



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
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

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 & Raweewan 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 |

EGOCENTRISM AND DEVELOPMENT OF STUDENTS IDENTITY

Sarawut Yamdee
Supas Amornchantanakorn

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The article is directed to study the structure of the first-third year students' identity, connection between an index of egocentrism and characteristics of identity. The leading method of research of this problem is projective methods (Kuna-Makpartlend's method "Who I am?», the projective test of egocentric associations), allowing to reveal the levels of an egocentrism and structure of identity. On the basis of theoretical research the place of identity, an egocentrism in structure of identity is revealed. In the article comparative research results of the personal identity structure of the first-third year students - future teachers are given. During empirical research differences in structure of identification characteristics of students of different courses are revealed. The conducted research allowed to reveal a number of contradictions in structure of identity, in manifestations of egocentrism of the modern student. These contradictions should be considered at the organization of educational process. The connection between an index of an egocentrism and characteristics of identity was found. According to a study results the program of the psychological and pedagogical practical work aimed at the development of role flexibility, ability to self-control was developed. Approbation results of this practical work were generalized. Materials of article can be useful for development of psychological and pedagogical practical trainings, because ability to flexibly react, to consider positions of other people is very important competence for many professions.

Keywords: identity, structure of personal identity, students, egocentrism, decentration, role flexibility

Introduction

The concept of personal identity is actively developed in modern psychology. Identity at the same time provides feeling of individuality and involvement in society. Identity takes a special place in structure of the personality. In psychological science there are some approaches to identity. Firstly, identity is meant as internal sameness, as continuity of the personality (Erikson, 1968).

Secondly, it acts as the protective mechanism from negative feelings, psychological problems (Freud, 1961). Also identity is a kernel of consciousness of the person. It is confirmed by the following approaches to it: identity as to "I-concept" (Muhina, 2002) and as selfdetermination (Ageev, 1990). Identity is a dynamic characteristic. It changes during the life process depending on values actual for this age, meanings and depending on public ideals and models of the interpersonal relations.

Historically, we can tell about identity as about the psychological phenomenon since the late Middle Ages. At that time personal space appears. Accordingly isolation of yourself as a person, as an identity begins. Psychologically "the person felt itself as part of the whole - of the generation, family, villagers", he didn't make differences between himself and others.

Occurrence of identity is, at first, distinguishing of yourself, comparison with others and reference on the basis of comparison to some category.

There are some approaches to definition of identity structure. According to E. Giddens, identity represents two poles: on the one hand, an absolute opportunism (conformism), on the other hand, isolation on yourself. For modern identity the following extremes of identity formation are specific:

1. unification - fragmentation;
2. helplessness - competence;
3. authoritativeness - uncertainty;
4. personal needs - the market individual.

He distinguishes the appropriate pathological forms of identity:

1. traditionalism - conformism;
2. omnipotence - estrangement;
3. dogmatism - radical doubt;
4. narcissism - full dissolution in the world of goods (Giddens, 1991).

G. Breakwell considers that the body of the person, a biological organism is a "core", an identity basis, however, over time it becomes its less significant part. Much more importance has substantial dimension. Substantial dimension includes characteristics which the individual uses to describe himself (roles, group membership, values, motives, guidelines, emotions, personal constructs).

Substantial characteristics can belong as to a social role (group membership), so as to personal identity (values, motives, installations, emotions, personal constructs) (Breakwell, 1986). Many authors specify that identity is connected with ideas about the personality, its role in society, personal qualities and position. Today age features of identity, the dynamics of identification characteristics remain not investigated. Psychological mechanisms of formation of social identity were described, first of all, by cognitive scientists.

They distinguished the following mechanisms: comparison, categorization, imitation of model, isolation, integration (Tajfel, 1986, Hogg, 2000, Bennett, 2008). Amiot C. E., de la Sablonnière R, Terry D. J., Smith J. R. (2007) studied process of social personal identity formation. They distinguished four stages based on a selfcategorization of the personality with various ingroups. The egocentrism is one of the basic concepts in the psychological characteristic of the personal identity.

The egocentrism reflects a certain interaction of the person and environment, and also his relation to the world in general which is characterized by concentration of the person on the image of "I" in this world. The phenomenon of egocentrism for the first time was described in details by J. Piaget in the context of cognitive development in childhood. Piaget J. considered that an egocentrism is the central feature of children's thinking. It disappears during the development of the child, i.e. a decentration takes place (Piaget J., 1969). Today psychologists, psychiatrists acknowledge that the egocentrism is inherent not only to children, but also to adults. For adults the egocentrism is shown in the form of an egocentric orientation of interests and requirements.

Egocentrism is the position of the personality which is characterized by concentration on own feelings, experiences, interests. The egocentrism can also appear as inability to understand and consider information from other people contradicting own experience (to Kavun, 2012).

The basis of egocentrism is misunderstanding by the person that existence of other points of view is possible, and also confidence that the psychological organization of other people is identical to his own. In psychology the egocentrism is considered in various aspects, the following types of it are distinguished: - informative egocentrism characterizing mainly the processes of perception and thinking; - moral egocentrism which appears in misunderstanding of the moral bases of other people's behavior; - communicative egocentrism complicating communication (first of all - speech) by neglecting distinctions of semantic filling of concepts, etc.

The reasons of occurrence of an egocentrism can be: - wrong methods of family education, - psychologically intense long conditions (for example, offense) - individual psychological propensity of the person (character accentuation) (Pashukova, 2001).

In process of personal development the egocentrism is overcome by decentration. To satisfy the growing inquiries, the child should learn to communicate with people around, to agree, make a compromise, to consider a position of others. For adults and teenagers various trainings are developed for overcoming an egocentrism. It is possible to distinguish two types of such psychological trainings: trainings of communicative abilities and trainings of selfcontrol. But special trainings of decentration for students - future teachers are not developed. Their necessity is dictated by that the teacher is a communicative profession. At works of many authors the importance of formation of communicative competences of future teachers is emphasized (Kamalova, Ul'yanitskaya, Zakirova, Masalimova, 2014). That's why to be able to flexibly react, to consider positions of other people is very important competence for this profession. The problem of research firstly consists of that nature of interrelation between an index of an egocentrism and characteristics of identity isn't studied. Secondly, special trainings of decentration for students - future teachers are not developed.

Materials And Methods

Research objectives:

1. comparative studying of identity structure of first and third year students;
2. identification of interrelation between an index of an egocentrism and characteristics of identity;
3. approbation of the psychological and pedagogical practical work aimed to develop the role flexibility, ability to selfcontrol of students - future teachers.

Research methods:

1. Kuhn-Makpartlenda's technique "Who I am?". The test allows to reveal structural components of identity, including the most significant. Examinees in 10 minutes had to give answers to the question relating to them: "Who I am?".
2. Projective test of egocentric associations (EAT). According to the instruction of a technique students had to finish sentences. The number of words wasn't stipulated. Research of an egocentrism by means of the projective test of egocentric associations (EAT) can be carried out both with one examinee, and with the group consisting of 2-7 people.

During the work with group each participant of the test has to be provided with the form, the pen, to take convenient place at a table at distance of 1,5-2 m from neighbors and the experimenter. Specialty of the task is that examinees shouldn't know a purpose of

research. As the "false" purpose can be called a written language speed test or speed determination of emergence of associations.

Thus it is important to emphasize that the contents, literacy and calligraphy don't matter. During making the test the experimenter is forbidden to explain something to the examinee besides the instruction and he must not give estimates and to tell the attitude towards examinee's judgments.

Here it is necessary to watch for strict identity of the examinee's work and to fix the time of task performance. Examples of incomplete sentences: "A few years ago...", "Actually...", "In comparison...", "The further...", etc. The technique is directed on detection of such personal quality as an egocentrism. The index of an egocentrism is defined by identification and calculation of the sentences containing information indicating the subject, i.e. examinee. This information is expressed by the pronouns and own pronouns formed from it. It can be pronouns "I", "me", "mine", etc. The number of sentences with a pronoun "I" is an index of an egocentrism.

3. Methods of mathematical statistics by use of Student's t-criterion, criterion ϕ^* - angular transformation of Fischer, ranging, the correlation analysis, a percentage ratio of data. Experimental base of research was made by the first - third year students in Institute of psychology and education.

The students who took part in research get the education with specialization "Elementary school teacher". The volume of research selection made 250 people. Research phases. Empirical research is conducted during 2012-2014 and has complex character. In research it is possible to distinguish the following stages.

1. At the first stage the structure of identity and sociocultural orientations of the first and third year students was studied.
2. At the second stage the interrelation between manifestations of an egocentrism and characteristics of identity at students was researched.
3. At the third stage of experimental study the psychological and pedagogical practical work aimed to develop the role flexibility, ability to self-control was approved. Results of approbation were generalized.

Conclusion

Thus, empirical research showed that there is an interrelation between an index of an egocentrism and characteristics of identity. This interrelation is connected with that the personality with the high level of egocentrism is incapable to reflect the different aspects of his identity in situations of interpersonal communication. This in turn can result inflexibility of behavior.

The conducted research allowed to reveal a number of contradictions.

Social "I" by the importance take the first position in the structure of identity of students, but only family and interpersonal roles are presented in it.

Reflexive "I" of students has bright expressiveness. Results of other parameters show low and average level of reflection development. By many indicators students are active, energetic, and ambitious. But at the same time insularity, uneasiness, diffidence, difficulties in selfcontrol are diagnosed. The interrelation between an index of an egocentrism and characteristics of identity is revealed. It is difficult for person with the high level of

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egocentrism to show role flexibility in situations of interpersonal professional communication.

Due to results of research the working program of a psychological and pedagogical practical work was developed. This practical work was realized by studying psychological disciplines (the general, social, pedagogical psychology) on the first, second year of training. Realization of a psychological and pedagogical practical work assumed achievement of the following purposes: - development of the capacity for reflection and self-control; - development of a positive self-esteem; - skills of social cooperation, mutual aid; - development of behavioural flexibility in pedagogical situations.

During realization of a practical work students actively participated in all lessons. They interested in a subject and the content of the lesson. In reflexive reports they point out the changes happening in them. They noted importance of the developed abilities in professional and interpersonal communication. Materials of article can be interesting for the practicing psychologists, for teachers of psychological and pedagogical disciplines.

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The problem in question is necessitate by the contradictions between requirements of successive educational process of general and professional education and the absence of new mechanisms of providing the continuity of education which is effective under modern conditions. The aim of the article in question is to provide the potential of the research activity of students as a factor of integration of general and professional educational activities. Theoretical analysis and synthesis are used as the method of investigation for the basis of continuity of education, modeling of the integral pedagogical system, university-school and pedagogical experiment in checking the interdependent process of development of research activity of schoolchildren and students and providing the continuity of general and professional education. The article also describes the structure of research activity and appropriateness of its development with school-children and students, and explains its integral character which provides the subjective development of a personality of a student that, in its turn comprises the inner structure of educational continuity. The article is of scientific value both for teachers-researches, studying the problem of successive education and for practicing teachers, who want to provide effective educational process.

Keywords: general education, professional education, succession (continuity), research activity, pedagogical integration, continuous educational process, subjective development of a personality

Introduction

Quite new aims and tasks are set nowadays to the educational system, which are defined by the social task, a new model of a specialist and a professional. It is necessary to shape a personality who is able to organize his professional activity under constantly changing socio-cultural conditions (Asadullin, 2013). It is quite clear that it is impossible to realize the given tasks in the given educational system which has age and time limitations.

The system which gives education once and for all has vanished. Today's priorities are directed to the "education without limits", which is received by a human being throughout his lifetime, irrespective of his age and profession (Verbitski & Ribakina, 2010). One of the chief characteristics of the traditional educational system is its stopped character.

While solving quite different educational tasks, and, consequently, using different forms, means and methods of teaching, every step of education within the common structure is an individual, more or less independent unit. This situation within the duration of the functional education as the social system, leads, inevitably to a problem of successive ties between different structures.

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