



13TH 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
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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

14.00	Session 1 – Environmental education: ways and challenges of implementation	
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	Coffee break	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	
18.00	Dinner	Restaurant

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	
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	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 Saranontawat & Pimporn Thongmuang	
15.10	Toratane Munegumi	
15.30	Coffee – break	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	
18.00	Dinner	Restaurant

Day 4	10 May 2018	
	Venue: Sheraton Milan Malpensa Airport Hotel, Italy	
08.30	Registration open	Foyer
09.00	Session 4 – Management in educational institutes: modern issues and future prospects	
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	Coffee – break	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	
12.30	Lunch	Restaurant
13.30	Session 5 – Usage of ICT and social networking in educational process	
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	
15.30	Coffee – break	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	
17.30	Dinner	Restaurant
	Awards and closing ceremony	

LIST OF SESSIONS:

	Day 2	Meeting room
	14.00-17.30	
	Session 1	Environmental education: ways and challenges of implementation
		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
Raweewan Khankham
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Academic freedom and leadership in modern academic institutions |
| 2 | Amber Osman
Muhammad Imtiaz Subhani
<i>Iqra University, Karachi, Pakistan</i> | Misuse of higher education |
| 3 | Bundit Phrapratanporn
Kulnidawan Dumkum
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Extension analysis of employee management based on social network model |
| 4 | Vera Gnevasheva
<i>Moscow University for the Humanities,
Moscow, Russia</i> | Student's view of education as the merit and private economic goods |
| 5 | Yuttana Rattanasuwan
Piyanut Thanchai
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | High school students' conceptions of learning in different domains |
| 6 | Ratanaporn Sukserm
Thidarat Choknakawaro
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Educational pedagogy for sustainability: developing programs to transform behaviors |
| 7 | Juan Francisco Aguirre Chavez
<i>Autonomous University of Chihuahua,
Chihuahua, México</i> | A gender study on college students' academic self-efficacy |
| 8 | Supaporn Wimonchailerk
Rutchanewan Panbua
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Multi-subject incentive cooperation of students' network entrepreneurial education |
| 9 | Runglaksamee Rodkam
Paphitchaya Silpaksa
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | School-community participation in developing a local sustainability agenda |
| 10 | Vanthangpui Khobung
<i>Educational Research and Training NCERT
Bhopal, India</i> | Tribal self-help groups in Manipur: a gender perspective |
| 11 | Aina Jacob Kola
<i>College of Agriculture, Igboora,
Oyo State, Nigeria</i> | Repositioning science education in nigerian colleges of education through public-private partnership (PPP) |
| 12 | Paakpoom Klaythong
Patcharida Wisaiket
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Vocational education by transferring notions and all-round cultivation |
| 13 | Arun Sumdee
Anutsara Chanprapas
<i>Suan Sunandha Rajabhat University,
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
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Application of classroom assistant software based on Android |
| 2 | Chun-Pei Lin
<i>Huaqiao University, Quanzhou, China</i> | An effect of existing knowledge assets to inbound/outbound disruptive innovation |
| 3 | Piched Girdwichai
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Analytical study on improving expertise of university students through innovative training project |
| 4 | Siriporn Meenanon
Naruecha Narapong
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | College students' information quality and study on correspondence and education system in "Internet+" era |
| 5 | Atef Abuhmaid
<i>Middle East University,
Amman, Jordan</i> | Information and communication technology integration within the practicum |
| 6 | Pirawat Chaiyaphoomsakul
Sawitree Charamporn
Apisit Rattanatanurak
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Video converter using GPU on web application |
| 7 | Nuntiya Noichun
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Applications as IT-element of special disciplines teaching |
| 8 | Nuntinee Nakdonte
Patompong Punnabhum
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Designing of individual educational path of teacher's professional development in conditions of information educational environment |
| 9 | Sudarat Srma
Krisana Aree
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Trend of visual communication design education in the cultural and creative industries |
| 10 | Natalya Grigoryeva
<i>Southern University (IMBL), Russia</i>
Zhanna Kolycheva
<i>Don State Technical University, Russia</i> | Taxation and employment: considering relationships and factors of efficiency |
| 11 | Vasyuta Eugenia
<i>The Russian Presidential Academy Of
National Economy And Public Administration,
South Russia Institute of Management,
Rostov-on-Don, Russia</i> | Medical tourism in Russia: growth potential and competitiveness issues |

addition, many studies compare the effects of different types of CF (corrective feedback) received by learners (e.g., Ellis, Loewen, & Erlam, 2006; Panova & Lyster, 2002; Iwashita, 2003; Philp, 2003).

Some studies suggest that learners could benefit more from explicit rather than implicit CF (e.g., Carroll & Swain, 1993; Ellis, Loewen, & Erlam, 2006; Kim & Mathes, 2001; Varnos-fadrani & Basturkmen, 2009). Moreover, among the different types of implicit CF, Lyster (1998, 2004) mentions that recasts, occurring after grammatical errors, assist L2 learning. This claim is further supported by studies, such as Long, Inagaki, & Ortega (1998), Braid (2002), Hauser (2005), and Nassaji (2009).

According to Lyster, meaning-focused negotiation provides teachers with a useful set of communication strategies that facilitate comprehension during classroom interaction. Li's (2010) meta-analysis has further confirmed the effectiveness of CF in SLA. Through the examination of 33 studies on the effects of CF, he found a "medium overall effect for corrective feedback and the effect were maintained over time." Most of the studies showed that negotiation can improve language acquisition but, they didn't show how to use negotiation in the classroom.

I like to explain and use some task-based activities in the classroom that it can improve L2 acquisition. 3. Negotiation in the Classroom Comprehension precedes production. (Real language acquisition develops slowly and speaking skills emerge after listening skills, even satiation is perfect.

The best way is to provide "comprehensible input" in low anxiety context and students produce when they are ready. Teacher can use different co-operative learning strategies such as small group discussions in the classroom. The increased opportunities to speak can help students to speak. These are some suggestions to work in the classroom:

- 1) Divide students into groups. Change the groups by different activities.
- 2) Provide opportunities to practice with more proficient speakers.
- 3) Keep groups small, four students in the group is sufficient. It provides more chance to speak and practice.
- 4) Explain and emphasize the value of collaboration.
- 5) Visit the groups regularly to supervise.
- 6) Explain the groups the concept of agreement and disagreement. "You may have some similar or different opinion so you should use especial words and expressions.
- 7) Try to connect prior knowledge of students".
- 8) Model pronunciation and syntax and ask students to repeat.
- 9) Pay attention to student's errors and provide indirect feedback by modeling the correct form. Don't interrupt learners by correcting directly.

How to Use Picture during Negotiation Task-based activities can develop L2 acquisition.

Tasks are used to elicit specific learner linguistic behavior. Features of tasks: tasks are focused on goals. That is, participants are expected to arrive at some outcome, which they accomplish through their verbal (or in this case written) interaction.

The second feature is activity, which suggests that participants take an active role in doing the task. These two categories affect the task's impact on opportunities for learner comprehension of input, feedback on production, and interlanguage modification. Jigsaw

tasks elicit the highest amount of negotiated interaction among students. Picture-based sequential ordering activity is a common example of such a task.

The goal of arranging the pictures in the proper sequence is shared by both participants and therefore convergent in nature. The combination of these two features is argued to elicit more negotiated interaction than other task types. Pictures are worthy than 1000 words. Teacher can show different pictures to students and learners make story or describe the pictures.

For example an interactive picture difference task can be good in the classroom. One learner was given picture A, which shows the original version of a scene while another learner was given picture B, which showed the same scene with some parts of illustration missing. Group B should fill the missing part.

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ANALYSIS OF MATHEMATICAL EDUCATION ON ECONOMICS SPECIALTY

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In this paper, we has analyzed some questions on the economic mathematics education. And then proposed to simplify the teaching content, improve teaching methods, strengthen the mathematic modeling teaching, and change the assessment methods of the teaching measures. The quality of teaching economic mathematics will be improved. And the interests of student in learning mathematics will be improved in this way.

Keywords: Teaching; Course reform ; application

Introduction

Economics in many areas use more or less mathematics knowledge; a lot of specialized courses in mathematics have become the necessary knowledge of economic analysis. Over time, economics, finance and management disciplines are bound to be more closely linked with the mathematical disciplines. There will be more new cross courses, so as to promote the mutual support and cooperation between them.

Thus the importance of mathematics education in the economic is obvious. And how to teach the mathematics course well for the students majoring in economics has become an urgent need to solve the new problems in the education of mathematics. Most of economic financial class is liberal arts students, they do not like science or mathematics in high school, and even some of them are so disgusted with mathematics that they choose the liberal arts.

While in college, mathematics still is a root neural that they most didn't want to touch. For the economy, in the training program of financial courses, these courses are essential such as calculus, linear algebra, probability theory and mathematical statistics [1-3]. Because they are the professional core prerequisite courses, the professional courses will not arrange without mathematical basis. So how to teach students mathematics courses in economics and finance had become a new topic of modern education.

Domestic Curriculum Education Problems

In teaching, our goal is to improve the students' enthusiasm, ensure the completion of the syllabus, and let the students learn to apply it. And most of the economics majors are in the liberal arts colleges and universities, compared with science and engineering, comprehensive colleges, liberal arts colleges pay less attention to the mathematics courses. [4] With the passage of time, improving the mathematics curriculum system will be relatively lag, and curriculum construction will also develop slowly. Although a large number of domestic and foreign educators have been proposed constantly improve the economic mathematics teaching curriculum reform, but there are still some problems [5-6]

A. The Problem of Teaching Content and Teaching Hours

How to adjust teaching content, improve teaching methods, accomplish the teaching plan, and become the direction of our reform to achieve the purpose of teaching. Traditional teaching content pursues much the rigorous knowledge system, such as the perfect theory, the rigorous logic. But it rarely combines the teaching with the economy, and there are fewer cases of the economic application aspects.

B. The Problem of Teaching Methods

A blackboard with a piece of chalk and a book, is still a continuation teaching means for some colleges and universities in modern education and far. Especially in the face of putting more emphasis on the application of economic and financial class of students, the traditional teaching methods in the teaching process become more weak. It is a useful way to increase the multimedia teaching, but also to subvert the traditional mathematics teaching. Combining multimedia and blackboard mode is necessary to solve the new practical problems, and so the learning interest of students is greatly encouraged. Of course, there is a problem, some teachers are not good in using multimedia teaching, or, with multimedia they can't speak math language, and just turn the pages of the PPT. This teaching method is certainly not welcomed by students. How to use multimedia, the mathematics teachers need to study

teaching methods. Too much emphasis on the derivation and proof of concept, theorem and calculation on mathematical problems, ignore focus on problem-solving skills; too much emphasis on logical and mathematical rigor, but pay less attention to the cultivation of students' logical thinking, and ignore the application of knowledge, but for the economic class of liberal arts students, it make the mathematics become a stumbling block to their college life.

C. The Problem of Application, Modeling, Training and Assessment

The application of knowledge is still in the physical and geometrical aspects such as geometric significance, tangent derivative of velocity for acceleration and so on. Such examples and such traditional teaching method ignore the application of mathematics in the economy that leads to the students to think it is no use and makes students have less mathematics learning enthusiasm. It is not conducive to the cultivation of students' ability to use mathematical knowledge to solve economic management problems and cannot meet the need. The follow-up specialized courses in modeling training: liberal arts students of economic class, some their own reasons cause them lose the opportunity to train the ability of mathematical modeling. How to take the mathematical modeling organically into the main courses of mathematics is a problem to be solved. The students' examination evaluations are mostly based on traditional methods. Achievement in peacetime and final examination scores are summed to overall result, this assessment is too simple, can't improve students' interest in learning, and cannot reach the detection on the application of economic and comprehensive ability of the students. It also cannot improve the students' learning interest, achieve the students' application and comprehensive ability of the test.

The Solution To The Problem Of Curriculum Education

In view of the above problems, through the author's many years of teaching experience and reference to foreign schools of teaching philosophy, some solutions are summed up as follows:

A. Simplify the Teaching Content

Simplify the teaching content, reduce the pure mathematics exercises examples, and increase application examples. Pay attention to the application of learning, teaching and training.

B. Optimizing Teaching Means

In the classroom teaching, achieving the combination of multimedia and blackboard can improves the students' interest in learning, and strengthens his memory. Some schools, especially colleges of Arts, banned from using multimedia to teach mathematics courses. Such a decision has its own reasons, but the whole is relatively arbitrary.

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INNOVATIVE METHODS OF TEACHERS' PRACTICE-ORIENTATION DEVELOPMENT

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The purpose of the article is to identify and experimentally test the conditions for effective practical training of teachers in the framework of the educational program. The study was conducted on the basis of the methods of theoretical and empirical level. The leading method is the method of pedagogical experiment allowing to determine the effectiveness of professionally-oriented training of teachers, to identify a set of conditions for the organization of this process. The achievement of positive results of the pilot study was obtained due to the implementation of the following pedagogical conditions: the reliance on the idea of the activity approach, a focus on modular design of the basic professional educational program of pedagogical magistracy, a change of the organization procedure and the content of practices, partnerships of educational institutions in the context of the professionalization of teachers' training, a change in the assessment procedure of professional competencies and labour actions of teachers. The findings demonstrate the increasing level of formation of professional competence and labour actions of graduates which both form the basis of student's qualification.

Keywords: Practice-oriented training, educational module, partnership, practice, professional competences

Introduction

In modern conditions it is crucial to train of the teacher-practitioner who is able to solve professional problems on his own having practical competences, capable of creative transformation of the reality, as well as professional self development and self-improvement. Practice-oriented teachers' training is presented in the works of both foreign and national researchers. A variety of scientific views reflects a wide range of problems and necessity to find their optimal solutions.

The concepts of foreign researcher pay a considerable attention to defining the content and technology of practice-oriented teachers' training (Bacca et al., 2014; Goodyear et al., 2001; Musset, 2010; Nistor, Gogus & Lerche, 2013; Petty, 2006; Reece & Walker, 2006; Zeichner & Conklin, 2005), as well as assessing the professional competence of teachers

Baran, 2014; Black et al., 2003; Ilanlou & Zand, 2011; Robinson, 2006; Wayne & Yoniss, 2004). In studies of Russian scientists (Bolotov, 2014; Buyanova, 2013; Margolis, 2015; Koletvinova, 2015; Mokshina, 2015; Shukshina et al., 2016; Yakunchev & Gornshchikova, 2015) the essence of practical training is considered in the context of the development of optimal models of educational programs realization.

Results and Discussion

Characteristics of pedagogical conditions of practice-oriented teachers' training. Previous experimental work has revealed the conditions of effective practice-oriented teachers' training: - implementation of the activity approach, providing practical training determining the ratio of competences of the federal state educational standard of higher education (Master's level) with generalized functions and labour actions presented in the professional standard of the teacher; - focus on the modular design of the basic professional educational program suggesting the restructuring of the organization of the learning process; - changing the procedures of the organization and content of practices; - partnerships of educational institutions in the context of the professionalization of teachers' training; - changes in the procedure of assessment of professional competence of teachers and their labour actions.

The implementation of the activity approach providing practice-oriented teachers' training. Professionalization of teachers' training is aimed at educational outcomes ensuring the formation of the abilities to perform professional activities in accordance with the standards elaborated by the professional community, as reflected in the professional standard (Bolotov, 2014). An activity approach sets the logic to design qualification requirements for pedagogical high school graduates, based on the analysis of the scope of the professional work of the teacher; establishing appropriate qualification characteristics and professionally important qualities; selection of educational content. On the basis of the activity approach in the process of practice-oriented teachers' training, a specific significance is the formation of the ability to carry out professional activities, their reflection, the ability to implement these actions in a new environment and their independent development (Margolis, 2015).

In the development and implementation of educational programs in the context of the activity approach it is necessary to target at specific types of professional activity which a teacher is being trained for and to achieve a high level of competence for each activity (teaching, research, design, methodological, administrative, cultural, education). Using an activity approach implies an increase in the practical constituent of training, changes of the structure, form and content of the training, evaluation and diagnostic tools for the certification of graduates, as well as the organization of professionally-oriented practices in educational institutions.

Orientation on the modular design of the basic professional educational program of teachers' training. The modularization of the educational process is an organization of professional training in order to give it a certain structure and sequence of passing the compliance of educational modules. The modular approach provides processibility and variability of content, tools, forms and methods of teaching, actively includes in the management of the system, not only teachers, but also students. The modular approach is based on the principles of agility and flexibility, parity, conscious perspective, the effectiveness and efficiency of the knowledge, highlighting the major (Margolis, 2015).

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