AC-ESI-2018

ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATIONS

CO-ORGANIZED BY:
OFFICE OF GENERAL EDUCATION AND INNOVATIVE ELECTRONIC LEARNING, SUAN SUNANDHA RAJABHAT UNIVERSITY, BANGKOK, THAILAND

RUSSIAN PRESIDENTIAL ACADEMY OF NATIONAL ECONOMY AND PUBLIC ADMINISTRATION
SOUTH RUSSIA INSTITUTE OF MANAGEMENT, ROSTOV-ON-DON, RUSSIA
Dear ladies and gentleman, participants of International Academic Conference on Educational & Social Innovations, academics and scholars, presenters of research centers, educational institutes and business!

Today, in the era of global innovatization, spreading of modern forms of business and public administration, the social and economic role of education for increasing global management competitiveness and self-sufficiency becomes a most important determinant, an effectiveness of international collaboration in discussing on actual educational issues and challenges is timely increasing.

And I would like to express my deep gratitude to partnered journals, educational institutions of Thailand, Russia, Indonesia, Germany, Iran, India, China whose efforts made possible this meeting of scholars and educators, interested in effective solution of global and national economy challenges using powerful resources of social, cultural and innovative success.

And, of course, I would like to thank all participants for coming here, for their wonderful and useful research.

I want to say, that Suan Sunandha Rajabhat University – as a leading public University of Thailand – is very proud to be an organizer of this significant and important conference.

To each participant I wish success, finding a new colleagues and friends, development of scientific and business contacts, new scientific discoveries that are benefit for society, business and government. And also enjoy your time in fashion and design capital of the world.

Dr. Luedech Girdwichai, professor
President of Suan Sunandha Rajabhat University
Bangkok, Thailand

On behalf of the Organizational Committee, I welcome you to International Academic Conference on Educational & Social Innovations, in Milan!

AC-ESI-18 attracts researchers, educators and practitioners in all fields of modern education and education institutes management.

Participants have found in these meetings an excellent opportunity to share their experiences with colleagues from distance places and often continued to cooperate with them on their subjects of interest.

AC-ESI – 2018 has been established on a global basis.

We have received more than 80 submissions from 12 countries, each submission was peer-reviewed by at least two anonymous reviewers and a total of 51 papers were accepted for presentation in the conference.

Accepted papers are scheduled for presentation in 5 big sessions.

We would like to express our sincere appreciation to all the reviewers and chairs and members of various committees of AC-ESI -2018 conferences for their precious time and expertise.

I would like to express our sincere gratitude to everyone involved in making the joint conference a success. Many thanks go to the organizing committee, special session organizers, and the organizational committees and reviewers, the conference participants, and of course, to all the contributing authors who will be sharing the results of their research.

It is our great pleasure to have you with us at the joint conference, where I hope new ties will be made and existing ones renewed and strengthened.

Please accept our best wishes for a wonderful stay in Italy!

Grazie!

Dr. Preecha Pongpeng
Director of Office of General Education and Innovative Electronic Learning
Suan Sunandha Rajabhat University, Bangkok, Thailand

Dr. Luedech Girdwichai, professor
President of Suan Sunandha Rajabhat University
Bangkok, Thailand
Dear friends and colleagues!

This conference is a meaningful crystallization of international initiatives among the number of institution towards practical cooperation in interdisciplinary studies, which will be contribute to the strengthening of the national educational systems.

The characteristic of the education in our era is change at the speed of light, which led us to the consensus that experts from many countries and many different disciplines must meet and discuss the phenomena, and then suggest solutions. We should be able to delve deeper by discussing problems across different disciplines as widely as possible, and thus grasping more profound solutions and suggestions.

The motivation for this conference is to help one’s country through offering individual expertise and point of view based on one’s individual discipline. As we gather from many different countries and many different disciplines, I believe that we should be able to expand the scope of our efforts and must aim at more challenging global contributions.

I hope all the participants of this conference will enjoy and get opportunities to enhance relationships of knowledge exchange.

I would like to extend my sincere gratitude to the organizing committee and especially to my Thai colleagues for given abilities to be a co-organizer and member of organizational board of AC-ESI – 2018, to be involved in the process of new international tradition formation!
In the modern conditions world transfers from the multilevel system of national social systems with strictly identified boundaries of economical interests and kinds of international collaboration to the absolutely complicated mix of transnational business, national states and international organizations whose interests are actively interact, intersect, overlap and even conflict each other’s! Private sector is effectively using advantages of educational and cultural globalization, is mostly able to create multilevel markets and complex market strategies, to spread internal corporate net-work outside – to the directions of states, customers of educational products, institutes and competitors.

It shows how important and how significant is international science collaboration, international research and discussions on different issues of actual education and social development. Practical experience in economical stimulation, reformation of educational systems, regional integration, governmental support of educational and research institutes, increasing of national external competitiveness is very difficult to over-evaluate.

Being an educational and science leader of Thailand and ASEAN, an effective example of business-government-science collaboration, Office of General Education and Innovative Electronic Learning at Suan Sunandha Rajabhat University is really appreciated to be a co-organizer and informational partner of Academic Conference on Educational & Social Innovations, to be involved in the processes of international science collaborations and innovative ideas’ transfer! Hope these collaborations will have bright and significant prospects.

Finally, I would like to welcome all participants of AC-ESI - 2018 and to wish new science results and findings, ideas and conclusions!

Dr. Jarumon Nookhong
Deputy Director of Office of General Education and Innovative Electronic Learning Suan Sunandha Rajabhat University, Bangkok, Thailand

As a Member of Editorial board of Academic Conference on Educational & Social Innovations - 2018 I am delighted to welcome all participants in Milan!

The aim of AC-ESI-2018 is to serve as a primary channel of knowledge sharing and the promotion of educational and social innovations internationally.

An important goal of the conference is to encourage learning from each other by exchanging ideas and views, and building networks.

A successful conference cannot be organized without the effort of many persons.

I would like to thank both working teams from the Office of General Education and Innovative Electronic Learning Suan Sunandha Rajabhat University and South Russia institute of management of Russian Presidential Academy of National Economy and Public Administration for their enormous contribution towards the detailed arrangement of this conference.

Furthermore, I would like to express my gratitude to the authors who submitted their papers to the AC-ESI 2018 as well as reviewers for their contributions and effort to an excellent conference proceeding.

Finally, I hope you will enjoy the conference and have a wonderful time during your stay in Italy.

Warmest Regards,
Mr. Apisit Rattanatranurak
Deputy director of office of General Education and Innovative Electronic Learning Suan Sunandha Rajabhat University, Bangkok, Thailand
Warm greetings from AC-ESI – 2018 organizing committee!

As a coordinator of our International conference organization I tried to do everything for making this year conference the best one!

We spent many hours for choosing venue; we spent gigabytes of internet traffic sending mails and calls for papers!

Hope, all these spent were not useless. And our conference will be very successful, productive and important for society, science and business.

I am glad to note, that a number of AC-ESI – 2018 participants is still high!

Geography of our conference is covered 9 countries from Asia, East Europe, Middle East and even Africa!

Enjoy Italian natural and cultural heritage, world most famous outlets and restaurants! Don’t forget to taste risotto with local wine, visit Da Vici museum and listen magic opera in La-Scala!

And to get new knowledge, new ideas and new friends from AC-ESI-2018!!!
INTERNATIONAL ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATIONS
AC-ESI - 2018 @ MILAN.IT

=AGENDA=

Day 1 07 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.00</td>
<td>Registration open</td>
</tr>
<tr>
<td>14.00</td>
<td>Organizational meeting</td>
</tr>
<tr>
<td>15.00</td>
<td>Seminar “International publishing: guidelines to success”</td>
</tr>
<tr>
<td></td>
<td>By Ms. Darina Prokhorova</td>
</tr>
<tr>
<td>17.00</td>
<td>Welcoming dinner</td>
</tr>
</tbody>
</table>

Day 2 08 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.00</td>
<td>Opening ceremony</td>
</tr>
<tr>
<td>09.40</td>
<td>Welcome speeches:</td>
</tr>
<tr>
<td></td>
<td>Dr. Preecha Pongpeng</td>
</tr>
<tr>
<td></td>
<td>Director of Office of General Education and Innovative Electronic Learning, Suan Sunandha Rajabhat University, Bangkok, Thailand</td>
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<td></td>
<td>Dr. Zolochevskaya Elena</td>
</tr>
<tr>
<td></td>
<td>Dean of faculty of Public Administration, South Russia institute of Management of Russian Presidential Academy of National Economy and Public Administration</td>
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<tr>
<td></td>
<td>Dr. Bundit Pungnirund</td>
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<tr>
<td></td>
<td>Dean of College of Innovations and Management, Suan Sunandha Rajabhat University, Bangkok, Thailand</td>
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<tr>
<td></td>
<td>Ms. Darina Prokhorova</td>
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<tr>
<td></td>
<td>Editor –in – chief of Journal of International Studies, Poland</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.30</td>
<td>Group photo</td>
</tr>
<tr>
<td>10.40</td>
<td>Coffee-break</td>
</tr>
<tr>
<td>11.00</td>
<td>Formation of the Social Successfulness of Students with Disabilities in the System of Continuous Inclusive Education</td>
</tr>
<tr>
<td></td>
<td>Key-note speech by Dr. Preecha Phongpheng</td>
</tr>
<tr>
<td></td>
<td>Office of General Education and Innovative Electronic Learning Suan Sunandha Rajabhat University, Bangkok, Thailand</td>
</tr>
<tr>
<td>11.40</td>
<td>Human capital and decentralization of education (the case of Tlajomulco de Zuniga Jalisco, Mexico)</td>
</tr>
<tr>
<td></td>
<td>Key-note speech by Dr. José G. Vargas-Hernández</td>
</tr>
<tr>
<td></td>
<td>University Center for Economic and Managerial Sciences, University of Guadalajara, México</td>
</tr>
<tr>
<td>12.20</td>
<td>Educating Young People in Multicultural Environment of Higher Education Institution</td>
</tr>
<tr>
<td></td>
<td>Key-note speech by Dr. Nattapong Techarattanasad</td>
</tr>
<tr>
<td></td>
<td>Office of General Education and Innovative Electronic Learning Suan Sunandha Rajabhat University, Bangkok, Thailand</td>
</tr>
<tr>
<td>13.00</td>
<td>Lunch</td>
</tr>
</tbody>
</table>

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Day 3 09 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy

08.30 Registration open Foyer
09.00 Session 2 - Human capital: educational and managerial issues of formation and development Foyer
09.20 Pramsuk Huanprapai & Sasinan Prajongjai
09.40 Nattaporn Srichana & Warawut Chuenkrut
10.00 Pordee Sukpun & Pawee Sribunrueng
10.20 Aekkaphob Intarapoo & Pattiya Traiteepung
10.45 Coffee - break Foyer
11.00 Bundit Pungnirund
11.20 Sarawut Yamdee & Supas Amornchantanakorn
11.40 Mahir Pradana
12.00 Pimporn Thongmuang
12.20 Larisa Nevskaya & Svetlana Akhmetova
12.40 Lunch Restaurant
13.30 Session 3 - Modern teaching: modern technologies and practical methods
13.30 Nuntiya Noichun & Narasak Phunaploy
13.50 Zhang Li-Ping
14.10 Watchara Sungkobol & Sasiwimon Maneewong
14.30 Awad Soliman Keshta
14.50 Kanpetch Saranomtawat & Pimporn Thongmuang
15.10 Toraiane Munegumi
15.30 Coffee - break Foyer
15.50 Arias Sinhu & Aknarin Piyaphanyamongkol
16.10 Nutch Phasuk & Natwan Wangnil
16.30 Krit Chaisaengduean, Tospon Pimpa
16.50 Farangis Saeedi
17.10 Arunroong Wongkungwan & Sathiya Phunaploy
18.00 Dinner Restaurant
### Day 4
10 May 2018

**Venue:** Sheraton Milan Malpensa Airport Hotel, Italy

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.30</td>
<td><strong>Registration open</strong></td>
</tr>
<tr>
<td>09.00</td>
<td>Session 4 - Management in educational institutes: modern issues and future prospects</td>
</tr>
<tr>
<td>09.00</td>
<td>Pennapa Meeto &amp; Raweewan Khankham</td>
</tr>
<tr>
<td>09.15</td>
<td>Amber Osman &amp; Muhammad Imtiaz Subhani</td>
</tr>
<tr>
<td>09.30</td>
<td>Bundit Phraratanporn &amp; Kulnidanwan Dumkun</td>
</tr>
<tr>
<td>09.45</td>
<td>Vera Gnevashева</td>
</tr>
<tr>
<td>10.00</td>
<td>Yuttana Rattanasuwon &amp; Piyanun Thanchai</td>
</tr>
<tr>
<td>10.15</td>
<td>Ratanaporn Sukserm &amp; Thidarat Choknakawaro</td>
</tr>
<tr>
<td>10.30</td>
<td>Juan Francisco Aguirre Chavez</td>
</tr>
<tr>
<td>10.45</td>
<td><strong>Coffee - break</strong></td>
</tr>
<tr>
<td>11.00</td>
<td>Supaporn Wimonchailerk &amp; Rutchanew Panbu</td>
</tr>
<tr>
<td>11.15</td>
<td>Runglaksanasanee Rodkam &amp; Paplitchaya Silpaka</td>
</tr>
<tr>
<td>11.30</td>
<td>Vanhangpui Khobung</td>
</tr>
<tr>
<td>11.45</td>
<td>Aina Jacob Kola</td>
</tr>
<tr>
<td>12.00</td>
<td>Paakpoom Klaythong &amp; Patcharida Wisai ket</td>
</tr>
<tr>
<td>12.15</td>
<td>Arun Sundee &amp; Anutsara Chanprapas</td>
</tr>
<tr>
<td>12.30</td>
<td><strong>Lunch</strong></td>
</tr>
<tr>
<td>13.30</td>
<td>Session 5 - Usage of ICT and social networking in educational process</td>
</tr>
<tr>
<td>13.30</td>
<td>Kiattipoom Phachuen</td>
</tr>
<tr>
<td>13.50</td>
<td>Chun-Pei Lin</td>
</tr>
<tr>
<td>14.10</td>
<td>Piched Girdwichai</td>
</tr>
<tr>
<td>14.30</td>
<td>Siriporn Meenan &amp; Naruecha Narapong</td>
</tr>
<tr>
<td>14.50</td>
<td>Atef Abuhmaid</td>
</tr>
<tr>
<td>15.10</td>
<td>Pirawat Chaiyaphoomsakul, Sawitree Charamporn &amp; Apisit Ratanatranurak</td>
</tr>
<tr>
<td>15.30</td>
<td><strong>Coffee - break</strong></td>
</tr>
<tr>
<td>16.50</td>
<td>Nutniya Noichun</td>
</tr>
<tr>
<td>16.10</td>
<td>Nuttinee Nakdonte &amp; Patompong Punnabhun</td>
</tr>
<tr>
<td>16.30</td>
<td>Sudarat Srima &amp; Krisana Aree</td>
</tr>
<tr>
<td>16.50</td>
<td>Vasyuta Eugenia</td>
</tr>
<tr>
<td>17.10</td>
<td>Grigorjeva Natalya &amp; Kolycheva Zhanna</td>
</tr>
<tr>
<td>17.30</td>
<td><strong>Dinner</strong></td>
</tr>
</tbody>
</table>

**Awards and closing ceremony**

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**LIST OF SESSIONS:**

<table>
<thead>
<tr>
<th>Day 2</th>
<th>14.00-17.30</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meeting room</strong></td>
<td><strong>Session 1</strong></td>
</tr>
<tr>
<td>Environmental education: ways and challenges of implementation</td>
<td>Chairman: Dr. Jürgen Drissner</td>
</tr>
<tr>
<td>1 Sinchai Poolkldai &amp; Adisak Chuichat</td>
<td>Environmental education and behavioral change</td>
</tr>
<tr>
<td>Suan Sunandha Rajabhat University, Bangkok, Thailand</td>
<td></td>
</tr>
<tr>
<td>2 Jürgen Drissner</td>
<td>Environmental education outside school: effects of a half-day teaching programme</td>
</tr>
<tr>
<td>University of Ulm, Germany</td>
<td></td>
</tr>
<tr>
<td>3 Pattamaporn Kaekongkla &amp; Apirati Triyawat</td>
<td>“Public-based-learning”: environmental controversies for pedagogical purposes</td>
</tr>
<tr>
<td>Suan Sunandha Rajabhat University, Bangkok, Thailand</td>
<td></td>
</tr>
<tr>
<td>4 Wipada Chaiwchan, Kittipat Bulek</td>
<td>Considering students’ environmental self determination</td>
</tr>
<tr>
<td>Suan Sunandha Rajabhat University, Bangkok, Thailand</td>
<td></td>
</tr>
<tr>
<td>5 Kvetoslava Resetovery</td>
<td>Publishing opportunities of doctoral candidates</td>
</tr>
<tr>
<td>Slovak University of Technology in Bratislava, Slovakia</td>
<td></td>
</tr>
<tr>
<td>6 Pawinee Ratbakorn &amp; Uraiwan Tunnukul</td>
<td>Educational environment for teenagers' moral relations development</td>
</tr>
<tr>
<td>Suan Sunandha Rajabhat University, Bangkok, Thailand</td>
<td></td>
</tr>
<tr>
<td>7 Anosha Rojanapanich &amp; Prem Thanaentpop</td>
<td>Analyzing business factors of students’ environmental attitudes</td>
</tr>
<tr>
<td>Suan Sunandha Rajabhat University, Bangkok, Thailand</td>
<td></td>
</tr>
<tr>
<td>8 Pachara Wangmee &amp; Worakarn Jantarasingham</td>
<td>Conceptual model for teaching the relationship of daily life and human environmental impact</td>
</tr>
<tr>
<td>Suan Sunandha Rajabhat University, Bangkok, Thailand</td>
<td></td>
</tr>
<tr>
<td>9 Unnop Panpung &amp; Sayoun see Sangpueak</td>
<td>Sustainable development and teaching perspectives</td>
</tr>
<tr>
<td>Suan Sunandha Rajabhat University, Bangkok, Thailand</td>
<td></td>
</tr>
</tbody>
</table>

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Day 3  
09.00-12.30  
Session 2  
Meeting room  
Human capital: educational and managerial issues of formation and development  
Chairman: Dr. José G. Vargas-Hernández  
1 Pramsuk Huanprapai  
Sasinan Prajongjai  
Swan Sunandha Rajabhat University,  
Bangkok, Thailand  
2 Ria Mardiana Yusuf  
Nusa Dua University,  
Nakasone, Indonesia  
3 Nattaporn Srichana  
Warawut Chuenkrut  
Swan Sunandha Rajabhat University,  
Bangkok, Thailand  
4 Pordee Sukpun  
Pawee na Sribunrueng  
Swan Sunandha Rajabhat University,  
Bangkok, Thailand  
5 Aekkaphob Intarapoo  
Pattiya Traitepung  
Swan Sunandha Rajabhat University,  
Bangkok, Thailand  
6 Bundit Pungnirund  
Swan Sunandha Rajabhat University,  
Bangkok, Thailand  
7 Sarawut Yamdee  
Supas Amornchatchanakorn  
Swan Sunandha Rajabhat University,  
Bangkok, Thailand  
8 Mahir Pradana  
Talonna University, Bandung  
Indonesia  
9 Pimporn Thongmuang  
Swan Sunandha Rajabhat University,  
Bangkok, Thailand  
10 Larisa Nerskaya  
Svetlana Akhmetova  
Penza National Research Polytechnic University,  
Russia

Day 3  
13.30-17.30  
Session 3  
Meeting room  
Modern teaching: modern technologies and practical methods  
Chairman: Dr. Bundit Pungnirund  
1 Nuntiya Noichun  
Narasak Phunaploy  
Swan Sunandha Rajabhat University,  
Bangkok, Thailand  
2 Zhang Li-Ping  
Yu Qiu Shanghai University of Engineering Science,  
Shanghai, China  
3 Watchara Sungkobol  
Sasiwimon Maneiwong  
Swan Sunandha Rajabhat University,  
Bangkok, Thailand  
4 Awad Soliman Keshta  
Islamic University of Gaza (IUG),  
Gaza, Palestine  
5 Kanpetch Saranontawat  
Pimporn Thongmuang  
Swan Sunandha Rajabhat University,  
Bangkok, Thailand  
6 Toratane Munegumi  
Nurun University of Education,  
Naruto, Tokushima, Japan  
7 Arias Sinthu  
Aknarin Pyaphanyamongkol  
Swan Sunandha Rajabhat University,  
Bangkok, Thailand  
8 Nutcha Phasuk  
Natwalun Wangnil  
Swan Sunandha Rajabhat University,  
Bangkok, Thailand  
9 Krit Chaisaengduean  
Tospon Pimp  
Swan Sunandha Rajabhat University,  
Bangkok, Thailand  
10 Farangis Saeedi  
Gilan University, Rostk, Iran  
11 Arunroong Wongkungwan  
Sathiya Phunaploy  
Swan Sunandha Rajabhat University,  
Bangkok, Thailand

16 www.euraseans.com

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Day 4 Meeting room

Session 4 Management in educational institutes: modern issues and future prospects
09.00-12.30

1 Pennapha Meeto
Raweeewan Khankham
Swan Samanadha Rajabhat University, Bangkok, Thailand

2 Amber Osman
Muhammad Imtiaz Subhani
Iqra University, Karachi, Pakistan

3 Bundit Phrapratap among
Kulnidaowan Dumkun
Swan Samanadha Rajabhat University, Bangkok, Thailand

4 Vera Gnevasheva
Moscow University for the Humanities, Moscow, Russia

5 Yuttana Ratanaasuwon
Piyawan Thanchai
Swan Samanadha Rajabhat University, Bangkok, Thailand

6 Ratanaporn Sukserm
Thidar Chatoknakawaro
Swan Samanadha Rajabhat University, Bangkok, Thailand

7 Juan Francisco Aguirre Chavez
Autonoma University of Chihuahua, Chihuahua, Mexico

8 Supaporn Wimonchailerk
Rutchanewon Parbua
Swan Samanadha Rajabhat University, Bangkok, Thailand

9 Runglaksamee Rodkam
Paputichaya Silpaksa
Swan Samanadha Rajabhat University, Bangkok, Thailand

10 Vanthanguli Khobung
Educational Research and Training YCERT
Bhopal, India

11 Aina Jacob Kola
College of Agriculture, Igbroa, Oyo State, Nigeria

12 Paapkoom Klaythong
Patcharinda Wisai ket
Swan Samanadha Rajabhat University, Bangkok, Thailand

13 Arun Sunndee
Amutsara Chanrapas
Swan Samanadha Rajabhat University, Bangkok, Thailand

Day 4 Meeting room

Session 5 Usage of ICT and social networking in educational process
13.30-17.30

1 Kiattipoom Phuchuen
Suan Samanadha Rajabhat University, Bangkok, Thailand

2 Chun-Pei Lin
Hwaiku University, Qunzhuo, China

3 Piched Girdwichai
Swan Samanadha Rajabhat University, Bangkok, Thailand

4 Siriporn Meenanan
Naruechaa Narapong
Swan Samanadha Rajabhat University, Bangkok, Thailand

5 Atef Abuhmaid
Midde East University, Amman, Jordan

6 Pirawat Choiyaphoosamlak
Sawitree Champorn
Apisi Ratanatranuruk
Swan Samanadha Rajabhat University, Bangkok, Thailand

7 Nuntiya Noichun
Applications as IT-element of special disciplines teaching
Swan Samanadha Rajabhat University, Bangkok, Thailand

8 Nuntinee Nakdorn
Patompong Punnabhum
Swan Samanadha Rajabhat University, Bangkok, Thailand

9 Sudarat Srima
Krisana Aree
Swan Samanadha Rajabhat University, Bangkok, Thailand

10 Natasa Grigoryeva
Southern University (MBU), Russia

11 Vasyuta Eugenia
The Russian Presidential Academy of National Economy and Public Administration, South Russia Institute of Management, Rostov-on-Don, Russia

12 Taxation and employment. considering relationships and factors of efficiency

13 Medical tourism in Russia: growth potential and competitiveness issues
(5) the impact of instructional that is learning outcomes are achieved directly by directing students to the desired objectives and impact Bridesmaids / followers are other learning outcomes produced by a process of learning, as a result of the creation of a learning atmosphere that is experienced directly the student without direct guidance of lecturer.

Development of a PBL-Civics model consists of 11 phases in the syntax, namely: (1) student orientation to the problem, (2) Organize the students in learning, (3) Identification of the problem, (4) Conducting investigations, (5) Formulate the problem, (6) develop hypothesis, (7) discussions to develop to produce the work, (8) to analyze and evaluate the problem-solving process that has been synthesized, (9) Make a report of the discussion, (10) Evaluation, (11) Giving Award.

Conclusions

The conclusions that can be drawn from this study are as follows:

(1) Students are programmed SSRU civics courses after following study with Model PBL-Civics increased motivation and learning outcomes.
(2) Model PBL-Civic Education to improve motivation and results of student learning, valid criteria based on aspects of components Model PBL-Civics and learning tools that have been validated by experts and practitioners as well as meet the criteria of effective for students activities implemented in full, in response to the positive model, increase student learning motivation, as well as increased student achievement test.
(3) Model PBL-Civics based solutions to enhance learning motivation and learning outcomes meet practical criteria for all components of the model PBL-Civics full implemented and faculty response to the application of the model PBL-Civics positive.
(4) Learning model PBL-Civic Education to improve student motivation and learning outcomes meet the criteria effective for increasing student learning motivation, as well as increased student achievement test.

Advice can be given is as follows:
(1) Suggested to the lecturers / teachers Civic Education to implement the Model PBL-Civics widely and include PKN.
(2) Aspects of learning in each of the components can be modified by professors who are interested in using the Model PBL-Civics.
(3) Suggested to the lecturers / teachers to be able to reward / praise to the students who have attempted to show the action.

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Multicultural environment is considered in different ways: as a cultural phenomenon and mechanism of transfer of social experience, as the scope of pedagogical values, as a part of pedagogical culture of the lecturer and as a new informational environment.

According to D.I. Feldstein (2012), "It is extremely important to understand that now a person, humankind in general is in a more complex world, which changes differently, qualitatively, moreover, the world can be multi-polar and heterogeneous, where sociocultural, informational and psychological environment of life has fundamentally changed and constantly tests people's patience".

Today the state of society is characterized by increasing social mobility and the development of cultural contacts at all levels. However there is increasing ethnic aggression and cultural intolerance, ethnic and religious extremism. Convergence and interaction of national cultures is a multidimensional and dialectical process that is not without its "problem spots". The challenges of globalization and informatization have led to significant transformations of modern society of the 21st century.

Modern society offers young people many opportunities to develop their personalities. But, unfortunately, something new that young people aspire to today does not always have some positive and progressive qualities. The younger generation has not only positive features, but also negative qualities too: alcoholism, drug abuse, juvenile crime, social and racial intolerance, immorality, selfishness, permissiveness, sanctimony, hypocrisy, etc. Problems that arise in inter-ethnic relations in our country, and in the whole world, put forward the need for harmonious development of national cultures and languages based on their multicolored nature. It is impossible to move to world culture alone. It should be focused on the progressive total that has already been created by intercultural ties and what is the basis of trust between nations.

Today, an integral feature of the modern world is a multicultural environment of human life and activities. Higher education faces a complex of issues and tasks associated with the formation of the culture of international relations of young people in a multicultural educational environment.

Materials And Methods

Practice shows that such universities need not separate technologies, forms, methods for creating a culture of international relations, but a unified educational system of formation of these relations. In these universities the culture of international relations is of particular importance. In the context of our study the special importance is given to the creation of a multicultural educational environment at the university, which gives rise to multicultural educational field, where its content is the integration of intercultural aspect containing studied disciplines based on human values.

Multicultural educational environment of university is a part of a holistic multi-cultural environment, this is the environment where the professional growth of students, cultural maturation of personality can be realized. The personality develops their spiritual wealth and human culture, the individual is able to realize values and ethical standards in their life, build a model of relations and behavior, have a constructive intercultural dialogue, which reduces the distance between the subjects of interaction.

Today, there is a problem of interethnic tolerance. The analysis of interethnic relations allows us to conclude that the process of formation of a tolerant culture among the young generation is not easy. Parents, society and all public organizations should be involved into this process. The practice shows that today it is necessary to develop a program for the development of the concept of tolerance, tolerant culture and the ability of young people to cultivate interpersonal relationships tolerantly. In this paper, the (authorial) principle of inter-succession of cultural values by generations is a systematically important, all the other principles correlate and coordinate with this one; they reveal and provide its implementation.

The principle is connected with the necessity of preservation of the culture and the transmission of cultural information to each generation. In our study, for the first time the principle of ethno-succession is used as the principle of formation of the culture of international relations of students and education of the person in whole. The development of multicultural education should be continued on a new, creative basis due to progressive changes in the social life, created conditions for solving qualitatively new challenges in international relations. This development is useful because the multicultural culture of our peoples has a lot of achievements, but this requires a higher level of cultural interaction, since the moral character of the community is determined by the level of its attitude to the culture of any other nation.

Only respect for the "foreign" culture can create a civilized society and the community national cultures on the basis of freedom, openness, honesty, openness, publicity, mutual respect, which would give a moral level to the development and formation of similarities of the image in different peoples; the generation of a new ethical type of international relations. The source of solutions to these problems is in a high intellectual culture. Through the high intellectual culture, which is education and training, creation and development, understanding and cooperation of different cultures, there is the path to salvation of mankind, to the healing of the suffering world, to a better future for society and mankind.

We used a modeling method to make the study more profound and to penetrate into the essence of its object. The modeling method allowed us to make a meaningful and pedagogically capacitated presentation of the process of formation and education of ethno-succession, which is capable of conflict-free international interaction in form of an integrated dynamic system (Markova, 2010).

Results

The research shows that 30% of students in Suan Sunandha Rajabhat University have a level of development of the culture of international relations, but only 2.1% of students are willing to engage in a constructive dialogue with the representatives of other cultures.

Currently, the situation is aggravated by the fact, that the low culture of international relations of students hinders the constructiveness of an intercultural dialogue, it influences manifestation of tolerance in international relations.

The reasons for this situation are the presence of such destructive elements in ethnic interactions as intolerance to the opinions of others, selfishness, internal hostility, thoughtfulness, judgmental thinking, inability to compromise, the lack of common sense, national prejudice, misunderstanding of the real processes taking place in society and in the field, the lack of culture of understanding and perception of differences, the loss of correct perception of themselves (self-conception) and the others ("They"concept), culture-centrism.
These causes can be eliminated in the pedagogical process, where a backbone is the goal of creating a culture of international relations of students in a multicultural educational environment of the university and the promotion of cross-cultural understanding of students. The effectiveness of the educational process is caused by the willingness and the ability of lecturers to familiarize students with cultures and languages through the understanding of the values and features of national cultures, through the dialogical interaction, where the multicultural factor should be an educational priority.

The observance of it is the key to overcoming the crisis of international relations, the basis of formation of abilities to live in peace with others. (Markova, 2010). According to the results of the study it was found that the respondents in the experimental group have the level of correlation of values and traditions of their own and other cultures, including the high, the sufficiently high and the average levels (at 34.16%, from 30.84 to 65%) significantly increased, while in the control group the changes are insignificant (at 2.51%, from 28.33 to 30.84%).

We carried out a comparative analysis and it showed the increased number of students in the experimental group with a sufficient level of theoretical ethnocultural knowledge. The study results allow to broaden and concretize the current understanding of the didactic potential of ethno-vilagenic teaching experience and its interpretation as an important factor in the creation of the culture of interethnic relations, the intelligence of international relations and tolerant culture. It also helps to develop intercultural, conflictological, communicative and ideological competence of students and it makes a significant contribution to the whole concept of intercultural education.

Educating young people in multicultural educational environment perception and understanding of the values of other cultures within the context of the fundamental principles and the prospects of the development of pedagogics. In a multicultural educational space our educational system is penetrated with humanism, it provides the integration of ethnic and cultural knowledge, cultural reflection, self-regulation, self-development of students and provides them with the right choice in problem cross-cultural situations.

Weaknesses of students’ education include: insufficient reliance on value-based approach in teaching and non-disclosure of the ethical nature of this approach (Benzhokhov, 1997). In the multicultural environment of higher education institutions, ethnocultural profile requires not a mentor-lecturer, but a facilitator (Zeer, 2000), and others.

The results of the study broaden the theory and practice of intercultural education of students and can be used to enrich the content of interdisciplinary integration, the development of courses on intercultural communication, the theory and methodology of education, pedagogy of interethnic communication, etc.; they may have cultural and informational support to the implementation of the Bologna recommendations in the sphere of intercultural education.

References:

# TABLE OF CONTENT

## Conference program

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Environmental education: ways and challenges of implementation</td>
<td>21</td>
</tr>
<tr>
<td>2</td>
<td>Human capital: educational and managerial issues of formation and development</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>Modern teaching: modern technologies and practical methods</td>
<td>139</td>
</tr>
</tbody>
</table>

## Chapter 1

### Environmental education: ways and challenges of implementation

- Sustainable Development and Teaching Perspectives | 22
- Considering Students' Environmental Self Etermination | 28
- Environmental Education Outside School: Effects of a Half-Day Teaching Programme | 33
- Publishing Opportunities of Doctoral Candidates | 36
- Educational Environment for Teenagers' Moral Relations Development | 40
- "Public-Based-Learning": Environmental Controversies for Pedagogical Purposes | 54
- Conceptual Model for Teaching the Relationship of Daily Life and Human Environmental Impact | 62
- Analyzing Business Factors of Students' Environmental Attitudes | 68

## Chapter 2

### Human capital: educational and managerial issues of formation and development

- Human Capital and Decentralization of Education (The Case of Tlajomulco de Zuniga, Jalisco, Mexico) | 76
- University Students' Entrepreneurial Intentions: Ways for In-Study Implementation | 82
- Do Employees' Performances Depend on Their Motivations? (Case Study at Indonesian National Bureau of Plantation) | 88

## Chapter 3

### Modern teaching: modern technologies and practical methods

- Environmentors: Mentoring At-Risk Through University Partnerships | 140
- Considering Future Directions for the Specialized Evaluation of Educational Programs for Science Teachers | 144
- Project-Based Hybrid Business Education of Graduate and Undergraduate Group | 147
- Study of Cooperative Education Pattern | 151
- Dialogue-Based Teaching Model in College English Teaching | 156
- The Effect of Negotiation on Second Language Acquisition | 160
- Analysis of Mathematical Education on Economics Specialty | 163
Chapter 4
Management in educational institutes: modern issues and future prospects

EDUCATIONAL PEDAGOGY FOR SUSTAINABILITY: DEVELOPING PROGRAMS TO TRANSFORM BEHAVIORS
Ratanaporn Sukserm, Thidarat Choknanawaro

REPOSITIONING SCIENCE EDUCATION IN NIGERIAN COLLEGES OF EDUCATION THROUGH PUBLIC-PRIVATE PARTNERSHIP (PPP)
Aina, Jacob Kola

SCHOOL-COMMUNITY PARTNERSHIP IN DEVELOPING A LOCAL SUSTAINABILITY AGENDA
Runglaksmee Rodkam, Papiatchaya Silpaksa

A GENDER STUDY ON COLLEGE STUDENTS’ ACADEMIC SELF-EFFICACY
Juan Francisco Aguirre Chavez

VOCATIONAL EDUCATION BY TRANSFERRING NOTIONS AND ALL-ROUND CULTIVATION
Paakpoom Klaythung, Patcharinda Wisaiket

EXTENSION ANALYSIS OF EMPLOYEE MANAGEMENT BASED ON SOCIAL NETWORK MODEL
Bundit Phirapratnaporn, Kalnindawan Dumkum

THE FUNCTION OF PHYSICAL EDUCATION FOR BUILDING SOCIAL VALUES
Arun Sumdee, Anusara Chantraprasap

Chapter 5
Usage of ICT and social networking in educational process

APPLICATION OF CLASSROOM ASSISTANT SOFTWARE BASED ON ANDROID
Kiattiphoom Phachuen

INFORMATION AND COMMUNICATION TECHNOLOGY INTEGRATION WITHIN THE PRACTICUM
Atif Abuhmaid

ANALYTICAL STUDY ON IMPROVING EXPERTISE OF UNIVERSITY STUDENTS THROUGH INNOVATIVE TRAINING PROJECT
Phichit Girdwichai

COLLEGE STUDENTS’ INFORMATION QUALITY AND STUDY ON CORRESPONDENCE AND EDUCATION SYSTEM IN “INTERNET+” ERA
Siriporn Meenan, Naruecha Narapong

TREND OF VISUAL COMMUNICATION DESIGN APPLICATIONS AS IT-ELEMENT OF SPECIAL DISCIPLINES TEACHING
Sudarat Srima, Krisana Aree

AN EFFECT OF EXISTING KNOWLEDGE ASSETS TO INBOUND/OUTBOUND DISRUPTIVE INNOVATION
Chun-Pei Lin
DESIGNING OF INDIVIDUAL EDUCATIONAL PATH OF
TEACHER'S PROFESSIONAL DEVELOPMENT IN CONDITIONS OF
INFORMATION EDUCATIONAL ENVIRONMENT
Nuntinee Nakdontee, Patompong Punnabhum

TAXATION AND EMPLOYMENT: CONSIDERING RELATIONSHIPS
AND FACTORS OF EFFICIENCY
Natalya Grigoryeva, Zhanna Kolycheva

MEDICAL TOURISM IN RUSSIA: GROWTH POTENTIAL AND
COMPETITIVENESS ISSUES
Vasyuta Eugenia

VIDEO CONVERTER USING GPU ON WEB APPLICATION
Pirawat Chaiyaphoomsakul, Sawitree Charamporn
Apisit Rattanatranurak