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THE QUESTION OF INTERNET ADDICTION AMONG THE MODERN COLLEGE-AGE POPULATION

Abstract: The article deals with the phenomenon of Internet addiction, as well as the types and diagnostic criteria of Internet addiction. The results of the empirical study of Internet addiction among the college-age population are presented. The changes in various life spheres resulting from the excessive use of Internet resources are analyzed.

Keywords: Internet addiction, types of Internet addiction, Internet addiction criteria, Internet space, college-age populaton.

The rapid development of human capacity due to the progress of information technology foregrounds a number of issues today's society is facing. The expansion of the Internet in various spheres of life caused its pathological use.

The phenomenon of Internet addiction was first studied by a psychiatrist I. Goldberg and a clinical psychologist K. Young. According to I. Goldberg, Internet addiction is a personality disorder resulting from the excessive Internet and computer use having a detrimental effect on the everyday, educational, social, job-related, family, financial and psychological spheres of human activity [4].

An American scientist K. Young, who studied the preconditions for the Internet addiction emergence, developed its model, according to which Internet addiction arises as a consequence of the accessibility of the corresponding actions, control over personal actions and the consequences of personal decisions, as well as emotional excitement as a result of the personal activities [1]. Based on the results of the research, the scientist identified five main types of Internet addiction [3]:

1. Computer addiction – obsessive work in front of a computer (programming, computer games or other activities);

2. Net compulsion – compulsive web surfing or database searches;

3. Information overload – pathological online gambling, online trading or shopping etc.;

4. Cyber-sexual addiction – “cybersex” addiction, that is, visiting pornographic sites, discussing sexual topics in chat rooms or closed groups “for adults”;

5. Cyber-communication addiction – dependence on communication in social networks, forums, chats, group games and teleconferencing, which can lead to the replacement of communication with real family members and friends by the virtual ones.

V. Mendelevich suggested another typology of the Internet addicted people, distinguishing the following types: Internet gamblers, Internet workaholics, Internet sexaholics, Internet erotaholics, Internet shoppers and Internet relationship addicts [2].

Following the research results and systematization of the Internet addiction criteria, a researcher M. Orzack divided them into psychological and physical ones. The psychological features of Internet addiction include a state of emotional excitement or euphoria while staying at a computer; an increased duration of stay in the Internet space; the inability to timely finish an Internet session; avoiding the relevant personal affairs and responsibilities; ignoring problems in the educational (professional) sphere; the inability to distract from staying in the Internet space; despair and irritation due to the forced session interruption; obsessive thoughts about the Internet and uncontrolled desire to resume an interrupted session; excessive investment of material resources to ensure the Internet access; avoidance of criticism of such a lifestyle, as well as lying about the frequency and duration of stay in the Internet space. Among the physical features of the Internet addiction, the scientist mentions carpal tunnel syndrome, dryness of mucous membranes of the eyes, migraines, back pain, irregular nutrition, contempt of the rules of personal hygiene, sleep disorders [5].

The following scientists also showed interest in studying the problem of computer addiction:

N. Bugayova, R. Granovska, A. Horlova, M. Drepa, T. Dubrova, L. Yerhieva, N. Kuznetsova, O. Lysenko, G. Mead, O. Makarenko, O. Postova, M. Stepanova, A. Timofeev, A. Uskova, S. Fadeeva, R. Folberg, A. Freedman, A. Chambers, G. Chayka, T. Shybutani and others.

The purpose of the study was to identify online addiction among the contemporary college-age population.

We define Internet addiction as a compulsive desire to connect to the Internet space, stay there for a long time, and a difficulty of disconnecting from the network.

The main method of research was a questionnaire, and the respondents supposed to determine the purpose and duration of the Internet resources use and emotional changes as a possible consequence of the excessive Internet use. Furthermore, the changes in the process of the survey participants’ face-to-face communication, academic performance and household habits caused by the excessive Internet use were researched. One hundred and five students from higher education institutions of the first and fifth years were involved in the survey.

The developed questionnaire contained open and closed questions on the study of the peculiarities of the Internet resources use by the collage-age population.

Based on scientific research (S. Varlamov, E. Honcharov, I. Sokolov, T. Matsiokha, V. Mendelevich, K. Young etc.), we have developed the following valid and measurable criteria of Internet addiction:

- amount of time spent on the Internet;
- the purpose of staying online;
- affective changes as a result of excessive stay/inability to stay online;
- decline in job-, academic-, household-related performance due to the excessive Internet use;
- changes in the process of face-to-face communication.

The empirical data processing was carried out using the cluster analysis method, which resulted

into four groups of respondents with different degree of Internet addiction divided according to selected criteria.

The first group is characterized by the following combination of Internet addiction criteria: staying online for five or more hours a day, the purpose of staying in the Internet space is not clearly defined, the affective changes are pronounced, a significant performance degradation in all spheres of life, negative qualitative and quantitative changes in the process of face-to-face communication.

The second group is characterized by the following combination of Internet addiction criteria: staying online for up to five hours a day, the purpose of staying in the Internet space varies, the affective changes are pronounced, performance degradation is present in certain spheres of life, as well as qualitative and quantitative changes in the process of face-to-face communication.

The third group features the following criteria: staying online for 2–3 hours a day, the purpose of staying in the Internet space is clearly defined and is connected with communication and training, no pronounced affective changes, minor situational changes in certain spheres of life, the absence of negative qualitative and quantitative changes in the process of face-to-face communication.

The fourth group comprises the following set of criteria: staying online for 1–3 hours a day, the purpose of staying online is clearly defined and is connected with communication and cognitive activity, lack of affective changes, lack of changes in all spheres of life, the absence of negative qualitative and quantitative changes in the process of face-to-face communication.

As a result of the empirical data processing, the first group included 7% of the respondents. For the respondents staying online for longer periods (five or more hours a day), the obsessive surfing (“trips” on the network, information search in electronic databases and through the search engines without a clearly defined purpose), participation in network

computer games, virtual acquaintances etc. are more typical. The main affective changes within the discussed group of the respondents include mood boost and euphoria while staying online, irritability and aggression occurring when attempting to cut down the session, increased level of reactive and personal anxiety, and conflicts with those who do not share the excessive passion to the Internet. While staying on the Internet, the respondents from this group demonstrate, as a rule, the inability to distract from a session to manage household affairs, educational activities, meet personal needs, and sometimes even to meet basic needs. Among the qualitative changes in the process of face-to-face communication, there is a significant decrease in the percentage of direct interaction: narrowing circle of friends and acquaintances for “live communication”, as well as the reduced emotionality. The set of the established criteria allows us to attribute the discussed respondents to the group of people with the formed Internet addiction. The confirmation of this conclusion is found in the studies of M. Orzack, M. Nosov, K. Young.

The second group consists of 41% of respondents. The length of stay online (up to five hours a day) is defined by a certain purpose, which varies depending on the actual activities: information search, cognitive interest, entertainment and communication in social networks. The affective changes include both negative (depressed mood due to the session cut down, irritability, frustration), and positive (mood lift, increase in activity). It should be noted that according to the “decline in job-, academic-, household-related performance due to the excessive Internet use” criteria, the significant difference, compared to the first group of respondents, was not noted. The representatives of this group also experience the prevailed inability to stop the session to perform household affairs and to meet personal needs. Face-to-face communication between the respondents of the second group is characterized by negative changes (reduction of the percentage of

direct interaction, narrowing of the circle of friends and acquaintances for “live communication” and the reduced emotionality), as well as the positive ones (becoming less shy and more self-confident, bigger circle of like-minded in certain questions people). Summarizing the above-mentioned set of criteria, it can be affirmed that the respondents from this group belong to the individuals who have the initial signs of Internet addiction.

The biggest percentage of respondents forming the third group make 50%. This group is characterized by short periods of time in the network (up to three hours a day), having a clearly defined purpose. The actual needs and interests of the individual, including communication, interaction and cognitive needs satisfaction, determine the trends of the Internet resources usage. The respondents in the third group have no pronounced affective changes. The main life sphere undergoing minor changes is the domestic one. Such changes include delaying or neglecting the everyday affairs, simplifying and minimizing the amount of daily duties. The sphere of face-to-face communication does not undergo qualitative and quantitative changes. The combination of certain criteria allows us to conclude that there is no Internet addiction among the respondents of the third group.

The smallest percentage of respondents (2%) forms the fourth group, for which a short stay in the Internet with a clearly defined purpose is typical. The Internet sessions of the group representatives are defined by the inability to meet the urgent needs

using other resources. No changes in affective and communicative spheres are observed, the criteria of educational and personal activity of the individual remain stable. This set of criteria makes it possible to conclude that the respondents of this group have no Internet addiction.

There was an interesting fact: none of the survey participants identified themselves as an Internet addict.

Thus, the theoretical and empirical research makes it possible to draw the following conclusions. The Internet addiction the modern youth is facing today is a pressing issue, deserving special attention of scientists, since it develops rapidly and dynamically. Its escalation among the collage-age population, in spite of all the advantages of mass cybernation of the population, has serious social and psychological consequences. The conducted questionnaire survey allowed distinguishing four groups of respondents defined by varying degree of Internet addiction. The representatives of the collage-age population who joined the groups already having Internet addiction and its initial features, undergo the destructive changes in many spheres of life: academic, everyday, job-related and communicative. The students forming the third and fourth groups do not have Internet addiction that is reflected in all spheres of their lives having no destructive changes. The problem of Internet addiction is to be solved by creating recommendations for its prevention and reducing the degree of addiction.

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Section 2. History of Education

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CURRENT SITUATION OF THE STUDY RESULT ASSESSMENT OF STUDENT IN THAI NGUYEN PEDAGOGY UNIVERSITY ACCORDING TO THE COMPETENCE RECORD

Abstract: Assessment of the students' study result according to the competence record used great deal of evaluation methods (writing tests, oral examination, tests, observations, experiments, presentations of project, etc.). Moving from assessment emphasizes on students' knowledge to assessment pays attention to the process that students grasp the knowledge, at the same time, focusing on basic skills and personal ability to assess the progress of students. Studying the current situation of assessment study results is one of the basis for the University to enhance the management of study results according to the competence record of each student. This will improve the quality of education, help students to clearly understand the problem, create and apply flexibly the knowledge to real situations.

Keywords: Current situation, assessment, result, study result, competence record, pedagogy university, lecturer, pedagogical student.

1. Objects and tools of the study

Objects of the study: management officer (37 lecturers) and lecturers who are directly teaching curricular modules in the Faculty of Mathematics, Physics, History, Educational Psychology, Physical Education (83 lecturers).

Tools of the study: 02 sample questionnaires about the status quo of assessment activities of students' study result according to the competence record. In the questionnaire, some questions was designed as a closed question form with three options, representing three levels from high to low: 1. Significant level includes: agreement, confusion, disagreement. 2. Assessment of result level: good, average, weak (poor). 3. Frequency of behavior level: often, sometimes, never.

2. Content of the study

2.1. Current situation of awareness of management officers and lecturers on the importance of assessing students' study result according to competence record

To clarify this issue, we conducted a survey on management officers and lecturers directly involved in training in 5 faculties of Thai Nguyen Pedagogy University: Mathematics, Physics, History, Educational Psychology and Physical Education. The contents of the survey include:

1. Assisting lecturers to assess the students' progress and achievement of outcome standard level, finally to evaluate the quality of the training process.

2. Assisting students to have a basis to develop a suitable plan that meet the study outcomes standard of the curricular program.

3. Assisting lecturers to adjust teaching activities.

4. Assisting students to adjust learning activities

5. Evaluating the student's competency system to have the basis for counseling and adjusting the learning activities of students.

6. Creating the basis for the adjustment of content and training programs.

7. Assisting the University to manage the training quality.

8. Assisting parents to grasp the practical ability of their children's to coordinate with the University in the study counseling for students.

9. Assisting employers to grasp the practical ability of students to have basis for effective recruitment to meet the job requirements.

The survey result shows that: Most of managers and lecturers have initially recognized the role and importance of assessment activities of students' study result according to the competence record as assisting the lecturers to assess the students' progress and achievement of outcome standard level, finally to evaluate the quality of the training process ($\bar{X} = 3.0$); evaluating the student's competency system to have the basis for counseling and adjusting the learning activities of students ($\bar{X} = 2.97$). The information obtained from the assessment results is one of the bases for the University to enhance the management activity and improve the training quality.

The survey also shows that some of managers and lecturers believe that assessment of students' study result according to the competence record is unessential in assisting parents to grasp the practical ability of their children to coordinate with the University in the study counseling for students ($\bar{X} = 2.57$). In our opinion, this idea is not entirely correct because evaluating the student's study result according to the competence record helps parents to grasp the ability of their children and assess their children's progress. On the other hand, if the assessment activities of

students' study result according to the competence record are taken seriously, they will reflect the quality of student's study achievement. This will help parents to actively cooperate with the University in orienting and consulting the students.

2.1.2. Evaluation status of managers and lecturers regarding the performance of assessing students' study result according to competence record

To study this issue, we conducted a survey on management officers and lecturers. The contents of the survey as follows:

1. Diversifying the forms of assessment, paying attention in evaluation in the whole process (evaluating students' assiduous level, group assignment and essay results, experiments and practices result).

2. Focusing on assessment of competence, paying attention in evaluating the progress of students.

3. Using a variety of information channels to evaluate, attaching much importance to coequal evaluation.

4. Considering assessment is a part of teaching process and using assessment results to develop and innovate the curricular programme.

5. Applying technology in the evaluation process to ensure the objectivity and fairness.

Comment:

Results of the survey show that most management officers and lecturers believe that the assessment of students' study result according to the competence record fulfills the following requirements: Diversifying the forms of evaluation, attaching much importance to evaluation in the whole process; evaluating students' assiduous level, group assignment and essay results, experiments and practices result ($\bar{X} = 2.95$); Focusing on assessment of competence, paying attention in evaluating the progress of students ($\bar{X} = 2.87$); Considering assessment is a part of teaching process and using assessment results to develop and innovate the curricular programme ($\bar{X} = 2.84$).

In fact, the assessment based on competence records helps students in terms of learning meth-

ods, encourages their study effort and excitement in the teaching process. Examination and assessment are not only about grasping what students gain, but also to know how students learn, whether they apply the knowledge to practice. Based on the assessment results of students, lecturers can use these results to develop the program and innovate the training process.

However, there are opinions that applying technology in the process of assessing students' study result according to the competence record of the University has a lots of restrictions ($\bar{X} = 2.69$). There are a number of modules were tested on computers but this is not equal among faculties.

2.1.3. Assessment status of managers and lecturers of Thai Nguyen University regarding the performance of assessing study result according to competence record

Content of the survey on the assessment status of managers and lecturers regarding the performance of assessing study result according to their competence records are as follows:

1. Determining the learning outcome standard and object of the modules;
2. Evaluating throughout the study process the learning result of students;
3. Assessing periodically the study result of students;
4. Assessing at the end of each module;
5. Determining students' achievement;
6. Comparing the results achieved with the learning outcome standard and object of the module;
7. Making decision to improve the teaching and learning activities after evaluation.

Based on the survey results, we find that: Determining the learning outcome standard and object of the modules ($\bar{X} = 2.96$) is appreciated by the majority of managers and lecturers of the University. Among the above contents, lecturers and managers all asserted that the determination of students' achievement was not well performed ($\bar{X} = 2.75$). This is one of the limitations in assessing students' study result according to the competence record.

2.1.4. Assessment status of managers and lecturers of Thai Nguyen University regarding the form and organization of assessing students' study result according to competence record

– *Assessing periodically the study result of students.*

This is for regular exams, assignments and essays are held by the module lecturers. Re-examination will not be conducted for students with regular test scores below 5.0 (10 marks scale). Students who are absent with legitimate reasons in one of the regular exams are entitled to take the additional exam, who are absent with legitimate reasons in one of the practical sessions are considered by the lecturer to take part in another practical session.

– *Assessing at the end of the module:*

End of module assessment includes essay, objective test, quiz, etc. The form of end of module examination is clearly shown in the syllabus of lecturers. The survey shows that the University currently uses the essay form with the test is written in a specified time of 120 minutes. Examination should be in accordance with the content of the module and regulations of the University. The survey shows that the contents that many lecturers pay attention in end of module evaluation are the core issues according to object of the module (occupies 97%) and contents that cover the whole curriculum (occupies 70%). The assessment of the core knowledge according to object of the module helps students to grasp the basic content of the module; contents that cover the whole curriculum will help students to master generally the assigned module. The survey shows that there is 40% of lecturers selected the knowledge that is often included in the regular exams, 23.3% of lecturers selected the hard knowledge in the module. The knowledge that lecturers are least concerned is the issues that students are often subjective or less attentive (03%) and the contents are easy to answer (03%).

The fact shows that the forms and methods of assessment have not been effectively used by lecturers. The majority of lecturers use only the forms of essay

and quiz, other forms such as objective tests are rarely used or used without effectiveness.

To find out more about the forms of assessment of students' study result according to the competence record, we conducted a questionnaire survey with the following contents:

1. Writing essay exam;
2. Essay assignment;
3. Objective test;
4. Writing essay combines with quiz;
5. Quiz;
6. Thematic issue.

The survey result illustrates that: Using the assessment method of writing essay exam ($\bar{X} = 2.64$), lecturers have hardly developed the orientation of ability assignments to measure the high thought level because of the difficulty in designing the score scale and answers (evaluation scale). Moreover, there are many possible answers that cannot be predicted or they are not enough ability to issue the examination (*Especially the open issues – this kind of assignment has no fixed answer for both lecturers and students*).

The assessment method using quiz ($\bar{X} = 2.39$) and essay assignment ($\bar{X} = 2.35$). In reality, some of assessment tools in the questionnaire and observation method group are used interchangeably, such as discussion and essay assignment system were combined with lecturers' observation about the fulfilment of the practice and teamwork tasks through product of presentation of the group representative, and by observing student participation. However, these tools have not been properly developed and used as some managers and lecturers believe that they regularly developed the assessment tools which is a system of questions and exercises in the class and were integrated into the lectures. In addition, very few lecturers create and use assessment tool of product evaluation because it is least mentioned in the content of modules, the design is time consuming and the evaluation criteria is difficult to build.

Talking to some lecturers, we learned the following: The use of objective tests on the computer has

not been used frequently because lecturers are limited in their ability to compile multiple choice questions and apply technology in assessing students' study result. The methods of coequal evaluation and self-assessment were not considered due to the habit of using only assessment of teacher.

3. Orientation of innovating examination and evaluation

Assessment of students' study result according to the competence record is mainly evaluating the progress of students and finally is assessing the outcome in meaningful contexts. In order to assess students' study result according to the competence record, lecturers need to clearly determine the outcome standard as well as object of the module; regulations on the content of professional knowledge; practical skills, ability of technical cognition and problem solving; the jobs that students can take after graduation and other specific requirements for each level and training programme. Determining the outcome standard and object of the modules is considered as a commitment of the University to the society in terms of knowledge, skills and attitudes that the student acquired after the training process, thereby improve the education quality of the University.

The University should train and foster the teaching staff and specialists who are directly involved in the evaluation of students' results, help them to improve their qualifications and assessment competence. Paying attention in investing facilities, finance and equipment for assessment activities of students' study result (such as classrooms, labs, management and assessment software systems, etc.). Testing and Educational Quality Assurance Department: Strengthening direction to professional faculties and coordinating with professional faculties to renovate the forms of examination and evaluation of students' study result. Specialized faculties need to improve their responsibility and competence to manage the teaching, learning and assessments activities of lecturers in faculty. In particular, each lecturer needs to develop his or her

ability to assess the students' study result and focus on the initiative to improve the effectiveness of the assessment of students' study result according to the competence record.

The lecturers must to have comments to encourage the efforts and progress of students in test and evaluation. Grading can be a combination of evaluating exam result and observing the diligence and progress of student.

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THE IMPACT OF SOCIAL NETWORKS IN PUPILS LEARNING PROCESS AND THEIR LIVES AGED BETWEEN 12 AND 16 YEARS OLD

Abstract: The aim of this study is to show the impact of social networks in pupil's learning process and their lives. Research indicates the differences between the time that pupils use for learning and the time they spend navigating on social networks. We find out that in older age, children are less controlled by their parents during their navigation, thus they are more vulnerable towards social networks threats. Obviously, this is supported even by the fact that, from our data, pupils start using social networks at the age of eight, although 62.8% of them are aware that social networks are dangerous.

Keywords: social network, learning, behavior, dangerousness.

Introduction

Nowadays, our society is developing more and more, and consequently social networks are becoming the trend of this area. Youths are the first to cope with this changes and the first to try their effects. Social networks are virtual platforms used to create new relationships, communicate with friends/relatives and exchange information [1, 13–17]. Researches show that the use of these networks from

children has increased [2, 1060–1075] and their impact on children life depends on their age and gender [3, 46–70].

The aim of this study is to show the impact of social networks in pupil's learning process and their lives. From the data analysis it turned out that pupils spend a lot of their time using social networks. Furthermore, we find out that in older age, children are less controlled by their parents during their

navigation. Thus they are more vulnerable towards social networks threats. They can lead to anxiety, behavioral changes, cyber bullying etc [4]. This is why family needs to participate in monitoring the activity that children perform on social networks [5, 85–90].

Materials and methods

Our study was carried out by us on November 2017. For the realization of the study a questionnaire with 14 questions was designed. The questions were based on other researches with the same subject [6]. This study is distributed in “ELITE” middle and high school in Vlora city and “Andon Xoxa” middle and high school in Fier city, Albania, including 264 pupils from 12–16 years old. 121 of the pupils were female and 143 were males. The data were analyzed with Microsoft Office Excel.

Results

After analyzing the data, we were able to produce various results related to the impact of social networks (SN) in pupils. From 121 female pupils and 143 males asked in our study, 84.3% of females and 97.2% of males use social networks. For those who used these networks we have analyzed the age when pupils begin to use such SN, the time they spend using them, if they were endangered or not, the role of the parents and the main reasons of using SN. We analyzed social networking addiction as well. Figure 1 shows the age when pupils start using social networks. The study found that males start using social networks earlier than females, around 8–11 years old and females in general around 12–15 years old. Facebook tops the list of sites that children sign up to under-age [7].

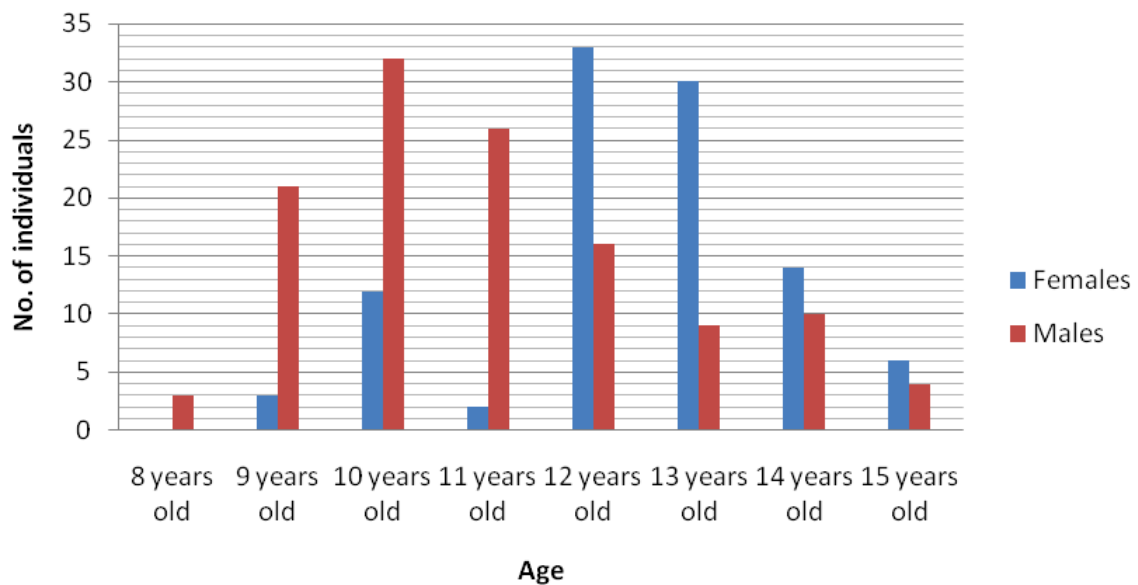


Figure 1. Starting age of using social networks

Regarding the time used for navigating in social networks; males spent more time than females and older pupils spent more time than younger ones. They spent around 3–4 hours and this affects the time for learning. During this time pupils might be endangered and since they are in a young age parents are responsible for their safety. The study conducted that, 69% of females and 58% of males were limited by their parents in what they could do

while navigating and 65% of females and 41% of males were monitored while navigating. Apparently, males are less monitored by their parents compared to females. Also, the study showed that in older age, children are less controlled by their parents during their navigation and this is considered as a risk factor. Other endangering factors are the information shared and accepting invitations from strangers. These factors are shown in (Figure 2).

As shown, males are more prone to share personal information, mostly photos (79%), and accept invitations from strangers, equal to 24%, compared to females where only 7% of them accept invita-

tions from strangers. 13% of the females and 20% of the males have felt at least once endangered while using social networks, suffering at least hate abuse online.

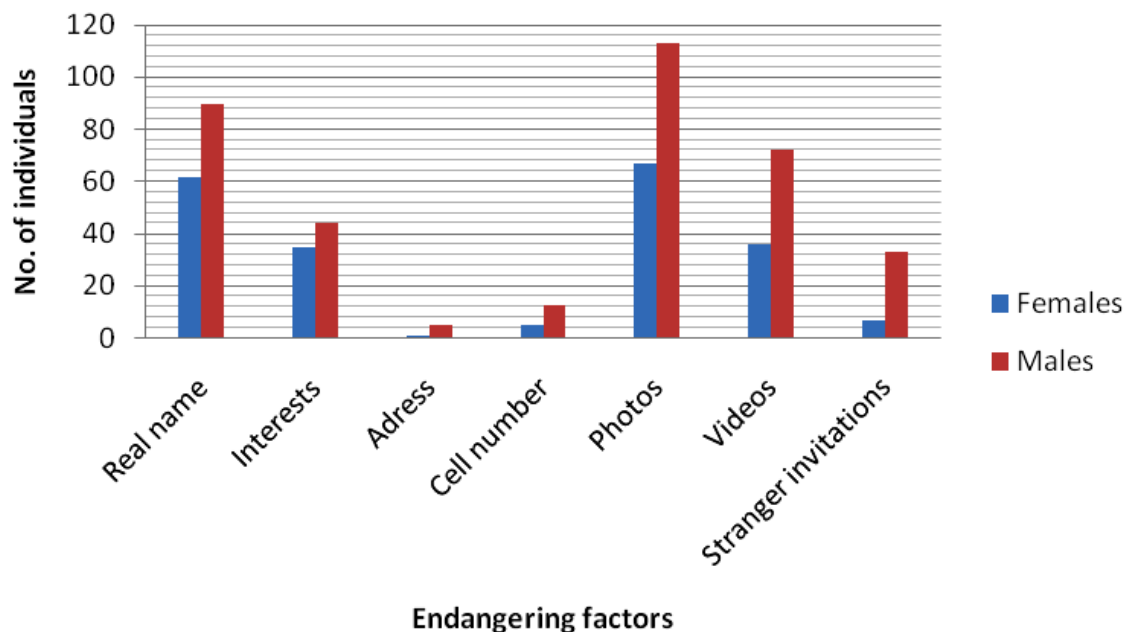


Figure 2. Endangering factors while using social networks

But, what's more disturbing is the fact that none of them asked help from an adult, they just blocked the person who threatened them. Even though the children know that social networks are dangerous (62.8%) they can't stop themselves from using them, resulting in a dependency. 45% of them declare that they can't imagine their day without social networks. On the other hand social networks can be used as a learning tool but only 12.4% of the pupils use them for this purpose.

Conclusions

Social networks represent an important element of the pupils' lives nowadays; as such their use

has an undeniable impact on their learning process and their lives. The earliest age of using social networks is eight years old; therefore parents' attention to the activity of their children in these networks should be greater. Even though 62.8% of the pupils consider social networks dangerous, they can't stop using them, and even 45% of them are dependent.

In conclusion, we recommend that parents pay more attention to their children activity on social networks.

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Section 4. Language and Literacy Learning

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THE CLASSIFICATION OF VARIETIES OF STYLISTIC ERRORS

Abstract: this article is about the analysis of varieties of stylistic errors classifications which are represented in the works of the Ukrainian language teaching methodology.

Keywords: stylistic error, classification of varieties of stylistic errors.

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КЛАССИФИКАЦИЯ РАЗНОВИДНОСТЕЙ СТИЛИСТИЧЕСКИХ ОШИБОК

Аннотация: в этой статье проанализированы классификации разновидностей стилистических ошибок, представленные в работах по методике обучения украинскому языку.

Ключевые слова: стилистическая ошибка, классификация разновидностей стилистических ошибок.

Одним из важнейших педагогических условий формирования стилистической компетентности учащихся должна быть, по нашему мнению, работа над стилистическими ошибками, для положительных результатов которой необходима полная и точная классификация разновидностей этого типа речевых ошибок.

Среди последних исследований, на которые мы опираемся, – “Методика обучения украинскому языку в средних образовательных учреждениях” под редакцией М. И. Пентилюк (Киев, 2009), в которой, в контексте классификации типов ре-

чевых ошибок, затронута проблема современной типологии разновидностей отклонений и от стилистической нормы.

Эта статья посвящена такому нерешенному вопросу методики обучения стилистике украинского языка, как классификация разновидностей стилистических ошибок.

Цель этой статьи – анализ типологий разновидностей стилистических ошибок, представленных в исследованиях по методике обучения украинскому языку второй половины XX – начала XXI столетий.

Классификации разновидностей стилистических ошибок конца 60-х – начала 70-х гг. XX в. приведены в трудах таких украинских исследователей, как Д. М. Кравчук, Г. В. Бережна и др.

Д. М. Кравчук разновидности стилистической ошибки объединяет в *словарно-стилистические* (употребление разговорно-просторечных и диалектных слов; непонимание значения слова; неумение использовать синонимы; неправильное употребление слова; повторение одних и тех же слов или передача одного и того же другими словами) и *грамматико-стилистические* (произвольное расположение слов в предложении, то есть нарушение их обычного порядка; ошибки в употреблении деепричастного оборота; неправильное употребление местоимений; смешивание прямой речи и косвенной) [2, 55].

Недостатками этой типологии Г. В. Бережна называет отсутствие стилистико-фонетических неправильностей, неточность в группировании словарно-стилистических ошибок, причисление к стилистическим таких собственно синтаксических неправильностей, как ошибки в употреблении деепричастного оборота и смешивание прямой речи с косвенной [1, 80].

Кроме этих недостатков, классификация Д. М. Кравчука, по нашему мнению, имеет и другие, а именно: во-первых, отнесение к стилистическим ошибкам употребления разговорно-просторечных и диалектных слов, что возможно лишь в случае необоснованности этого применения; во-вторых, причисление к стилистическим таким собственно лексическим ошибкам, как непонимание значения слова и неправильное его применение; в-третьих, отнесение к стилистическим ошибкам произвольного расположения слов в предложении, то есть нарушение их обычного порядка, что возможно лишь с учетом приведенного автором этой типологии примера; в-четвертых, отсутствие ошибки в примере предложения с неправильным употреблением местоимения.

Г. В. Бережна считает целесообразным объединить разновидности стилистической ошибки в пять групп: 1) *стилистико-лексические и фразеологические* (злоупотребление штампами, так называемыми словами-паразитами; допущение тавтологий, плеоназмов; смешивание лексики разных эпох; неудачное использование иностранных слов; повторение одних и тех же слов вследствие ограниченности словарного запаса, неумение подбирать синонимы); 2) *стилистико-фонетические* (случаи неблагозвучия, то есть совпадение гласных и согласных; неоправданная аллитерация; повторение одинаковых или подобных по звуковому составу частей слова); 3) *стилистико-морфологические* (использование только одной формы падежных окончаний при наличии параллельных и однообразии грамматических способов выражения отношений принадлежности или притяжательности); 4) *стилистико-синтаксические* (неудачный порядок слов, словосочетаний, оборотов в предложении, вследствие чего возникает двусмысленность; неумелое употребление местоимений, что тоже приводит к двусмысленности, а также повторение однотипных предложений и синтаксических конструкций; однообразие перехода от одной фразы к другой); 5) *стилистические ошибки, связанные с использованием таких художественных средств языка, как эпитеты, сравнения, метафоры, метонимии, гиперболы* [1, 80–81].

Недостатками этой типологии, по нашему мнению, являются: во-первых, отсутствие стилистико-фразеологической ошибки в приведенном автором примере; во-вторых, причисление к стилистико-лексическим таким собственно лексическим ошибкам, как допущение тавтологий и плеоназмов, смешивание лексики разных эпох, неудачное использование иностранных слов; в-третьих, отнесение к стилистико-синтаксическим такой собственно синтаксической ошибки, как неудачный порядок слов, словосочетаний, оборотов в предложении, вследствие чего возникает двусмысленность; такой собственно лексической ошибки, как

неумелое употребление местоимений, которое тоже приводит к двусмысленности; в-четвертых, причисление к стилистическим ошибкам повторения однотипных предложений и синтаксических конструкций, однообразия перехода от одной фразы к другой, что возможно только в случае необоснованности этого повторения или перехода.

Более поздние классификации разновидностей стилистических ошибок приведены в трудах таких украинских ученых, как В. Я. Мельничайко (Киев, 1984), М. И. Пентилюк (Киев, 2009) и др.

В. Я. Мельничайко называет такие разновидности стилистических ошибок: 1) несоответствие стилистической окраски языковых средств содержанию высказывания; 2) нарушение единства стиля; 3) искусственная образность; 4) штампы. Ученый отмечает, что к стилистическим общепринято относить и ошибки, связанные с нарушением общих норм коммуникативно правильной речи: 1) неблагозвучность выражения и другие отклонения от норм звукового оформления текста; 2) накопление одних и тех же частей речи; 3) употребление громоздких, тяжелых для восприятия предложений [3, 41–42].

М. И. Пентилюк условно объединяет стилистические ошибки в две разновидности: *стилевые* (нарушение структуры текста того или иного стиля, смешивание стилей) и *стилистические* (нецелесообразное применение оценочно-эмоционально-экспрессивно окрашенных языковых средств разных уровней языковой системы), при этом последние ученый объединяет в *фонетико-стилистические (эвфонические), лексико-стилистические и грамматико-стилистические*. По ее словам, такая типология является удобной при проверке письменных высказываний учащихся, но при констатировании ошибок стоит пользоваться одним термином – стилистическая ошибка [4, 312].

М. И. Пентилюк отмечает, что нарушения структуры текста того или иного стиля нельзя безоговорочно относить ни к одному из типов оши-

бок, но учитывать их необходимо. Ученый считает, что в этом случае можно пойти на компромисс и назвать их стилистическими (для удобства учета), так как проявляются они в текстах, принадлежащих к определенному стилю. Она приводит некоторые ошибки в структуре текста с классификации таковых, представленной В. Я. Мельничайко: бессистемность изложения, дублирование содержания предыдущих частей текста, смысловые разрывы в изложении содержания, неудачные начальные и конечные части текста, логически не связанные с основной частью повествования, отсутствие разделения текста на абзацы, отсутствие средств связи между элементами текста [4, 313].

По мнению М. И. Пентилюк, к стилистическим (собственно стилистическим) ошибкам относятся: 1) нарушение стилового единства текста: стилистическая несовместимость слов, разностилевые синтаксические структуры, разностилевая окраска текста; 2) неправильное употребление слов с переносным значением, фразеологизмов, искусственная образность; 3) неуместное использование эмоционально окрашенных слов и выражений, без учета их стилистических функций, вследствие чего возникает стилистическая несовместимость слов, то есть сочетания слов разных стилистических рядов; 4) неумение пользоваться грамматическими синонимами (вариантами словоформ, словосочетаний и предложений в текстах разных стилей); 5) неоправданное употребление языковых штампов, клише; 6) лишние в речи бессодержательные слова (слова-паразиты); 7) нарушение благозвучия речи (прежде всего для устных высказываний); 8) немотивированное накопление одних и тех же частей речи или их форм; 9) употребление громоздких, однообразных синтаксических конструкций, которые делают текст стилистически невыразительным [4, 312–313].

Ученый отмечает, что употребление устойчивых словосочетаний в несвойственных им значениях причисляют к фразеологическим ошибкам, однако, по ее мнению, такую неправильность

стоит классифицировать как стилистическую, поскольку нецелесообразное употребление фразеологизмов негативно влияет на стилистическую окраску текста [4, 311]. По нашему же мнению, употребление устойчивых словосочетаний в несвойственных им значениях является фразеологической ошибкой, а нецелесообразное их употребление – стилистической.

С. А. Караман, О. В. Караман, М. Я. Плющ и В. И. Тихоша (Харьков, 2012) выделенные В. Я. Мельничайко нарушения структуры текста называют *условно-стилистическими* ошибками, а выделенные М. И. Пентилюк стилистические ошибки – *собственно стилистическими* [6, 54–55].

На нерешенность вопроса типологии разновидностей стилистических ошибок указывает и то, что в одном и том же источнике – “Словаре-справочнике по украинской лингводидактике” (Киев, 2015) – поданы две классификации разновидностей стилистических ошибок, согласно первой из которых они “делятся на языковые (лексико-стилистические, морфолого-стилистические и синтаксисо-стилистические) и неречевые (композиционные, логические и фактические и т.д.)” [5, 106], а согласно второй – их “следует дифференцировать на фонетико-сти-

листические, лексико-стилистические, грамматико-стилистические и собственно стилистические” [5, 233]. Также во второй классификации отмечено, что к стилистическим ошибкам относят: нарушение стилевого единства текста, неправильное употребление слов с переносным значением, фразеологизмов, искусственную образность; неуместное использование эмоционально окрашенных слов и выражений, без учета их стилистических функций, вследствие чего возникает стилистическая несовместимость слов; немотивированное накопление одних и тех же частей речи или их форм и т.д. [5, 233].

Таким образом, приведенные в работах по методике обучения украинскому языку типологии разновидностей стилистических ошибок, по нашему мнению, полностью не удовлетворяют требований современной методики обучения стилистике украинского языка.

Перспективы дальнейших исследований в этом направлении заключаются, по нашему мнению, в уточнении классификации разновидностей стилистических ошибок с целью способствования положительным результатам работы над этим типом речевых отклонений от нормы при формировании стилистической компетентности учащихся.

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Section 5. Psychology of Education

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INNOVATION IN PSYCHOLOGICAL TEACHING FOR PEDAGOGICAL STUDENTS AT THE VINH UNIVERSITY, VIET NAM UNDER CDIO APPROACH

Abstract: To participate in the innovative process in order to improve the effectiveness of vocational training to meet demand of high school education and international integration of the pedagogical sectors of school, the Department of Psychology researched innovation of psychological teaching activities follow to the CDIO approach. The objectives of this innovation are relatively comprehensive including: to develop new contents, programs, teaching and testing method, assessment of module. In the 2016–2017 school year, the syllabus has been completed and tested in the first semester in the 2017–2018 school year and has been evaluated for effectiveness.

Keywords: Psychology, evaluation, contents, program, objectives, pedagogical students, Vinh University, and teaching innovation.

1. General information

Subject: Psychology, number of credits: 4 (60 hours) in which: theory 45 credits, discussion/ exercises/ essay: 9 credits, group activities: 6 credits and self study: 120 credits.

Psychological module equips learners with knowledge of the general issues of psychology, basic phenomena of psychological life, personality and psychological development via the ages, psychological basis of teaching process and education, some issues of

teachers' personality to help learners form their skills and develop their career skills. Psychological module is a prerequisite course for students to study pedagogic terms and participate in pedagogic practice.

2. Objectives

Based on the overall objective, researching team identified the levels of objectives with specific descriptions, the level of the output of the training program and level of competency that learners would have after learning process. In detailed:

Table 1.

Objective	Module discription	Output	Qualifi- cation
1	2	3	4
G1	Analyzing the basic and modern scientific knowledge on human psychology, the development of psychology of children through the ages, the nature and rules of psychology in the teaching and	1.3.1; 1.4.2;	3

1	2	3	4
G1	educational process, characteristics of pedagogical work and teachers' capacity. To know about the theoretical methodology and methodology of studying, to learn about human psychology and psychology of children in the pedagogical process.	1.4.5; 1.3.1;	3
G2	Applying the knowledge you have learned to: <ul style="list-style-type: none"> – Evaluate different perspectives on human psychology, explaining the psychological phenomena that arise in life and in education; – Learn the psychology of children in life, in teaching and education; – Organize pedagogical teaching, educational and communicative activities; – Self-evaluate and develop, complete pedagogical personality. 	2.1.1; 2.1.2; 2.1.3; 2.2.4; 2.2.1; 2.4.1; 2.4.2; 2.4.3; 2.4.4; 2.4.5; 2.4.6; 2.5.4;	3.5
G3	Develop communication skills and teamwork in solving academic tasks	3.1.1; 3.2.1; 3.2.2;	3
G4	Analyze and evaluate in a scientific way and determine how to properly handle the pedagogical situations that arise in the teaching and educational process.	4.1.1; 4.4.1; 4.4.2; 4.4.3; 4.5.3;	3.5

G1: Objectives of knowledge

G2: Objectives of qualities and skills

G3: Target group skills and communication

G4: Career skills target

CDR của CTĐT: the output of the training program

TĐNL: Qualification

3. Output

From the objectives and the outcome of the training program and the qualification that students

need to reach, the research team has set up the output standards corresponding to the specific objectives and the level of teaching for each target.

Table 2.

Objective	Specific objectives	Output descriptions	Teaching level
1	2	3	4
G1	G1.1	Recognizing the psychological life and basic psychological phenomena of human; psychological research methods.	I, T
	G1.2	Explaining the nature of human psychological phenomenon follow to the point of view of dialectical materialism.	I, T, U
	G1.3	Explaining conscious is the most advanced psychological phenomenon in man and analyzing the basic psychological attributes of attention.	I, T, U
	G1.4	Describe the psychological attributes of individuals and state their role in personality.	I, T

1	2	3	4
G1	G1.5	Analyzing personality formation and the factors that govern the formation and development of personality	I, T
	G1.6	Explaining the basic concepts of cognitive activity, cognitive activity and teaching, education	I, T
	G1.7	To identify memory and language concepts, stages, and roles for cognitive processes	I, T
	G1.8	To clarify the basic concepts and rules of emotional life, the role of emotional life, the essential difference between them and consciousness.	T
	G1.9	Understanding the basic concepts of will-action, the relationship between cognition-emotion-will in action and human life.	T
	G1.10	Describe the principles, rules of psychological development, the basic psychological characteristics of each stage in the development of children.	I, T
	G1.11	To distinguish the characteristics of psychological development of secondary school students and psychology of high school students.	I, T
	G1.12	Explaining the nature and psychological rules of teaching and learning processes	I, T
	G1.13	Describe the structure of pedagogical personality	I, T
	G1.14	Analyzing some psychosocial issues and pedagogical communication	I, T, U
G2	G2.1	Applying the learned knowledge for the analysis, orientation of the formation and development of pedagogical personality	T, U
	G2.2	Collecting, analyzing theoretical and practical materials on psychological life, analyzing and solving the case of the pedagogical task of studying and practicing.	T, U
	G2.3	Practicing pedagogical qualities and capacity that have been identified and formed a pedagogical behaved system	T, U
G3	G3.1	Be able to participate and implement in a team effectively	T, U
	G3.2	Be able to communicate pedagogically	T, U
G4	G4.1	Analyzing, evaluate about psychology of situations that arise during pedagogical process.	T, U
	G4.2	To introduce and select, decide the right solution to solve the situation suitably.	T, U

Where: Gx.x: specific goal

Teaching Level: I (Introduce): Introduction; T (Teach): Teach; U (Utilize): Use

4. Evaluation of the module

On the basis of the learning outcomes, the module assessment was conducted by a process assessment (50%) and a final assessment (50%). It evaluates the process twice more than before and is composed of three specific assessments: learning

sense, case record, and periodic assessment. Periodic and end-of-term assessments are conducted by using an objective test where the exam questions are randomly assigned from the exam bank and rebuilt on the basis of the exam bank before. Specific components of evaluation:

Table 3.

Evaluaiton components	Evaluation lesson	Output	Rate (%)
A1. Processing evaluation			50%
A1.1. Learning awareness (attendance, attitudes)			10%
A1.1.1.	Attitude and timeliness	G1.1 – G4.2	5%
A1.1.2.	Collaborative attitude with faculty and team members, class, demonstrates progress in learning process.	G1.1 – G4.2	5%
A1.2. Course profiles (assignments, group tasks, etc.)			20%
A1.2.1	Academic chapters 1,2,3,4,5,7,8	G1.1; G1.2; G1.3; G1.4; G1.5; G1.6; G1.7; G1.8; G1.9; G1.12; G1.13; G2.1; G2.2.	10%
A1.2.2	Products of activity chapter 2,6,9	G1.5; G1.11; G1.14; G2.3; G3.1; G3.2; G4.1; G4.2	10%
A1.3. Periodical review (periodic checkpoint)			20%
Test online	A1.3.1.	G1.1; G1.2; G1.3; G1.4; G1.5; G1.6; G2.1	10%
	A1.3.2.	G1.7; G1.8; G1.9; G1.10; G1.11; G2.2	10%
A2. End-of-term assessment (final grade)			50%
Test online	The content covers all the major learning outcomes of the course.	G1.2 – G4.2	50%

5. Teaching content (syllabus), teaching plan (detailed syllabus) and lecture

In order to implement defined outcomes, the research team has identified the content of the module. In detailed:

Table 4.

Contents	Output of subject	Assessing lesson
<i>1</i>	<i>2</i>	<i>3</i>
Chapter 1: psychology is a science 1.1. Object, task and method of psychology 1.2. The nature, function, classification of psychological phenomena	G1.1; G1.2; G2.2;	A1.1; A1.2.1; A1.3.1; A2
Chapter 2. The formation and development of psychology, awareness and personality 2.1. Formation and development of psychology 2.2. Formation and development of awareness 2.3. Formation and development of personality	G1.3; G1.4; G1.5; G2.1; G3.1;	A1.1; A1.2; A1.3; A2
Chapter 3: activity of awareness 3.1. Sensory perception 3.2. Sense of reason 3.3. Intelligence and intelligent measurement	G1.6	A1.1; A1.2.1; A.1.3.1; A2

1	2	3
Chapter 4: memory and language 4.1 Memory 4.2. Language	G1.7; G3.2;	A1.1; A1.2; A1.3.2; A2
Chapter 5: affair and will 5.1. Emotional life 5.2. Will and action	G1.8; G1.9	A1.1; A1.2.1; A1.3.2; A2
Chapter 6: developmental psychology 6.1. Overview of generation and development of personal psychology 6.2. Psychology of secondary school students 6.3. Psychology of high school students	G1.10; G1.11; G2.2; G3.1; G4.1;	A1.1; A1.2; A1.3.2; A2
Chapter 7: psychology of teaching and education 7.1. Teaching psychology 7.2. Educational psychology	G1.12; G2.2;	A1.1; A1.2.1; A1.3.2; A2
Chapter 8: personality psychology of teacher 8.1. Characteristics of the teacher's work 8.2. Some personality qualities of the teacher 8.3. The capacity of the teacher 8.4. Prestige and the prestige's formation of the teacher	G1.13; G2.3; G4.2;	A1.1; A1.2; A2
Chapter 9: some issues of social psychology and pedagogical communications 9.1. Social groups and social psychological phenomena 9.2. Pedagogical communication	G1.14; G2.3; G3.1; G3.2;	A1.1; A1.2.2; A2

6. Evaluation

Based on the learning outcomes and the content of the module, the research team has developed a matrix for the module with 5 levels of each module, in detailed:

Level 1: Know/Remember Level 2: Understanding

Level 3: Application Level 4: Analysis, synthesis

Level 5: Assessment, creation

The results of the psychological evaluation at the first semester of the academic year 2017–2018 of the pedagogical students at the Vinh University are shown in the table:

Table 5.

Term	Total	A 8,5–10 score		B+ 8,0–8,4 score		B 7,0–7,9 score		C+ 6,5–6,9 score		C 5,5–6,4 score		D+ 5,0–5,4 score		D 4,0–4,9 score		F < 4,0 score	
		Quantity	Rate%	Quantity	Rate%	Quantity	Rate%	Quantity	Rate%	Quantity	Rate%	Quantity	Rate%	Quantity	Rate%	Quantity	Rate%
Psychology	412	17	4.13 %	29	7.04 %	172	41.75 %	136	33.01 %	44	10.68 %	1	0.24 %	0	0.00 %	13	3.16 %

The spectrum is shown in the chart as below:

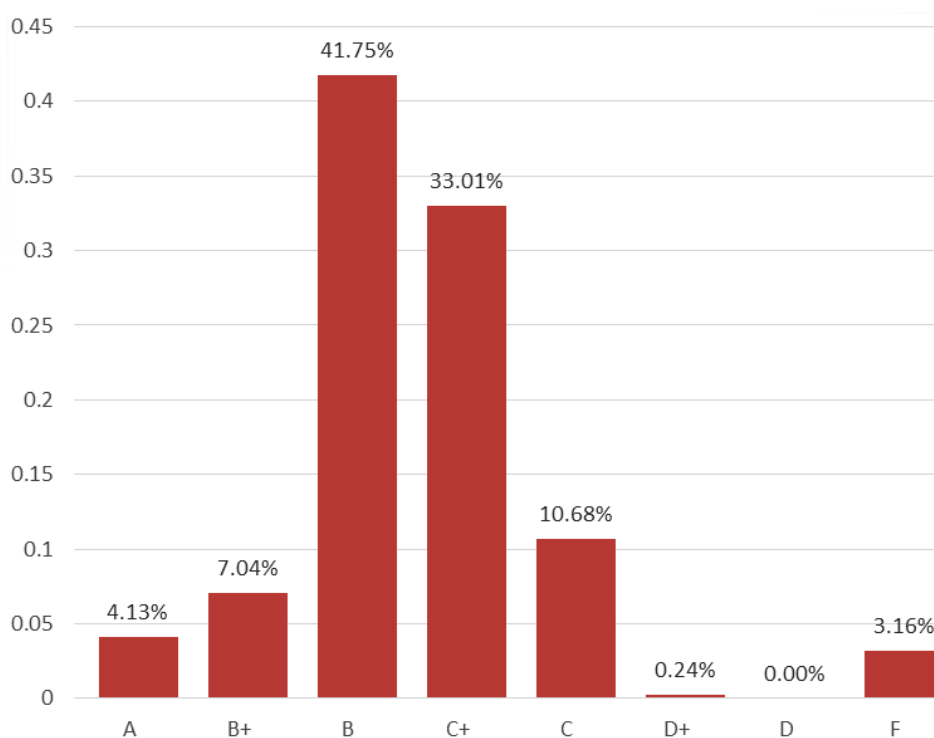


Figure 1.

The chart shows that there are $\frac{3}{4}$ the number of students who are quite good and average; the number of students who are very good and excellent equivalent to the average and accounted for about 10%. Such results are considered acceptable but it is lower than before.

Conclusion: Research on the innovation of teaching activities in the psychology under the CDIO approach is a new study that suits with the teaching trend follow to view of the development of learners' capacity of modern education to meet the requirements of vocational capacity of teachers in high school education.

The results were achieved by the research team lead to a change of psychological teaching activity. However, this is only a very first result. In the coming time, it is necessary to continue to evaluate and adjust the content, program, and method of module assessment. On the other hand, it is necessary to improve capacity of trainers – who are familiar with the old teaching methods and focus on innovating teaching methods. The most important thing is the application of group teaching and hands-on experience to students.

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Section 6. Sports Psychology

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PSYCHOLOGICAL ABILITIES ON SPORTIVE PERFORMANCE

Abstract: This article is focused on the psychological abilities, as an important component of the whole process of the sport training. A solid integrity psychological would help the athletes to demonstrate optimal possibilities and resources that possesses. Like any other ability of the athlete, the psychological ability as instrument of his/her effectiveness needs professional appropriate competence during the training process.

Keywords: professional, psychological ability, training, athletes, sport.

Introduction

The significance and the role played by psychological components in increasing the workforce's productivity have long taken on an ever greater scope in the professional lectures and discussions of many lecturers. This is due to the fact that the cultivation of a psychological integrity as solid as the athlete would greatly contribute to improving and increasing the opportunities of using unsupported reserves during the sports competition. Many coaches, shortcomings observed in training sessions and especially in sports competitions, think and try to correct them by manipulating the training parameters of such components as: physical, technical, tactical skills,

etc. However, in many observed cases, no lack of or weakness in sports skills is noticed, especially in elite levels of representation, but more in terms of skills and psychological deficiencies. In such cases, the attention of trainers should focus on identifying psychological needs and finding appropriate models that provide an accurate technical and professional combination and aim at training and improving the observed shortcomings [1, 58–59].

The individual (sportsman) and the team, even for the same emotional situations, exhibit different needs for psychological treatments and interventions. So for example, while a sportsman needs to have a psychological relaxation, another needs an

improvement of concentration, confidence, motivation, or mental preparation in general. Therefore, a good identification of these needs would be helpful in finding and designing the proper techniques for achieving the desired outcomes. Such skills are developed by increasing the fitness of psychological processes [2, 42].

Why is psychological training important? Any athlete or practitioner of physical activity in his sports stereotype has been faced with fluctuations in his psychological integrity, such as decreasing his desire to exercise, non-uniform behavior to physical load, distraction not managing anxiety, etc. Also none of the practitioners are immune from "Errors" arising from such situations or factors. Often mental or psychological components dominate pure physical, technical and tactical performance components, especially during competitive situations [3, 199].

Whatever sport, success or non-success of a practitioner depends on the level of coordination of physical skills (strength, speed, coordination, balance) and mental (concentration, self-confidence, administration, anxiety). Today many scholars and coaches think that sport at certain levels of representation is primarily a true psychological confrontation. While in sports such as golf, tennis and art skating, they are typical in the appearance of psychological qualities. However, and though the contributions of psychological qualities are accepted in the improvement of the sporting manifestation, it is easy to see that the quantitative physical training parameters are many times greater than the time devoted to the training of the psychological component processes [4, 808–809].

Then one question is right: *Why is the psychological component training avoided or underestimated?* Following are some of the reasons, which are: [5, 57–62].

Lack of knowledge: There are many trainers who ignore ways of learning or mentoring mental skills. For example, some trainer learns focus by using a high tone of voice in their calls, etc. "Focus,"

"Care what you need to do". Such findings and the like, create the idea that the player knows the focus, but does not apply it in practice or at least does not implement it properly. Or such verbal interventions of coach like "Slow", "Quiet," "Do not be nervous," "Confident," etc., clearly indicate the need to increase the competitor's ability to properly administer tonus to certain psychological elements. If we want to use such psychological elements as instruments to increase efficiency in performance and competition, then we should not only devote time but also to properly train them.

Psychological skills as dynamics: It is often thought that a person comes to life with psychological abilities, which is more than just a champion. It is also considered high-level athletes to have a personality characterized by psychological power and competitive motivation. That's not true. Of course, all human beings arise with some physical and psychological predispositions, but can benefit and develop abilities depending on the experiences they experience in life. No result or glorious record of athletes has come without endless hours of stadiums or gyms to perfect his physical and technical abilities. All sportsmen have a certain psychological perception of situations before, during and after the representation, especially on the results achieved.

Lack of time: Lack of time represents another reason displayed by coaches and athletes, not to be trained in a psychological plan. However, they are the same subjects that, for the losses or the low level of presentation, support their arguments in factors such as "we did not have the right focus," "under pressure," "lost trust," etc. It is natural to think that a trainer who believes that the reasons for the poor result in the race were in the lack of concentration, will take measures to increase the exercise to improve this aspect. If it is believed that psychological abilities are important, then the time needed for their training must be found. In a few cases it is thought that sports psychologists intervene only with failed athletes. Clinical sports psychologists can use clinical psychology

to handle mental turbulence that is related to sports activities such as drugs, nutrition, and depression. However, the greatest needs of sports consultants are for sports educator psychologists, whose priority is to assist athletes in the development of psychological abilities [5, 57–58].

Programming mental ability exercises

Programming and forms of mental ability training organization contain various goals in accordance with the needs identified to be addressed. However, the programs represent a structure that consists of three phases:

1. Education or awareness stage: At this stage, keeping in mind that the participants are not familiar with the practices and strengths of the psychological ability training, the overriding character of each programming will be the educational character. During this phase, participants notice and become aware of the importance of adopting psychological skills training techniques that contribute to the improvement and increase of sports efficiency. This is a phase that is accomplished by a simple relationship between coach/sportsman, through which we note that athletes consider properly the impact of psychological aspects on the quality of their performance. During this conversation, it is intended that athletes should be argued that improving psychological abilities is gained by training them alongside physical abilities.

Generally, the educational phase is dealt with within an hour or several hours of time divided into several days. Thus, when we learn how to fix the moments or moments of encouragement, we should explain the reasons that provoke the state of anxiety and the interdependence that has the impetus to the act. The key here is for athletes to understand or discover the optimum level of encouragement so that they can transform tension and anxiety into energy positive while avoiding the effects of these elements compromising the quality of the result. A good psycho-pedagogical instrument, in such cases would be examples from the experience of model athletes [5, 59–60].

2. Stage of derive skills: This stage is based on strategies and techniques of learning of various psychological abilities. At this stage we have to build specific intervention strategies according to not only identified needs but also the athlete's potential. Thus, in cases when an athlete faces and experiences anxiety, failure to achieve success, it is necessary to adapt a cognitive strategy in order to seek proper recognition and adaptation of athlete's thinking. It may be that in an athlete, muscle strains adversely affect the achievement of the desired result, then the psychologist's intentions should make the athlete aware of the absorption of physical relaxation techniques as a developmental relaxation [5, 60–61].

3. Repeat phase: In the aims of this phase we can recall the aims of:

- Educate psychological skills in conditions similar to those of the race;
- Automation of psychological skills;
- Continuous integration of psychological abilities in racing situations.

During the repetition phase, the participant (athlete), for example, in the process of learning how to regulate the promotion, may pass from the imagination directed to the self-administered imagination in order to use this technique in the training process as it would be dealt with in one real competition. Thus, the athlete will adopt the techniques of controlling and regulating the promotion in his racing preparations. At this stage it is necessary to keep a record or a diary in order to systematically track the results and create feedback for further improvements. One of the daily records would inform the tensions experienced after each stewardess, the ways of replenishment, and their efficiency [5, 62].

When should a psychological training program be developed?

From the present treatments it has been shown that in increasing the efficiency of the exercise of psychological abilities, time factor is considered undoubtedly important. While finding the right time for interventions and training these skills is

another opportunity that contributes to increasing the efficiency or success of psychological training programs. To start implementing a program as time consuming are considered preparatory periods and prerace because there is more time to learn new techniques and athletes do not have the pressure of the results. Psychological training is a continuous process that, in the concept of time, should be integrated with the preparation of other sports components [6, 169].

The time required for the repetition and acquisition of psychological elements and processes varies according to the technique and the degree of learn-

ing, if it is a new technique, the time factor will have a greater extent, depending also on the threshold of learning athlete [7, 566].

An indicator of improving and absorbing psychological techniques is the competences that align athletes in combining mental training with the training of other sports components. A session constructed well psycho-sports should be used during a real or fierce competition whether it is. Mental exercises can also be treated in the form of tasks, but when the degree of psychological autonomy of the athlete is delicate, the psychologist's ongoing control and presence in the training sessions is needed [8, 304–305].

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Section 7. Education Management

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EDUCATION IS SET AS ONE OF THE MAIN TARGETS FOR THE DEVELOPMENT OF THE REPUBLIC OF AZERBAIJAN

Abstract: The Republic of Azerbaijan is taking several measures within the framework of Sustainable Development Goals 2030 Agenda in order to reach the main targets of developments. Together with United Nations Development Programme, Azerbaijan forces its plans to strengthen the educational and talent portfolio of the country, in line with labour market needs and national development plans.

Keywords: Azerbaijan, education, human capital, vocational education, SDGs.

The education system in the Republic of Azerbaijan is regulated by the State Law on Education of the country. Developments in the field of education are also an important component of the country's development in economic and social concepts [1]. The measures taken in recent years to develop education in Azerbaijan is one of the most important strategic trends of state policy and perhaps, the most important factor. Since 2016, National Coordination Council of Azerbaijan has set clear targets to implement the Sustainable Development Goals 2030. Currently, within this Council, Azerbaijan aims to reach and become role model for UN member countries within the framework of Goal 4 – “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” [2].

In line with the challenges of the globalizing world, the elevation of the education system is one of the main goals of our state, which is advancing through modernization and modernization projects. Identifying new

targets to meet the challenges of human capital development in our republic, which is on the path of rapid development, and the adaptation of quality education indicators to European standards is a priority.

From this point of view, the Decree of President Ilham Aliyev dated October 24, 2013 on Approval of the “State Strategy for the Development of Education in the Republic of Azerbaijan” is of great importance [3].

In accordance with the development concept of our state, the development of a modern education system that promotes long-term, sustainable and competitive development in our strategy, promotes the development of human capital and realizes human resources development and management. At the same time, in this conceptual document, the development directions, the main goals of the education system that meet international standards have been clearly defined and new responsibilities have been set in front of educators.

President of the Republic of Azerbaijan of 6 december 2016 established decree by name “The perspective future of the Strategic Road Map of the National Economy” [3]. Development of human resources, the 4th Target of the Strategic Road Map, which is the basis of sustainable economic development is the main focus of the Strategic Road Map. A Strategic Road Map on the Development of Vocational Education and Training in the Republic of Azerbaijan was prepared to provide human capital development based on the Strategic Roadmap. The document envisages the involvement of highly qualified personnel, meeting the requirements of the modern labor market and attracting investment flows to this area. The document, prepared on the basis of the “Strategic Road Map,” reflects the ways to achieve strategic goals by fully covering this area and implementing measures and programs in the short term. According to the document, the following targets have been set in the vocational education and training process of the Republic[4]:

1. Integration of employers into the vocational education and training system;
2. Creating a robust financial system based on results;
3. Creation of targeted professional development programs;
4. Creating specific sectoral programs;
5. Implementation of tools to stimulate the achievement of vocational education and training goals.

As a result, all these programs will help to shape the human potential for the country’s innovative economy. By ensuring all these above mentioned targets Republic of Azerbaijan will promote better human capital, provide its citizens with relevant skills for employment, specifically focus on learning outcomes in order to create the platform for its citizens to be able to transfer its skills with each other and finally to make Azerbaijanis become a true global citizens.

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Section 8. Physical Education

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MODEL EDUCATION AND DEVELOPMENT MOTOR ABILITY TO CHILDREN AGE 4–6 YEARS

Abstract: The children have their needs to move and to do exercises. They should exercise everyday to coordinate limbs and body muscles to move in the best way their body. Children needs more than ever to move and play, because his mental development is directly connected with “his motor development”. When his “motor development” is not normal, there can be not an intellectual development, affective and social. In this point of view, we think to explore in actual motor abilities and social level of the children in the age 4–6 years old. For the realization of study, have selected 60 children from four Tirana’s preschools city. Gymnastic program build is in a specific way to adjust from age 4 to 6. Motor abilities will be evaluated by a tests battery such as: ruler drop test, coordination test (eye-hand), ball throwing, kick for target, trunk flexion, jumping (left-right), static balance test, beam balance walk backward test, push-up test, long jump standing test. Collected data, in begin, middle and in the end of tests and questionnaires were under a statistical processing by IBM SPSS package, version number 22. T-test. Results evidenced statistical changes in both genders (girls and boys) in all performed tests in first and second phase. Gymnastic program has an impact in motor-skills education and development, but this impact in not the same in all skills because it is limited by maturity effect, especially by fine motor skills.

Keywords: Exercises, children, motor development, balance, flexibility, ability, muscular endurance.

Introduction

Development is very complex and universal process, when the development fields must pass from a stage simple to the most complicated one and to integrate with each other. It is a product of social-emotional, cognitive and biological fields. The growth refers to quantitative changes which are comparable with a rate [1, 127].

Growth and development is general process of organism maturity that advance in a progressive way from conception moment to adult age. All the educators or fields specialists which works with preschool children must know and understand their typically changes since birth to eight years old, atypical changes, also to understand the benefits that come from educators interventions [2, 73–74].

Growth and development are represented by many physic, psychic, social, emotive and cultural factors that in general are genetic factors. Some of this growth and development indicators from one side are very with connected each other and with genetic factors, and from the other side they are connected with external factors too. Children development theories help us to understand them better and to know what are the best ways in which they can learn and the relations with development factories [3, 56].

The childhood years represent one of the most important stages in the human development. The thesis in which human development is compared with a 10 floors building is already accepted by many scholars, in which eighth first floors represent the age till 6 years old. To have a normal child development needs for sure the stimulation of external environment factors. Children with disabilities or those with social problems, as the normal child, have physical and psychological needs to live and develop their best potential [4, 60–61].

The children have their needs to move and to do exercises. They should exercise everyday to coordinate limbs and body muscles to move in the best way their body. This is one of the reasons why physical activity represent an essential part of the children education

program. Through this activity, children have all the possibilities to discover and recognize themselves, to develop constantly moving skills which are inseparably connected with their child world and which creating their personality are valid for the present and future. The children learn from their life experience and curious nature, so they appear in school with a very considerable training and experience formed in theirs families or friends [5, 91].

Children learn through the moving field interaction with the other fields which are: knowledge, social and emotional. In this way, physical education through moving experience focused in moving skills contributes in children full development [6, 244].

Pedagogical sciences that handle the movement, consider it as a very important education tool. In this point of view, education and in particular the movement at preschool ages draws attention of many specialists and scholars, based on the pedagogical masterpiece to build and develop learning process in a creative way [7, 126].

Preschool age, without doubt, is one of the most important periods that needs a special attention. The curiosity of the child in this age is a really treasure, which allows to discover in few years all the world around him. The child pay attention in details, in which adults do not recognize them. He join looking, hearing and touching things. In this period children needs more than ever to move and play, because his mental development is directly connected with “his motor development”. When his “motor development” is not normal, there can be not an intellectual development, affective and social. In this point of view, we think to explore in actual motor abilities and social level of the children in the age 4–6 years old. Based on our confirmations, we think also that this study will serve to improve the movement field in the preschool children, considering that the education and “motor skills” as a very important factor in movement development to create opportunities to practice social skills connected with childhood world, talent and their entertainment potential,

which are valid to build their personalities in the present and future. Combination of theoretical with practical character and study conclusions will serve the teachers of physical education which works with preschool ages [8, 86–88].

Purpose of study

The purpose of the study is to test the efficiency of this motor model-education through a gymnastic program for preschool children.

Methodology

For the realization of our study, have selected 60 children from four Tirana's preschools city, that seems to be the bigger city, center of economic, social, administrative, culture, academic, industrial, medial of Albania, with purpose to have a big representation of all social-economics layers. The children are separated in two equal groups.

In the experiment group will be implemented the education program with basic gymnastics elements, which will last twelve weeks, twice a week for an hour.

Gymnastic program build is in a specific way to adjust from age 4 to 6. Children which will be part of this program will have the possibilities to practice with different gymnastics elements, games and social skills. They will have always the same leader and the same persons which will keep their data bases. For

any change, in the end of twelve weeks program, data will recollect.

In this study dependent variables are motor abilities while the independent variables are the participation in the gymnastic program and gender. Control group, will follow a free program by using preschool infrastructure under educators supervision. Motor abilities will be evaluated by a tests battery such as: ruler drop test, coordination test (eye-hand), ball throwing, kick for target, trunk flexion, jumping (left-right), static balance test, beam balance walk backward test, push-up test, long jump standing test.

Collected data, in begin, middle and in the end of tests and questionnaires were under a statistical processing by IBM SPSS package, version number 22. T-test is used to see if there are significant changes between control and experiment group skills along the tests phases. This test is used also to see the differences between dependent and independent variables. F criteria is used to tell the importance of dependent and independent variables relation. Pearson's Product-Moment coefficients is used to evaluate all the relations between dependent variables.

Results

Table 1. Differences in motor ability in experiment group. N = 30

Motor Ability	First phase		Second phase			
	Mean	Std	Mean	Std	T-test	p
Reaction time	37.74	1.25	38.09	1.62	-1.74	0.003
Hand action cube positioning (sec)	43.13	2.52	45.63	3.10	-6.92	0.000
Hand action, postcards distribution (sec)	39.80	1.75	41.63	1.96	-7.60	0.000
Kicking ball (m)	6.30	0.25	5.80	0.26	10.10	0.000
Hand-eye action, push the needle thread	4.00	0.74	3.67	0.80	3.01	0.005
Static balance	14.40	2.06	17.90	1.67	-10.17	0.000
Dynamic balance 6 cm	2.50	0.22	1.56	0.24	30.52	0.000
Dynamic balance 4.5 cm	1.87	0.18	1.14	0.21	22.00	0.000
Jumping right-left 15 s	8.73	2.21	6.83	1.80	10.85	0.000
Flexibility	1.61	0.91	-1.17	1.31	19.54	0.000
Long standing jump	68.93	9.78	59.33	9.63	16.77	0.000
Muscular endurance	8.30	1.70	3.90	0.89	16.33	0.000

Table 2. Differences in motor ability in control group. N = 30

Motor Ability	First phase			Second phase		
	Mean	Std	Mean	Std	T-test	p
Reaction time	37.86	1.36	37.96	1.44	-0.67	0.005
Hand action cube positioning(sec)	43.75	3.31	44.63	3.18	-4.45	0.000
Hand action, postcards distribution (sec)	41.21	1.85	42.02	2.31	-3.59	0.001
Kicking ball (m)	5.94	0.19	5.88	0.21	3.70	0.001
Hand-eye action, push the needle thread	3.77	0.73	3.71	0.65	0.57	0.005
Static balance	17.15	1.52	17.46	1.55	-2.32	0.003
Dynamic balance 6 cm	1.68	0.26	1.59	0.23	4.47	0.000
Dynamic balance 4.5 cm	1.25	0.13	1.19	0.10	3.66	0.001
Jumping right-left 15 s	7.33	2.06	6.97	1.75	3.00	0.005
Flexibility	-0.58	0.94	-1.08	1.14	4.67	0.000
Long standing jump	62.1	8.74	60.93	8.97	1.85	0.005
Muscular endurance	4.5	1.09	4.1	0.76	4.39	0.000

Discussions

Achieved results from informative statistical processing (IBM SPSS, 22 version) for measured data in each subject, we confirm again the hypothesis at the beginning of this study that movement activity modeling in this age in function of education and movement develop skills is in the right way. In case of the achieved results from subjects in which gymnastic program with simple elements was applied for 12 weeks, the changes are significant. Based on statistical processing results in the table 1 and 2 it seems a difference of results between first and second phase of all the tests. Before the program implementation, for reaction time results was any significant change as per control and experiment children group. In the end program, there is a small increase in the experiment group children performance, but in the control group children performance have a decrease, a sign that shows a general improvement of the indicators. The concentration absence is another factor that can be helpful in the test results. Distraction affect in the reaction ability by lowering it. Distraction and a tasks answer failure slows down the reaction.

In the first phases test (before the gymnastic program intervention) the subjects of control and experiment groups needed more time in the postcards distribution. Postcards distribution average time is

the same in the both groups. After the intervention program it seems an improvement in the distribution postcards time in both groups, but the most significant improvement seems in the experiment group. Seems clearly a significant difference between groups ($t = -3.05$, $p = 0.000$).

In the hand action test, cube positioning, as in the first and in the second phase seems that there is no change between groups. Even though in the second phase the majority of subjects are improving, there is not improve in the decrease average time in the both groups. The results of our study confirm the conclusions of study [9, 181–184] in which hand-eye coordination and small muscles control improves rapidly in the 4–6 age. Based on the table number 1, it seems that in the first phase of legs action test, kicking the ball, has no significant statistical changes between two groups (experiment-control). This changes presented in the second phases results ($t = 6.201$, $p = 0.000$), where the subjects of experiment group had an increase in the average distance of balls jump, while in the control group had not significant changes.

In the first phase, between the subjects of experiment and control groups, there are no significant statistical changes in the performance of the proof to push the needle thread. In the second phase, it

seems a small improvement in the both groups performance, which is not reflected in the final result. It is proved that the ability of coordination eye-hand improves as it grows, which is based in some other study. The results of static equilibrium test in the first phase shows that there is no significant change between control and experiment group. After the intervention program with basic gymnastic elements, the changes between groups become more significant ($t = -5.901$, $p = 0.0001$). Significant statistical changes between control and experiment groups we will recognize in both dynamic balance tests ($t = 13.26$, $p = 0.000$); ($t = 15.61$, $p = 0.000$); Study results are in the same direction with study. Physical activity improves children dynamic balance at the fourth age.

Significant statistical changes between groups will recognize in flexibility ($t = 9.17$, $p = 0.0001$); in agility and left-right jumps during 15 seconds ($t = 2.54$, $p = 0.01$); in long jump ($t = 2.85$, $p = 0.01$); muscular endurance ($t = 1.01$, $p = 0.000$). The motor abilities were improved considerably in the end of gymnastic program. The result can be the same in both genders and the children will be developed considerably, if it will be selected the right activity for this age. Based on the first tests phases of statistical processing results, it seems significant changes between the experiment groups gender. Those are noticed in cubes positions ($t = -3.46$, $p = 0.000$); dynamic balance ($t = -6.48$, $p = 0.00$), agility ($t = -3.37$, $p = 0.02$); long jump ($t = -4.58$, $p = 0.000$). Significant changes are also noticed in all motor abilities in both genders between first and second phase (girls and boys). There is a considerable improve in the second phases results, which are reflected in significant statistical changes between both genders. Those changes are reflected in static balance ($t = -2.03$, $p = 0.005$); dynamic balance ($t = -3.05$, $p = 0.00$); in power ($t = -3.92$, $p = 0.00$); in flexibility ($t = -2.38$, $p = 0.003$). This is attributed to activity role in increasing or decreasing gender differences. Both genders can perform in the same way,

if in preschool age they get all the same education form. The differences between genders are very small in this age. Differences between genders in power at 4–6 age are small, they begin to appear in teenage. The changes in the second phase between genders, can be as result of selected activity type influence because our study results shows differences along of testing performance. Our study results reinforce the study conclusion 'Muscular strength abilities measurements shows that boys are better than girls in every group age.

Conclusions

Our study and our experience results, confirm what was expected; in this age education and motor skills, are not just depended from maturity (body developments, neuromuscular systems, cardio respirator system development and endocrine glands function) but also by activity type that children decided to be part of because it can be determinant in their improvement.

Through this study we think to offer some rational solutions with movement and social character, using a variety tools that gymnastic contains accompanied by some educational and entertainment methods.

Study's results shows that gymnastic program has an impact in motor skills education and development, but this impact is not the same in all skills because it is limited by maturity effect, especially by fine motor skills. Fine motor skills development depends by growth, and especially by bone development. In a child the hand, wrist, ankles and leg has less bones than an adult. In girls, these bones are visible in the age 4 years and 3 months while in boys 4 years and 5 months. This difference explains why girls has better elegant motor coordination performance than boys. This conclusion is important and must be known by all individuals that works children's raising and education in this age [10, 77–78].

In the results were evidenced statistical improvements in dynamic and static equilibration skills of experiment group, in dexterity, in suppleness, power and muscular stability.

Results evidenced statistical changes in both genders (girls and boys) in all performed tests in first and second phase. It seems girls tendency to perform

better than boys in eye-hand coordination and static equilibration tests.

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Section 9. School Education

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SOME SOLUTIONS IN ETHICAL EDUCATION FOR JUNIOR HIGH SCHOOL STUDENT

Abstract: Ethical education for junior high school student is essential in the context of global integration. Principals in junior high schools need to have management measures to improve the effectiveness of ethical education activities. The paper proposed two solutions: “Planning the management of ethical education for students” and “Diversifying extra-curricular activities to improve the quality of ethical education for students” into the educational theory system about ethical education management. The author considers these measures are important to improving the quality of moral education for junior high school students.

Keywords: Student, junior high school student, ethics, ethical education, management, ethical education management.

The reform of socio-economic line has brought about a comprehensive, strong and profound development in social life along with the transformation of the value orientation system in each person. In fact, the market economy has profoundly influenced in both positive and negative aspects of social life in general and the system of values and moral norms in particular, in which there is the ethical education issue. An alarming issue is that social evils have entered schools, making a part of the students slow to progress, difficult to educate, even easy to corrupt and commit an offence. As a result, strengthening moral education for students is becoming increasingly urgent. This raises the issue to intensify the school’s management of ethical education in order

to increase the effectiveness of this activity and limit the negative aspects of ethical behavior of students.

Solution 1: Planning the management of ethical education for students

This is the most important stage of the management process. Based on the analysis of the current situation, the advantages and disadvantages, the potential and the availability to clearly define the goal, the content of activities and necessary solutions.

It is essential to identify specific objectives and solutions for each school year, each semester of the whole school as well as each grade according to the general education program; ensure both the reasonableness and the feasibility; aims to orient moral education activities for junior high school students.

Based on this plan to mobilize the participation of teachers, students and social forces into ethical education for students.

1.1. Content of solution

In the planning process, junior high school Principals need to investigate the conditions of their schools regarding the ability of teachers in general and the staff of ethical education in particular, the moral behavior of students, and the favorable and difficult factors impact on ethical education for students. Particular attention should be paid to the quality and effectiveness of moral education for students in previous years.

The plan must ensure the consistency with the general educational goal of the school, mobilize the synergy of educational forces inside and outside the school.

The plan must ensure the feasibility and high efficiency. At the same time, it need to be deployed comprehensively, regularly and strictly with examination and evaluation to promptly learn from experience.

The plan must be elaborated in detail and clearly define the objectives, contents, methods, time, measures and participation forces, etc.

Setting up many types of plans: annual plan, semester plan, monthly and weekly plans.

1.2. Process of solution implementation

In order to develop the plan, the managers should have a good grasp of the information on the students' situation, the advantages and difficulties in the implementation process, the physiological characteristics of junior high school students. Thereby, to renew the form and content of the study and extra-curricular activities such as organizing games, contests, law propaganda, performing arts and sports. Focusing on cognitive and ideological education to shape students' thought with healthy and disciplined lifestyles. The plans are approved by the meetings of teachers, the Youth Union and the Parents' Association to exchange ideas and build up plans.

Administrators disseminate the rules and regulations of the schools Board, at the same time, promulgate the rule of conduct for teachers, staff and

students in the internal relations of the school and in social activities to create a friendly environment, prevent violence and social evils.

1.3. Conditions for solution implementation

Building up a feasible plan for the effective implementation of the assigned tasks, ensuring a rational and decisive assignment and avoiding overlap.

Participants must be aware of the situation, initia- tively co-ordinate with the administrators to imple- ment the plan.

Solution 2: Diversifying extra-curricular activities to improve the quality of ethical educa- tion for students

Through the extra-curricular activities, students will strengthen, complete and broaden their knowl- edge, develop their aestheticism, improve their health and develop social and civic awareness. These activi- ties also bring to them the love with homeland and country; educate positive attitude, solidarity, sense of initiative and boldness in collective activities; form a sense of self-discipline to accomplish well the ac- tivities organized by the school or the Youth Union. Turning the training process into a self-training pro- cess. From the implementation went according to plan to self-development of plan, self-organization, adjustment and accomplishment of the plan and self- assessment of their performance and other students.

2.1. Content of solution

This solution help students to develop their own tasks, solve problems by themselves, self-assess and evaluate the results. From this, student have the de- mand to perform the assigned task and design a plan to carry out assigned tasks by themselves. It is impor- tant for the school to ensure that each student is not allowed to act individually without being a part of a class or a group of activities. They do not stand outside to observe but consider themselves as a member of the collective class and actively take part in activities;

Diversification of extra-curricular activities is an ethical education method that is not directed at individual students but organized for the entire col- lective student. This helps to build up the student's

ability to control the group accomplish the plan, deal with situations arising in the implement process, check and adjust activities to suit the actual situation and purpose, realize and evaluate the pros and cons, rank the performance according to the objectives of the task and learn from experience to do better next time. Decision in ethical education management for students is not the method of an individual teacher, not even the method of the schools but the school organization; students organize the process of ethical education. Relations in collective classes and youth unions are social relations and when the role of the student is facilitated to promote, it will directly affect the formation of personality of students.

2.2. Process of solution implementation

– Through the civics education curriculum and other subjects in school. Ethical education by this way is a necessity. This contributes to the formation of the consistency in education and the practical implementation of the comprehensive education policy. Focusing on moral education and lifestyle; all administrators, teachers and students need to grasp this plan thoroughly;

– Through the extra-curricular activities. This is one of the most important educational activities in schools. These activities can support the curricular activities in schools, contribute to the development and improvement of personality, foster talents and creativeness of students. The content of extra-curricular education is diverse: social activities, arts, physical training and sports, sightseeing, scientific research, etc. Thus, the knowledge acquired in the classroom has the opportunity to be applied and expanded in reality, enhancing the study interest of students with curricular subjects. Extra-curricular activities can be organized by subject teachers, administrators and youth unions. For the effective activities, it is necessary to combine comprehensively the direction of the educators, functional agencies and social organizations with the autonomy of the student as the subject of the activity. Moreover, conditions and potentials in society need to be fully

exploited. The contents and forms of activities are always new, diverse and abundant to create attraction and high efficiency in education;

– Ethical education through good examples. Teachers and administrators must be aware of the importance of the “genuine teacher” method in order to train themselves to be moral examples. In addition, schools should reward scholarships and annual awards for excellent students and students who overcome difficulties in life;

– Through the action programs organized by the Youth Union to meet the legitimate interests of students in learning, living and entertainment. This will bring into play the role of students, orienting them to have a sense of acceptance and apply into the activities of collective students. The school should promote many campaigns and step by step create training movements for students in the spirit of “three yes, three no” (three yes: have patriotism, love the people; have honor and responsibility; have knowledge and skills; three no: cheat in examination and evaluation; social evils; stand outside the movement of collective student); highly pay attention and have specific solutions to foster and encourage students to cultivate the mind with practical social skills, life skills, integration skills to establish their positions in life and set up a career;

– Promoting the study emulation movement among students. The Youth union branches and chapters create conditions for encouraging their members to actively study and develop the ability to discover, explore, create and work independently. Regularly maintaining the “studying and training well movement” in the students, focusing on and encouraging self-study, promoting genuine academic value, contributing to generate a breakthrough with the motto: enhancing the ability of independent thought, actively accessing knowledge, learning along with practice; creating a favorable environment for students to study and train, promoting the roles and responsibilities of students in order for them contribute to build the country.

2.3. Conditions for solution implementation

Mobilizing the support and facilitation in terms of spiritual as well as financial aspects from relevant departments. In addition to the funds of the Government, budget needs to be mobilized from enterprises and collective organizations.

School managing board, teachers and collective organizations need to support, consciously participate

in and contribute to the development and implementation of activities. The activity plan must be specific, regularly inspected, monitored and corrected in time.

Understanding the study ability, interested activities and relationships in the collective student to build an educational learning environment which is fully equipped with facilities and programs and is consistent with the content and supposed plan.

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IMPROVING KNOWLEDGE MOBILIZATION ABILITY TO ENHANCING MATHEMATICAL PROBLEM-SOLVING COMPETENCE FOR PRIMARY STUDENTS

Abstract: As regards mathematics instruction in schools, math problem solving plays an integral part in shaping and enhancing mathematical skills for learners. In that process, knowledge mobilization has an indispensable role to play in students' attempts to give correct answers to their math exercises. It is; therefore, of paramount importance to find alternative ways of improving students' competence in mobilizing knowledge, all for the sake of boosting their mathematical problem-solving skills.

Keywords: knowledge mobilization; ability in solving mathematical problems; math problem solving.

In the process of training problem-solving skills, fostering the ability of knowledge mobilization for students is considered as a major content. Therefore, studying the implementation measures to improve the quality of teaching mathematics in general and improving the ability of knowledge mobilization in math problem solving in particular is essential and meaningful.

1. Steps of math problem solving according to the viewpoint of G. Polya

In "How to solve a math problem?" G. Polya proposed a method to solve a general math problem with four steps:

Step 1: Clearly comprehending about the math problem;

Step 2: Building a mathematical problem-solving program;

Step 3: Implementing the solving plan;

Step 4: Evaluating the answer.

With his theoretical conclusions, Polya created a general mathematical teaching method which not only aims to solve a single math problem, but also bring arguments and reasons in mathematical problem-solving process. In other words, educator G. Polya hopes to be able to help pedagogues who want to develop math skills for their students and help students to develop their math skills.

In 4 steps that G. Polya proposed, step number 2 "Building a mathematical problem-solving program" is actually a unified step between the dialectic logic and the formal logic. The formal logic addresses the "structure" of the plan (the form of the plan) while the dialectic logic indicates the specificity, feasibility and method of implementing the mathematical problem-solving plan (the content of the plan). Thus, building a mathematical problem-solving plan is mainly to propose the strategy to solve the math problem. For this process to be effective, students must think in a number of following orientations:

– Have I seen this math problem yet? Or this math problem is in a different form? Is there any problem related to this?

– Is this math problem related to the problem that I have solved? Can its solution and result be used?

– If this math problem has not solved yet, is there any related problem that is easier? Or this may be a particular case? Or a similar problem?

– Can I solve a part of the problem? Or should I retain a part of the condition and ignore the other part? Can I extract a useful factor from data?

– Did I use all the conditions? Did I pay attention to every major concept in the math problem?

In other words: To achieve mathematical problem-solving strategies, students need to choose the relevant knowledge and experience to solve the problem, build up a plan to reach the destination of the problem.

According to Polya, in order to mobilize and organize knowledge, students need to know how to:

- Zoning the knowledge corresponding to the conditions of the math problem.
- Identifying the concepts, properties, formulas and rules that relate to the requirements of the problem. What type of familiar problem does it involve or relate to?
- Reliving the concepts, properties, formulas, or similar types of problems and methods of solving them.
- Complementing a few elements to better understand the way of solving the problem.

Difficult and complex math problems may have details that were considered as the key, we can provisionally isolate this element to focus on it, and then combine it with the whole problem.

2. Improving knowledge mobilization ability for student in math problem solving

2.1. Reinforcing knowledge as the basis of thought in the process of solving math problems

The characteristics of mathematics are system and continuity. The mathematical knowledge is arranged in a strict system. The later knowledge is formed on the basis of existing knowledge. An earlier concept and its properties must be clearly understood in order to comprehend the later concepts. Therefore, students need to understand and grasp each knowledge as the basis for receiving other new knowledge: the process of continuous learning is a stage in the thinking process which is the basis of the math problem solving.

In mastering the knowledge, understanding and comprehending the concepts play a leading role. From the definition of each concept we can detect its property and its relation to other concepts in the same array of knowledge.

In many cases just because students do not understand the concepts, they have solved the problems wrong or could not find the solution. For example, students who do not know the formula of triangular area can not solve problems related to the triangular area or the length of triangular edge. Unable to grasp the method of numerical structure analysis, students have difficulty in solving numerical problems. In contrast, understanding the concepts and comprehending formulas will help students to solve math problems related to triangular area, calculate the length of edges by triangular area and compare the area. Students can even solve advanced problems such as calculating area of the shapes that can be inferred as triangular area; grafting the shapes base on their area; calculating the ratio area of the shapes.

2.2. Exploiting the applications of concepts, rules and formulas to increase the ability of using knowledge

Teachers can exploit the applications of concepts, rules and formulas by integrating plentiful application exercises. When exploiting the applications of concepts, rules and formulas, teachers need to pay attention to the level of each student to adjust the “*dose of knowledge*” and appropriate method of comprehending knowledge.

For example: Giving a sequence of numbers: 4, 8, 12, 16, 20, ...

- a) Are numbers 182 and 64 included in the given numerical series?
- b) If they are, what are their order number in the sequence?
- c) What is the 121th number of the sequence?

Students may make the following answers:

- a) The above sequence of numbers defines the rule: “Each term of the series is divisible by 4.”

Number 182 divides into 4 makes 45 and surplus is 2, that is, 182 is not divisible by 4.

So, the number 182 is not included in the given numerical series.

- b) Again we have: “Each term of the series equal to its order number multiplies by 4”.

$$64 = \text{Order number } (64) \times 4$$

$$\text{So the order number of 64 is: } 64: 4 = 16$$

c) Due to “Each term of the series equal to its order number multiplies by 4”, the 121th number of the sequence is: $121: 4 = 484$

2.3. Practicing the typical math problems solving to increase the ability of knowledge mobilization

Typical mathematics is the basic part of the math problem solving in elementary school which aims to introduce some basic math problems and the solving methods, so practicing this type of math helps to increase the knowledge to solve math problems and practice mathematical problem-solving skills for students. This is one of the factors that help students increase their ability to mobilize knowledge. In this respect, typical math problems can be considered as an additional problem or an intermediate step in the process of solving other problems.

When students study a particular form of typical math problem, the teacher should pay attention to explore all the specific forms of the problem, arrange them logically and reasonably in the form of a series of related problems to help students increase their ability of knowledge mobilization, improve their mathematical problem-solving competence.

For example, when students learn the math form of Sum – Difference in grade 4, we design a series of exercises:

Exercise 1: Finding the two numbers when their sum is 70 and their difference is 10

This is a basic problem. In this type of exercise, the problem is to know the sum and the difference of two numbers, it requires to find that two numbers (hidden). When solving this problem, a basic requirement is that students must grasp the basic characteristics of the original problem and the original problem model, then master and apply the original problem solving method to solve the same problems.

Exercise 2: Finding the two two-figure numbers whose sum is 54. Knowing that if in turn grafting the big numbers onto the left and the right of the small

number, we have two numbers with 4 digits and their difference is 2376.

This is the Sum – Difference problem. If we keep the data that their sum is 54 and solve the problem in the direction of finding the difference of two numbers, this type of problem is to know the sum and the difference is hidden. If we keep the data that the two four-figure numbers with their difference is 2376 and based on the remaining data to find their sum, this type of problem is to know the difference and the sum is hidden.

With this problem, the teacher can suggest that students *zone and recognize* the requirements of the problem which is related to the “Sum – Difference” problem, *recall* how to solve the “Sum – Difference” problem, *add* the information that we have the difference of the two four-figure numbers to analyze the numerical structure. From this point we *isolate* to determine their difference (ab-cd) which is the crux of the problem. Then we *link* the difference to know whether it is related to the sum of two given numbers and two finding numbers or not. Obviously yes. That is the ability to solve the problem.

In the case that students *add* the sum of the two numbers (ab + cd) is 54 as a basis to calculate the sum of the two four-figure numbers (abcd + cdab), the *isolation* is to determine the sum (abcd + cdab). And we link this sum with the given elements and elements that must be found to bring out different solution to the problem.

Exercise 3: Finding the two numbers whose sum is the largest three-figure number and if we add the figure 9 to the left of the small number we get the big number.

This is a Sum – Difference problem with both the sum and the difference are hidden. Based on the basic form of Sum – Difference problem and hiding one of the two data, students easily solve the problem.

When students learn a particular form of typical math problem, the teacher need to explore all the specific forms of the problem, arrange them logically and reasonably in the form of a series of related

problems, organize students to practice math problem solving according to pedagogical scientific guidance to help students increase their ability of knowledge mobilization and improve their mathematical problem-solving competence.

2.4. Improving the ability of knowledge mobilization through organizing students to study relevant math problems

Practicing math problem solving not only helps students to deepen their knowledge and familiarize students with many different types of math problems, but also help them to accumulate and practice skills of mobilizing knowledge.

Organizing students to solve relevant math problems will help them to form associations and mobilize their knowledge thoroughly and thereby gradually increase their ability of knowledge mobilization.

The ability of mobilizing knowledge will be enhanced if students continue to practice hard and complex math problems. Since along with the process of mobilizing knowledge, psychological and intellectual functions are also mobilized at a high level, facilitate students to study and find solutions to the problem.

For example: With the problem: "Giving 6 points in which no 3 points are connected to a straight line, how many triangles are there that their tops are the given points?" (*). Students can solve this problem if they practice and solve the following two problems:

Exercise 1: Giving a quadrilateral.

a) How many line segments connect 2 of the 4 tops of the quadrilateral?

b) How many triangles are there that their tops are the given points?

Exercise 2: "Giving 6 points in which no 3 points are connected to a straight line, calculates the number of line segments in which each line segment joins two of the 6 given points.

Generalizing from Problem 1 and based on Problem 2, students can solve problem (*) as following steps:

The number of straight lines connecting 2 of the 6 given points is: $5 + 4 + 3 + 2 + 1 = 15$ (line segments)

Getting a line segment as the bottom, connecting with the 4 remains peaks, we have 4 triangles.

From 15 line segments, the number of triangles are: $15 \times 5 = 75$ (triangles)

Since each triangle is computed in triplicate, the number of triangles are: $75 : 3 = 25$ (triangles)

3. Conclusion

Knowledge mobilization plays a crucial role in the thinking process to find solutions. In order to mobilize knowledge, students must practice math problem solving on a regular basis according to scientific methods developed by the teachers' pedagogic intention design. If students have a learning process that regularly learn from experience, the process of mobilizing knowledge would be quicker and the knowledge that they have mobilized is indeed the necessary knowledge. Researching to find solutions to improve the ability of knowledge mobilization to increase the mathematical problem-solving competence for students is always a big question that need to find the answer.

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