



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 & 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 Nutchaphasuk
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
09.00-12.30 **Management in educational institutes: modern issues and future prospects**

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

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 |

THE FUNCTION OF PHYSICAL EDUCATION FOR BUILDING SOCIAL VALUES

Arun Sumrit
Anutsara Chanprapai

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Two kinds of values are generally distinguished in sociology and philosophy: objective ones and subjective ones. Objective values are those objectively existing objects of reality (nature or society) which individuals, social groups, classes or society as a whole normally assess either positive or negative. These two concepts are expressed in the following alternative beneficial/harmful, useful/useless, progressive/reactionary, moral/immoral, productive/unproductive, and so on. Among the objective values are natural phenomena such as sources of natural wealth or disasters, man-made articles belonging to his material culture, the use value of goods, people's actions, works of art and literature, scientific works, physical education as part of man's general culture, and similar phenomena.

Keywords: function, physical education, social values, positive, negative

Introduction

As a social being, man sometimes decides that values are either positive or negative on the basis of accidental circumstances and sometimes he is quite indifferent to them. At a given level of social development, society strives to define certain common norms and criteria to be applied when assessing objective values. These general norms and criteria are in fact subjective values. An evaluation of the objects and phenomena surrounding us would seem pointless, as would a descriptive didactic evaluation, unless identical objective values were evaluated in diametrically opposed terms at one and the same time. The differences in evaluation cannot be explained merely on the basis of the age and professional milieu of the person passing judgment. His philosophical, ideological and political make-up must also be taken into consideration. In an antagonistic class society, the criteria for assessing objective values, worked out by representatives of the governing class, are usually presented as individual, subjective, universally human values.

Objective Value Resulting From Human Activity

Considered in general terms, every objective value resulting from human activity is normally judged by society as a positive phenomenon, insofar as it generally fulfills an important function in satisfying the needs of society as a whole. Positive and negative values are only applied to concrete examples or activities and their individual results. Individual subjective values change fundamentally from one historical period to another.

Thus, while athletic games were judged positively in primitive society and antiquity, in the age of feudalism under the influence of church teaching national athletic games were no longer rated highly by the majority of the people, although the knightly system of military and physical education was valued quite highly. Since physical education and sport

are primarily activities which do not alienate themselves directly as specific material objects, an object that lies outside the scope of this paper, we shall here examine the objective social values from the point of view of the social activity from which they originate. Furthermore, we shall try to point out the features common to both sport and other activities in order to determine their specific characteristics. In conclusion we shall consider the reasons for the great popularity of physical education and sport and their prospects in the light of the present sociological revolution.

Physical Education And Sport As Social Values

Seen in general terms, physical education and sport are social values which form an important component of human culture. However, there have been periods in history in which certain types of athletic activity were regarded negatively by the governing classes (an example is the abolition of the Olympic Games in 394 A. D. by Emperor Theodosius I). [1]

On other occasions society has overrated athletic activities to the detriment of other types of activity (a situation which occurred in ancient Sparta). Sport is closely connected with other activities providing social values. Archaeologists, ethnographers and sports historians testify to the fact that animal sculptures and figures bearing the marks of arrows, spears and spears existed already in the Palaeolithic period.

Furthermore, primitive societies observe the custom of attacking various animal images on sand with hunting implements, shooting at stuffed animals etc., before setting off on a hunt. It is interesting to note that the position of the heart, the organ vital for killing an animal, was schematically indicated on the figures. An analysis and judicious interpretation of these figures (as well as a number of other factors) allows one to conclude that athletic exercises originated from work and represented training which increased the worker's efficiency. An analysis and judicious interpretation of the above example and of other archaeological data also enables us to conclude that athletic activity was originally not connected with work but also with other activities, e. g. aesthetic, magical-ritual, religious or scientific, which were ultimately determined by work, the needs of production and primitive man's struggle for existence as a result of his extremely difficult living conditions.

The use of physical training in perfecting a labor process shows that late Palaeolithic man practiced sports, physical training and physical education. Since the animal images represented a somewhat stylized reproduction of existing beings and bore the mark of their individuality, we are also confronted with an aesthetic activity, the earliest form of which is the belief that striking the animal before the hunt would make it easier to kill it during the hunt. It convinces us of the existence of a magical, religious activity. The identification of the animal image with the real object during magical rites and at the same time the awareness of the usefulness of this identification in work is proof of the presence of complex semeiotic and mimetic activities. The faithfulness of the animal likeness, the indication of the position of its heart and the knowledge that this was the animal's most vital organ shows that Palaeolithic man was capable of research, which later developed into science. It has been possible to demonstrate that the above activities came into being and developed because they made work more efficient.

Each Activity Represents A Complex Dynamic System

However, common origins are not the only link between sport and other forms of activity. We can note the following in the light of contemporary systematic and structural research methods: each activity represents a complex dynamic system. Activities differ in their content and in the forms of interaction of their components, but they have identical structures.[2]

The common factor linking the social values of activities which have different concrete contents, is their structure. Their common feature consists in the fact that each activity presupposes an acting subject, an object towards which the activity is directed, and a result. All value-related social activities and their positive results meet certain needs of society and represent integral components of the general culture of a nation, or of mankind as a whole. All value-related social activities influence and, as a rule, benefit each other. The very fact that physical education has a favorable effect on man's health (providing that the necessary norms and rules are observed) means that it is one of the most important ways of increasing the efficiency of other activities. Sport, like all other activities, requires a considerable amount of preparatory work and a mastery of certain fields of man's social experience in order to obtain significant concrete results, which are positively assessed by society. [3]

The preparation needed to set a record in a given sport requires concentrated training not only in the given discipline but in others as well. Therefore, a long period of systematic work is needed for the successful accomplishment of some activities. As a rule, the person with the best teacher obtains the best results (all other conditions being equal). In all activities, will, interest and ability are the most important requirements for obtaining an improved result. Any activity requires that a person observes certain "don'ts", if not "do's". In many activities, including sport, these "do's" and "don'ts" are so well-defined that the activities can be classified as semeiotic systems in which objects are considered as either autonomously or non-autonomously used signs, and complex objects are composed of elementary signs in accordance with the rules of the system (e. g. music and ballet in certain systems of logic in mathematics, and chess and other games in sports).[4]

The Prestige Of Activities Including Sport

Every activity is linked with prestige. In the semeiotic process every result not only obtained in the course of an activity acts as a sign, as a symbol of the assertion of personality. Every activity also has an aesthetic element (cf. "a nicely proven theory" or "a beautiful game"). It is well known that a feeling of aesthetic pleasure is evoked not only by objects created by man (e.g. works of art) but also by objects of nature (e. g. animals, plants, mountains, rocks, etc.).[5]

Nature's most perfect product - man, his beauty, body, physical qualities - towards whose perfection sport greatly contributes, is an object of aesthetic pleasure to an even greater extent. Physical exercises touch on art directly when, by forming a certain system, they represent signs, means of communication or means of expressing emotion and other general values, i. e. when they become semeiotic systems possessing both syntactic and semantic. The recent popularity of sports such as artistic gymnastics and figure skating is no coincidence. One of the most outstanding features of man's mind is possibly the fact that his immediate and ultimate aims (i.e., motives) are not only different but often

contradictory. When preparing for a competition, an athlete experiences a host of motives, e.g. Nevertheless he stubbornly continues his training with the ultimate aim, the motive, in mind. Furthermore, the athlete has to subordinate his personal interests and feelings to the good of the team and weigh the immediate aim against the motive (take the example of a goalkeeper who can shoot a goal but instead passes the ball to another player who has a better chance to score).

The Differences Between Sport And Work

The differences between sport and other activities cannot be demonstrated in this paper, so we shall limit ourselves to considering some of the differences between sport and work. In a rule, any natural product, or product created during social activity, can be the object of work. This means that the objects towards which man's efforts are directed are outside the sphere of work. The object of physical exercise is man himself, his motor and muscular system, his ability to react, his internal organs and the state of his entire organism. As is well known, by changing the objects around him, man changes his nature and with it his physical qualities during the process of material labor.

However, man's motor and muscular system changes indirectly as a result of work, i. e. by changing the object of labor. On the other hand, physical exercise, which directly changes the state of the organism, leads indirectly to a general increase in productivity. Results are obtained in work by employing artificial tools which form a sort of link between the individual and the object around him and by means of which he changes his surroundings. Perfecting tools is one of the most important prerequisites for progress in work and in production as a whole. In sport, however, tasks are carried out without the intermediary of tools.

The equipment used in sport is not a tool but merely the means of artificially creating situations analogous to those which can be encountered in real life and which require a vast effort and the maximum development of strength, skill and speed. Even tools such as hockey sticks and tennis rackets are not tools. Like working tools they change man's hands with new potentials, but unlike working tools they do not help to transform material objects. With these tools and with his energy, skills and experience, man exerts influence on an object and changes it either qualitatively or quantitatively to such an extent that we are often obliged to speak of the creation of a previously unknown object and to give it a new name. In sport, on the other hand, man only improves his physical (and mental) qualities.

The difference between work and sport is highly significant as regards their ultimate results. The results obtained from work are always objects extraneous to man and the product created by man is alienated from its creator by the conditions of production. Moreover, as has been shown, under capitalist conditions this alienation leads to the identification of the worker's social functions with its natural functions and to an objectification of social relations ("commodity fetishism"). [6]

The results of sport on the other hand, which are not directly alienated from the subject, constantly remain with him, are his own personal property. A record set by an athlete under given historical, spatial and temporal conditions is always his own property in the sense that he can make it public property whenever he wants. In this respect the prestige of a record is similar to that of a scientific discovery or invention or to the prestige of a work of

Conclusion

Work differs in that the rules for producing a new object are normally immediately put into practice (technical and other conditions permitting) and thus become popularized comparatively quickly. The results obtained by a person through constant athletic activity remain with him for the rest of his life and are constantly at his disposal. They can be neither bought nor sold (at least not in the sense in which manufactured goods are sold). Because of the "inalienability" of the results of athletic activity from the subject, complicated conflicts occur in an athlete's life when his achievements become a commercial object. When an artist sells a painting he sells the painting and not himself as a physical being, thus remaining free and independent of the commercial action. The athlete who sells his achievements to some extent also sells himself, since his achievements are an intrinsic part of himself as a physical being. Hence in a capitalist society tragic conflicts frequently occur in an athlete's life.

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STUDENT'S VIEW OF EDUCATION AS THE MERIT AND PRIVATE ECONOMIC GOODS

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Economic theory defines the market of the higher professional education as an intellectual property due to a system where product demand is formed by the higher education institutes. It is presently formed as the combined system of the state and non-state or private forms. The emergence of fee-based forms of education involves the formation of market relations and the determination of the price of such services. The higher professional education market arose in Russia together with the reform of other spheres of economic life in order to create out of it a market, and also as the merit and the private economic goods. But the social importance and the role of these goods cannot identify education as the pure product of the market. The possibility of establishing education as the market product is formed in connection with the separability of the existing system of educational services from the labor market as the end

Keywords: Higher Professional Education, Market of the Goods, Merit and Private Economic Good, Labour Force

Introduction

The higher professional education market arose in Russia together with the reforms of other spheres of economic life in order to reveal the professional education as the merit and the private economic goods and the investment resource with the certain rate of benefits. Due to the results of the Russian monitoring research, the demand function for the benefit from the investments in the higher professional educational is characterized by the high elasticity of demand due to expected income.

Rational choice of the consumer of this good of higher professional education is characterized by the expectation of such probably economic features as: the future income, the future job of interest, the prestige of the diploma, the prestige of the university, etc. [1]. These allow us to consider the contemporary good of the educational services of the higher professional education for its consumers due to the point of economic theory as the 'relative good of luxury' with derivative benefits.

Main Theoretical and Empirical Points

Market of the educational services of the higher professional education was borne by the economic and social burden. Substantial importance in shaping the education market is the concept of 'economic benefit' to the investment resource – educational services of the higher professional education, and understand the good – education services of the higher professional education as the merit and private economic good [2].

Terminological difficulty in determination of the education market arises due to the ambiguity of good 'educational services of higher professional education' definition as the merit

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