and temporal flexibility, one of the important characteristics of online learning during the state of emergency, whose

efficiency determines the existence of active learning. The results of the research we conducted show that the teachers had flexible working hours during the state of emergency, adapting to the new requirements in practice. The majority of the respondents (81%) pointed out that during the state of emergency they had engagements outside the working hours provided for that. When it comes to the relationship between parents and teachers, the results speak in favor of the formation of positive cooperation. Teachers and parents are given new roles in which, in a way, the responsibility for educational work largely passes to the parents. The involvement of parents in this way of working has increased.

Another important precondition for quality educational work is the cooperation of teachers and parents. When it comes to that cooperation, the majority of respondents, 89.3% of them, agree that the parents followed their guidance and counseling during the online educational work. Also, 85.7% of teachers are satisfied with the quality of cooperation they have established with their parents. These results contribute to the opinion that teachers as well as parents understood their responsibility and role and that they accordingly contributed to the online educational process by pointing out the respect for the principle of cooperation. However, despite such satisfactory cooperation, when it comes to the role of parents in terms of compensating for the educational effect that teachers can provide to children, opinions are divided. About two-fifths (42.9%) of the respondents believe that the parents adequately compensated for the educational effect that the teachers could not provide to the children during the state of emergency.

Attitudes of teachers to the influence of impossibility of physical attendance at a preschool institution on the development of children

An unavoidable determinant of child development is the continuity of that process. Some reports predict that the closure of educational institutions and the transition to distance learning will have longer-term consequences for children than the unfavorable epidemiological situation itself will last (Edwards, 2020).

That the organization of online activities shows weaknesses is also indicated by the results we have reached. The majority of the surveyed teachers (63.1%) believe that the physical impossibility of attending preschool can have a bad effect on the continuous development of children, and more than half of the respondents (55.9%) are of the opinion that the change in work caused by the emergency can also have negative influence on the achievements of children. The results indicate the necessity of physical attendance at the preschool institution, and if the epidemiological situation does not allow it, then the organizational models of online activities must be redefined and reorganized in a way that will have as few negative effects as possible.

Having in mind the need for a general aim of education, which is a versatile personality, we tried to examine the attitudes of teachers towards how the prevention of attending preschool can affect children's social, moral, physical, intellectual and emotional development. Some reports state that the influence of Covid-19 has left negative traces when it comes to exercising the rights of the child, including the right to the development of the child (Dulieu and Burgess, 2020). In order to determine which sphere of children's developmental potentials can be most negatively affected by physical non-attendance of preschool, it was found that the surveyed teachers believe that the children's social development can be most badly affected while the physical development of children is the least badly affected. The results show that the developmental potentials and goals of educational work are limited by the new emergency situation. The order of spheres of a child's development according to the significance of the negative impact are arranged on the basis of their arithmetic mean: social development (3.91), emotional development (3.61), moral development (3.55), intellectual development (3.53), physical development (3.2%). According to the teachers, children have largely been deprived of educational activities within which they can actualize their needs for versatile development.

Conclusion

The conducted research focuses on the perception of the described problems from the perspective of teachers, which is why the conclusion making is conditioned by that fact. We tried to establish the potential problems that teachers encounter in the implementation of educational work at a distance during the state of emergency. For a more complete view of the problem, it is necessary to examine parents and try to determine the achievements of children during the state of emergency.

Based on the expressed attitudes of teachers, we can conclude that the continuous development of children during the state of emergency was slowed down. The quality of realized online activities is not at a satisfactory level and there is a lot of room for improvement. Teachers see themselves in this process

as an adaptable and flexible practitioners who receive support for solving problems in practice from their colleagues. Quality cooperation between parents and teachers also contributes to overcoming difficulties, because mutual achievements determine the purposefulness of the educational process. The answers of the teachers lead us to the conclusion that a good part of the social, moral, intellectual, physical and emotional development of the children in the period of emergency, was not affected by the educational influence.

When it comes to the quality and quantity of goals and outcomes of children's educational development, they should certainly not be reduced, but it is necessary to adapt curricula and their implementation to new circumstances and adapt to new ways of working, looking for alternative ways and relying on acquired competencies. It is proposed to introduce new, more comprehensive organizational models of work with platforms that can be used by both teachers and parents and that will be adjusted to children. The necessity for the existence of a program of support for teacher as well as a program of support for parents and children is also pointed out. In this way, the goals and tasks of educational work can be operationally applicable and serve the purpose of the best interest of children as an unconditional commitment.

Acknowledgments

References

Alea, L. A., Fabrea, M. F., Roldan, R. D. A., & Farooqi, A. Z. (2020). Teachers' Covid-19 awareness, distance learning education experiences and perceptions towards institutional readiness and challenges. *International Journal of Learning, Teaching and Educational Research, 19*(6), 127-144. https://doi.org/10.26803/ijlter.19.6.8

Bao, X., Qu, H., Zhang, R., & Hogan, T. P. (2020). *Literacy Loss in Kindergarten Children during COVID-19 School Closures*. https://doi.org/10.31235/osf.io/nbv79

Barnett, W. S., & Jung, K. (2020). *Understanding and responding to the pandemic's impacts on preschool education: What can we learn from last spring?*. National Institute for Early Education Research. Retrieved from https://nieer.org/wp-content/uploads/2020/11/NIEER_Special-Report_July_2020_What_Can_We_Learn_From_Last_Spring_UPDATED_August_2020.pdf

Brooks, S. K., Webster, R. K., Smith, L. E., Woodland, L., Wessely, S., Greenberg, N., & Rubin, G. J. (2020). The psychological impact of quarantine and how to reduce it: rapid review of the evidence. *The Lancet 395*(10227), 912-920. https://doi.org/10.1016/S0140-6736(20)30460-8

Dulieu, N. and Burgess, M. (2020). *The hidden impact of COVID-19 on child rights*. London, Save the Children International. Retrieved from https://resourcecentre.savethechildren.net/node/18174/pdf/the_hidden_impact_of_covid-19_on_child_rights.pdf

Edwards J., (2020), *Protect a generation, The impact of COVID-19 on children's lives*. London, Save the Children International. Retrieved from https://resourcecentre.savethechildren.net/node/18218/pdf/vr59-01_protect_a_generation_report_en_0.pdf

Flottman, R., McKernan, A., & Tayler, C. (2011). Victorian Early Years Learning and Development Framework Evidence Paper. *Practice Principal 2: Partnerships with Professionals, 24.* Melbourne Graduate School of Education. Retrieved from https://www.education.vic.gov.au/Documents/childhood/providers/edcare/pracpartner.pdf

Gaudreau, C., King, Y. A., Dore, R. A., Puttre, H., Nichols, D., Hirsh-Pasek, K., & Golinkoff, R. M. (2020). Preschoolers benefit equally from video chat, pseudo-contingent video, and live book reading: implications for storytime during the Coronavirus pandemic and beyond. *Frontiers in Psychology, 11*, 2158. https://doi.org/10.3389/fpsyg.2020.02158

Gyimah, N. (2020). *Assessing technological innovation on education in the world of coronavirus (COVID-19)*. https://dx.doi.org/10.2139/ssrn.3670389

Huang, R. H., Liu, D. J., Tlili, A., Yang, J. F., & Wang, H. H. (2020). *Handbook on facilitating flexible learning during educational disruption: The Chinese experience in maintaining undisrupted learning in COVID-19 Outbreak*. Beijing: Smart Learning Institute of Beijing Normal University. Retrieved from http://www.alecso.org/nsite/images/pdf/1-4-2.pdf

Muller, M., & Baum, A. C. (2020). The Code and COVID-19. *YC Young Children, 75*(4), 72-77. Retrieved from https://search.proquest.com/openview/e7819add8480d05991134bab3f26d928/1?pq-origsite=gscholar&cbl=27755

NEPC, (2020). *The pandemic and preschool education in five chart*. Retrieved from http://nieer.org/wp-content/uploads/2020/09/NEPCPandemicin5Slides.pdf

NIEER, (2020). *America's preschoolers lose important learning opportunities sue to pandemic, Raising concerns for the future.* Retrieved from http://nieer.org/wp-content/uploads/2020/07/News-Release-Preschoolers-Lose-Learning-Opportunities-During-Pandemic.pdf

OMEP Executive Committee, World Organisation for Early Childhood Education (2020). OMEP Position Paper: Early Childhood

Stoiljković, Č. (2020). The impact of the Covid-19 pandemic on the educational work of kindergarten teachers, *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 8*(3), 123-133.

Education and Care in the Time of COVID-19. *International Journal of Early Childhood, 52*, 119–128. https://doi.org/10.1007/s13158-020-00273-5

Shah, M. (2012). The importance and benefits of teacher collegiality in schools–A literature review. *Procedia-Social and Behavioral Sciences, 46*, 1242-1246. https://doi.org/10.1016/j.sbspro.2012.05.282

UNICEF, (2020). *Istraživanje o uticaju pandemije Covid-19 na porodice sa decom u Srbiji* [Research on the impact of the Covid-19 pandemic on families with children in Serbia]. Retrieved from https://www.unicef.org/serbia/media/15466/file/Istra%C5%BEivanje%20o%20uticaju%20pandemije%20Covid-19%20na%20porodice%20sa%20decom%20u%20Srbiji.pdf

Закон о предшколском васпитању и образовању [Law on Preschool Education], Службени гласник, бр.10/19.

Classical University Crisis: New Challenges and Prospects of Russian Higher Education

Larisa Abrossimova[1]*, Marina Bogdanova[2], Galina Snezhko[3]

[1]Southern Federal University; Institute of Philology, Journalism and Intercultural Communication; Department of Theory and Practice of the English Language, Rostov-on-Don, Russian Federation, e-mail: lara.abrossimova@mail.ru
[2]Southern Federal University; Institute of Philosophy and Socio-Political Sciences; Department of the History of Russian and foreign Philosophy, Rostov-on-Don, Russian Federation, e-mail: maraleks27@mail.ru
[3]Director of Rostov Regional Centre for Information Processing in Education, Ministry of Education of Rostov Region, Russian Federation, e-mail: rocoiso@rostobr.ru

Abstract: The objective of the paper is to discuss the most crucial problem, related to "winding down" of the Russian Liberal Arts education due to its economic inefficiency. The methodology includes the descriptive scientific-research method, which involves the analysis of scientific sources, official provisions, mass-media publications and the students' questionnaire. The authors came to the following conclusions: 1. The model of education, which is guided by the logic of economic growth, and not by the logic of human development, leads to a general dehumanization of education and society. 2. The process of education "dehumanizing" is manifested in the following destructive trends: pragmatic utility and convenience of gaining knowledge; the dominance of technical knowledge and the transfer of humanitarian disciplines into optional courses; the advance of online education; the imperfection of university lecturers' ratings and their transformation into a bureaucratic evaluation system; new types of inequality in education. 3. In Russia, the above-mentioned trends are aggravated by the abnormal establishment of market economy; the verticalization of power and the lack of professionalism in university management; social sphere underfunding; the aggressive implementation of the Bologna system. 4. The current crisis in education is accompanied by the large-scale emigration of gifted students and lecturers. The authors recommend to consider the University as a classical "home" of formation, preservation and transfer of culture; online courses should be seen as a new format of teaching aids, as well as a technological tool for retraining and for people with disabilities.

Keywords: Liberal Arts education, educational crisis, online education, utilitarianism and pragmatism, the Bologna process.

Introduction

These days the tension in the sphere of education has become acute, therefore it is necessary to speak out of the long-standing problem, related to the crisis state of the Liberal Arts education, which has become even worse during the lingering COVID-19 lockdown. There is a clear understanding of the fact that the humanitarian community cannot just observe the escalating negative changes in the life of the modern University education in Russia, but has to raise its voice against the postmodern games, aimed at "dehumanizing the human".

The ongoing educational crisis, which has especially affected Humanities, has been talked about openly, as its signs are now obvious not only to the experts, but to all who teach and study. For this reason, it is essential for the modern society to protect Liberal Arts education as an independent and selfsufficient cycle of education, but not supplementary to Science or Technology.

Thus, the main objective of the current paper is to reveal the reasons and the impact of recent transition to full-scale on-line education in Russia, to analyze the research of specialists in different fields, predict the far-reaching effects of this transition and propose some recommendations on how to improve the situation.

Historical Transformations of University Education

This part of the paper will focus not only on the historical transformation of university education, but also on a critical philosophical understanding of the history of the university and its role in the modern world. There are a lot of authoritative works devoted to this theme, including "The Idea of the University"

---

*Corresponding author: lara.abrossimova@mail.ru

(1959) by K. Jaspers, who explores the change in the very idea of the university, which consists in the unity and interaction of three elements: professional training, upbringing (education) and scientific research. "The Postmodern Condition: a Report on Knowledge" (1984) by J. Lyotard, who, in the chapter "Education and Its Legitimation through Performativity," states that "universities and the institutions of higher learning are called upon to create skills, and no longer ideals - so many doctors, so many teachers in a given discipline, so many engineers, so many administrators, etc." (Lyotard, 1984, p. 48) "University in Ruins" (1997) by B. Readings associates the negative transformations of the university with the processes of globalization and the loss of the national-cultural mission. "The Idea of the University" (1992) by J. Pelikan traces the historical development of university education over eight centuries.

The history of European University education goes back centuries, during which it has proved its social and cultural significance.

The first European Universities (the Universities of Bologna, Paris, Oxford and Salamanca) were founded in the XI-XII centuries and had a prominent humanitarian orientation. These Universities included four faculties: the Junior (Pre-University) or Seven Liberal Arts faculty and three Senior ones – Medicine, Law and Theology faculties. Educational establishments of the ancient times, such as rhetoric schools in Athens, the Law school of Berytus and the University of Constantinople, can be tentatively called the predecessors of the medieval Universities.

The founding of the first European Universities was driven by the development of feudal cities, trade and crafts as well as the complication of social life. All these changes demanded the output of specialists in Law, Medicine and Theology. Despite the fact that University education was only beginning to gain popularity in society, the first graduates showed their ability to accomplish major social tasks, such as governing the state and maintaining law and order, developing the spiritual life of society as well as accelerating enlightenment and healthcare.

The changes in socio-economic conditions, which were brought to European countries by the era of the industrial revolution, put the future of University education into question. The "old" European University, in which Theology and Humanism were the backbone of the whole system, did not comply with the "spirit of capitalism". The appearance of the liberalistic and utilitarian educational models signified the establishment of new educational paradigms. The value systems, which they asserted, were sometimes oppositional like those of University education, but in general, they corresponded to the new socioeconomic formation.

Supporters of liberal education thought that the mission of the University was to form free spirit and whole personalities by means of classical literature and arts. They believed that the aim of education was to meet individual, but not social needs. In fact, this model reflects the understanding of education as the ancient paideia, which was focused on the improvement of a person's soul.

The followers of utilitarian educational model prioritized the utility of education and saw the aim of the University in providing students with high-grade practical vocational training. They were convinced that the educational system had to be free for all and solve vital social problems, while the development of a person's spiritual potential was a matter of free expression. This notion of education and its aims reflects the viewpoint of sophists, who considered education to be a tool for training practical workers to perform major social functions.

In the XIX century, Wilhelm von Humboldt suggested a new model of the "Ideal University", which was able to combine personal and social needs in the process of studying. This was seen as education with the enhanced character building function and was based on a considerable framework of Humanities. As this model became widely practiced in Europe, it made a significant contribution to a strong cultural development of European countries. The teacher-student relationship was based on the principles of freedom and equality, and this created a special intellectual University environment, which later nurtured many great scientists and artists.

Humboldt suggested that there was a connection between a citizen's level of education and prosperity. He believed education to be the key to the rise in the social hierarchy and the tool for fair income transfer to well-educated people.

The "Ideal University" model was based on the union between knowledge and power, which implied a certain agreement. While scientists strived to have wider institutional opportunities and academic freedoms, the government's demand from Universities was to maintain national culture and assist in forming citizens' personalities as patriotic to their country and national symbols.

In the middle of the XIX century, a revolutionary idea, that transition to mass education would activate economic upturn, took root in society. This, once again, lead to intense discussions regarding the future of University education. The authors shared their conceptions of the strategic goal, which would reflect the sense and mission of the University in the changed world. The sharpening of the debate was

caused by the so-called "scissor" problem – a gap between the volume of the ever-increasing scientific knowledge and the limited abilities of sharing it, as well as by rapid outdating of information in the midst of the technology boom.

Differentiation and diversification of the higher education systems appeared as a means of adapting to the new historical and cultural conditions. Many educational establishments of the new type appeared parallel to (but not instead of) traditional humanistic Universities, such as Technical Institutes, Colleges, Polytechnic Schools and technical-oriented distance learning centres. This innovation provided new opportunities to meet the increasing demands of business and government in technical and executive personnel.

The educational model, based on the economic growth logic, started to dominate over the personal growth logic model. Just then, the ideologists of economism and technocracism raised their voice. They stated that the elitist education contributed to the stratification of society, asserted the dominance of one class over the other and hindered democracy and justice besides to being expensive and conservative.

The so-called mass University took the place of the genuine elitist University education. Among its feature tendencies, there were the increasing number of students, the unification of higher education, the adjustment of teaching programs and methods to average ability students, disassociation from research activities and growth of pragmatism and utilitarianism in education. Besides that, what we are facing now is the transition to online education.

The Current State of University Education in Russia

This part of the paper goes into the modern trends of the current University Education in the Russian Federation. To discover these trends, the following methods were used: the descriptive scientific-research method, which involves the analysis of scientific sources, official provisions, mass-media publications, a students' questionnaire and data analysis. The use of the methodology allowed distinguishing the following problems.

1. «Snack learning»

The hideous development of market economy, unfortunately, could not but affect the modern education in Russia, turning it into another market sector for the production, distribution, exchange and consumption of "educational products and services". Having to comply with the law and becoming a commodity, education loses its significant principles – imperativeness and insistence. According to T. Khagurov (2010, p. 101), "At present, the imperativeness of education disappears, giving way to consumer preferences". It is evident that these consumer preferences get applied within the educational system of Russia. Among them, there are quick graduation (the "snack learning"), limited specialization (the "micro-degree" and "micro-master's degree"), lack of academism and fragmentary educational content – the "distracted learning" (Kuzminov and Frumin, 2015), reduction of Humanities ("dehumanitarization" of education), pragmatic utility of knowledge and simplification of the learning process (the "light version" of higher education) (Gottlieb, 2016).

Consumer policies of the mass culture, which promote hedonism and consumerism as "values", show studying as an easy and effortless process. Hence, the "educational product" gets adapted to the consumer requirements and undergoes compulsory simplification and "massification". It is then presented as a cheap mass-market product from a retail network.

It is a known fact that the possibility of getting education without effort tends to demoralize both the student and the whole society.

2. Literature, Art, Ethics, Aesthetics and Philosophy Get "Thrown Overboard"

Under such circumstances, Russian Universities have almost given up on providing their students with knowledge, focused on morality and spiritual growth, thus having neglected the purpose of the classical University. Most of Russia's modern Universities have turned into a mass output of "specialists", whose priorities are "being able to do" and "possessing competences" rather than "knowing". Young people's attention gets fully concentrated on relative values and know-how, on what can be obtained "on the spot" and quickly converted into profit. The dominance of technical knowledge in the modern University system leads to Literature, Art, Ethics and Aesthetics getting "thrown overboard" (Abrosimova and Bogdanova, 2011, p. 14). As Paul Keen (Keen, 2014, p. 75-76) points out the government of England decided to cancel funding for teaching humanities in 2010 which was caused by a new concept of so-called "impact of research" parameters; Canada cancelled the Ontario Research Fund focusing on Social Sciences, Arts, and Humanities, choosing to prioritize "real-life problems" research on universities' curricula.

Formally, the curricula of the Natural Science departments still contain some of the Liberal Arts

classes, however, both students and teachers believe these subjects to be worthless. Due to this fact, the Humanities are oftentimes reduced to trial courses or given within the framework of online general lectures for a huge audience. Liberal education is incompatible with crowded lecture theatres and large audiences, which make the discussion of life-purpose questions impossible. Thus, complex questions and problems of existence and worldview get either banished from University standards or severely emasculated. Even on Arts faculties, such subjects as Logic, Rhetoric, Culture Studies, Ethics and Aesthetics are either not taught at all or offered as optional elective courses.

The fate of Philosophy is none the less tragic. The 120-hour in-class training course, which, until recently, was given during a full-year cycle on non-philosophical faculties, has now been reduced to 38 in-class hours and is expected to be placed fully online anytime soon. These changes are considered to be absolutely contrary to the very nature of the main humanitarian subject. It is known, that Philosophy appears in the history of European culture as a school, where the teacher-student relationship is achieved through a conversation – a genuine dialogue, which can only be possible "offline". A philosophical message cannot be delivered via any device, but requires a specific intellectual and emotional environment, which implies person-to-person interaction. Otherwise, if there is an online discussion, the notions of space, time and communication form a completely different dimension – they become "dehumanized" and lose their sacral essence.

The state support of Humanities is insignificant. The government no longer sees Liberal Arts education as worthy of support. This statement can be proved by the fact that none of Humanitarian or Social sciences have been listed among priority scientific directions. Higher School of Economics, having a special status, has become the only Humanities University among the National Research Universities (NRU). All other NRUs are either Technical, Technology, Engineering and Medical establishments or Universities, which still offer some Humanities programs, but mainly focus on Sciences (https://strategy. hse.ru/list). Russian Foundation for Humanities, though being the major support tool for Humanities studies in Russia, does not possess sufficient capacities for supporting Humanities researchers.

According to business managers, Humanities have been downgrading Universities, undermining their branding and even "taking down" the whole educational system of Russia. Once an indisputable truth, the fact that History, Language, Literature and the like subjects make young people think, doubt, ask questions and determine their personalities is disregarded. It is important to understand these days that social welfare evaluation does not always correlate with the GDP growth record.

3. The Expansion of Online Education

"Online education", "online teachers", "online students", "online educational product", etc. – these notions have been widely used in educational contexts recently. Egalitarization of higher education, the focus on including Russian education in the global agenda, the questioned economic efficiency of traditional education and COVID-19 indicate the full-scale expansion of online education beginning with the gradual exclusion of traditional educational models which eventually will result in the maximum transfer of study process into the global net.

As the process is comparatively new, there are a lot of controversies in today's research (Abakumova et al., 2019; Pedro et al., 2018; Shirky, 2014; Makarova, A. E., and Makarova, L. E., 2018; Sana et al., 2013). Some scholars concentrate on the positive sides of distance education, whereas others try to find and describe downsides. There have been numerous studies to investigate "pros and cons" of distance learning, selected and defined by different scholars and practitioners. Nevertheless, nobody can predict the farreaching effects of e-learning either on people's physical and mental health or on social relationships. The possibility to "learn anything at anytime and anywhere" requires substantial human resources, and, as Pedro and Santos (2018) point out, "the classroom dynamics are becoming more and more at risk with the addictive dimension brought about by the ubiquitous presence of digital devices and social media in students' lives."

The literature review shows that research articles state opposite opinions. The majority underline the advantages provided by online education. Abakumova et al. (2019, p. 89) stress the positive impact of distance learning on the teacher-student relationship, as well as on students' creative abilities and their cognitive development in general: "In distance learning, taking into account the model of translational learning and the use of all available telecommunication channels, the teacher-learner's communication is more intimate, since it is more accessible in time and space, and secondly more individualized and personifed. That also contributes to the initiation of cognitive activity of students. The development of students' creative abilities, using creative and semantic tasks is an important quality of distance education". Shirky (2014, p. 368) expresses the opposing view, arguing that on-line learning imposes a multitasking burden on students, which "can have negative long-term effects on "declarative memory", the

kind of focused recall that lets people characterize and use what they learned from earlier studying". Sana et al. (2013, p. 24) share the above-mentioned opinion, arguing that "participants who multitasked on a laptop during a lecture scored lower on a test compared to those who did not multitask, and participants who were in direct view of a multitasking peer scored lower on a test compared to those who were not. The results demonstrate that multitasking on a laptop poses a significant distraction to both users and fellow students and can be detrimental to comprehension of lecture content".

Southern Federal University (SFedU, Rostov-on-Don, Russia) launched a survey of students' attitudes towards online learning at the beginning of the compulsory transfer to online format due to COVID pandemic. Data were collected and maintained by the Institute of Sociology and Regional Studies of SFedU on 9-14 April 2020. The analysis was conducted on 13-18 April 2020. The type pf the survey is a questionnaire conducted via the Internet-server Anketolog.ru (https://anketolog.ru). There were 2739 participants in this sample who constitute 11 % of the total students' body.

There were two sections in the questionnaire: 1) the elements of positive attitude towards distance learning and 2) difficulties in introducing a distance learning system at SFedU.

Regarding the first element, 42.5% of the respondents consider traditional forms of education to be more interesting; 18.1% suppose that the current state of distance learning in SFedU does not make it possible to use all its possibilities; almost a third of the respondents (30.5%) consider distance education to be advantageous, since it provides more opportunities for acquiring knowledge and saves time. 26.2% think that e-learning forms digital skills and develops independence in finding and processing the necessary information. 33.2% stress that distant learning develops self-control skills; 20.8% underline motivation for self-education; 21.5% - ease of updating the content and the possibility of archiving old materials, which remain available for downloading. The largest percentage is found outside academic advantages: 74.7% marked saving time and money (mainly on commuting) and 48.6% - learning in a comfortable and familiar environment. Nevertheless, only 15,4% of students underline the   positive impact of technologization of the learning process (use of information technologies).

In regard to the second part of the questionnaire (Difficulties in introducing a distance learning system at SFedU) the students' answers reveal the following problems: technical difficulties with the installation and use of remote training software (14.9%); methodological unpreparedness of the teaching staff to implement distance learning (17.5%); insufficient level of teachers' digital literacy - 24.7%; lack of the necessary methodological base (electronic textbooks, video training programs, presentations) that would ensure effective work in a distance mode (17.5%); lack of a personal computer / laptop for students to fully participate in the distance learning (19.6%); inefficiency of dean's offices in solving technological problems (5.1%). The largest percentage of students marked the poor quality of the Internet connection, which prevents full participation (53.7%) and physical fatigue from constant work with a computer / laptop (47.9%). Only 13.3% chose "no difficulties" option.

We performed additional data collection with the students of the humanitarian departments of SFedU in June 2020, after two months of full-scale online learning. The respondents included 65 students of Philology department and 60 of pedagogical departments. Less than a third (29%) of the respondents mentioned that distance education is better and provides more opportunities for gaining high-quality deep knowledge. On the contrary, more than 50% believe that education in a traditional format is more interesting and rewarding due to personal communication between students and teachers. When asked what advantages of distance learning introduction are, 68% of respondents emphasized the benefits outside the educational sphere, such as time and money saving, and only a third mentioned the technological effectiveness of the learning process (the use of information technologies). Students were also asked about the difficulties they came across in the implementation of the distance education system. Half of the students (53%) underlined the teachers' lack of the necessary knowledge and skills in creating, conducting and supporting a truly high-quality online course, the lack of necessary educational and methodological base in the University including electronic textbooks, video tutorials, presentations that would ensure effective work via the Internet, difficulties in assessment procedures.

Thus, analyzing the both surveys, we see no drastic statistical differences on the general attitude towards distance learning: about the third of the students expressed the positive attitude to it both in April and in June 2020. On the contrary, after two months of distant learning the estimated problems in terms of teaching staff readiness for distance teaching are marked by a considerably larger number of students (53% in June 2020 as compared to 24,7% two months prior). The pragmatic usefulness of distance learning is underlined by the majority of students in both periods of the survey. This study cannot be considered large enough for the in-depth analysis and exhaustive conclusions; however, for the current work, it is sufficient to point out that university teaching staff need thorough professional development in terms of IT literacy and retraining courses. For this reason, universities should convey a large-scale

research and allocate funds for the development of training programs and facilities.

Size limits of the article do not let us elaborate on all the drawbacks of the full-scale online education, so, taking into consideration the above-mentioned factors, we focus on the main shortcomings which are suggested below.

The first. High-quality education implies that students not only get knowledge, but also develop close relationships for the rest of their lives. If an educational establishment performs this function, the acquired social ties will then work for a student's personal life and career. In Belousova et al. (2017, p. 1916-1917) the authors state that "innovative teaching is based on the principles of dialogue, students' joint creative work, the organization of a joint learning process. These principles are the basis for the modelling of the social nature of knowledge, based on the interaction of students in the process of new knowledge acquisition. Thus, innovative methods represent the interaction of people, which is transformed into the collaborative thinking activity in the course of interaction and communication. Such collaborative thinking performance involves the development and actualization of productive cognitive, intellectual activity". Conversely, online education undermines this vital part of learning experience, as it deprives students of real-life communication. The ignorance about the consequences of this fact will result in the inability of many excellent students to impart the gained knowledge to others.

The second. If an online course is intended for a real high-quality distance learning, it must be technically supported in a proper professional way. All the lectures must be recorded by a team of experts in a professional studio. According to specialists, the production cost of one such course, containing diagrams, models, pictures, animations, examples and formulae, may reach up to 1 million rubles. If not passed on to teachers, who will have to produce home-made courses for free, such expensive online products will be obviously stored and copied for later use. This goes against the key principle of online education, which lies in the innovative up-to-date learning.

The third. Another crucial problem of online education is assessment, especially when it comes to Humanities. The test system becomes the main method of academic performance assessment. However, while tests involve pointed questions, such as "What?", "Where?" and "Who?", the nature of humanitarian knowledge deals with the questions like "Why?", "What is the aim?" and "What is the sense?" Such debating questions suggest comprehensive answers, which are only possible to get during a traditional "face-to-face" exam. Besides that, there is a widely adopted system of proctoring, which still confuses teachers, students and civil society. Proctoring during an online exam implies biometric, psychological and behavioural identification of every student as well as constant surveillance in order to eliminate cheating. Such control measures, first of all, invade students' privacy and abuse them psychologically, as everyone is suspected of cheating by default, also students' memory is assessed instead of their abilities to think and understand and, finally, it is expensive, as external proctoring systems cost around 100 rubles per hour for every person (Vasilyeva, 2020).

The fourth. The transitional period is never easy. The 2020 sudden "pandemic" transfer to distance learning is painful for both teachers and students. A lot of teachers, especially in Russian state schools, have never used IT technologies in class, although as Novković Cvetković et al. (2018) prove, the majority of teachers express the positive attitude and understanding of the necessity to incorporate IT technologies at all levels of education. Here it is appropriate to say that young teachers just out of universities prefer the employment in private schools or other spheres rather than start working in state schools. It means that state schools have more senior people in their teaching staff, most of whom are reluctant to acquire new technologies or find them extremely complicated. They experienced stress in spring 2020 and they will definitely continue being stressed further on.

4. Commercialization and Optimization of Education

Russia is one of the few European countries, where citizens have to pay for their education. The reduction of state-funded places goes hand in hand with the rise of tuition fees for high-demand branches, which now reach up to 540000 rubles per year. Due to this, more school leavers and their parents in Russia consider getting higher education abroad. The most popular options are Universities in Eastern Europe, such as Czech Republic and Poland, the Baltics and Finland. These countries provide relatively good education and welcome school leavers from Russia as a way to make money. The studying in such European Universities is mainly in English (B2 is the required level), however, Russian is also available for certain educational programs. Tuition costs there are significantly lower than in Russia: an academic year for Economic and Technical branches costs 3000 euros, for Humanities – 900 euros. Besides, the rankings of these Universities are similar to those of Russia's leading establishments. For example, in the 2016 Quacquarelli Symonds World University Rankings, Moscow State University took the 109th place, while the University of Helsinki was 91st. Four Russian Universities took position in the fourth

hundred of the ranking, such as Moscow State Technical University (306th), Moscow Institute of Physics and Technology and Moscow State University of Foreign Affairs (350th) as well as Tomsk State University (377th). Near them, there were several Universities from Eastern Europe, such as Charles University in Prague, Tampere University of Applied Sciences, University of Jyväskylä and Lappeenranta University of Technology (Finland), as well as the University of Tartu (Estonia) and the University of Eastern Finland (Университеты Восточной Европы дешевле российских (2017)).

University education in Russia is aimed at commercializing educational services. This makes the most promising students and next top-quality specialists choose foreign education and leads to the brain drain. The brain drain, which means losing the scientific and technical elite of the country, becomes a grave social problem and causes significant economic, cultural and political damage to the donor country.

5. The Utopia of Digital Equality

The debates on the equality and justice of education, both secondary and higher, were revived, as students and teachers had to go online due to the pandemic. In this light, it seems obvious that the educational system, which previously showed the unequal distribution of academic resources, now makes social inequality even worse as it keeps establishing the division into the elite with an easy access to any educational services and the mass, getting low-quality substitutes instead of the real education. The social and economic selection of University students becomes even more intense, as online education requires additional expenditures on quality gadgets, access to the Internet etc. Thus, the so-called "digital divide (Gumbrecht, 2005) is growing, and the "revolution" of online education, which has affected most Universities, signifies the establishment of digital inequality.

6. How the University Becomes a Bureaucratic Customer-Oriented Corporation, or What Is Left of the Magna Charta Universitatum

As known, in the 1990s, the government released higher education establishments from both ideological overseeing and appropriate funding. Universities were offered to start making money on their own. Looking for financial stability of any kind, University authorities began to introduce numerous commercial courses, most of which could not provide enough academic capacity. This caused the degradation of education quality. As the government awakened, it decided to revise the educational system by declaring state supervision of Universities and starting debates on the evil of autonomy, democracy and academic freedoms of Universities. The tendency of the top-down governance began to prevail in many Russian Universities. The administration and authorities of educational establishments appeared to be much more comfortable with the closed model of governance. These days the offices of university rectors are occupied by professional managers, not scientists, and such managers' interests are far from scientific ones, while professors and scientific staff are just contract employees.

Meanwhile, the underfunding of education and scientific research has been a permanent issue, addressed by means of optimization. It includes reorganizing and merging of Universities and their divisions, followed by name, status and policy changing, rewriting thousands of work record book pages, signing hundreds of supplemental agreements, renaming Faculties into Institutes, Institutes into Academies and Academies into Departments, inventing new titles, choosing new principals, etc. All this work requires a lot of operating staff, who multiply fast and demand considerable investment. In fact, Universities are transformed into huge conglomerates, which are very hard to control and handle. As a result, the already limited financial resources are wasted by such optimization.

As Universities constantly stay in pursuit of high rankings and are pressed by the necessity to "pay off" the money they receive as grants and state support, the teachers' workload is increasing dramatically. Overloading teachers allows to draw them down both naturally (people quit as they cannot take any more humiliations and useless work) and by carrying out specific "personnel purges". The short-term (up to one year) contract system has also taken deeper roots recently, as it ensures even more "efficient" work on education "optimization". The university lecturers are made to participate in rating procedures and to get as many rating points as possible to be reelected. The imperfection and, as a result, the absurdity of university lecturers' ratings has resulted in its transformation into a bureaucratic evaluation system.

At a time when educational environment is shrinking, teachers' primary role comes down to "tailoring" study materials to the need of the hour. Educrats believe, that such labour-consuming work allows to update the study process in line with the innovative science. In reality, however, major discoveries are made as seldom as before, and, in most cases, it is all about details – not essential for education, but time-consuming for teachers and mind-cluttering for students.

The efficiency of a University is assessed in terms of its graduates' employment. If a graduate's degree is out of demand on the labor market, their education costs have been wasted, hence, the

University's work is considered inefficient. It is obvious that such approach is more or less suitable for training a handworker in a definite technology, but it cannot be applied to a University graduate. For example, after graduating from University with a diploma in Teaching, a young specialist is not going to work at a state school for well-known reasons, such as poor salary (although fake official reports keep stating that teachers' salaries have reached the average level), loads of paperwork and hyper-responsibility. However, the University ends up being the one to blame for graduates' employment outside their degrees, which leads to reduction of state-funded places and declaration of the University's inefficiency.

During the last quarter of the XX century, the educational systems of different countries underwent significant changes, which were brought about by neoliberal ideas and thinking, focused on resource limitations. Due to this, the economic value of higher education, the necessity to marketize educational relationships as well as the growing doubts about Liberal Arts education were put forward.

Many countries of Eastern Europe, as well as Russia, after entering the Bologna process, set a course for creating a universal educational system, which could hardly correlate with the individual educational needs. In most cases, such approach suggested the dismantlement of a national educational system. However, little did it promote the cherished goal of entering the integrated educational environment, the clear purposes of which were accessible education, equal opportunities and enhanced student mobility (which in reality appeared to be the brain drain). Such conditions do not allow maintaining high educational standards. Instead, they have to get lower to be suitable for students with average abilities and reduced motivation.

The Evaluation of Liberal Arts Education Prospects in Russia

1. The existing understanding of University as a vocational school is considered strategically wrong, as it contradicts the very spirit and sense of classical University. As a unique social institution, the University should proclaim an entirely different goal, such as formation and preservation of culture. This can be achieved by means of educating the elite, because specialties, mastered during University education, contribute to the forming of a specific cultural environment. The training of single-discipline specialists should be offered by mass education establishments, originally designed to perform this function.

2. The "forsaking" of education by the government in terms of funding is considered strategically dangerous. This situation is inevitable as long as there are commercialization and transferring of education to a fee-paying basis, and supply is determined by immediate demand and consumer preferences of a massman instead of the long-term national goals. Such model was praised by Russia's former Minister of Education A. Fursenko, who believed that the goal of education was "to nurture a qualified consumer, capable of using others' creative products professionally". The country's intellectual potential is both a major development resource and a key factor of the national security.

3. Putting University education online is considered strategically unwise. The University cannot exist without its special environment, where knowledge and ideas are formed and shared. It is the University with its unique intellectual environment, which makes the foundation of European value system. Remote education can never be compared to a Professor's work with a small group of students during a seminar class. Real face-to-face meetings of those who teach with those who study are already a privilege, which may soon be eliminated by online learning (Gumbrecht, 2005, p. 135–136). Online courses can and should be considered as a new form of study materials, supplementary to the traditional offline education, as well as an opportunity of systematic education for adult working professionals, who cannot suspend their career to study full-time (Kuzminov and Frumin, 2015). Another great application of online education would be to solve the accessibility problem and create inclusive environment for people with special needs.

4. The focus on utilitarianism and pragmatism in University education is considered strategically wrong. It is obvious that such approach is more or less suitable for training a handworker in a definite technology. However, it cannot be applied to a classical University graduate, whose mission is to develop and preserve the civic culture and carry out research as "the vanguard of science and the leader of higher education, supporting the multiplication of the intellectual elite" (Emelyanova, 2016).

Conclusions

The history of the classical University education, offering a considerable framework of Humanities, has shown its civilizational significance. According to W. von Humboldt, predomination of utilitarian and pragmatic interests and goals leads to emasculation of the very concept of the "Ideal University", which had

a major influence on the formation of European National Universities. The process of "dehumanitarization" of education manifests itself in several most destructive tendencies, which will have a long-term impact on the quality of the civic culture. Among them, there are fragmentariness of learning and disintegration of the complex knowledge; redistribution of funding towards Science and Technology; commercialization of education and turning the University into a closed consumer-oriented bureaucratic organization without a slightest mention of academic freedoms; egalitarization of the low-quality higher education, aimed at a massman, and placing the educational system online.

Taking into consideration everything mentioned above it is necessary to make some recommendations. Firstly, Universities should be considered to be the space of culture formation and preservation through the education of the elite. Secondly, training narrow profile specialists should be the sphere of responsibility of specialized colleges and mass educational institutions specially tailored for this function. Thirdly, online courses should be regarded as a new format of teaching aids, additional instruments to the traditional offline classes, as well as a technological tool for people with disabilities and as an advanced training or retraining opportunity for those who already have a degree.

Acknowledgments

Conflict of interests
The authors declare no conflict of interest.

References

Abakumova, I., Bakaeva, I., Grishina, A., Dyakova, E. (2019). Active learning technologies in distance education of gifted students. *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE). 7*(1), 85-94. https://doi.org/10.5937/ijcrsee1901085A

Abrosimova, L., Bogdanova, M. (2011). *Культурная биография человека: слово и тело: Онтологическое описание* [Cultural Biography of the Integral Human: Word and Body]. Saarbrücken: LAP LAMBERT: Academic Publishing.

Belousova, A., Abrosimova, L., & Bogdanova, M. (2017). Collaborative thinking activity within innovative education structure. In *Proceedings of the 11th Annual International Technology, Education and Development Conference* (Pp. 1916-1917), Valencia, Spain. https://doi.org/10.21125/INTED.2017.0577

Emelyanova, I. N. (2016) Стратегические приоритеты классического университета: контент- анализ миссий. [Strategic priorities of a classical university: mission content analysis]. *Университетское управление: практика и анализ. 5*(105). 4-14. Retrieved from https://www.elibrary.ru/item.asp?id=27390746

Gottlieb, A. S. (2016). Онлайн-образование в оптике преподавателей российской высшей школы. [Online education from the point of view of Russian university teachers]. *Карельский научный журнал. 5.* 4(17). 230-233. Retrieved from https://www.elibrary.ru/item.asp?id=27701389

Gumbrecht, H. U. (2005). Slow and brilliant: Reactions to Geoffrey Galt Harpham's diagnosis of the humanities today. *New Literary History, 36*(1), 131-139. Retrieved from https://www.jstor.org/stable/20057881

Jaspers, K. (1959). *The Idea of the University* (K. W. Deutsch, Ed.; H. A. T. Reiche and H. F. Vanderschmidt, Trans.) Boston: Beacon Press. (Original work published 1923). Retrieved from https://archive.org/stream/karl-jaspers-the-idea-of-the-university-1960/karl-jaspers-the-idea-of-the-university-1960djvu.txt

Keen, P. (2014). "Imagining What We Know": The Humanities in a Utilitarian Age. *Humanities, 3*(1), 73-87. https://doi.org/10.3390/h3010073

Khagurov, T. A. (2010). Образование в стиле «пепси» (полемические заметки). [Education in the "NEXT" style (polemical notes). *Sociological studies. 7*(315). 96-103. Retrieved from https://www.elibrary.ru/item.asp?id=15104231

Kuzminov, Ya.I., Frumin, I.D. (2015). *Онлайн-обучение: как оно меняет структуру образования и экономику университета.* Открытая дискуссия Я. И. Кузьминов — М. Карной [Online Learning: How It Affects the University Structure and Economics. Open discussion Ya.I. Kuzminov - M. Carnoy]. Educational Studies. Moscow. 3. 8-43. https://doi:10.17323/1814-9545-2015-3-8-43

Lyotard, J. (1984). The Postmodern Condition: a Report on Knowledge (Fr. G. Bennington & B. Massumi, Trans.). Manchester University Press. Retrieved from https://monoskop.org/images/e/e0/Lyotard_Jean-FrancoisThe_Postmodern_Condition_A_Report_on_Knowledge.pdf

Makarova, A. E., & Makarova, L. E. (2018). Blending Pedagogy and Digital Technology to Transform Educational Environment. *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE). 6*(2). 57-66. https://doi.org/10.5937/ijcrsee1802057M

Novković Cvetković, B., Stošić, L., & Belousova, A. (2018). Media and Information Literacy-the Basis for Applying Digital Technologies in Teaching from the Discourse of Educational Needs of Teachers. *Croatian Journal of Education: Hrvatski časopis za odgoj i obrazovanje, 20*(4), 1089-1114. https://doi.org/10.15516/cje.v20i4.3001

Nureyev, B. *Будущее образования в онлайне: как поменяются лекции, студенты и педагоги* [The future of online education: how lectures, students and teachers will change]. Retrieved from https://trends.rbc.ru/trends/education/5f0f2d4d9a79475e6bcc47fc

Abrossimova, L., Bogdanova, M. & *Snezhko*, G. (2020). Classical university crisis: new challenges and prospects of Russian higher education, *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 8*(3), 135-144.

Pedro, L. F. M. G., de Oliveira Barbosa, C. M. M., & das Neves Santos, C. M. (2018). A critical review of mobile learning integration in formal educational contexts. *International Journal of Educational Technology in Higher Education, 15*(1), 10. https://doi.org/10.1186/s41239-018-0091-4

Pelikán, J. (1992). *The Idea of the University: A Reexamination*. Yale University Press; Reprint edition (February 23, 1992).

Readings, B. (1997). *The University in Ruins*. Harvard University Press; Edition Unstated (October 30, 1997).

Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education, 62,* 24-31. https://doi:10.1016/j.compedu.2012.10.003

Shirky, C. (2014). Why I just asked my students to put their laptops away. *Medium.com, 11.* Retrieved from https://medium.com/@cshirky/why-i-just-asked-my-students-to-put-their-laptops-away-7f5f7c50f368

Vasilyeva A. (2020). *На экране должны быть видны руки студента* [The student's hands must be visible on the screen]. Kommersant. Retrieved from https://www.kommersant.ru/doc/4314144

Доступное образование — равные возможности? (2016). [Affordable Education - Equal Opportunities?]. Newtonew. Retrieved August 23, 2020, from https://newtonew.com/tech/digital-divide-education

Университеты Восточной Европы дешевле российских (2017). [Eastern European universities are cheaper than Russian ones]. Retrieved September 12, 2020, from http://high-study.ru/vysshee-obrazovanie-za-rubezhom/universitety-vostochnoj-evropy-deshevle-rossijskih/

Teacher Competence in Reducing the Level of Aggression in the Classroom

Anna Kožuh[1]*

[1]University of Primorska, Slovenia; AFM Krakow, Poland, e-mail: anna.kozuh@pef.upr.si

Abstract: The authoress of the text raises the issue of teaching problematic students. This phenomenon mainly concerns the inappropriate behaviour of students in lessons of various subjects as well as inappropriate reactions of teachers. The authoress attempts to analyze the main problem, searching for the causes and consequences of this problem in education. In the following parts of the text, she shows and tries to resolve the development of the problem, trying to convince the reader of the practical and theoretical importance of discussing problematic situations in the process of education. The consequences of problematic student behaviour, preparing future teachers for coping with problem students, teaching activities aimed at weakening the actions of a "problematic" student, the importance of competence in interpersonal communication in activities correcting the attitudes of troublesome students are one by one discussed in the text. The selected contents are supplemented with references to the cited literature and with the opinions of the authoress. The article is closed by conclusions together with an indication of directions and areas of further research and practice.

Keywords: teacher competence, problematic student behaviour, interpersonal communication.

Introduction

Overcoming a variety of challenges and teaching problems caused by problematic behaviour of students has gained notable significance in recent years. Coping with the behaviour of students that violate order and discipline in the classroom has been part of everyday life in the work of teachers for decades. However, recent studies indicate a discernible increase in this problem. Many surveyed teachers describe coping with situations caused by problematic students as the most serious teaching challenge (Dambach 2003; Kołodziejczyk, 2007; Libiszowska-Żółtkowska and Ostrowska, 2019; Olweus, 2007; Pyżalski, 2012; Urban, 2012). Initially, research in this area of teaching was limited mainly to the Scandinavian region (Åsemar, 1985; Olweus, 1980). Though in the 1980-s the importance of this problem was noticed in other parts of Europe and the world (Allen, Leadbeater and Aber, 1994; Grube and Morgan, 1990; Jessor, 1991; Jessor, Donovan and Costa, 1991; Newcomb and McGee, 1991; Necombet al., 2002; Skiba et al., 2006). The situation was discussed in numerous studies conducted in selected countries of the European Union as well as outside Europe, in such countries as Canada, Australia, Japan and the United States (Bronfenbrenner, 1979; Jessor and Jessor, 1977; White and Labouvie, 1994). The problem is described as difficult everywhere (Andrzejewska, 2014; Awang-Hashim, Kaur and Noman, 2015; Bakker and Costac, 2014; Pyżalski 2012). In the United States, as many as one-third of the surveyed teachers say that inappropriate student behaviour significantly interferes with their teaching process (Giroux, 2003; Hirschi, 1969; James and Freeze, 2006; Osgood et al., 1988).

Therefore, in her article, based on a literature review, the authoress attempts to show, two areas of competence that significantly limit or even eliminate problematic situations in teaching. One of these areas is the didactic workshop, as well as a teacher's competence in the area of good organization of work in classes with students. In this area, the teacher pays attention primarily to the knowledge and proper selection of various teaching methods and a well-prepared work plan with the students. While indicating the possibilities of working with searching methods, the author appreciates the importance of skillfully combining these methods with methods of knowledge assimilation. Search methods are irreplaceable in working with every student. They release his or her activity, interest in the problem and give the students the feeling that they come to school to discover certain knowledge themselves. These are certainly sufficient advantages of the search methods to be used as often as possible when working with problematic students. On the other hand, however, the importance of knowledge assimilation methods should be carefully considered, as they give the students a sense of security as a result of at least a very general understanding of the subject. Apart from that, these methods help the students search for cause-

*Corresponding author: anna.kozuh@pef.upr.si

and-effect relationships in the content that is barely known.

The second pillar of the considerations of the authoress is the competence of teachers in interpersonal communication and their importance in working with problematic students. The authoress emphasizes the importance of the coherence of verbal and non-verbal communication in the teaching process. Such consistency expressed as the authenticity of a teacher significantly increases the effectiveness of teaching interactions. In the section about the importance of communication skills in working with problematic teaching, the ability to send and receive verbal messages was analysed (Dąbrowska-Bąk and Pawełek, 2014; Kmiecić-Baran, 1995; Konieczna, 2019; Rejzner, 2004).

Another element of the reflection of the authoress is the ability of the students to actively listen to the teacher, which can, in effect, trigger more effective student activity, well-being, as well as develop their self-acceptance, which is essential for problematic students. In the final part of her article, the authoress discusses the strategy of avoiding ambiguity of messages and the strategy of making use of alternative methods of instruction for a student. The two strategies are of great importance in eliminating undesirable behaviour of students referred to as problematic.

Consequences of students` problematic behaviour

The problematic student is a threat not only to himself, not only to the course of the teaching process, but is also a threat to the teacher, and more precisely to the teacher actions, reactions and motivation to work. The concepts of occupational burnout and professional stress of teachers, among the most important factors, emphasize the improper and sometimes even aggressive behaviour of students. Besides, which is very clearly stressed by the respondents in the research, studies preparing for the teaching profession do not provide sufficient knowledge on how to cope with situations of problematic students (Hamby, Finkelhor and Turner, 2012; Ostaszewski, 2014). Educational reality is even more difficult because the range of inappropriate student behavior is very extensive and extremely diverse.

The inappropriate actions of the students take the form of various types of aggression. Sometimes it is silence and failure to respond to teacher messages, sometimes it is damage to school property or teacher property, physical violence over weaker students in the classroom, vulgar messages directed at both classmates and teachers and other school staff, recording videos ridiculing students or teachers and posting them on websites, extorting money, blackmail and many other inappropriate behaviours (Mishna and Alaggia, 2005; Pyżalski, 2012). What behavioural violations of discipline are can be intuitively determined by almost anyone. The most common definition among teachers is that "these are behaviours that do not comply with generally accepted standards" (Kožuh 2017). A definition formulated in this way can be charged with many weaknesses. However, it is difficult to classify behaviours described in teaching as "difficult". Much depends on the situational context of the student behaviour and the mental structure of individual students themselves. Much depends on the situational context of the student's behaviour and the mental structure of individual students themselves some of the violent activities of the students are premeditated, whereas others are due to the lack of culture and reduced intellectual ability of a given student (Strykowska-Nowakowska, 2017; Zielińska, 2012). When trying to define such student's behaviour, referred to as difficult, several important conditions must certainly be taken into account such as serious disturbance or even making the work impossible for the teacher, violation of the right of other students to learn in class, posing a physical threat to other participants of the teaching process (Shechtman and Leichtentritt, 2004) or activity aimed at destroying someone property (Lewicka-Zelent, 2012; Wosik-Kawali, 2011). Violation of discipline should also be considered as an important criterion in the search for a classification of difficult situations (MacKenzie, 2019). This violation has many types of behaviour, of which at least two main types of behaviour, mentioned by Shechtman and Leichtentritt, 2004, should be identified. The first type of such behaviour is a violation of discipline through negative behaviour. This category includes all situations preventing the teacher from conducting lessons in a manner consistent with the plan. It is a disturbance caused by a student during the lesson or student aggression directed against the teacher or other students. The second type of behaviour is a behaviour not focused on teaching tasks targeted at students. This second type of problem behaviour occurs most often when a student requested by the teacher does not take any actions or tasks during the lessons.

Preparation of future teacher for coping with problematic students

There are many important reasons why teachers should receive extensive knowledge about how to react in similar situations during their teacher-training studies (Guerin and Hennessy, 2004). One of the

main goals of such training and education while studying is the fact that the high level of students' discipline in the classroom allows the teacher to spend more time on teaching the students new knowledge and skills, rather than focusing on proper student behaviour and discipline in class. Good preparation of the beginning teacher to solve difficult situations with a problematic student also creates better conditions for successful learning, i.e. learning with the use of teaching methods that promote durability of the acquired knowledge (Nęcki, Malszewski and Czerwiński, 2012). Permanence of knowledge is primarily guaranteed by search methods. When working with these methods, students should follow all the teacher's instructions, otherwise this part of teaching may prove to be too dangerous – for example, during an experiment or out-of-school trip. Working with a class or a group that is well-disciplined is also a good way to ensure the overall safety of students at school, which has now become an important element in assessing the school by parents and education authorities (Deptuła, 2013). Chaos in the classroom may also prevent the full implementation of the teaching method chosen by the teacher, so that this method often loses its meaning, being carried out only in part. Furthermore, if the students behave correctly, the teacher has more time and energy to be active during the lesson and is more motivated to work with students. Such a teacher is eager to reach for more innovative and creative teaching solutions (Łukasik, Adamska-Staroń and Piasecka, 2009). In the situation of optimal student behaviour, the teacher also has much more time to present new contents in the classroom, instead of silencing students and solving behavioral problems. Moreover, proper responses of the teacher can also teach students attitudes that foster their own development Appropriate teacher reaction in probem situations also develops empathy of students and indicates the needs and rights of other people in the team (MacKenzie, 2019).

The aspect of teachers' health and well-being is also consequential. Difficulties in dealing with students' inappropriate behaviour are often associated with bearing high emotional costs for teachers (Awang-Hashim, Kaur and Noman, 2015; Muchacka-Cymerman, 2017). The feeling of helplessness and negative emotions result in serious psychic burden (Bakker and Costac, 2014). Therefore, one should remember that reducing the number of frustrating situations resulting from the difficulty of maintaining discipline, may result in teachers feeling more satisfied with their work, and thus contribute to the improvement of the relationship between the teacher and students. A teacher who has difficulty in coping with inappropriate student behaviour, including different kinds of student aggression, feels increasingly exhausted. In such a mental condition, their motivation and effectiveness in dealing with difficult educational and didactic situations drop sharply. Apart from that, a teacher working in intense emotional arousal may begin to manifest authoritarian tendencies and react alternately with aggression or withdrawa (Zielińska, 2012). Unfortunately, such behavior can have disastrous consequences. It may be the cause of further and more serious misconduct of students according to the rule that the cause produces the effect, which in turn produces the cause (Strykowska-Nowakowska, 2017; Wosik-Kawali, 2011). Such a situation deepens the already very complicated position of the teacher. Eventually, it can even result in extremely problematic situations in the classroom (Kiezik-Kordzińska, 2008). These include, for example, events in which a teacher who is unable to exceed the boundaries of ethical behaviour by, using violence against students; or vice versa, in which students use violence against a teacher. An example of the latter may be one of events in a Polish school registered by students and then posted on the website. A short video shows a high school teacher who is ridiculed and attacked by students, and eventually students put a bin full of trash on his head during the lesson (https://www.youtube.com/watch?v=Dgle4OfL-zo).

Teaching activities aimed at weakening the actions of the "problematic" student

In the literature on the subject, we can find many dissertations, analyses and concepts exploring the problem of a problematic student in the teaching process. Detailed review of the literature also lets one to get acquainted with a wide variety of ideas aimed at reducing and optimizing difficult situations in the teaching process resulting from the activities of problematic students. There are also critical voices regarding the very notion of discipline at school. On the basis of empiric experience Kohn (2006) indicates that none of the teachers who participated in the study, and in whose classes, there was order, did not intentionally introduce solutions aimed at maintaining discipline. The researcher emphasizes that order in the classroom is the result of many other teacher activities. According to Kohn, the pivotal factors in the area of proper student behaviour and maintaining discipline during lessons are the teaching skills. They determine the structure of the teaching, its division into logical and closely related stages. Such a systematic and logic division makes it easier easier for students to understand new content, arouses their curiosity and at the same time develops their motivation. Such a formula of classes connected with well-developed skills in teacher interpersonal communication also activates students at many moments

of the lesson. Most important, however, are the teaching competencies regarding the use of various teaching strategied and methods. Undoubtedly, the most important among them are search methods and classes in which this type of methods becomes dominant. Most often, these are lessons in which students themselves discover some knowledge by acting as researchers. However, this does not mean that the assimilation method should be undervalued or neglected. They are, of course, valuable, because students cannot come to new knowledge only as a result of experience, experiments and of the method of trial and error. In every collision with a problem it is the student's knowledge that is extremely important, as he or she can quickly apply it in response to a given issue. It is important to remember that students come to school to acquire new knowledge. However, it is more interesting for them to stay at school when they can discover this knowledge by themselves, at least in part. Hence the knowledge of methods that teachers are looking for, including problem methods, or role-playing methods, is so momentous in making suggestions of lessons interesting for their students (Łukasik, Adamska-Staroń and Piasecka, 2009). Depending on the structure of a class and the extent of the tasks that students have, the selection of searching methods can be an extremely weighty element of the teaching process that helps solve problems with troublesome students (Mądry-Kupiec, 2015). Criticism of the teaching efforts to maintain discipline, derived from Kohn's research, is is a valuable contribution to edcational literature. He emphasizes that most of the activities activities focussing on strictness do not achieve the intended results (Kohn, 2006).

As a result, students often toe the line and show off their obedience only to get better grades or appraisal in the eyes of their teacher and school authorities. However, applying such disciplinary teacher strategies does not usually result in the most-anticipated changes in students. They are mainly two-sided manipulations on the side of the teachers and the students, and they do not lead to regular changes in an ethical and moral nature. As a result of such approach, students rarely acquire the right attitudes and social skills that teachers and contemporary school exoect from them. Therefore, it is worthwhile deepening research in the area of teacher activities that discipline students. It is also worth analyzing their effectiveness or lack of expected results when working with a problematic student. At the same time, this means that additional knowledge and specific skills of teachers, proposed both during their teacher-training studies, as well as in the form of training and improving ocupationally active teachers, may prove to be crucial in the process of solving various situations with problematic students. Therefore, research should also extend in the direction of the possibility of introducing new contents during teacher-training studies and the professional work of a teacher. Syllabuses of teacher-training studies often lack a subject that would offer such competence in a practical form. On the other hand, during the training sessions for professionally active teachers the most common problems are the problems with working with the IT devices or the right software at school, not always taking into account the difficulties in working with other people (Pyżalski, 2012).

The importance of interpersonal communication in actions correcting attitudes of problematic students

The diversity of student misconduct is so great that it is difficult to develop even very general strategies for effective teacher behaviour. However, it is possible to undertake an analysis of the teacher activities that are focused on solving the problem and may be helpful in situations of inappropriate behaviour of a problematic student. Among the teaching strategies, apart from the attractively conducted classes, which I emphasized and discussed earlier, a good result can be achieved by the competence of interpersonal communication mentioned in this article. I want to develop this problem here.

In this part of the article I would like to consider the problem of correct interpersonal communication of the teacher, which is one of the key competences of a teacher in the process of education. Along with skills related to the proper organization of work, the crucial aspect for the teacher is to conduct the teaching process constructively. An extensive discourse on this issue could be observed in the past decades. Various aspects of interpersonal communication are subject to detailed research (Nęcki, Maliszewski and Czerwiński, 2012; Ostaszewski, 2014; Strykowska-Nowakowska, 2017; Wosik-Kawali 2011).

The theoretical and practical significance of analysing interpersonal communication skills in education is of great value. As a starting point for her considerations on the importance of interpersonal communication in the education process, the authoress adopted Watzlawick's Pragmatics of Human Communication formulated in the mid-twentieth century. In one of his axioms Watzlawick assumes that it is impossible not to communicate with others (Watzlawick, 1974). I fully agree with this axiom. This means that silence, which can express fatigue, boredom, disapproval, resentment, hostility or some other emotions, is also a message. In an educational situation, it may be the silent teacher, ignoring the student,

not asking questions or not responding to provocative messages of the students. It may also be an unresponsive student who is silent, to any contact attempts made by the teacher. Moreover, Watzlawick assumes that every behavior is a form of communication in itself. The educational space is filled with both verbal and non-verbal messages. At the same time, the importance of consistency between these two types of communication in the process of teaching should be heartily emphasized. This coherence, expressed as authenticity of the teacher, significantly increases effectiveness of didactic activities of teachers in education.

Students usually first detect non-verbal messages in their teacher, because at the beginning of the educational process they mainly listen and observe (Libiszowska-Żółtkowska and Ostrowska, 2019). The next step for students is to focus on receiving verbal messages and to seek coherence for both types of teacher communication. Awareness of these stages can strongly affect planned activities of the teacher in this sphere (Danilewska, 2005). At the same time, such consciousness, resulting in specific changes in the activities applied by a teacher can facilitate and accelerate subsequent stages of establishing correct cooperation between the students and their teacher.

The most significant elements of interpersonal communication for the successful management of the educational process

The authoress of the article wishes to identify and analyze fragments of interpersonal communication, which are the most significant in the educational process in her opinion. Many factors have an impact on the efficient and effective use of the interpersonal communication competence in teaching. The first of these factors is sending and receiving verbal messages in a skillful way. The language of the teacher and the way his thoughts are formulated are as important as the way in which verbal messages are received by students with various verbal problems. In addition to the ability to high-quality literary verbalization the teacher must also have general cultural competence and knowledge about the laws governing the behaviour of people in certain situations. According to Mądry-Kupiec, 2015, the level of communication competences of teachers, with few exceptions, is not particularly high. The authoress believes that virtually none of the fields of teacher studies develops these skills in a separate way, and the basics of rhetoric and eristics, so principal for the work of a teacher, were withdrawn from the faculties of teacher studies a long time ago. Teachers often remain helpless in the face of difficulties in explaining complex and complicated content in a clear and transparent way. Increasingly, they also experience failure in conducting discussions and the art of bringing disputes to a favourable solution. Lack of competence in this area has also been highlighted by the authors of other dissertations (Andrzejewska, 2014; Bakker and Costac, 2014; Kołodziejczyk, 2004). Mądry-Kupiec also rightly proves, that teachers are not always able to decode student messages transmitted through different channels in the right way. The ability to observe and react quickly to the most current events in the classroom becomes extremely important here. It also happens that teachers sometimes do not control their own verbal and non-verbal communication channels well enough (Król-Fijewska, 2013).

Another difficulty in the didactic process is creating certain discoveries and findings in the course of discussion-based learning methods. Thus, shaping the apropriate process of interpersonal contacts together with the ethics and culture of these contacts seems to be an important educational challenge. In the process of communicating with the student during the lesson special attention should be given to reactions and any teacher messages sent to students who have poorly developed verbal skills or speech defects. For a teacher, the skill of patiently waiting for the student to finish his speech becomes extremely important here. Only in such a situation can the teacher receive a complete picture of the student's knowledge (Deptuła, 2013). In addition to the above-discussed verbal communication, an equally important challenge in teaching is also the ability to send and receive non-verbal messages. In this group of factors, the tone and articulation of teacher's voice seems to be extremely important. It is crucial that the voice is not monotonous, sleepy, too loud, too quiet, screaming, nervous or fading. Non-verbal communication in the form of voice modulation plays a vital and not always properly recognised role in teaching. The most important elements of knowledge during the lesson can be emphasized and accentuated by the tone of voice. Besides, the class can also be successfully disciplined by the tone of the voice, in particular by silencing the voice. A teacher well equipped with interpersonal communication skills can also correctly use non-verbal communication elements other than the tone of voice. These include, among others, eye contact, formal distance from the student, moderate and sensitive gestures and proper body posture (Kiezik-Kordzińska, 2008).

It should be stressed that according to Watzlawick, there are two basic levels of communication,

i.e. the level of contents constituting verbal messages, and the relational levels, which include, tone of voice, facial expression, gestures, distance, eye contact and others, are made up by the element of the third recipient. The element is the belief that every participant in the communication process creates his or her version of what is observed and experienced. This interpretation causes that credibility and trust in the information provided by the teacher or, for example, respect for the teacher, can have very different consequences in the teaching process. It depends on both the teacher and the student with whom the teacher communicates. According to the Watzlawick theory, each participant in the communication process believes that the behaviour of the other person is caused by his own behaviour. Watzlawick theory shows that interpersonal communication is complex and cyclic. It is a process in which each party uniquely contributes to changing the way information is relayed. This element of Watzlawick theory is of particular importance for all activities in the field of education. This element of interpersonal communication and the awareness of its existence in the activities of professionally active teachers should be the subject of more detailed research and analyses.

Another element of the interpersonal communication process having a strong impact on the effects of the education process, is the ability to listen actively. Active listening to the teacher triggers the student activity, the well-being, raises the student self-acceptance and gives the student a sense of respect for his/her dignity. In turn, active listening allows the teacher to avoid some passivity in the reception of the student. It means that active listening skills enable both sides of the educational process to be ready for the proper presentation of one's own point of view, argumentation and defence of one's own opinion. In this process, the teacher should improve his skills in the field of constructive criticism and asking questions that will activate the student (Andrzejewska, 2014). The student in the course of active listening to the teacher is, in turn, implemented in the process of developing readiness to listen to others, and, what is very important, taking into account the views of other students and other people in the group. It should be firmly stressed to teach a student proper interpersonal communication effectively, the teacher must have this competence and continually improve and develop it. There are also other elements of interpersonal communication that are principal for the teacher's effectiveness in teaching. These are two strategies: the strategy for avoiding message ambiguity and the strategy for using alternative commands for the student.

Strategies for avoiding message ambiguity and using alternative commands for the students

Apart from the elements mentioned above, the ability to use two communication strategies in education can also play a vital role in the didactic work with a problem student. The first one is the strategy to avoid message ambiguity. This strategy is seldom mentioned in preparation for the profession, which is why less experienced teachers often use ambiguous messages (Strykowska-Nowakowska, 2017). These messages are usually incomprehensible to students or, worse, improperly understood. Hence, they give students, especially problematic ones, the possibility of behaving in a way that are not present in the teacher's message or instruction. These are usually messages that contain information on how to behave, but not the right ones that inform the students what they should do. Such messages as "don't walk all over the classroom" or "don't talk in class" have just such a wrong and incorrect perspective. In the case of the message "don't walk around the class" the students learn that they are not allowed to walk. At the same time, however, they may think that they are allowed to do other things, such as dancing, running, talking, screaming, standing in front of other colleagues' benches or doing many other activities that are not walking in the classroom. The message "don't talk in class" also sounds ambiguous. Apparently, this message means that the students should not talk to their classmates. However, this message is very much in conflict with the student's responsibility to communicate, speak and discuss in class with both the teacher and other students in the classroom. The ambiguity of these messages is that to carry out the command students may behave in different ways. All these behaviors will be the execution of the teacher's order, that is, for example, to stop walking or remain silent. It does not mean, however, that if the students adapt to this message it will result in steps to master the classroom and situations expected by the teacher (Konieczna, 2019).

Another suggested solution for interpersonal communication in the area of teaching interaction is to formulate instructions for the student in the form of an alternative. Less experienced teachers sometimes suggest solutions in the form of mandatory messages. These are messages stating that the student cannot make a choice (Kiezik-Kordzińska, 2008). However, you should be aware that for a student such a situation is extremely uncomfortable, especially when it happens in front of the whole class. Submission to the teacher can sometimes be perceived by the student, especially   a problem student, as a moment

of losing prestige in the eyes of his or her peers.

An order that does not contain an alternative message only indicates how the student should behave at the moment, according to the teacher. An order containing an alternative, for example, "put the phone in a backpack or put it on my desk" gives the student at least two options to choose. Even better, when there are more choices for a student. By choosing one of them, he still carries out the teacher's instructions, but with the knowledge that he did what he decided to do.

Conclusions

The discussed solutions applied in the field of work with problematic students refer to several dimensions and in particular to the applied training methods, the skills of organizing work with the students and competence in the field interpersonal communication. In the light of the reviewed literature on the subject, these diversified and large-scale domains constitute an almost perfect mosaic of effective didactic methods applied by teachers in their work with problematic students. On the other hand, it should be plainly emphasized that the undertaken analysis focuses only on narrow areas of the extremely profuse spectrum of this complex issue. There are two main threads in the analysis carried out in this article. On the one hand, the didactic workshop of a teacher plus his or her ability to apply various teaching methods and create a coherent plan of work with their students, and on the other hand, to use teacher skills in interpersonal communication, which together make up an attempt to find successful solutions in their work with problematic students. These two strands of search are connected by an axiological dimension, mainly related to the reliable diagnosis of the student capabilities and the correct attitude of the teacher towards the student. According to the authoress of the article, the most important element is the teacher's diagnosis and reflection regarding mainly what actions are to be taken coping with the student referred to as the "problem student" will prove the most effective as well as when and how to take them. The great difficulty and challenge are finding individual didactic solutions that will positively change the student behaviour and at the same time help maintain good relations with the student and have a positive impact on his or her development.

Analysis of the problem has allowed the identification of several basic elements conducive to achieving effects in the educational process and improving the relationship between teachers and students. This exploration has also proved the necessity of undertaking further detailed research on didactic work with problem students. In the opinion of the authoress of the article, one of the research directions should be the teachers' skills in establishing contact with problematic students. Specific studies should include teachers active in the profession, examining how they acquire skills in the two areas indicated. The aspect of updating their didactic knowledge, which offers changes and new solutions significantly more often than the area of substantive content related to a specific subject of teaching is very important.

In the future, research should also cover teachers starting work in the profession, determining the level of their competence in the field of working with search methods and communication competences, including, in particular, careful listening to the student, the art of paraphrasing, as well as proper diagnosing and evaluation of the students. Further research in this area may bring valuable results indicating new and effective solutions for didactic work with problematic students. The authoress of the article maintains that detailed research should also provide the answer to the question: whether one should seek to introduce a separate subject in the course of preparation for the teaching profession, which will concern communication strategies in the process of education, or should this content be a part of various subjects implemented during teacher training studies, highlighting the latest trends and modifications in this area. The problem analyzed in the article is developmental. It is not only the number of students who have learning problems that are growing. The scale and variety of behaviour in class, defined as problematic behaviour, is also increasing. In turn, it raises the urgent need to find effective solutions for both, teachers starting work in the profession and for those who have experienced various types of behaviour of problematic students for years. The attempt made by the authoress to analyze difficult areas of work with a problem student indicates the directions of further research and their importance for the effectiveness and practice of the process of education shortly.

Conflict of interests
The author declare no conflict of interest.

References

Allen, J. P., Leadbeater, B. J., & Lawrence Aber, J. (1994). The development of problem behavior syndromes in at-risk adolescents. *Development and Psychopathology, 6*, 323-323. http://www.people.virginia.edu/~psykliff/pubs/publications/dl2.pdf

Andrzejewska, A. (2014). *Dzieci i młodzież w sieci zagrożeń realnych i wirtualnych: aspekty teoretyczne i empiryczne* [Children and youth in the network of real and virtual threats: theoretical and empirical aspects]. Warszawa: Wydawnictwo Difin.

Åsemar, C. (1985). *Studie-och yrkesorienteringens framväxt i grund-och gymnasieskola: en beskrivning av mål, organisation och metoder (rev).* [Study and training orientations from the ground floor and ground and gym school: in description of the organization, organization and methods (rev)]. Umeå universitet. https://www.diva-portal.org/smash/get/diva2:152452/FULLTEXT01.pdf

Awang-Hashim, R., Kaur, A., & Noman, M. (2015). The interplay of socio-psychological factors on school engagement among early adolescents. *Journal of Adolescence, 45*, 214-224. https://doi.org/10.1016/j.adolescence.2015.10.001

Bakker, A. B., & Costa, P. L. (2014). Chronic job burnout and daily functioning: A theoretical analysis. *Burnout Research, 1*(3), 112-119. https://doi.org/10.1016/j.burn.2014.04.003

Bronfenbrenner, U. (1979). *The ecology of human development*. MA: Harvard University Press.

Dambach, K. E. (2003). *Mobbing w szkole: jak zapobiegać przemocy grupowej* [Mobbing at school: how to prevent group violence]. Gdańsk: Gdańskie Wydawnictwo Psychologiczne.

Danilewska J. (2005). *Powstrzymać agresję u progu szkoły* [Stop aggression on the threshold of school], Kraków. Wydawnictwo Uniwersytetu Jagiellońskiego.

Dąbrowska-Bąk M., Pawełek K. (2014). *Opresja w szkole* [Oppression at school]. Warszawa. Wydawnictwo ŻAK -Wydawnictwo Akademickie.

Deptuła, M. (2013). *Odrzucenie rówieśnicze: Profilaktyka i terapia* [Peer rejection: Prevention and therapy]. Warszawa: Wydawnictwo Naukowe PWN.

Giroux, H. (2003). Racial injustice and disposable youth in the age of zero tolerance. *International Journal of Qualitative Studies in Education, 16*(4), 553-565. https://doi.org/10.1080/0951839032000099543

Grube, J. W., & Morgan, M. (1990). The structure of problem behaviours among Irish adolescents. *British Journal of Addiction, 85*(5), 667-675. https://doi.org/10.1111/j.1360-0443.1990.tb03529.x

Guerin, S., & Hennessy, E. (2004). *Przemoc i prześladowanie w szkole: skuteczne przeciwdziałanie agresji wśród młodzieży* [Violence and Bullying at School: Effective Combating Aggression among Young People]. Gdańsk: Gdańskie Wydawn. Psychologiczne.

Hamby, S., Finkelhor, D., & Turner, H. (2012). Teen dating violence: Co-occurrence with other victimizations in the National Survey of Children's Exposure to Violence (NatSCEV). *Psychology of violence, 2*(2), 111. https://doi.org/10.1037/a0027191

Hirschi, T. (1969). *Causes of delinquency.* Berkeley, CA: University of California Press. http://garfield.library.upenn.edu/classics1980/A1980KG03900001.pdf

James, S., & Freeze, R. (2006). One step forward, two steps back: Immanent critique of the practice of zero tolerance in inclusive schools. *International Journal of Inclusive Education, 10*(6), 581-594. https://doi.org/10.1080/13603110500264636

Jessor R. (1991). Risk behavior in adolescence: A psychosocial framework for understanding and action, *Journal of Adolescent Health, 12*(8), 597-605. https://doi.org/10.1016/1054-139X(91)90007-K

Jessor, R. (1992). Risk behavior in adolescence: A psychosocial framework for understanding and action. *Developmental review, 12*(4), 374-390. https://doi.org/10.1016/0273-2297(92)90014-S

Jessor, R., & Jessor, S. L. (1977). *Problem behavior and psychosocial development: A longitudinal study of youth.* New York: Academic Press.

Jessor, R., Donovan, J. E., & Costa, F. M. (1991). B*eyond adolescence: Problem behavior and young adult development.* New York: Cambridge University Press.

Johnston, L. D., O'Malley, P., & Bachman, J. (1988). The generality of deviance in late adolescence and early adulthood. *American Sociological Review, 53,* 81-93. https://doi.org/10.2307/2095734

Kiezik-Kordzińska, E. (2008). *Sztuka unikania konfliktów: jak rozmawiać z nauczycielami i kolegami?* [The art of avoiding conflicts: how to talk to teachers and colleagues?]. Warszawa. Wydawnictwa Szkolne i Pedagogiczne WSiP.

Kmiecik-Baran, K. (1995). *Poczucie alienacji: destruktywne i konstruktywne sposoby minimalizacji* [Sense of alienation: destructive and constructive ways to minimize]. Wydawnictwo Uniwersytetu Gdańskiego. Gdańsk: Wydawca: Gdańskie Wydawnictwo Psychologiczne GWP.

Kohn, A. (2006). *Beyond discipline: From compliance to community.* Alexandria, VA: Association for Supervision & Curriculum Development. https://alfiekohn.org/teaching/pdf/Beyond%20Discipline.pdf

Kołodziejczyk, J. (2004). *Agresja i przemoc w szkole. Konstruowanie programu przeciwdziałania agresji i przemocy w szkole* [Aggression and violence at school. Constructing a program to counteract aggression and violence at school], Kraków. Wydawnictwo Uniwersytetu Jagiellońskiego.. http://ww.powiatwolowski.pl/files/file/Agresja-przemoc-wszkole.pdf

Kołodziejczyk, J. (2007). Szkolny program przeciwdziałania agresji i przemocy [School program for counteracting aggression and violence]. *Psychologia w Szkole, 1*(13), 109-116.

Konieczna A. (2019). *Nasza klasa. Społeczne zachowania przestrzenne i reguły dystansu w społeczności klas szkolnych* [Our class. Social spatial behavior and rules of distance in the school class community]. Warszawa. Wydawnictwo Akademii pedagogiki Specjalnej.

Kožuh A. (2017). *Kompetencje nauczyciela w pryzmacie dydaktyki* [Teacher's competences in the prism of didactics]. Koper: Zalozba Univerze na Primorskem.

Król-Fijewska M. (2013). *Stanowczo, łagodnie, bez lęku* [Firmly, gently, without fear]. Warszawa: Wydawnictwo W.A.B.

Lewicka-Zelent, A. (2012). *Obniżanie poziomu przemocy i lęku młodzieży gimnazjalnej* [Lowering the level of violence and fear among junior high school students]. Lublin: Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej.

Libiszowska-Żółtkowska M., & Ostrowska K. (2019). *Agresja w szkolep* [Aggression at school] . Warszawa. Wydawnictwo: Difin S.A.

Kožuh, A. (2020). Teacher competence in reducing the level of aggression in the classroom, *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 8*(3), 145-153.

Łukasik, B., Adamska-Staroń, M., & Piasecka, M. (2009). *Twórcze myślenie: kreatywny student i nauczyciel* [Creative thinking: a creative student and teacher]. Częstochowa: Wydawnictwo AJD.

MacKenzie R. (2019). *Kiedy pozwolić, kiedy zabronić w klasie* [When to allow, when to forbid in class]. Gdańsk: Gdańskie Wydawnictwo Psychologiczne, GWP.

Mądry-Kupiec M (2015). *Komunikacja werbalna nauczyciela na lekcji* [Verbal communication of the teacher during the lesson]. Krakow: Wydawnictwo Naukowe Uniwersytetu Pedagogicznego.

Mishna, F., & Alaggia, R. (2005). Weighing the Risks: A Child's Decision to Disclose Peer Victimization. *Children & Schools, 27*(4), 217–226. https://doi.org/10.1093/cs/27.4.217

Muchacka - Cymerman, A., & Tomaszek, K. (2017). Syndrom wypalenia w zawodzie nauczyciela i w roli ucznia. Przegląd literaturowy. *Forum Oświatowe, 29*(2(58), 95-115. https://forumoswiatowe.pl/index.php/czasopismo/article/view/526

Newcomb, M. D., & McGee, L. (1991). Influence of sensation seeking on general deviance and specific problem behaviors from adolescence to young adulthood. *Journal of personality and social psychology, 61*(4), 614-628. https://doi.org/10.1037/0022-3514.61.4.614

Newcomb, M. D., Abbott, R. D., Catalano, R. F., Hawkins, J. D., Battin-Pearson, S., & Hill, K. (2002). Mediational and deviance theories of late high school failure: Process roles of structural strains, academic competence, and general versus specific problem behavior. *Journal of counseling psychology, 49*(2), 172–186. https://doi.org/10.1037/0022-0167.49.2.172

Nęcki, Z., Maliszewski, W. J., & Czerwiński, K. (2012). *Komunikacja społeczna – negocjacje-edukacja. Perspektywa wielu kultur* [Social communication - negotiations-education. The perspective of many cultures]. Toruń. Wydawnictwo: Adam Marszałek.

Olweus D. (2007). *Mobbing. Fala przemocy w szkole. Jak ją powstrzymać* [Mobbing. A wave of violence at school. How to stop her]. Warszawa: Jacek Santorski & Company Agencja Wydawnicza.

Olweus, D. (1980). Aggression in the schools: Bullies and whipping BOYS, Washington, Hemisphere Publ. *European Journal of Social Psychology, 10*(1), 101. https://doi.org/10.1002/ejsp.2420100124

Osgood, D. W., Johnston, L. D., O'Malley, P. M., & Bachman, J. G. (1988). The generality of deviance in late adolescence and early adulthood. *American Sociological Review, 53*(1), 81-93. https://doi.org/10.2307/2095734

Ostaszewski, K. (2014). *Zachowania ryzykowne młodzieży w perspektywie mechanizmów resilience* [Risky behaviors of adolescents in the perspective of resilience mechanisms]. Warszawa: Instytut Psychiatrii i Neurologii.

Pyżalski, J. (2012). *Agresja elektroniczna i cyberbullying jako nowe ryzykowne zachowania młodzieży* [Electronic aggression and cyberbullying as new risky behaviors of young people]. Kraków: OWI. https://repozytorium.amu.edu.pl/bitstream/10593/5939/1/Pyzalski_Cyberbullying_OK%20-%20Kopia1.pdf

Rejzner, A. (Ed.). (2004). *Agresja w szkole: spojrzenie wieloaspektowe* [Aggression in school: a multi-faceted view]. Warszawa: Wydawnictwo WSP TWP.

Shechtman*, Z., & Leichtentritt, J. (2004). Affective teaching: a method to enhance classroom management. *European Journal of Teacher Education, 27*(3), 323-333. https://doi.org/10.1080/0261976042000290822

Skiba, R., Ritter, S., Simmons, A., Peterson, R., & Miller, C. (2006). *The Safe and Responsive Schools Project: A school reform model for implementing best practices in violence prevention.* In S. R. Jimerson & M. Furlong (Eds.), H*andbook of school violence and school safety: From research to practice* (p. 631–650). Lawrence Erlbaum Associates Publishers. https://psycnet.apa.org/record/2006-03632-041

Strykowska-Nowakowska, J. (2017). Kompetencje komunikacyjne nauczycieli. *Studia Edukacyjne, (45),* 311-328. https://doi.org/10.14746/se.2017.45.21

Urban B. (2012). *Agresja młodzieży i odrzucenie rówieśnicze* [Youth aggression and peer rejection]. Warszawa: Wydawnictwo: PWN Państwowe Wydawnictwo Naukowe.

Watzlawick (1974). *An Anthology of Human Communication*. California: Pala Alto, Science and Behavior Books.

White, H. R., & Labouvie, E. W. (1994). Generality versus specificity of problem behavior: Psychological and functional differences. *Journal of Drug Issues, 24*(1), 55-74. https://doi.org/10.1177/002204269402400104

Wosik-Kawali D. (2011). *Komuniakcja i edukacja – ku synergiczności porozumiewania się* [Communication and education - towards the synergy of communication]. Toruń. Wydawnictwo: Adam Marszałek.

Zielińska M. (2012). J*ak reagować na agresję uczniów?: skuteczne techniki radzenia sobie z problemem* [How to respond to student aggression?: Effective coping techniques]. Gdańsk: Wydawca: Gdańskie Wydawnictwo Psychologiczne GWP.

Methodology of Comparative Research in Education: Role and Significance

Danijela Milošević[1], Jelena Maksimović[1]*

[1]University of Niš, Faculty of Philosophy, Department of Pedagogy, Niš, Serbia,
e-mail: d.milosevic-15811@filfak.ni.ac.rs; jelena.maksimovic@filfak.ni.ac.rs

Abstract: Research interest in the comparison of education systems emerged parallel with the study of social development and the general globalization of social resources. The contemporary context of research discourse puts researchers in a position of necessary collaboration and partnership, with a special emphasis on the comparative analysis of educational phenomena. The aim of this study is the analysis of the theoretical understandings of the role of comparative research in the cognition of pedagogical phenomena as well as the transformation of the comparative methodological apparatus in the contemporary context. The research tasks are aimed at analyzing the historical development of comparative research, epistemology, the function of comparative research in pedagogy, as well as its importance in pedagogy. The importance of developing pluralism in the methodological approach of comparative research is emphasized in order to strengthen research capacities for its future development in pedagogical sciences. The study relies on the historical method and the method of source content analysis.

Keywords: epistemology of comparative research, comparative pedagogy, quantitative methodological approach, qualitative methodological approach, education systems.

Introduction

The development of comparative pedagogy has gone through various crises of terminological determination precisely because its subject has been studied by other social sciences. An agreement in research methodology was achieved during the twentieth century, so it can be said that its epistemological field is based on positivism, relativism and historical functionalism (Schneider et al., 1961; Bray, Adamson and Mason, 2007; Epstein, 2008; Kaloyannaki and Kazamias, 2009; Manzon, 2018). Such a foundation has contributed to the development of comparative research that is highly susceptive to geopolitical, national and social demands and interests. Therefore, it is highlighted that the place of comparative research is between institutional structures and intellectual discourse (Manzon, 2018).

What distinguishes the methodology of comparative research from other research is the approach it uses. The area of interest of comparativists is focused on different cultures and countries, but also other education systems. Comparativists start from what can be compared realistically, using all the research methods that other researchers employ in their investigations (Phillips, 2006). Therefore, comparative research involves a huge range of approaches that are available to researchers and that depend on the area that is being investigated. Hence, it can be said that the interest in comparative research is based on the discovery of many pedagogical issues and problems. In that respect, the function and contribution of comparative pedagogy is reflected in studying the content, methods and techniques of the educational process, but its application is also visible in a wider social context. The methodology of comparative research in pedagogy is considered precisely through the aim of this paper, which includes the analysis of the theoretical understandings of the role of comparative research in the cognition of pedagogical phenomena as well as the transformation of the comparative methodological apparatus in the contemporary context. The study emphasizes the importance of comparative research in pedagogical epistemology, with special reference to the place of comparative research and its role in the changes of education systems. The following are examined by conducting research tasks: the development of comparative research epistemology; the methodological apparatus of comparative research; the function of comparative research in pedagogy; and the place that comparative research has in pedagogy. The study relies on the historical method and the method of source content analysis.

---
[*]Corresponding author: d.milosevic-15811@filfak.ni.ac.rs

History of comparative research

The impetus for conducting comparative research in education has comprised a number of reasons: political and ideological (a necessity to establish education on different foundations after changing socio-political circumstances, liberation from colonialism, etc.), economic (the introduction of changes to encourage economic progress), cultural (the cooperation of countries that have a similar tradition, culture and language), pedagogical (solving problems common to a number of countries, implementing reforms), etc. (Halls, 1990).

During its development, there have been disagreements among authors regarding the origin and development of comparative research (Phillips, 2006; Bray, Adamson and Mason, 2007; Epstein, 2017; Manzon, 2018). They are present even among the most influential researchers (Tamtik, 2014) in terms of the multidimensionality and complexity of the research apparatus of comparative research.

At the beginning of its development, the interests of comparative pedagogy were based on the researchers' initial humanistic side. Namely, on the basis of humanism and democracy, comparative research was aimed at learning the dynamics of educational development, which enabled policy makers to improve the living conditions of citizens. At the end of the Second World War, there were some changes, reflected in the abandonment of the humanistic conception and the emergence of elitism among researchers. Comparative research ceased to be focused on cognition and became an instrument of the state in creating its own socialist and communist apparatus. The role of education in social and economic development was considered, i.e. the answer to the question of how education could contribute to the economic development and democratization of society was sought. Thus, implementing education policy and conducting a successful reform came to the fore, and education policy makers and researchers tried to find the best way to respond to new demands (Mattheou, 2009; Manzon, 2018). Until the late 1930s, the field of comparative pedagogy was still quite limited. It was mainly about understanding and explaining from a historical perspective how and why a certain education system developed in a way different from others. Accelerated development and a strong driver for the implementation of international comparisons in the field of education contributed to the process of globalization, but also to the development of social sciences (and empirical research). Due to the accelerated progress of information and communication technologies, there has been a greater availability of information and a greater mobility of researchers (Spasenović, 2013). It is exactly these reasons that have contributed to the flourishing of comparative research and its focus on important social changes.

Due to the influence of the technological revolution, there has been a growing interest of researchers when it comes to the comparative research of education systems. An adequate analysis and understanding of the education system of any country, as well as other systems (social, political, cultural, etc.), is almost impossible without comparison. That is why comparative research is a necessary instrument of cognition, which opens new dilemmas and questions for researchers. As comparative research is based on the necessary cooperation and establishment of partnerships between researchers from different countries, it is necessary to harmonize the terminology. In pedagogy, the terms comparative education/pedagogy and comparative research are used. However, when the problem of terminological nature is overcome, another one arises. In order to gain a more complete insight into a certain education system and to plan further development processes, it is necessary to have an understanding and knowledge not only of the functioning of education systems, but also of the education policy and practice of both countries (Spasenović, 2013).

Based on the consideration of the history of comparative research, which concerns the first task of this paper, it can be concluded that there are disagreements among authors with regard to its origin and development, which is still ongoing. On the other hand, there are agreements when it comes to changes in its implementation which followed the emergence of globalization and external and internal changes in countries. Comparative research lies between the institutional and intellectual framework. On the one hand, it relies on the need of institutions for comparative analysis in order to develop and improve them through the use of a better model of other institutions. On the other hand, the intellectual need seeks to systematize and establish the rules of ownership. Therefore, this leads to a change in its focus, as well as in the function of the methodological apparatus, which is discussed in the following section.

Methodological apparatus of comparative research

This section of the study discusses the methodological apparatus of comparative research and its importance in pedagogical practice. Comparative pedagogy is reviewed as a relatively new scientific

paradigm, as well as the quantitative and qualitative approach in the research of comparative educational phenomena.

Comparative research finds a theoretical basis in the social sciences, so the change in the dominant paradigm in the social sciences has caused a change in comparative pedagogy. This includes the rise of positivism in the 1960s and 1970s and the popularity of postmodernism in the 1980s and 1990s (Crossley, 2000).

In order to further investigate the phenomenon of the research apparatus, Rust et al. (1999: 100) analyzed English-language papers in journals such as: Comparative Education Review published in the USA, Comparative Education published in Great Britain and The International Journal of Educational Development also published in Great Britain. Analyzing papers from the 1960s, they found that 48.5% were based on literature review and 15.2% on historical analysis. During the 1980s and 1990s, they found a decline in the two categories: 25.7% of papers were based mainly on literature review and 5% on historical analysis. Based on the application of interviews and questionnaires, increases are observed in project analysis, as well as in observation and research. In this regard, the use is directed towards the standard instruments of the social sciences. When it comes to investigating the use of methods, based on 427 papers published in 1985, 1987, 1989, 1991, 1993 and 1995, it was found that: 71.2% of published papers used a qualitative method, 17.3% used a quantitative method and 10.8 % used a combination of a qualitative and a quantitative method. Their conclusions indicate that there is no tendency for comparative researchers to rely on similar philosophical assumptions. Comparativists tend to see reality subjectively and in multiple ways, rather than objectively and in a uniform manner. Epistemologically, they tend to interact with the subject of research, instead of acting independently and remotely. However, this does not diminish the scientific basis of comparative research. On the contrary, it indicates that the strategies are directed towards the users of that research.

The main objection to macro research is that it does not reach the coverage and understanding of everyday school life, which is crucial for the educational process. The study of macro problems, that is, the study of school systems in all their dimensions, does not enable the perception of all specific pedagogical problems. Thus, a micro approach in the perception of education systems is recommended, which narrows the area of research. It is the micro approach that enables a detailed study of a problem, understanding the historical and cultural aspect. Methodologically, this would mean advocating for the qualitative approach and reliance on the school, class, group or individuals, in order to explore the manifest characteristics of the school community (Spasenović, 2013). However, the question is whether the qualitative approach and the problem with analysis, explanation and prediction provide a "scientific" approach to comparative research. According to everything mentioned above, the answer is yes. The development of the methodological apparatus in data collection and analysis is becoming more and more scientific in nature. In comparative studies, research techniques do not differ much from the techniques used in medicine, psychology and other social sciences. However, comparativists continue to introduce advantages into the research, but also disadvantages that are reflected in personal preference. For instance, a physicist strives for rigorous hypotheses testing and the replication of results, an economist seeks complex connections between education and economic performance and uses statistics, and a historian prefers to use a speculative philosophical approach, relying on invaluable evidence. It is important to emphasize that a comparative study of today's phenomena is not possible without studying the historical aspect (Phillips, 2006).

Research commitment to promote qualitative methodology enables the critical inclusion of the social construction of knowledge, the epistemological relationship of power and the sociocultural development of identity. In this way, academic freedom is preserved due to different epistemology and methodology in comparative research. This also contributes to a richer understanding of reality through original works (Otsuka, 2009; Silova and Brehm, 2010). However, a threat to the qualitative research paradigm is globalization. It contributes to neglecting the culture of mediation of global policies at multiple levels of education and positivist-oriented research (Vulliamy, 2004). On the other hand, this threat reveals the power of the qualitative paradigm in comparative research, as it represents a means of linking theory, policy and practice by establishing local and global connections in policy making. The qualitative approach makes a particularly significant contribution to developing countries, as it provides knowledge about the real experiences of students and teachers (Kazamias, 2001).

The bottom-up approach can help to identify differences between policies and practices for identifying unintended outcomes or processes in their natural environment. It can be concluded that the qualitative approach is an integral part of comparative research or at least should be for a full understanding of the compared phenomena. By using positivist methodology in comparing phenomena, personal or tacit experiential knowledge, historical or social context, political or social values are omitted. Due to the absence of certain elements, the phenomena cannot be systematically re-examined and viewed from

every aspect (Zha and Tu, 2016).

Noah and Eckstein (1969: 65) single out three methodological phases in comparative research: the first phase characterized as data collection, an encyclopedic and somewhat non-selective approach; the second phase with an emphasis on explanation rather than description that seeks historical and cultural context; the third phase, which is a new mainstream methodology that involves the use of empirical methods of the social sciences and self-awareness of procedures. Kazamias (1961) distinguishes between the new and the old methodology in comparative research. The old is descriptive, prescriptive and indiscriminately mixing "what is" with "what should be". The new methodological approach is philosophical, functional, problematic, more analytical and scientific.

Given the development of the methodological apparatus in stages, the usefulness and value of an appropriate alternative approach becomes confusing. What is quite clear is that with the maturation of comparative research, the tendency of objectivity in the study of education grows. This makes researchers uninterested and ideologically impartial observers of the relationship between school systems (Epstein, 1983).

Based on authors' previous views, it becomes clear that only a combination of qualitative and quantitative methods in comparative research can contribute to a more realistic view of the compared educational phenomena. Zha and Tu (2016) argue that mixed methods fit comparative studies perfectly, as they seek to collect data to make meaningful comparisons about the experience and performance of education systems in different countries. Comparative research by nature attempts to explain why education systems differ and investigates how education relates to broader social factors and forces. Basically, the approach of mixed methods can adequately support the goals of comparative research, provided that the quantitative component serves confirmatory goals, and the qualitative component serves research goals. This view is well-founded because comparative research is interdisciplinary and cross-cultural. Therefore, it is necessary to avoid any possibility of narrowing and suggesting that one program or method is adequate for the complexity of research subjects such as education (Ruscoe and Nelson, 1964; Holmes, 1984).

Theoretical and empirical studies indicate that comparative research can be spoken of as a multimethod form of research. Although importance is given to the quantitative paradigm, the increasing application of the qualitative approach and a combination of different research procedures is seen in comparative research. Regarding the application of comparative research in pedagogy, the micro approach in the perception of education systems is important, as well as the application of the qualitative approach in discovering important pedagogical issues and problems of educational practice.

Function of comparative research in pedagogy

From the previous sections, it can be concluded that the comparativists of the 19th century put emphasis on national school systems and this approach was maintained until the middle of the 20th century. Research was aimed at collecting data from the national level on the functioning of different segments of the school system, classifications and comparisons. It relied on national characteristics such as: political order, religion, culture and language, in order to interpret the differences (Green, 2003). Comparisons have become a fascination of comparativists, especially today when the international exchange of ideas and practices in the age of globalization is in the spotlight. The value of pedagogy is in providing theoretical and practical knowledge. Its function is not only directed towards the study of teaching and learning. Its role is visible within national systems and the understanding and examination of internal phenomena. The importance of comparative pedagogy is reflected in the increasing application of the potential for the analytical framework (Alexander, 2009). Although the value of comparative pedagogy is highly important, one gets the impression that the areas of comparative interest in education are underrepresented topics, which are closely related to pedagogical issues. Thus, topics that are close to other scientific disciplines such as sociology and economics are more present. The issues and problems that are addressed in comparative research are mostly topics related to social factors that shape education (economic, political, demographic, philosophical, etc.), as well as topics related to various aspects of the education system (Spasenović, 2013). Similarly, Noah (1984) believes that comparative research enables the perception of similarities and differences in pedagogical phenomena in different countries. He points out that it is also necessary to explain the causes or reasons for these similarities or differences. He emphasizes that authoritarian relations in school may indicate authoritarian relations in society (politics) or that an inefficient use of resources intended for education may indicate an inability to use resources effectively in industry or agriculture. Thus, a comparative study of education can be useful for understanding the

value systems, culture, and progress of the compared societies. Furthermore, the cultural approach essentially encompasses issues related to universal characteristics. Such an approach enables a deeper examination of contemporary phenomena in their historical retrospective and helps the comprehension of the connections between the present and the future in pedagogical processes. In that way, the level of objectivity of the obtained data is raised because real pedagogical phenomena are examined in a socio-cultural context (Chigisheva, 2015). The study of other school systems, together with the socio-cultural aspect, enables the verification of the observed regularities in relation to another system which implies different conditions (Spasenović, 2013).

The field of comparative pedagogy is closely related to the processes of globalization, perhaps more than most other areas of academic research. The interest is focused on cross-national analyzes. The field of interest leads researchers to look outside while the influences of that same globalization are happening inside. The cross-national forces of change are reflected in dominant paradigms, methodological approaches and research focuses (Bray, 2002).

Much of contemporary comparative pedagogy has remained narrowly empirical, positivist, or reform-oriented. However, the question arises as to whether comparative research in this regard is needed under the auspices of globalization and the phenomenon of the "global village". Globalization is not far from eliminating diversity in the world, which makes comparison and contrast impossible. If the presence and further contrasts in society are noticed, especially in pedagogical processes, a comparison is possible. Therefore, the focus is no longer on the pure quantification of the characteristics of education systems, but on the nuances that influence the creation of such a system (Green, 2003).

It is evident that there is a general agreement among authors regarding the most general definition of the functions of the comparative study of education. Differences exist in terms of a more specific level. That is why it is important to consider all these levels of functions of the comparative analysis of school systems. It is Noah (1984) who points out the functions of comparative research. As one of the functions, he emphasizes data recording, description and aspects of school systems and their comparison. Comprehending the broader context provides an understanding of the school system and factors (historical, economic, political, etc.) and their interpretation is one of the equally important functions. An important role of comparative research is also evaluation. It provides an opportunity to assess the effectiveness of one's own education system compared to the systems of other countries. The results of international evaluation studies have encouraged many countries to develop new education policy measures and to initiate major reforms. On the other hand, the findings of comparative research are a great help to decision makers in creating education policies and implementing reforms. Comparative research provides new insights into other systems and other environments. This also indicates their function, which includes learning about their problems and the difficulties of the process itself.

Hence, not only is the function of comparative research reflected in determining the similarities and differences of education systems, but there is also a tendency to determine the internal dynamics of educational processes in a particular context. It is precisely these nuances that comprise pedagogical phenomena that cannot be excluded from the study subject. That is why the function of comparative pedagogy is important, because, as Alexander (2009) points out, it reveals the way in which what takes place in the classroom reflects on the whole society.

Place of comparative research in pedagogy

Based on the considerations in the previous sections, it can be determined that comparative research uses a pluralism of methodological approaches and techniques. Thus, it does not remain on the surface but tends to establish the causes of the differences that exist between the compared objects. In that way, comparative research becomes a significant form of transmission of positive experiences, which enables the correction of educational practice.

The questions that arise from the previous analysis, and which are asked by comparativists, are: why study education systems, especially national ones; what else should comparativists explore and how; what defines the field of comparative pedagogy? Wilson (2003) defines comparative pedagogy as an intersection of the social sciences, education and cross-national study which attempts to use cross-national data to test propositions about the relationship between education and society and between teaching practices and learning outcomes. Its development is influenced by globalization, often mentioned in the previous analysis. Under its influence, the number of student exchanges, online education, crossing state borders, accelerated cultural permeation among nations and educational institutions has increased. On the other hand, international comparison is also facing challenges in these conditions.

The implications are numerous, among which Marginson and Mollis (2001: 612-613) single out five that reconstruct comparative pedagogy:

1. Analytical framework. Scientists should compare countries with countries in a broader context. At the same time, it is pointed out that global effects are contested and uneven and differ among peoples, regions and institutions.

2. Units of analysis. The traditional comparative map of the world, in which all nations are formally similar and ranked according to the degree of development on a single scale, is more inadequate than ever. It does not explain power relations among nations and hides qualitative national differences. Globalization requires a new geopolitical cartography that follows the flows of global effects and the patterns of imitation, difference, domination and subordination in education policy and practice.

3. Cross-border international education. Cross-border trade in international education has become an important subject of research in itself. Such trade raises questions about the identity of student mobility and the attributes required for teachers, institutions, and systems. Subtopics include tensions between national practices and national cultures, as well as the rapid growth of online education communities.

4. Forms of identity. Globalization opens up a new potential for non-national forms of identity. The traditional focus on the nation-state has diminished supranational cultural and religious identities and obscured intra-national regional diversity in educational participation, resourcing, and outcomes.

5. The impact of globalization at the national level. Modern education systems are still organized at the local and national level and are still subject to national regulation. The trends of increased mobility and cosmopolitanism have major implications for the policy of preparing citizens in education. Therefore, the need for further research into the measures of international agencies and other forms of national education policy is pointed out.

Thus, the importance of the starting point that comparative education has a very important, but also a different role in the era of globalization is recognized. This is why it is seen as a means and aid to empower the academic community and practitioners in understanding the changes that have taken place. This does not mean, however, that the nation-state should be rejected as a unit of analysis, but only focus on the key issues affecting education within individual countries. Based on these conclusions, it follows that the implementation of comparative research in education can be useful for both pedagogical theory and practice. Phillips (1999: 16) recognizes the importance of comparative research in the following:

1. it offers criteria (standards) in relation to which the success of the functioning of education systems is assessed;

2. it provides information of a descriptive and explanatory nature that enables the consideration of various solutions in different contexts;

3. it helps in considering alternative solutions in relation to those that exist in their own system;

4. it indicates the possible consequences of certain actions by considering the experiences of other countries;

5. it plays a very important instructive and supportive role in the process of planning education reforms in cases where it is useful to look at the experiences of others;

6. it contributes to the development of theoretical knowledge within which educational phenomena are described and analyzed;

7. it contributes to the strengthening of cooperation and mutual understanding between nations by perceiving cultural similarities and differences, as well as their interpretation;

8. it is of great intellectual importance, in the same sense as comparative studies in the field of religion, literature, law and the like.

The need for comparative research is reflected in the study of precedents in other countries for the purpose of planning and reforming education (Zha and Tu, 2016). However, the role and place of pedagogy in comparative research is in examining and understanding educational phenomena, processes and conditions. Without pedagogical knowledge, comparative research loses the possibility of the pedagogical projection of school systems development as well as of social development.

Conclusion

The aim of this study includes the analysis of the theoretical understandings of the role of comparative research in the cognition of pedagogical phenomena as well as the transformation of the comparative methodological apparatus in the contemporary context. Given this intention, it can be concluded that the analyzes conducted in this study indicate the importance of using the quantitative and the qualitative paradigm, as well as their combination in the examination of different phenomena and processes. The

pluralism of the methodological apparatus, approaches and techniques makes comparative research unique in its contribution to pedagogical science, because it considers pedagogical processes in all their complexity. Precisely because of their multidimensionality and complexity, comparative research has an academic and practical contribution to the study of pedagogical phenomena and changing education policies. Their application encourages the exchange of intellectual goods and partnerships in the exchange of successful practices. On the other hand, pedagogical phenomena are an inexhaustible source of cognition, because they contain a humanistic orientation which is always the subject of interest of comparativists. That is why pedagogical science offers a new civilizational approach, with different views on the development of education systems.

The significance of this study is recognized first in the analysis of the roles and functions of the methodology of comparative research in pedagogy. The insight gained when it comes to the methodological apparatus is that all methods and techniques that can be found in pedagogical research are present in comparative research. The methodology of comparative research enables the discovery of important pedagogical issues and problems concerning the contribution to the development of education systems. It provides an opportunity for a deeper understanding of the value systems, culture and progress of the compared societies (Stanković, Maksimović and Osmanović, 2018). Comparative research in pedagogy is important in terms of offering the standards of success, interpreting phenomena, giving solutions, pointing out consequences and interpreting cultural similarities and differences. On the other hand, their focus on comparing external rather than internal processes and phenomena is noticeable. In this regard, the importance of the methodological openness of comparative research, i.e. the connection between the quantitative and the qualitative paradigm, is pointed out, in order to strengthen research capacities for its future development in pedagogical science.

Conflict of interests
The authors declare no conflict of interest.

References

Alexander, R. (2009). Towards a comparative pedagogy. In R. Cowen, & A.M. Kazamias (Eds.), *International handbook of comparative education* (pp. 923-939). Dordrecht: Springer. http://dx.doi.org/10.1007%2F978-1-4020-6403-6_59

Bray, M. (2002). Comparative education in the era of globalisation: Evolution, missions and roles. *Revista Española de Educación Comparada, 8*, 115-135. Retrieved from https://bit.ly/2JwbQT7

Bray, M., Adamson, B., & Mason, M. (2007). *Comparative education research: Approaches and methods.* Comparative Education Research Centre. The University of Hong Kong. https://psycnet.apa.org/doi/10.1007/978-1-4020-6189-9

Chigisheva, O. (2015). Globalization and its influence on comparative education methodology. *Bulgarian Comparative Education Society, 13*(2), 131-137. Retrieved from https://files.eric.ed.gov/fulltext/ED568931.pdf

Crossley, M. (2000). Bridging Cultures and Traditions in the Reconceptualisation of Comparative and International Education. *Comparative Education, 36*(3), 319-332. https://doi.org/10.1080/713656615

Dyankova, G. (2018). Research of cognitive exchange specifics in teachers academic training. *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 6*(3), 1-14. https://doi.org/10.5937/ijcrsee1803001D

Epstein, E.H. (1983). Currents left and right: ideology in comparative education. *Comparative Education Review, 27*(1), 3-29. Retrieved from https://bit.ly/3mkDDUZ

Epstein, E.H. (2008). Setting the normative boundaries: Crucial epistemological benchmarks in comparative education. *Comparative Education 44*(4), 373-386. https://doi.org/10.1080/03050060802481405

Epstein, E.H. (2017). Is Marc-Antoine Jullien de Paris the "father" of comparative education? *Compare, 47*(3), 317-331. https://doi.org/10.1080/03057925.2016.1254542

Green, A. (2003). Education, globalisation and the role of comparative research. *London Review of Education, 1*(2), 83-97. https://doi.org/10.1080/1474846032000098464

Halls, W.D. (1990). *Comparative education: contemporary issues and trends.* London: J. Kingsley Publishers.

Holmes, B. (1984). Paradigm shifts in comparative education. *Comparative Education Review, 28*(4), 584-604. https://doi.org/10.1086/446469

Kaloyannaki, P., & Kazamias, A. M. (2009). The modernist beginnings of comparative education. The proto-scientific and the reformist-meliorist administrative motif. In R. Cowen, & A.M. Kazamias (Eds.), *International Handbook of Comparative Education* (pp. 11-30). Dordrecht: Springer.

Kazamias, A.M. (1961). Some old and new approaches to methodology in education. *Comparative Education Review, 5*, 90-96. https://doi.org/10.1086/444876

Kazamias, A.M. (2001). Re-Inventing the historical in comparative education: Reflections on a protean episteme by a contemporary player. *Comparative Education, 37*(4), 439-449. https://doi.org/10.1080/03050060120091247

Manzon, M. (2018). Origins and traditions in comparative education: Challenging some assumptions. *Comparative education, 54*(1), 1-9. https://doi.org/10.1080/03050068.2017.1416820

Marginson, S., & Mollis, M. (2001). The door opens and the tiger leaps: Theories and reflexivities of comparative education for a global millennium. *Comparative Education Review, 45*(4), 581-615. https://doi.org/10.1086/447693

Mattheou, D. (2009). The scientific paradigm in comparative education. In R. Cowen, & A.M. Kazamias (Eds.), *International*

Handbook of Comparative Education (pp. 11-30). Dordrecht: Springer.

Noah, H. J., & Eckstein, M. A. (1969). *Toward a Science of Comparative Education*. London: Macmillan. https://doi.org/10.1080/00131727009340421

Noah, H.J (1984). The use and abuse of comparative education. *Comparative Education Review, 28*(4), 550-562. https://doi.org/10.1086/446467

Otsuka, Y. (2009). The challenges of fieldwork in comparative education studies in Japan: A methodological consideration. *Educational Studies in Japan: International Yearbook, 4,* 37-51. Retrieved from https://files.eric.ed.gov/fulltext/EJ912718.pdf

Phillips, D. (1999). On comparing. In R. Alexander, P. Broadfoot & D. Phillips (Eds.), *Learning from comparing: New directions in comparative educational research, context, classrooms and outcomes* (pp. 15-20). Oxford: Symposium books.

Phillips, D. (2006). Comparative education: Method. *Research in Comparative and International Education, 1*(4), 304-319. https://doi.org/10.2304%2Frcie.2006.1.4.304

Ruscoe, G. C., & Nelson, T.W. (1964). Prolegomena to a definition of comparative education. *International Review of Education, 10*(4), 385-392. https://doi.org/10.1007/BF01416166

Rust, V.D., Soumaré, A., Pescador, O., & Shibuya, M. (1999). Research strategies in comparative education. *Comparative Education Review, 43*(1), 86-109. Retrieved from https://bit.ly/2KUMTBr

Schneider, F., Kirkpatrick, U., Fellner, L., & Bereday, G. (1961). The immanent evolution of education: a neglected aspect of comparative education. *Comparative Education Review, 4*(3), 136-139. https://doi.org/10.1086/444845

Silova, I., & Brehm, W.C. (2010). For the love of knowledge: William W. Brickman and his comparative education. *European Education, 42*(2), 17-36. https://doi.org/10.2753/EUE1056-4934420202

Spasenović, V. (2013). *Školski sistemi iz komparativne perspektive* [School systems from a comparative perspective]. Belgrade: Institute of Pedagogy and Andragogy, Faculty of Philosophy.

Stanković, Z., Maksimović, J., & Osmanović, J. (2018). Cognitive theories and paradigmatic research posts in the function of multimedia teaching and learning. *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 6*(2), 107–114. https://doi.org/10.5937/ijcrsee1802107S

Tamtik, M. (2014). Book review. *Canadian and International Education, 43*(2), 1-6. Retrieved from https://bit.ly/3muEna8

Vulliamy, G. (2004). The impact of globalization on qualitative research in comparative and international education. *Compare, 34*(3), 261-283. https://doi.org/10.1080/0305792042000257112

Wilson, D. (2003). The future of comparative and international education in a globalised world. *International Review of Education, 49*(1-2), 15-33. Retrieved from https://bit.ly/2JdIwRB

Zha, Q., & Tu, D. (2016). Doing mixed methods research in comparative education: Some reflections on the fit and a survey of the literature. In A. W. Wiseman & E. Anderson (Eds.), *Annual Review of Comparative and International Education 2015* (pp. 165-191). Emerald Group Publishing Limited. https://doi.org/10.1108/S1479-367920150000028014

LIST OF REVIEWERS FOR YEAR 2020

International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE) would like to acknowledge the following reviewers for their assistance with peer review of manuscripts for issues in 2020. Their comments and suggestions were of great help to the authors in improving the quality of their papers. Each of the reviewers listed below returned at least one review for these issues.

Thank you Reviewers!

List of International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE) reviewers in 2020:

- Amrit Mukherjee, Anhui University, China
- Anna Kožuh, University of Primorska, Slovenia
- Bakaeva Aleksandrovna, Southern Federal University, Russian Federation
- Biljana Novković-Cvetković, Faculty of pedagogy, University of Nis, Serbia
- Blaženka Bačlija Sušić, University of Zagreb, Faculty of Teacher education, Croatia
- Borče Kostov, Faculty of Philosophy, Ss. Cyril and Methodius University, Skopje, Republic of North Macedonia
- Deniz Ozcan, Samsun Ondokuz mayis University, Turkey
- Despina Sivevska, Faculty of educational sciences, Goce Delcev University, Republic of North Macedonia
- Dimitrinka Georgieva Tsonkova, University of Veliko Tarnovo, Bulgaria
- Dijana Drandić, Istrian University of Applied Sciences, Croatia
- Dimitrinka Georgieva Tsonkova, St.Cyril and St.Methodius University of Veliko Turnovo, Bulgaria
- Eduard Balashov, National University of Ostroh Academy, Ukraine
- Eko Setyadi Kurniawan, Universitas Muhammadiyah Purworejo, Indonesia
- Elena Romanova, Altai State University, Russian Federation
- Evgenija Topolska, St Cyril and St Methodius University of Veliko Turnovo-Vratsa Branch, Bulgaria
- Ezgi Pelin Yıldız, Kafkas University Department of Computer Education Information Technology, Turkey
- Fezile Ozdamli, Near East University, Cyprus
- Gabdulina Ludmila Ivanovna, Southern Federal University, Russian Federation
- Gergana Dyankova, South-West University, Bulgaria
- Grozdanka Gojkov, Serbian Academy of Education, Serbia
- Helen Makarova, Don State Technical University, Russian Federation
- Huseyin Uzunboylu, Higher Education Planning, Supervision, Accreditation and Coordination Board, Cyprus
- Inna Akhyamova, Yekaterinburg Academy of Contemporary Art, Russian Federation
- Ivana Visković, University of Split, Faculty of Philosophy, Croatia
- Jelena Maksimović, University of Niš, Faculty of Philosophy, Department of Pedagogy, Niš, Serbia
- Jee Fenn Chung, BERJAYA University College, Malaysia
- Jorge Eliécer Villarreal Fernández, Félix Henao Botero Educational institution, Colombia
- Karina Kolesina, Southern Federal University, Russian Federation
- Kenzhetaeva Roza, KazNPU named after Abai, Kazakhstan
- La Misu La Misu, Universitas Halu Oleo, Indonesia
- Liudmila Dikaya, Southern Federal University, Russian Federation
- Łukasz Tomczyk, Pedagogical University of Cracow, Poland
- María Espada, Universidad Politécnica de Madrid, Spain
- Marja Nesterova, National Pedagogical Dragomanov University, Ukraine
- Michał Szyszka, WSB University, Poland

List of reviewers for year 2020

International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 8(3), 163-164.

- Maria Vyshkvyrkina, Southern Federal University, Russian Federation
- Mohammad Faizal Amir, Universitas Muhammadiyah Sidoarjo, Indonesia
- Mourad Ali Eissa Saad, Kie University, Egypt
- Murat Tezer, Near East University, Cyprus
- Muzafer Saračević, Department of Computer sciences, University of Novi Pazar, Serbia
- Natalia Natalia, Universitas Kristen Indonesia, Indonesia
- Natalia Sklyarova, Southern Federal University, Russian Federation
- Nurul Afifah Binti Azlan, Tenby Schools Setia Eco Hills, Malaysia
- Oksana Vladimirovna Barsukova, Southern Federal University, Russian Federation
- Olga Mihailova, Peoples' Friendship University of Russia (RUDN University), Russian Federation
- Olha Nesterova, Dnipro University of Technology, Ukraine
- Ozrenka Bjelobrk Babić, University of Banja Luka Faculty of Philosophy, Republic of Srpska
- Razet Grimsoltanova Elbrusovna, State budgetary professional educational institution, Russian Federation
- Ramil B. Arante, Caraga State University, Philippines
- Ryumshina Liubov, Southern Federal University, Russian Federation
- Shabnam, National Institute of Technology (NIT), Kurukshetra, India
- Sabina Vidulin, Academy of Music in Pula, University of Juraj Dobrila in Pula, Croatia
- Sergey Victorovich Shcherbatykh, Vice-Rector for Academic Affairs, Bunin Yelets State University, Yelets, Russian Federation
- Shaveta Sharma, CT University, Ludhiana, India
- Shiva Ram Male, Dr.RB-visual Psychophyscs research and Innovation Lab, School of medical Sciences, University of Hyderabad, India
- Snježana Dubovicki, Faculty of Education, Josip Juraj Strossmayer University of Osijek, Croatia
- Suhail Rafiq Mir, Aligarh Muslim University, Aligarh, India
- Svetlana Angelova, St Cyril and St Methodius University of Veliko Turnovo" – Vratsa Branch, Department of Pedagogy and Didactics, Veliko Turnovo, Bulgaria
- Svetlana Pandilovska, State University of Tetovo, Republic of North Macedonia
- Tahir Tavukcu, The Ministry of Education and Culture of Northern Cyprus, Cyprus
- Tatiana Belykh, Saratov National Research University named after N.G. Chernyshevsky, Russian Federation
- Tatiana Salimova, National Research Mordovia State University, Russian Federation
- Tolga Gok, Dokuz Eylul University, Turkey
- Vasfi Tugun, Ministry of National Education and Culture, Cyprus
- Zeynep Genc, İstanbul Aydin University, Istanbul, Turkey
- Zvezdan Arsić, Faculty of Philosophy, Department of Education, Kosovska Mitrovica, Serbia

AUTHORS` GUIDELINES

Types of contributions
Original Research, Review Articles, Studies and articles, Book Reviews, Case Studies and Monographic studies.

BEFORE YOU BEGIN
Authorship of the Paper
Authorship should be limited to those who have made a significant contribution to the conception, design, execution, or interpretation of the reported study. All those who have made significant contributions should be listed as co-authors. Where there are others who have participated in certain substantive aspects of the research project, they should be acknowledged or listed as contributors. The corresponding author should ensure that all appropriate co-authors and no inappropriate co-authors are included on the paper and that all co-authors have seen and approved the final version of the paper and have agreed to its submission for publication.

Authors of work
The author of the paper should be the person who made the greatest contribution to the creation of the work. All those who contributed to the making of the work should be listed in the paper and as co-authors. If there are other contributors who took part in the preparation of making the same work should be listed or admitted as associates.
Before accepting a final version of the paper for publication is necessary that the author and all co-authors approved the final version.

Changes in authorship
Privacy change in authorship relates to the addition, deletion, or rearrangement of author names in accepted version of the paper. An amendment to the data on the authors or co-authors is not possible after acceptance and publication in the online version.
If there is a need to amend the information on the authors, it is necessary to state the following:
1. The reason for the addition or deletion of author,
2. A written confirmation (send it scanned by e-mail) where all the authors agree that the notified operation is a named person is added or removed from the list of authors.
3. The editor will notify the author that needs to be added or removed from the list and will ask for his consent.
Requirements that are not sent by the respective author (corresponding author) will not be considered.

Originality and plagiarism
Authors are required to submit original written article. If other work necessary to work properly quote according to the instructions on the citation of work. If you use ideas of other authors require their written consent and using the same.
Plagiarism in all its forms constitutes unethical behavior and will be severely punished, and as such is unacceptable. The author or authors are required before reporting to work in the journal checking their work through some of the programs for testing against plagiarism. The Editorial Board reserves the right to verify each work through the test of plagiarism and if the same occurs to notify the author.

Disclosure and conflicts of interest
Disclosure and conflicts of interest can be multiple. If the author or institution where the author has a financial assistance in project design or research is needed to adequately cover letter to inform the editorial and the public. Publication in journal person or institution that is financially supported by the making of the work or project is the best way to protect against conflicts of interest.
At the end of the text, under a subheading "Conflicts of interest", all authors must disclose any actual or potential conflict of interest including any financial (direct of indirect), personal or other relationships with other people or organizations within three years from the commencement of any work.

Fundamental errors in published work

If the author detects an error in the published paper is obliged to instantly inform journal editors or publishers and that as soon as possible the same document. The author shall, in the event of an error, to cooperate with the editorial board to remove the same.

Copyright Notice

The Author(s) warrant that their manuscript is their original work that has not been published before; that it is not under consideration for publication elsewhere; and that its publication has been approved by all co-authors, if any, as well as tacitly or explicitly by the responsible authorities at the institution where the work was carried out. The Author(s) affirm that the article contains no unfounded or unlawful statements and does not violate the rights of others. If copyrighted works are included, the Author(s) bear responsibility to obtain written permission from the copyright owners. The Corresponding author, as the signing author, warrants that he/she has full power to make this grant on behalf of the Author(s).

By signing this agreement, the Corresponding author grants to the Publisher the following rights to the Manuscript, including any supplemental material, and any parts, extracts or elements thereof:

- the right to reproduce and distribute the Manuscript in printed form, including print-on-demand;
- the right to produce prepublications, reprints, and special editions of the Manuscript;
- the right to translate the Manuscript into other languages;
- the right to reproduce the Manuscript using photomechanical or similar means including, but not limited to photocopy, and the right to distribute these reproductions;
- the right to reproduce and distribute the Manuscript electronically or optically on any and all data carriers or storage media – especially in machine readable/digitalized form on data carriers such as hard drive, CD-Rom, DVD, Blu-ray Disc (BD), Mini-Disk, data tape – and the right to reproduce and distribute the Article via these data carriers;
- the right to store the Manuscript in databases, including online databases, and the right of transmission of the Manuscript in all technical systems and modes;
- the right to make the Manuscript available to the public or to closed user groups on individual demand, for use on monitors or other readers (including e-books), and in printable form for the user, either via the internet, other online services, or via internal or external networks.

Articles published in the Journal are Open-Access articles distributed under a Creative Commons Attribution 4.0 International (CC BY)

The Journal allows Author(s) to deposit all versions of their paper in an institutional repository and non-commercial subject-based repositories, such as PubMed Central, Europe PMC, arXiv and other repositories, or to publish it on Author's personal website and departmental website (including social networking sites, such as ResearchGate, Academia.edu, etc.).Publisher copyright and source must be acknowledged and a link must be made to the article's DOI.

Upon receiving the proofs, the Author(s) agree to promptly check the proofs carefully, correct any typographical errors, and authorize the publication of the corrected proofs.

The Corresponding author agrees to inform his/her co-authors, of any of the above terms.

The journal allows readers to read, download, copy, distribute, print, search, or link to the full texts of its articles and allow readers to use them for any other lawful purpose.

Copyright Agreement

For open access articles, permitted third party (re)use is defined by the following Creative Commons user licenses:

Creative Commons Attribution (CC-BY)

Lets others distribute and copy the article, create extracts, abstracts, and other revised versions, adaptations or derivative works of or from an article (such as a translation), include in a collective work (such as an anthology), text or data mine the article, even for commercial purposes, as long as they credit the author(s), do not represent the author as endorsing their adaptation of the article, and do not modify the article in such a way as to damage the author's honor or reputation.

Language (usage and editing services)

Please write in good English (American or British usage is accepted, but not a mixture of these). For non-native English speakers, and perhaps even for some native English speakers, the grammar, spelling, usage, and punctuation of the text are very important for an effective presentation. Hence, manuscripts are expected to be written in a clear, cogent, and readily understandable by an international readership. To avoid unnecessary errors, you are strongly advised to use the 'spell-check' and 'grammar-check' functions of your word processor.

Authors who feel their English language manuscript may require editing to eliminate possible grammatical or spelling errors and to conform to correct scientific English may wish to use the English Language Editing service available from EDANZ -
http://www.edanzediting.com/services/english_editing

NEW SUBMISSIONS

Manuscripts must submit only online, proceeds are totally online and you will be guided stepwise through the creation and uploading of your files. Electronic submission reduces the editorial processing and reviewing times and reduces the time of submission to publication.

You have to use IJCRSEE template to prepare your article and this version upload via
http://ijcrsee.com/index.php/ijcrsee/about/submissions#onlineSubmissions

Formatting requirements

The prepared article should be formatted with IJCRSEE template. There are some parameters for authors.

If your article includes any Videos and/or other Supplementary material, this should be included in your initial submission for peer review purposes.

Divide the article into clearly defined sections.

Structure of Manuscripts

Title Page

The title page should include:

The name(s) of the author(s)

A concise and informative title

The affiliation(s) and address(es) of the author(s)

The e-mail address of the corresponding author.

Abstract

The abstract should contain a maximum of 250 words. The abstracts should avoid any abbreviations and mathematical formulas.

Keywords should include 4-6 keywords.

Text Formatting

Manuscripts should be submitted in Word, A4, Arial Narrow, 10-point for abstract and keywords and 12-points for text.

A complete manuscript falls need to be maximum 8,000 words excluding references, tables, and figures. Depending on the research and work purposes, the editor decides the acceptance of a larger number of pages.

For numerations of pages use the automatic page numbering function.

In the text for emphasis use italics.

The use of abbreviations should be avoided. If using the first Abbreviations should be used throughout the text the same.

For headings use maximum three levels.

Footnotes should be avoided. If used, footnotes should only contain additional text (comment), and not information about sources used.

Acknowledgments should be placed in a separate section before the reference list.

Introduction – State the objectives of the work and provide an adequate background, avoiding a detailed literature survey or a summary of the results.

Materials and Methods – Provide sufficient detail to allow the work to be reproduced. Methods already published should be indicated by a reference: only relevant modifications should be described.

Results – Results should be clear and concise.

Discussions – This should explore the significance of the results of the work, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion

of published literature.

Conclusions - The main conclusions of the study may be presented in a short Conclusions section, which may stand alone or form a subsection of a Discussion or Results and Discussion section.

Appendices - If there is more than one appendix, they should be identified as A, B, etc. Formulae and equations in appendices should be given separate numbering: Eq. (A.1), Eq. (A.2), etc.; in a subsequent appendix, Eq. (B.1) and so on. Similarly for tables and figures: Table A.1; Fig. A.1, etc.

Acknowledgments - Collate acknowledgments in a separate section at the end of the article before the references and do not, therefore, include them on the title page, as a footnote to the title or otherwise. List here those individuals who provided help during the research (e.g., providing language help, writing assistance or proofreading the article, etc.).

Reference Style – All manuscripts should be formatted using the American Psychological Association (APA) citation style, which is used primarily in the social sciences. For additional examples, consult the most recent edition of the Publication Manual of the American Psychological Association. Use of DOI is highly encouraged.

CITING REFERENCES IN TEXT

Please ensure that every reference cited in the text is also present in the reference list (and vice versa). Any references cited in the abstract must be given in full. Citation of a reference as 'in press' implies that the item has been accepted for publication.

• If an one author is sufficient to cite only the year, but not the page if you do not quote the text directly, or do not mention the fact that needs to be linked to the page.
Busk (2014) compared reaction times ...

In a recent study of reaction times (Busk, 2014) ... (ibid, str.105).

When citing in plain text, the author's name and year of release of work separated by commas.

If we are in the plain text provide the name and year of the author, there is no need to give the same information again in parentheses.

In 2012 Stosic compared reaction times ... (ibid, page 102).

• When a work has two authors, always indicate both names and year and between surnames of the authors specify the conjunction &.

Nightlinger and Littlewood (2003) demonstrated ...

As has been shown (Busk & Serlin, 1993) ...

• When in plain text quoting the names of three, four or five authors, first make sure to include all the names, and text enough to write only the first and add '' and associates''.

First time: Yan, G., Tian, H., Bai, X. & Rayner, K. (2006). found ...

Second time: Yan, G.et al. (2006) found ... (ibid, p. 12)

• When a work has no author's name, whether it's because it is issued by the agency, organization, or governmental institutions, rather than the names of authors mention the name of the institution or organization that has signed the paper, and if a name is long, just so many words or abbreviation as needed to locate the source in the list of references.

First time: (National Institute of Mental Health [NIMH], 1999) ...
Second time: (NIMH, 1999) ...

• When you do not have the names of institutions or authors, when the work is anonymous, then mention only the first few words of the title, and we quote them in parentheses under the quotation marks

in plain text in italics.

These result present ('' Study Finds, '' 2002) ...

The book College Bound Seniors (2003) ...

When work in the header nominated as anonymous, then it in the text under the anonymous quote and cite year, in English (Anonymous, 2011).

• If there are two references to the same author's last name, then be sure to mention when citing the initials to avoid unnecessary search in a list of references.

JM Goldberg and Neff (1961) and ME Goldberg and Wurtz (1972) studied ...

• If the same author or the same authors cite two or more references, then in brackets do not repeat names but just add a year for the next release.

Past research (Edeline & Weinberger, 1991, 1993) ...

Past research (Gogel, 1984, 1990) ...

• When the same author we have more work during one year, then these sources labeled the letters of the alphabet a, b, c and so on.

Several studies (Gogel, 1984, 1990a, 1990b) ...

• When several authors cite in the same bracket, or when we point to the consent of the author, references detach semicolon and listed them in alphabetical order.

Several studies (Balda 1980, Kamil 1988, Pepperberg & Funk, 1990) ...

• If with some of the references cite a source that confirms what is specific to this reference, then the source listed below see also, but that goes with the source of reference, but not alphabetically.

Several studies (Minor 2001; see also Adams, 1999; Storandt, 1997) ...

• When quoting hearsay, cite the author's name and year of the original work, followed by a semicolon and then cited code, then last name, year and foreign labor from which he quoted original work. The first definition of intrinsic motivation gave Decy (1975; see Suzić 2005, p. 108) ...

• If we know the year of the first publication of the work, then it is to be connected age translation by first listed year of first publication, a slash and then year translation.

 (James, 1890/1983)

• For an Internet source that does not have a bookmarked Web page, use a pair of ¶ and paragraph number on the page where it was published.

(Myers, 2000, ¶ 5)

• Personal communication or publicly spoken words in a lecture to quote only in plain text, but not in the list of references, but does mention the date of actual communication.

Decy (personal communication, April 18, 2001) ...

REFERENCES

• Form Guidance papers in the journal is as follows:

The author's name [comma], initial / names [point], [open small brackets] year of publication [close little brackets] [point] title of the paper [point], the name of the magazine - in italics [comma] the number or volume - in italics [comma] page starting work [line] Page completing work [point].

Dennis, TA, Cole, PM, Wiggins, CN, Cohen, LH & Zalewsky, M. (2009). The functional organization of preschool-age children's emotion expressions and actions in challenging situations. *Emotion, 9,* 520-530.

• Form quoting the works of authors of books is as follows:

The author's name [comma], initial / names [point], [open small brackets] year of publication [close little brackets] [point] title deeds - in italics [point], the city (and state) [two counts], the publisher [Point].

Hirsch, Jr., E. D. (1996). *The schools we need and why we do not have them*. New York: Doubleday.

• When you mention a paper published in a journal or as part of a book as a chapter, then applies the following form:

The author's name [comma], initial / names [point], [open small brackets] year of publication [close little brackets] [point] title of the paper [point], In Proceedings ... (note that the work was published in a journal or book ...) The name of the publisher [open small brackets] Issue. (Note that this is a publisher) [Close little brackets] [comma] title of the collection - in italics [open small brackets] page starting work [line] Page completing work [point], the city (and state) [two counts], publisher [point].

Barrett, KC, & Campos, JJ (1987). Perspectives on emotional development: II. A functionalist approaches to emotions. In Osofsky JD (Ed.), *Handbook of Infant Development* (2nd ed., Pp. 555-578). Oxford, England: Wiley.

• If seven or more authors, then we will list the names of the six authors, and the seventh and the rest fall into the category of '' and associates ''.
Adam, JJ, Paas, F. Teeken, JC van Loon, EM, Van Boxtel, MPJ, Houx, PJ, et al. (1998). Effects of age on performance and a finger-precuing task. *Journal of Experimental Psychology: Human Perception and Performance, 24*, pp. 870-883.

Second and last author in a list of references are always stating afterward conjunctions & English.

• In magazines published articles cite the following form:

the author's name [comma], initial / names [point], [open small brackets] day, month and year of publication [close little brackets] and the title [point], the name of the magazine or newspaper - italics [comma], number of journals or Newspapers - italics [comma], page beginning of the text [line] Page completing the text [point].

Henry, W. A., III. (1990, April 9). Beyond the Melting Pot. Time, 135, 28-31.

• When we need to with the title of the article mention what kind of material it is then enclosed in square brackets after the title of the paper is printed by it is a brochure, video recording and the like.
Research and Training Center on Independent Living. (1993). Guidelines for reporting and writing about people with disabilities (4th ed.) [Brochure]. Lawrence, KS: Author.

• The work of famous authors downloaded electronically applies the following form:

The author's name [comma], initial / names [point], [open small brackets] year of publication [close little brackets] [point] title of the paper [point], an indication of what kind of material is in square brackets,

taken (note that work will take) the day, month and year, with (internet address).

Schwarzer, R. (1989). Statistics software for meta-analysis [Computer software and manual]. Retrieved March 23, 2001, http://www.yorku.ca/faculty/academic/schwarze/meta_e.htm

 • When the list reference is made to the work that is being prepared for the press, after the authors' names, in parentheses, listed in the press in English.

Zuckerman, M. Kieffer, SC (in press). Race differences in faceism: Does facial prominence imply dominance? Journal of Personality and Social Psychology.
• When the list of references cites a newspaper article without the author prints the name of the article, then the time of publication, then the title and number - in italics, and at the end of the page on which the article was published. If the title is long, we can shorten the optimum number of words by taking the first few words.

The new health-care lexicon. (1983, August / September). Copy Editor, 4, 1-2.

• If within the journal as publisher publishes a special issue as a monograph, it is necessary after heading indicate that it is a monograph.

Ganster, DC, Schaubroeck, J. Sime, WE, & Myers, BT (1991). The nomological validity of the Type A personality among employed adults [Monograph]. *Journal of Applied Psychology, 76,* 143-168.

• When an abstract or summary of the quote as the original source, after the title should be in parentheses to indicate that it is abstract.

Woolf, NJ, Young, SL, Famselow, MS, & Butcher, LL (1991). Map-2 expression in cholinoceptive pyramidal cells of rodent cortex and hippocampus is altered by Pavlovian conditioning [Abstract]. *Society for Neuroscience Abstracts, 17*, 480 harvesters.

• Titles that are not in English, and we want them to be published in the journal in English, listed in their native language, and then in the square brackets give the title translation into English. In addition to the title, everything else remains the mother tongue.

Ising, M. (2000). Intensitätsabhängigkeit evozierter Potenzial their EEG: Sindh impulsive persons Augmenter stage Reducer? [Intensuty dependence and event related EEG potentials: Are impulsive individuals augmenters or reducers?]. *Zeitschrift für Différentiel und diagnostisch Psychology, 21*, 208-217.

• In the list of literature translated work following a text that we have a year of the original edition listed in parentheses at the end behind the publisher. When we quote in plain text, year of first publication and translation writing along with a slash between (eg. Laplace, 1814/1951).

Laplace, P. S. (1951). A philosophical essay on probabilities (FW Troscott & FL Emory, Trans.). New York: Dover. (Original work published 1814)

• When the list of references cites a paper published in the Proceedings of the translated, italics will print the name of the collection at the end to add when it published the original.

Freud, S. (1961). The ego and the id. In J. Strachey (Ed. & Trans.), The standard edition of the complete psychological works of Sigmund Freud (Vol. 19, pp. 3-66). London: Hogarth Press. (Original work published 1923).

• When you cite articles published on the university or one of the official institutions, universities, publishers listed as the first name of the university and then university.

Broadhurst, RG, & Maller, RA (1991). Sex offending and recidivism (Tech. Rep. No. 3). Nedlands: University of Western Australia, Crime Research Center.

• When the list of sources cites a report of an organization or institution that has no author, it is best to nominate as the author of this organization, which is also the publisher.

Employee Benefit Research Institute. (1992, February). Sources of health insurance and characteristics of the uninsured (Issue Brief No. 123). Washington, DC: Author.

• When the work was published on the Internet as a photocopy, it should cite the original source noting that this is the electronic version.
Vandenbos, G. Knapp, S., & Doe, J. (2001). The role of reference elements in the selection of resources by psychology undergraduates [Electronic version]. Journal of Bibliographic Research, 5, 117-123.

• If you download from the Internet work that you believe is different from the original, do not copy or no numbered pages, then at the end indicate the date of downloads and web address.

Vandenbos, G. Knapp, S., & Doe, J. (2001). The role of reference elements in the selection of resources by psychology undergraduates [Electronic version]. Journal of Bibliographic Research, 5, 117-123. Retrieved October 13, 2001, from http://jbr.org/articles.html

• When you download from the Internet a document which has no date or author, then the document name takes the place of the author or the first place.
8th GVU's WWW User Survey. (Od). Retrieved August 8, 2000, from http://www.cc.gatech.edu/gvu/user_surveys/survey-1997-10/

• Material from the symposium or a scientific paper which was only exposed, but not published, listed with the note on which the scientific or professional meeting is material exposed. If the author has presented on the site, it is desirable to name and web page.

Cuter, LD, Frölich, B., & Hanrahan, P. (1997, January 16). Twohanded direct manipulation on the responsive workbench. Paper presented at the 1997 Symposium on Interactive 3D Graphics. Abstract retrieved June 12, 2000, from http://www.graphics.standard.edu/papers/twohanded/

• Computer software listed noting computer software. Name of the software we write italics.

Miller, M. E. (1993). The Interactive Tester (Version 4.0) [Computer software]. Weastminster, CA: Psytek Sesvice.

• Data downloaded from the website of the government or other official organization listed noting data file. The filename of the data listed in italics.

Department of Health and Human Services, National Center for Health Statistics. (1991). National Health Provider Inventory: Home health agencies and hospices, 1991. [Data file]. Available from the National Technical Information Service Web site, http://www.ntis.gov

Standards take according to Suzic, N. (2010). *Pravila pisanja naučnog rada APA i drugi standardi* [Rules scientific APA work and other standards]. XBS Banja Luka.

Reference management software
The journal has a standard template – IJCRSEE template. To cite reference, it is the easiest way to use some management software like:
Mendeley (http://www.mendeley.com/features/reference-manager)
EndNote (http://www.endnote.com/support/enstyles.asp) and
Reference Manager (http://refman.com/support/rmstyles.asp).
Above management software have plug-ins to word processing where authors only need to select the appropriate journal template when preparing their article and the list of references and citations to these will be formatted according to the journal style as described in this Guide. If you cannot find an available template, see the list of sample references and citations provided in this Guide to help you format these according to the journal style.

After acceptance
Online proof correction
Corresponding authors will receive an e-mail with a link to our online proofing system, where have to make prof own article. The final version is created in PDF and authors have to accept final version or to immediately report the error. We will do everything possible to get your article published quickly and accurately. Please check carefully before replying, as the inclusion of any subsequent corrections cannot be guaranteed. Proofreading is solely your responsibility.
https://pubpeer.com/Check the comments on published and withdrawn works.

All the articles in this journal have been peer reviewed. Nonetheless, editors and organizers are not responsible for the content shown in this publication.

Submission Preparation Checklist
As part of the submission process, authors are required to check off their submission's compliance with all of the following items, and submissions may be returned to authors that do not adhere to these guidelines.

The submission has not been previously published, nor is it before another journal for consideration (or an explanation has been provided in Comments to the Editor).
The submission file is in OpenOffice, Microsoft Word, RTF, or WordPerfect document file format.
Where available, URLs for the references have been provided.
The text is single-spaced; uses a 12-point font; employs italics, rather than underlining (except with URL addresses); and all illustrations, figures, and tables are placed within the text at the appropriate points, rather than at the end.
The text adheres to the stylistic and bibliographic requirements outlined in the Author Guidelines, which is found in About the Journal.
If submitting to a peer-reviewed section of the journal, the instructions in Ensuring a Blind Review have been followed.
Have checked paper for possible accidental plagiarism. Some plagiarism checker websites includes: http://www.ithenticate.com, www.grammarly.com,www.plagtracker.com, or www.duplichecker.com
To verify originality, your article may be checked by the originality detection service CrossCheck.

PARTNERS AND SPONSORS

Don State Technical University - DSTU, Rostov on Don, Russia
https://donstu.ru/

Southern Federal University (Russia, Rostov-on-Don)
Academy of Psychology and Pedagogy
Rostov Institute of Further Training and Retraining of Educators (Russia, Rostov-on-Don)
http://sfedu.ru/

Moscow State University of Psychology and education
faculty of legal and forensic psychology
http://jp.mgppu.ru/en

The Faculty of Philosophy of Skopje, University St. Cyril and Methodius, Macedonia
http://fzf.ukim.edu.mk/index.php/en/

University "St. Kliment Ohridski", Faculty of Education in Bitola, Macedonia
http://www.pfbt.uklo.edu.mk/

Polskie Towarzystwo Psychologii Klinicznej
Polish Society of Clinical Psychology

http://ptpk.org.pl/

PsyJournals.ru
russian psychological issues

Psychology and Law
http://psyjournals.ru/en/psyandlaw/

177