



13<sup>TH</sup> INTERNATIONAL CONFERENCE

# AC-ESI-2018

ACADEMIC  
CONFERENCE ON  
EDUCATIONAL &  
SOCIAL INNOVATIONS



**AC-ESI  
@2018  
MILAN.IT**

CO-ORGANIZED BY:

CO-SPONSORED:  
THE EURASEANS -  
JOURNAL ON GLOBAL SOCIO-ECONOMIC DYNAMICS

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



INTERNATIONAL ACADEMIC  
CONFERENCE ON  
EDUCATIONAL & SOCIAL  
INNOVATIONS

AC-ESI-2018

PROCEEDINGS

MILAN, ITALY

MAY, 2018

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*

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!

*Dr. Elena Zolochevskaya  
Russian Presidential Academy of  
National Economy and Public Administration,  
South Russia institute of management,  
Rostov-on-Don, Russia*

Welcome to International Academic Conference on Educational & Social Innovations!

As a co-organizer of AC-ESI-2018 we tried to make a conference aimed to create a strong platform for academic and educational international collaboration.

Sustainable economical development always requires a breaking of any boundaries between scientists, an increasing of international informational and technological exchange, new forms of cross-cultural and transnational collaboration.

Due to this I am very glad to see here, in hospitable Italy, presenters of dozens countries from four continents. It proves that our activity in a direction of common, global study of patters for effective, competitive and successful development of educational practices is important, is required by society, science and business.

Suan Sunandha Rajabhat University is strongly related with educational and science provision for progress of Thailand and AEC. Academics of our university conduct research in all areas of economical and social development of Thailand and ASEAN.

We are science partners with Thai Government, presenters of Thai and international business and non-governmental organizations. Active external collaboration of SSRU with educational and research centers of ASEAN, Europe, Australia and USA opens huge prospects of international science collaboration and science exchange.

Furthermore, for making our conference work more effective and memorable, we tried to provide maximum comfortable conditions for all our delegates.

Therefore, I hope that the AC-ESI-2018 will achieve all set objectives to provide our delegates with education, networking, leadership enhancement and sweet memories.

*Dr. Nattapong Techarattanased  
Deputy director of Office of General Education  
and Innovative Electronic Learning  
Suan Sunandha Rajabhat University,  
Bangkok, Thailand*

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 corporative 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 Rattanatanurak  
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!!!



*Dr. Denis Ushakov, professor  
AC-ESI – 2018 coordinator  
International college  
Suan Sunandha Rajabhat University,  
Bangkok, Thailand*

AC-ESI-2018

## ORGANIZATIONAL BOARD

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**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
- 13.00 Registration open Foyer  
Participants arrival, registration
- 14.00 Organizational meeting Meeting Room  
Networking
- 15.00 **Seminar “International publishing: guidelines to success”**  
By Ms. Darina Prokhorova  
Editor –in – chief of Journal of International Studies, Poland
- 17.00 Welcoming dinner Restaurant

- Day 2** 08 May 2018  
Venue: Sheraton Milan Malpensa Airport Hotel, Italy
- 9.00 Opening ceremony Meeting Room  
Welcome speeches:  
Dr. Preecha Pongpeng  
*Director of Office of General Education and Innovative Electronic Learning,  
Suan Sunandha Rajabhat University, Bangkok, Thailand*  
Dr. Zolocheskaya Elena  
*Dean of faculty of Public Administration,  
South Russia institute of Management of  
Russian Presidential Academy of National Economy and Public Administration*  
Dr. Bundit Pungnirund  
*Dean of College of Innovations and Management, Suan Sunandha Rajabhat  
University, Bangkok, Thailand*  
Ms. Darina Prokhorova  
*Editor –in – chief of Journal of International Studies,  
Poland*  
Dr. Oleg Patlasov  
*Omsk Humanitarian Academy, Omsk, Russia*  
Dr. Denis Ushakov  
*Organizational board of AC-ESI– 2018*
- 09.40 **University’s Management And Students’ Satisfaction: An Empirical Study  
Through Structural Equation Modelling**  
Key-note speech by Dr. Johan W de Jager  
*Tshwane University of Technology,  
Pretoria, South Africa*
- 10.30 Group photo
- 10.40 **Coffee-break** Foyer
- 11.00 **Formation of the Social Successfulness of Students with Disabilities in the  
System of Continuous Inclusive Education**  
Key-note speech by Dr. Preecha Phongpheng  
*Office of General Education and Innovative Electronic Learning Suan Sunandha  
Rajabhat University, Bangkok, Thailand*
- 11.40 **Human capital and decentralization of education (the case of Tlajomulco de  
Zuniga Jalisco, Mexico)**  
Key-note speech by Dr. José G. Vargas-Hernández  
*University Center for Economic and Managerial Sciences,  
University of Guadalajara, México*
- 12.20 **Educating Young People in Multicultural Environment of Higher  
Education Institution**  
Key-note speech by Dr. Nattapong Techarattanased  
*Office of General Education and Innovative Electronic Learning Suan Sunandha  
Rajabhat University, Bangkok, Thailand*
- 13.00 **Lunch** Restaurant

<b>14.00</b>	<b>Session 1 – Environmental education: ways and challenges of implementation</b>	
14.00	Sinchai Poolklai & Adisak Chuchat	
14.20	Jürgen Drissner	
14.40	Pattamaporn Kaewkongka & Apirati Triyawat	
15.00	Wipada Chaiwchan & Kittipat Bualek	
15.20	Kvetoslava Rešetová	
15.45	<b>Coffee break</b>	Foyer
16.00	Pawinee Ratabakorn & Uraiwan Tunmukul	
16.20	Anosha Rojanapanich & Prem Thanatripop	
16.40	Pachara Wangmee & Worakarn Jantarasingharn	
17.00	Unnop Panpuang & Saysunee Sangphueak	
<b>18.00</b>	<b>Dinner</b>	Restaurant

<b>Day 3</b>	<b>09 May 2018</b>	
	Venue: Sheraton Milan Malpensa Airport Hotel, Italy	
<b>08.30</b>	<b>Registration open</b>	Foyer
<b>09.00</b>	<b>Session 2 – Human capital: educational and managerial issues of formation and development</b>	
09.00	Pramsuk Huanprapai & Sasinan Prajongjai	
09.20	Ria Mardiana Yusuf	
09.40	Nattaporn Srichana & Warawut Chuenkrut	
10.00	Pordee Sukpun & Paweena Sribunrueng	
10.20	Aekkaphob Intarapoo & Pattiya Traiteepung	
10.45	<b>Coffee – break</b>	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	
<b>12.40</b>	<b>Lunch</b>	Restaurant
13.30	<b>Session 3 – Modern teaching: modern technologies and practical methods</b>	
13.30	Nuntiya Noichun & Narasak Phunaploy	
13.50	Zhang Li-Ping	
14.10	Watchara Sungkabol & Sasiwimon Maneewong	
14.30	Awad Soliman Keshta	
14.50	Kanpetch Saranontawat & Pimporn Thongmuang	
15.10	Toratane Munegumi	
<b>15.30</b>	<b>Coffee – break</b>	Foyer
15.50	Arias Sinthu & Aknarin Piyaphanyamongkol	
16.10	Nutcha Phasuk & Natwalun Wangnil	
16.30	Krit Chaisaengduean, Tospon Pimpa	
16.50	Farangis Saeedi	
17.10	Arunroong Wongkungwan & Sathiya Phunaploy	
<b>18.00</b>	<b>Dinner</b>	Restaurant

<b>Day 4</b>	10 May 2018	
	Venue: Sheraton Milan Malpensa Airport Hotel, Italy	
<b>08.30</b>	<b>Registration open</b>	Foyer
<b>09.00</b>	<b>Session 4 – Management in educational institutes: modern issues and future prospects</b>	
09.00	Pennapha Meeto & Raweevan Khankham	
09.15	Amber Osman & Muhammad Imtiaz Subhani	
09.30	Bundit Phrapratanporn & Kulnidawan Dumkum	
09.45	Vera Gnevasheva	
10.00	Yuttana Rattanasuwan & Piyanun Thanchai	
10.15	Ratanaporn Sukserm & Thidarat Choknakawaro	
10.30	Juan Francisco Aguirre Chavez	
10.45	<b>Coffee – break</b>	Foyer
11.00	Supapong Wimonchailerk & Rutchanewan Panbua	
11.15	Runglaksamee Rodkam & Paphitchaya Silpaksa	
11.30	Vanthangpui Khobung	
11.45	Aina Jacob Kola	
12.00	Paakpoom Klaythong & Patcharida Wisaiket	
12.15	Arun Sumdee & Anutsara Chanprapas	
<b>12.30</b>	<b>Lunch</b>	Restaurant
13.30	<b>Session 5 – Usage of ICT and social networking in educational process</b>	
13.30	Kiattiphoom Phachuen	
13.50	Chun-Pei Lin	
14.10	Piched Girdwichai	
14.30	Siriporn Meenanant & Naruecha Narapong	
14.50	Atef Abuhmaid	
15.10	Pirawat Chaiyaphoomsakul, Sawitree Charamporn & Apisit Rattanatanurak	
<b>15.30</b>	<b>Coffee – break</b>	Foyer
15.50	Nuntiya Noichun	
16.10	Nuntinee Nakdontee & Patompong Punnabhum	
16.30	Sudarat Srirama & Krisana Aree	
16.50	Vasyuta Eugenia	
17.10	Grigoryeva Natalya & Kolycheva Zhanna	
<b>17.30</b>	<b>Dinner</b>	Restaurant
	<b>Awards and closing ceremony</b>	

## LIST OF SESSIONS:

	Day 2	Meeting room
	14.00-17.30	
	<b>Session 1</b>	<b>Environmental education: ways and challenges of implementation</b>
		Chairman: Dr. Jürgen Drissner
1	Sinchai Poolklai Adisak Chuchat <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	Environmental education and behavioral change
2	Jürgen Drissner <i>University of Ulm, Germany</i>	Environmental education outside school: effects of a half-day teaching programme
3	Pattamaporn Kaewkongka Apirati Triyawat <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	“Public-based-learning”: environmental controversies for pedagogical purposes
4	Wipada Chaiwchan Kittipat Bualek <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	Considering students’ environmental self determination
5	Kvetoslava Rešetová <i>Slovak University of Technology in Bratislava, Slovakia</i>	Publishing opportunities of doctoral candidates
6	Pawinee Ratabakorn Uraiwan Tunnukul <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	Educational environment for teenagers’ moral relations development
7	Anosha Rojanapanich Prem Thanatipop <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	Analyzing business factors of students’ environmental attitudes
8	Pachara Wangmee Worakarn Jantarasingharn <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	Conceptual model for teaching the relationship of daily life and human environmental impact
9	Unnop Panpuang Saysunee Sangphueak <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	Sustainable development and teaching perspectives

Day 3 Meeting room  
09.00-12.30

Session 2

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

Chairman: Dr. José G. Vargas-Hernández

- 1 Pramsuk Huanprapai  
Sasinan Prajongjai  
*Suan Sunandha Rajabhat University,  
Bangkok, Thailand*  
Social capital and knowledge management in the context of staff empowerment
- 2 Ria Mardiana Yusuf  
*Hasanuddin University,  
Makassar, Indonesia*  
The practice of human resource strategic roles by "ulrich" model
- 3 Nattaporn Srichana  
Warawut Chuenkrut  
*Suan Sunandha Rajabhat University,  
Bangkok, Thailand*  
Student's research work as the condition of professional education
- 4 Pordee Sukpan  
Paweena Sribunrueng  
*Suan Sunandha Rajabhat University,  
Bangkok, Thailand*  
University students' entrepreneurial intentions: ways for in-study implementation
- 5 Aekkaphob Intarapoo  
Pattiya Traiteepung  
*Suan Sunandha Rajabhat University,  
Bangkok, Thailand*  
Strengthening the basic competence of sciences for master students
- 6 Bundit Pungnirund  
*Suan Sunandha Rajabhat University,  
Bangkok, Thailand*  
Interpersonal intelligence: how gender difference impacts
- 7 Sarawut Yamdee  
Supas Amornchantanakorn  
*Suan Sunandha Rajabhat University,  
Bangkok, Thailand*  
Egocentrism and development of students identity
- 8 Mahir Pradana  
*Telkom University, Bandung  
Indonesia*  
Do employees' performances depend on their motivations? (case study at Indonesian National bureau of plantation)
- 9 Pimporn Thongmuang  
*Suan Sunandha Rajabhat University,  
Bangkok, Thailand*  
Self-health care behaviors of elderly
- 10 Larisa Nevskaya  
Svetlana Akhmetova  
*Perm National Research Polytechnic University,  
Russia*  
Current trends in the development of innovative activeness of enterprise personnel

Day 3 Meeting room  
13.30-17.30

Session 3

**Modern teaching: modern technologies and practical methods**

Chairman: Dr. Bundit Pungnirund

- 1 Nuntiya Noichun  
Narasak Phunaploy  
*Suan Sunandha Rajabhat University,  
Bangkok, Thailand*  
Problem based learning (PBL-civics) model development to improve the motivation and learning outcomes
- 2 Zhang Li-Ping  
*Yu Qiu Shanghai University of  
Engineering Science,  
Shanghai, China*  
Study of cooperative education pattern
- 3 Watchara Sungkobol  
Sasiwimon Maneewong  
*Suan Sunandha Rajabhat University,  
Bangkok, Thailand*  
Analysis of mathematical education on economics specialty
- 4 Awad Soliman Keshta  
*Islamic University of Gaza (IUG),  
Gaza, Palestine*  
The effectiveness of a blended learning program on developing palestinian tenth graders english writing skills
- 5 Kanpetch Saranontawat  
Pimporn Thongmuang  
*Suan Sunandha Rajabhat University,  
Bangkok, Thailand*  
Innovative methods of teachers' practice-orientation development
- 6 Toratane Munegumi  
*Naruto University of Education,  
Naruto, Tokushima, Japan*  
Considering future directions for the specialized evaluation of educational programs for science teachers
- 7 Arias Sinthu  
Aknarin Piyaphanyamongkol  
*Suan Sunandha Rajabhat University,  
Bangkok, Thailand*  
Dialogue-based teaching model in college English teaching
- 8 Nutch Phasuk  
Natwalun Wangnil  
*Suan Sunandha Rajabhat University,  
Bangkok, Thailand*  
Business field trips impact on education processes
- 9 Krit Chaisaengduean  
Tospon Pimpa  
*Suan Sunandha Rajabhat University,  
Bangkok, Thailand*  
Project-based hybrid business education of graduate and undergraduate group
- 10 Farangis Saeedi  
*Guilan University, Rasht, Iran*  
The effect of negotiation on second language acquisition
- 11 Arunroong Wongkungwan  
Sathiya Phunaploy  
*Suan Sunandha Rajabhat University,  
Bangkok, Thailand*  
Environentors: mentoring at-risk through university partnerships

## Day 4 Meeting room

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

Chairman: Dr. Muhammad Imtiaz Subhani

- |    |   |  |
|----|---|--|
| 1  | Pennapha Meeto<br>Raweewan Khankham<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>          | Academic freedom and leadership in modern academic institutions  |
| 2  | Amber Osman<br>Muhammad Imtiaz Subhani<br><i>Iqra University, Karachi, Pakistan</i>                             | Misuse of higher education   |
| 3  | Bundit Phrapratanporn<br>Kulnidawan Dumkum<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>   | Extension analysis of employee management based on social network model                                    |
| 4  | Vera Gnevasheva<br><i>Moscow University for the Humanities,<br/>Moscow, Russia</i>                              | Student's view of education as the merit and private economic goods  |
| 5  | Yuttana Rattanasuwan<br>Piyanut Thanchai<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>     | High school students' conceptions of learning in different domains   |
| 6  | Ratanaporn Sukserm<br>Thidarat Choknakawaro<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>  | Educational pedagogy for sustainability: developing programs to transform behaviors                        |
| 7  | Juan Francisco Aguirre Chavez<br><i>Autonomous University of Chihuahua,<br/>Chihuahua, México</i>               | A gender study on college students' academic self-efficacy   |
| 8  | Supaporn Wimonchailerk<br>Rutchanewan Panbua<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i> | Multi-subject incentive cooperation of students' network entrepreneurial education                         |
| 9  | Runglaksamee Rodkam<br>Paphitchaya Silpaksa<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>  | School-community participation in developing a local sustainability agenda                                 |
| 10 | Vanthangpui Khobung<br><i>Educational Research and Training NCERT<br/>Bhopal, India</i>                         | Tribal self-help groups in Manipur: a gender perspective   |
| 11 | Aina Jacob Kola<br><i>College of Agriculture, Igboora,<br/>Oyo State, Nigeria</i>                               | Repositioning science education in nigerian colleges of education through public-private partnership (PPP) |
| 12 | Paakpoom Klaythong<br>Patcharida Wisaiket<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>    | Vocational education by transferring notions and all-round cultivation                                     |
| 13 | Arun Sumdee<br>Anutsara Chanprapas<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>           | The function of physical education for building social values  |

## Day 4 Meeting room

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

Chairman: Dr. Atef Abuhmaid

- |    |   |   |
|----|---|---|
| 1  | Kiattiphoom Phachuen<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>   | Application of classroom assistant software based on Android  |
| 2  | Chun-Pei Lin<br><i>Huaqiao University, Quanzhou, China</i>  | An effect of existing knowledge assets to inbound/outbound disruptive innovation  |
| 3  | Piched Girdwichai<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>  | Analytical study on improving expertise of university students through innovative training project                                  |
| 4  | Siriporn Meenanon<br>Naruecha Narapong<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>   | College students' information quality and study on correspondence and education system in "Internet+" era                           |
| 5  | Atef Abuhmaid<br><i>Middle East University,<br/>Amman, Jordan</i>   | Information and communication technology integration within the practicum   |
| 6  | Pirawat Chaiyaphoomsakul<br>Sawitree Charamporn<br>Apisit Rattanatanurak<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>                                       | Video converter using GPU on web application  |
| 7  | Nuntiya Noichun<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>  | Applications as IT-element of special disciplines teaching  |
| 8  | Nuntinee Nakdonte<br>Patompong Punnabhum<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>   | Designing of individual educational path of teacher's professional development in conditions of information educational environment |
| 9  | Sudarat Srma<br>Krisana Aree<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>   | Trend of visual communication design education in the cultural and creative industries  |
| 10 | Natalya Grigoryeva<br><i>Southern University (IMBL), Russia</i><br>Zhanna Kolycheva<br><i>Don State Technical University, Russia</i>  | Taxation and employment: considering relationships and factors of efficiency  |
| 11 | Vasyuta Eugenia<br><i>The Russian Presidential Academy Of<br/>National Economy And Public Administration,<br/>South Russia Institute of Management,<br/>Rostov-on-Don, Russia</i> | Medical tourism in Russia: growth potential and competitiveness issues  |

These causes can be eliminated in the pedagogical process, where a backbone factor 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-vitagenic 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

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 (Bezdukho, 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.

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#### FORMATION OF THE SOCIAL SUCCESSFULNESS OF STUDENTS WITH DISABILITIES IN THE SYSTEM OF CONTINUOUS INCLUSIVE EDUCATION

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*Thematic justification is due to the fact that the problem of inclusive education implementation in the modern period is very popular and requires close examination. Object of the article is to determine the conditions of formation of social successfulness of students with disabilities in the system of continuous inclusive education on the basis of value approach. Basic methods of research are the study of research and methodological materials and regulatory documentation, analysis and synthesis, interpretation of findings; main research approach is axiological value approach implementable based on the principles of continuity, consistency and purposefulness.*

*The study revealed and tested the conditions of formation of social successfulness of students with disabilities on the basis of value approach: ensuring the continuity of formation of social successfulness of persons with disabilities within the multilevel system of inclusive education "family – preschool education – general education – additional education of children – secondary professional education – higher professional education – further professional education"; creation of the system of continuous inclusive education taking into account the peculiarities of the medical and social models of disability in students; organized work of a teacher with the use of special methods and means of education that correspond to individual peculiarities of students with disabilities; activities of an educational organization related to the creation of special conditions for training and education of students and ensuring the mutual understanding between the subjects of educational process; based training of future and practicing teachers for work with students with disabilities in mode of inclusion implementation.*

**Keywords:** socialization, conditions of formation of social successfulness, students with disabilities, system of continuous inclusive education, value approach

These causes can be eliminated in the pedagogical process, where a backbone factor 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.

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#### FORMATION OF THE SOCIAL SUCCESSFULNESS OF STUDENTS WITH DISABILITIES IN THE SYSTEM OF CONTINUOUS INCLUSIVE EDUCATION

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*The thematic justification is due to the fact that the problem of inclusive education implementation in the modern period is very popular and requires close examination. Object of the article is to determine the conditions of formation of social successfulness of students with disabilities in the system of continuous inclusive education on the basis of value approach. Basic methods of research are the study of research and methodological materials, regulatory documentation, analysis and synthesis, interpretation of findings; main research approach is axiological value approach implementable based on the principles of continuity, consistency and purposefulness.*

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## Introduction

The education sphere is one of the fields that in many ways determine the formation of innovative climate and competitive ability of economy as a whole. Education serves as a main instrument of the society modernization, and in conditions when the course is set of innovative economy, innovative aspect of education advancement becomes more and more vital.

Today, the overwhelmingly important problem is being solved regarding execution of social protection of challenged persons and persons with disabilities in conditions of radical fundamental breaking of political, economic, social and ideological structures formed within decades. And the problem of formation of social successfulness of such group of people is of continuous importance in the modern society.

Implementation of inclusive education is treated as the highest form of educational system development in the direction of enforcement of the right of a person to high quality education in accordance with his or her cognitive capabilities and environment at place of residence appropriate for his or her health. Inclusive education training is a long-term strategy referred to as the systematic approach in organizing the work of general education and professional system in all directions in total (Kashapova, 2012).

Integrated study of this problem has started in the last decades in different directions such as: professional training of pedagogical personnel for execution of inclusive education; formation of favorable psychological attitude to the disablement phenomenon in teachers and children with normal development; organization of educational process to meet the needs of all categories of children; spatial organization of classrooms for persons with disabilities; choosing and usage of didactic materials by teachers in inclusive classes; determination of quality factors of inclusive education; determination of methods for research of mental map of a person; management in the system of inclusive education; model of a successful person and the ways of its development; theoretical aspects of social and professional successfulness of persons with disabilities and so on (Cook, Tankersley, Cook & Landrum, 2000; Kashapova & Shane, 2012).

## Methodological Framework

Terms "integration", "mainstreaming", "inclusion" are used in modern science and practice to denote, describe pedagogical process where the healthy students and persons with disabilities are trained and taught together.

Term "integration" came from the Latin word *integrare*, which means to compensate or to supplement. In pedagogics, the term "social integration" appeared in the XX century and was primarily used in USA with regard to the problems of racial, ethnical minorities, and since 60-s of the XX century it came into the speech pattern of Europe and started being used in the context of problems of people with disabilities. In foreign countries by the early XX century integration in a broad social-philosophic sense was thought of as a form of being in joint life of common people and people with disabilities, execution of non-derogable participation of a person with special needs in all social processes.

This right is legislatively secured in most of the developed countries of the world. The foreign pedagogy regards integration as the possibility of joint life and education of common children and children with disabilities with assistance and following of this process by the

means of economic, organizational, didactic and methodological nature (Cassidy, 1996; Westwood & Graham, 2003).

Mainstreaming (from the English word *mainstream*, i.e. aligning, adjustment to the widely accepted example) is a concept used in the foreign literature that denotes the strategy wherein the students with disability communicate with peers within various leisure programs, which makes it possible to extend their social contacts. As a rule, there are no any educational purposes.

The main disadvantages of the given forms of association (integration, mainstreaming), in the view of researchers, are the non-adaptedness of the educational environment to the needs of the challenged persons. Student with disabilities has to adapt to unchanging conditions in the educational institution, has to be prepared enough in terms of cognitive and personal development. In order to make the process of his or her education easier, it is proposed to introduce the system of defectological and psychologic-pedagogical aid. Inclusive education (from the French word *inclusif*, which means including) is a term used to describe the process of education of children with special needs in general education school.

Despite the physical, intellectual, social, emotional, linguistic and other peculiarities of children, each child is given the possibility to be included into the integral process of education and training, development and socialization, which enables the growing-up person to become the equal member of society, decreases risks of his or her segregation and isolation. Inclusive education is available to education and children with special needs.

This term is more modern and it reflects the new view not only on the system of education but also on the person in society (Nazarova, 2010). American pedagogy treats inclusion as a principal transformation of the mass school for the tasks and needs of collaborative learning of common children and children with problems in development. In many-speaking countries the term "inclusion" is comparatively little used. Here people continue to use terms "integration", "collaborative learning", "including". Countries oriented on the American educational model, increasingly frequently use the term "inclusion".

## Literature review

In modern society there is an increasing demand of introduction of inclusion in the national educational system. The tendency has been set out regarding transferring from single level of the successful experience of introduction of inclusion in education to creation of a system for continuous inclusive education verticals, such as "family – preschool education – general education – additional education of children – secondary professional education – further professional education". This circumstance made educational communities at all educational levels take organizational measures and draw the attention of parents of students with disabilities in extremely short terms, in order to create conditions for the introduction of inclusion in educational organizations (Kashapova, Sambitova & Shayakhmetova, 2013).

The changes relate to the fundamentally different approach to education: it is not the student to adapt to the existing educational establishment conditions and regulations, but the existing educational system adapts to his or her needs and abilities. This process leads both to the normalization of life of students with disabilities and to the greater manifestation of their successfulness among their peers. This is facilitated by a specially designed educational environment and training of teachers to work in the mode of inclusive education using

interactive forms of learning – trainings, pedagogical councils, public discussions of the students accompaniment strategy, culturalogical discussions and others (Kashapova, 2013).

## Results

Domestic and foreign teachers, psychologists recognize that special education system cannot fully implement its basic function i.e. assist in students socialization, because it is impossible without including of a person in a broad range of relationships in society and encouraged forms of social behavior. Socialization is a result of a person mental development, continuous expansion of the number of his or her contacts.

If the students group of a special school perceives the picture of the world, social relations as a structure consisting of isolated, non-integrated elements, then in mass general education school the situation is opposite. Here the conditions are created for communication and interaction between healthy children and children with developmental disorders, which help to develop a different picture of the world – peace as a unity of different people (Cent & Ward, 1987; Florien, 1998).

Most have rich experience of children with disabilities get together with healthy children in a General education school. The adaptation of the procedural side of learning to the individual needs of each student allows all successfully master the basic school program to meet their educational needs, reflecting a value approach in the implementation of inclusive education. Children with disabilities get the richest experience in conditions of communication with healthy children in a general education school.

The adaptation of the procedural side of learning to the individual needs of each student allows all students to learn the basic school program successfully, to meet their educational needs, which is a reflection of a value approach in the implementation of inclusive education.

Today, there are two separate models of disability (medical and social). The first model states the presence of impairments and sees its mission in minimizing violations by means of medical and surgical intervention, care delivery. In medical practice there is a certain understanding of “normal” human condition and the slightest drifts are considered as deviation or pathology. In the past, children with disabilities from birth were considered only from the point of their physical disabilities and received compulsory “treatment”. Socialization appeared in isolation from the surrounding reality.

And a person within the medical model of disability, adapted to the environment of society since childhood, and adults did not think that a child with disabilities has the right to be accepted as he is, the right to education. In the last decade, the medical model began reconsidering their potential in work with challenged persons, looking for new methods of treatment and prevention, education and health improvement.

Such relationships, as medicine-art, medicine-pedagogy, medicine-psychology, medicine-productive labor began to develop. But it is important to initiate such ratios: medicine-sociology, medicine-information technologies, medicine-physical education and sports and others that can have significant positive effects in work with persons with disabilities. To change the existing situation, we identified the conditions that will allow solving the set research problem.

The formation of social successfulness of individuals with disabilities within the multilevel system of inclusive education “family – preschool education – general education

national education of children – secondary professional education – higher professional education – further professional education” based on the idea of continuity. It is appropriate here to consider the social model of disability, which is strong because it reaches the equal conditions for life and life activities for these people.

In order to release the challenged persons from discrimination, the system of general professional education should be changed, introducing inclusion in it. It is easier to solve a problem in the system of general education of children of preschool and school age, and their experience is so far formed in professional education. Today it is important to create a system of continuous inclusive education, taking into account the peculiarities of the medical and social models of disability among students.

Properly organized work of a teacher, the use of special methods and means of training responding to the individual peculiarities of students with disabilities will make it possible to reveal their abilities and potentials, demonstrate personal academic achievements of every student (Kashapova, Garipova & Sufiyarov, 2012). Inclusive form of education applies to all subjects of educational process: children with disabilities and their parents, normally developing students and their families, teachers and other professionals of education space, administration, institutions of additional education.

Therefore, the activities of the educational establishments should focus not only on creating special conditions for training and education of students with special needs, but also on ensuring the mutual understanding both between teachers and children, and between students with disabilities and their healthy peers.

## Conclusion

On the basis of theoretical analysis of the studied materials, results of experimental work, we came to the conclusion that the implementation of inclusion in the continuous education system should not lead to a decrease in the significance of special education. Inclusive education stands as one of the directions of education, the option of providing educational services to a child with disabilities.

All special children need to gain new experience of social and educational interaction with their normally developing peers, but each child needs to pick up model of education understandable and useful for his or her development. Most likely, educational inclusion has its sense in cases where the collaborative learning is inappropriate for the child, he or she should be given the opportunity to study in a specialized institution, and the care should be taken of the formation of social skills by means of including it in joint leisure programs.

In the framework of the research problem we identified and tested the following conditions for the formation of social successfulness of students with disabilities on the basis of value approach: - ensuring the continuity of the formation of social successfulness of individuals with disabilities within a multilevel system of inclusive education “family – preschool education – general education – additional education of children – secondary professional education – higher professional education – further professional education”; - creating a system for continuous inclusive education taking into account the peculiarities of medical and social models of disability among students; - organized work of the teacher using special methods and means of teaching that correspond to the individual circumstances of students with disabilities that makes it possible to identify the skills and potential of each student, to demonstrate personal academic achievements of the student; - activity of the

educational organization is **not only** connected with the creation of special conditions for training and education of **students with special needs**, but also with the understanding between teachers and students, **between students with disabilities and their healthy peers**; **targeted training of future and practicing teachers** in the system secondary, higher and postgraduate professional pedagogical education for work with students with disabilities in the mode of introduction of inclusion.

The above said reasons that the person with disabilities always must and can find way of self-expression, but close-minded mentors should be near (parents, teachers, coaches, masters of production and others) that are able to understand, support, guide and evaluate objectively. There are no identical people, each person is in its own way valuable, unique, talented, gifted, deserves recognition, support and respect. It is also important from an early age to notice their talents, give them opportunity for learning, development, finding themselves in profession, becoming socially successful and self-sufficient people despite their disability. But they need the manifestation of compassion and tolerance, attention and understanding, love and support, not pity and contempt. In the continuous process of inclusive education it is possible to create conditions for the formation of personality of student with disabilities, ensuring his or her successful socialization, further professional and family self-realization.

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