

CONGRESSES BOOK

IESBSC 5TH INTERNATIONAL EDUCATION, SOCIAL AND BEHAVIORAL SCIENCES CONGRESS

IESBSC 5.

Uluslararası Eğitim, Sosyal ve
Davranışsal Bilimler Kongresi

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Saraybosna



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UBSDER 5th CONGRESSES

**IESBSC 5th International Education, Social and Behavioral Sciences
Congress**

*Edited by
Dr. Amaneh Manafidizaji*

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ABOUT CONGRESS

UBSDER CONGRESSES

IESBSC 5 th International Education, Social and Behavioral Sciences Congress

DATE - PLACE

NOVEMBER 5 - 6. 2022
SARAJEVO

ORGANIZATION

UBS International Scientific Research and Strategy Development Association

EVALUATION PROCESS

All applications have undergone a double-blind peer review process.

PARTICIPATED COUNTRIES

Turkey - Pakistan- Iran - Kazakhstan - Indonesia - Saudi Arabia - Nigeria

PRESENTATION

Oral presentation

PERCENTAGE OF PARTICIPATION

45% FROM Turkey And 55% From Other Countries

LANGUAGES

Turkish, English, Russian

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ILFEMC CONGRESS

06.11.2022

HALL: 1

SESSION: 1

Meeting ID: 858 2715 0099

Passcode: 561122

10:00 – 12:00 (Turkey Local Time)

MODERATOR: **DR. METİN PEHLİVAN**

DR. METİN PEHLİVAN

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ASST. PROF. BUKET
ÇATAKOĞLU AYDIN

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ZAFER HERAND

Sosyal Medya Yoluyla İşlenen Hakaret Suçu

FATİH KAYHAN
ONUR ÖZDEMİR

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Decisions



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ILFEMC CONGRESS

06.11.2022

HALL: 1

SESSION: 1

Meeting ID: 858 2715 0099

Passcode: 561122

10:30 – 12:30 (Turkey Local Time)

MODERATOR: **MAHDI KARIMI**

MAHDI KARIMI

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NOORANEDA MUTALIP LAIDEY

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KHADIJA ALI

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YRFET SHKRELI

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UMAR UBANDAWAKI

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IESBSC CONGRESS

06.11.2022

HALL: 2

SESSION: 1

Meeting ID: 858 2715 0099

Passcode: 561122

10: 30 – 12: 30 (Turkey Local Time)

MODERATOR

SIMIN SADEGHI-SAEB

SAMAL ABZHANOVA,
SAULE MUSSABEKOVA

The Effectiveness of Implementing Interactive Training for Teaching Kazakh Language

SIMIN SADEGHI-SAEB

Using Metacognitive Strategies in Reading Comprehension by EFL Students

ABDUL ROFIQ BADRIL RIZAL
MUZAMMIL

The Investment of Islamic Education Values toward Children in the Early Age through Story-Telling Method

IBRAHEEM ALZAHRANI

The Role of the Constructivist Learning Theory and Collaborative Learning Environment on Wiki Classroom and the Relationship between Them

R. M. KASHIM

The Conceptual and Procedural Knowledge of Rational Numbers in Primary School Teachers



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IMAEC CONGRESS				
06.11.2022	HALL: 3	SESSION: 1	Meeting ID: 858 2715 0099	Passcode: 561122
		10: 00 – 12: 00 (Turkey Local Time)	MODERATOR: DR. Nadire Kantarcıođlu	
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GÜL AKAR ŞEN VEDAT ARSLAN ÖZGE GÖK FATİH TURAN	Kömür Kükürt Türlerinin Belirlenmesinde Mikrodalga Çözünürleştirme Sisteminin Kullanımı			
SÜNDÜS KAZANCI HASAN HÜSEYİN ÖKTEN	J-Tümlenmiş Kafesler			



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IMVHSC CONGRESS

06.11.2022

HALL: 1

SESSION: 2

Meeting ID: 858 2715 0099

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14: 00 – 16:00 (Turkey Local Time)

MODERATOR: DR. NADİRE KANTARCIOĞLU

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IMVHSC CONGRESS		
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ICCAC CONGRESS

06.11.2022

HALL: 2

SESSION: 2

Meeting ID: 858 2715 0099

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MODERATOR: HÜSEYİN YILMAZ

HÜSEYİN YILMAZ

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ICCAC CONGRESS

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IESBSC CONGRESS

06.11.2022

HALL: 3

SESSION: 2

Meeting ID: 858 2715 0099

Passcode: 561122

14: 00 – 16: 00 (Turkey Local Time)

MODERATOR **ÖĞR. GÖR. DR. BARIŞ DEMİREL**

ÖĞR. GÖR. DR. BARIŞ DEMİREL

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DR. ÖĞR. ÜYESİ YUNUS EMRE
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Epikür Ve Stoacıların Kavram Teorileri Üzerine Mantıksal Bir Analiz

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The Effectiveness of Implementing Interactive Training for Teaching Kazakh Language

Samal Abzhanova, Saule Mussabekova

Kazakh Language, Literature and Culture Department, Nazarbayev University, Kazakhstan

Abstract:

Today, a new system of education is being created in Kazakhstan in order to develop the system of education and to satisfy the world class standards. For this purpose, there have been established new requirements and responsibilities to the instructors. Students should not be limited with providing only theoretical knowledge. Also, they should be encouraged to be competitive, to think creatively and critically. Moreover, students should be able to implement these skills into practice. These issues could be resolved through the permanent improvement of teaching methods. Therefore, a specialist who teaches the languages should use up-to-date methods and introduce new technologies. The result of the investigation suggests that an interactive teaching method is one of the new technologies in this field. This paper aims to provide information about implementing new technologies in the process of teaching language. The paper will discuss about necessity of introducing innovative technologies and the techniques of organizing interactive lessons. At the same time, the structure of the interactive lesson, conditions, principles, discussions, small group works and role-playing games will be considered. Interactive methods are carried out with the help of several types of activities, such as working in a team (with two or more group of people), playing situational or role-playing games, working with different sources of information, discussions, presentations, creative works and learning through solving situational tasks and etc.

Keywords: Games, interactive learning, Kazakh language, teaching methods.

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Using Metacognitive Strategies in Reading Comprehension by EFL Students

Simin Sadeghi-Saeb

M. A Teaching English Language, Azerbaijan University – Iran

Abstract:

Metacognitive strategies consistently play important roles in reading comprehension. The metacognitive strategies involve the active monitoring and consequent regulation and orchestration of the cognitive processes in relation to the cognitive objects or data on which they bear. In this paper, the effect of instruction in using metacognitive strategies on reading academic materials, type of metacognitive strategies were mostly used by college university students before and after the instruction and the level they use those strategies before and after the instruction were studied. For these aims, 50 female college students were chosen. Then, they were divided randomly into two groups, experimental and control groups. At first session, students in both groups took the standard TOFEL exam. After the pre-test had been administered, the instruction began. After treatment, a post-test was taken. It is useful to state that after pre-test and post-test the same questionnaire was handed to the students of experimental group. The results of this research show that the instruction of metacognitive strategies has positive effect on the students' scores in reading comprehension tests. Furthermore, it showed that before and after the instruction, the students' usage of metacognitive strategies changed. Also, it demonstrated that the instruction affected the students' level of metacognitive strategies' usage.

Keywords: EFL students, English reading comprehension, instruction, metacognitive strategies.

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The Investment of Islamic Education Values toward Children in the Early Age through Story-Telling Method

Authors: Abdul Rofiq Badril Rizal Muzammil

Faculty of Teacher Training and Education, The University of Jember, Indonesia

Abstract:

Education is an absolute necessity for human's life that one must fulfill for the entire life. Without education it is impossible for human to develop her/himself well. The education process is an effort to maintain a good behavior within one's life. Good behavior will be absolutely achieved if it is taught to early-aged children. This paper focuses on how the story telling method enables teachers to make the students have the construction of good behavior and obtain the goal of national education in Indonesia. The targeted students would involve students in As-Solihin kindergarten, Salafiyah-Syafi'iyah Mumbulsari, Jember, Indonesia. Story is what early-aged children like most. Thus, it is a gorgeous chance to make story telling activity as a method to invest Islamic education values to children. This paper, however, also focuses on some deliberately important aspects which of course teachers need to consider including objectives and strategies of the method's implementation. The teachers will be in need of knowing each student's characteristic in the classroom so that it would enable them to select appropriate stories that fit best to early aged students. The selected stories are taken from Islamic stories that tell the life of Prophet and heroes of Islam as well as well-known persons in Islam. In addition, there will be a number of activities done in the classroom after the delivery of the story is over on purpose of leading students to have the fundamental foundation of how to build self-awareness in order they could understand better about the importance of being a well-behaved person. After reviewing relevant theories, secondary research and scholars' opinion involved in all aspects of early-aged children behavior, the author concludes that by leveraging trusted sources, a proactive, co-operative and creative strategy, the teacher can successfully build up children's good behavior by instilling the Islamic value toward early-aged children through story telling method.

Keywords: Story, Islam, children, early age.

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The Role of the Constructivist Learning Theory and Collaborative Learning Environment on Wiki Classroom and the Relationship between Them

Ibraheem Alzahrani

University of Al -Baha – Saudi Arabia

Abstract:

This paper seeks to discover the relationship between both the social constructivist learning theory and the collaborative learning environment. This relationship can be identified through given an example of the learning environment. Due to wiki characteristics, wiki can be used to understand the relationship between constructivist learning theory and collaborative learning environment. However, several evidences will come in this paper to support the idea of why wiki is the suitable method to explore the relationship between social constructivist theory and the collaborative learning and their role in learning. Moreover, learning activities in wiki classroom will be discussed in this paper to find out the result of the learners' interaction in the classroom groups, which will be through two types of communication; synchronous and asynchronous.

Keywords: Social constructivist, collaborative, environment, wiki, activities.

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The Conceptual and Procedural Knowledge of Rational Numbers in Primary School Teachers

R. M. Kashim

Abubakir Tatar Polytechnic, Bauchi – Nigeria

Abstract:

The study investigates the conceptual and procedural knowledge of rational number in primary school teachers, specifically, the primary school teachers level of conceptual knowledge about rational number and the primary school teachers level of procedural knowledge about rational numbers. The study was carried out in Bauchi metropolis in Bauchi state of Nigeria. A Conceptual and Procedural Knowledge Test was used as the instrument for data collection, 54 mathematics teachers in Bauchi primary schools were involved in the study. The collections were analyzed using mean and standard deviation. The findings revealed that the primary school mathematics teachers in Bauchi metropolis possess a low level of conceptual knowledge of rational number and also possess a high level of Procedural knowledge of rational number. It is therefore recommended that to be effective, teachers teaching mathematics must possess a deep understanding of both conceptual and procedural knowledge. That way the most knowledgeable teachers in mathematics deliver highly effective rational number instructions. Teachers should not ignore the mathematical concept aspect of rational number teaching. This is because only the procedural aspect of Rational number is highlighted during instructions; this often leads to rote - learning of procedures without understanding the meanings. It is necessary for teachers to learn rational numbers teaching method that focus on both conceptual knowledge and procedural knowledge teaching.

Keywords: Conceptual knowledge, primary school teachers, procedural knowledge, rational numbers.

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7. KOĞUŞTAKİ MUCİZE FİLMİNİN SOSYAL HİZMET DİSİPLİNİ ODAĞINDA İNCELENMESİ

Öğr. Gör. Dr. Barış DEMİREL

Kırıkkale Üniversitesi

– 0000-0001-5916-4999

ÖZET

Sosyal hizmet, insan ve toplumla doğrudan ilişkili, bireyin ve toplumun iyilik halini artırmayı hedefleyen bir disiplindir. Bu doğrultuda insan ilişki ve etkileşim süreçlerinin konu edinildiği tüm alanlarla da bağlantısı kurulabilir. Sanat, spor ve oyun da bilinenlerin yanı sıra sosyal hizmet açısından çalışmalar yapılabilen ve değerlendirmelere olanak tanıyan alanlardır. Bu çalışmada 2019 yılında vizyona giren ve Mehmet Ada Öztekin'in yönettiği “7. Koğuştaki Mucize” filmi sosyal hizmet disiplini odağında incelenmektedir. Buradaki temel motivasyon kaynağı, ilgili filmde sosyal hizmete dair bir çok öğenin var olmasıdır.

1983 yılının canlandırıldığı film, içerik analizi yoluyla nitel araştırma yöntemiyle değerlendirilmiştir. Filmin içeriğinde; zihinsel engellilik, tek ebeveynli aile, damgalanma, şiddet, yoksulluk, ebeveyn yoksunluğu, suçluluk, çocuk ihmali, kadın cinayeti, idam ve yas gibi sosyal hizmeti ilgilendiren birçok sosyal soruna ve sonuca ulaşılmıştır. Bununla birlikte özellikle küçük çocuğun (Ova), babası Memo'nun cezaevinde olması, o sırada bakımının babasının babaannesi (Fatma Nine) tarafından sağlanıyor olması, sonrasında Fatma Nine'nin ölümüyle Ova'nın bakımının öğretmeni tarafından üstlenilmiş olması çocuk koruma politikaları açısından geleneksel süreçlerin aktif olduğunu, henüz sosyal hizmetlerin bu düzeyde gelişmemiş olduğunu göstermektedir. Yaşanan ölüm sonucunda Ova yaşadığı kaygıyı “*Kim bakacak şimdi bana*” diyerek ifade etmektedir. Cezaevinde bulunan Memo ise babaannesinin ölümünü öğrendiğinde “*Heidi'nin teyzesi var ama Ova'nın teyzesi yok. Kim bakacak Ova'ya?*” diyerek çocuğun korunması ve bakımı konusundaki endişesini öne çıkarmaktadır.

Filmde öne çıkan sosyal sorunlar ve yaşam durumları bu çalışmanın tematik kodlarını oluşturmuş olup bu doğrultuda doğrudan alıntılara yer verilerek bir içerik analizi gerçekleştirilmiştir. Sosyal hizmet disiplini odağında bütüncül bir değerlendirme yapılması hedeflenmiştir.

Anahtar Kelimeler: Sosyal hizmet, sosyal sorunlar, 7. Koğuştaki Mucize.

AN EXAMINATION OF THE MIRACLE IN WARD 7. WITH THE SOCIAL WORK DISCIPLINE

ABSTRACT

Social work is a discipline that is directly related to people and society and aims to increase the well-being of the individual and society. In this direction, it can be connected with all areas where human relations and interaction processes are the subject. In addition to the well-known arts, sports and games, social work is the field that allows for studies and evaluations. In this work, "The movie "Miracle in the Ward 7" has been examined in the focus of social work discipline. The main motivation here is that there are many elements of social work in the movie.

The movie, in which the year 1983 was animated, was evaluated with qualitative research method through content analysis. The content of the movie; many social problems and results related to social work such as mental disability, single-parent family, stigma, violence, poverty, parental deprivation, delinquency, child neglect, femicide, execution and mourning have been reached. However, the traditional processes in terms of child protection policies are active in terms of child protection policies, especially since the young child (Ova), whose father Memo was in prison, was taken care of by her father's grandmother (Fatma Nine) at that time, and then, after the death of Fatma Nine, Ova's care was undertaken by her teacher. It shows that social services are not yet developed at this level. Ova expresses her anxiety as a result of Fatma Nine's death by saying, "Who will look after me now?" When Memo, who is in prison, learned of his grandmother's death, he said, "Heidi has an aunt, but Ova does not have an aunt. Who will look after the Ova?" He brought forward his concern about the protection and care of the his child.

The social problems and life situations that stand out in the movie formed the thematic codes of this study, and in this direction, a content analysis was carried out by directly giving place to the narratives. It is aimed to make a holistic evaluation in the focus of social work discipline.

Keywords: Social work, social problems, Miracle in Ward 7.

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5. SINIF BİYOLOJİK ÇEŞİTLİLİK KONUSU İÇİN TASARLANAN EĞİTSEL DİJİTAL OYUN: BEN NERDEYİM?

Güldem DÖNEL AKGÜL

Erzincan Binali Yıldırım Üniversitesi

- 0000-0003-4853-0855

Melike VARLIK

Erzincan Binali Yıldırım Üniversitesi

- 0000-0001-6681-1744

Erhan KARA

Erzincan Binali Yıldırım Üniversitesi

- 0000-0003-3955-3705

ÖZET

Oyun her yaştan bireyin dikkatini çeken eğlenceli aktiviteler bütünüdür. Eğitim ortamlarında kullanılan belirli bir amaca yönelik hazırlanan, içeriği istenilen konunun eğitim içeriğine göre düzenlenen oyunlar eğitsel oyunlar olarak tanımlanır. Çağımızda dijital ortamların yaygın kullanımı, eğitim ortamlarının da bu yönde düzenlenmesini gerekli kılmıştır. Eğitsel oyunların dijital platformlarda sunulması, eğitim süreçlerine etkisinin incelenmesi son yıllarda yapılan araştırma konuları arasında yer almaktadır.

Bu çalışmada 5. Sınıf fen bilgisi derslerinde yer alan biyolojik çeşitlilik konusu için araştırmacılar tarafından tasarlanan eğitsel dijital oyun içeriği sunulmuştur. Eğitsel dijital oyun tasarımı için SCRATCH programı ve oyunda kullanılan simülasyonların çizimleri için COREL DRAW çizim programı kullanılmıştır. Program içinde oyun için karakterler belirlenmiş, yönlendirmeler butonları eklenmiş, oyun başlangıcında açıklama butonları eklenmiştir. Oyun üç aşamalı tasarlanmıştır. İlk aşamada canlıların yaşam alanları bulunmuş, ikinci aşamada Dünyada nesli tükenen canlılar harita üzerinde sürükleme yöntemi ile yerleştirilmiş, üçüncü aşamada Türkiye’de nesli tükenen veya tükenmekte olan canlılar bulunmuştur. Oyunlar ile öğrenciler için konunun eğlenceli, anlaşılır, akılda kalıcı olması hedeflenmiştir. Ayrıca çevresel farkındalığın artırılması öğrencilerin canlı çeşitliliği ve yok olma tehlikesine karşı farkındalıklarının artması amaçlanmıştır.

Anahtar Kelimeler: Dijital oyun, eğitsel, tasarım.

EDUCATIONAL DIGITAL GAME DESIGNED FOR THE TOPIC OF GRADE 5 BIODIVERSITY: WHERE AM I?

ABSTRACT

The game is a set of fun activities that attract the attention of individuals of all ages. Games that are prepared for a specific purpose used in educational environments and whose content is arranged according to the educational content of the desired subject are defined as educational games. The widespread use of digital media in our age has necessitated the regulation of educational environments in this direction. Presenting educational games on digital platforms and examining their effects on educational processes are among the research topics made in recent years.

Bu çalışmada 5. Sınıf fen bilgisi derslerinde yer alan biyolojik çeşitlilik konusu için araştırmacılar tarafından tasarlanan eğitsel dijital oyun içeriği sunulmuştur. Eğitsel dijital oyun tasarımı için SCRATCH programı ve oyunda kullanılan simülasyonların çizimleri için COREL DRAW çizim programı kullanılmıştır. Program içinde oyun için karakterler belirlenmiş, yönlendirmeler butonları eklenmiş, oyun başlangıcında açıklama butonları eklenmiştir. Oyun üç aşamalı tasarlanmıştır. İlk aşamada canlıların yaşam alanları bulunmuş, ikinci aşamada Dünyada nesli tükenen canlılar harita üzerinde sürükleme yöntemi ile yerleştirilmiş, üçüncü aşamada Türkiye’de nesli tükenen veya tükenmekte olan canlılar bulunmuştur. With the games, it is aimed to make the subject fun, understandable and memorable for the students. In addition, it is aimed to increase environmental awareness and increase students' awareness of biodiversity and the danger of extinction.

Keywords: Digital game, educational, design.

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FEN BİLGİSİ ÖĞRETMEN ADAYLARININ BAĞIŞIKLIK SİSTEMİNE YÖNELİK ANALOJİK ÖRNEKLERİ

Güldem DÖNEL AKGÜL

Erzincan Binali Yıldırım Üniversitesi

– 0000-0003-4853-0855

Erhan KARA

Erzincan Binali Yıldırım Üniversitesi

- 0000-0003-3955-3705

Yağmur ÜRAL

Erzincan Binali Yıldırım Üniversitesi

- 0000-0002-7416-5372

ÖZET

Analoji kelimesi var olan durumdan yola çıkarak benzetim yapılmasıdır. Eğitim ortamlarında sıklıkla öğrencilerin zihinlerinde oluşturamadıkları kavramları öğretmenler analoji tekniğini kullanarak izah etmeye çalışırlar. Bu çalışmanın problem cümlesini “ Fen Bilgisi öğretmen adaylarının bağışıklık sistemi için oluşturdukları analogileri nelerdir?” sorusu oluşturmaktadır. Verilen örneklerde son yaşanan Covid 19 salgın süreciyle ilgili analogilere öğretmen adaylarının yer verip vermediği ayrıca incelenmiştir. Araştırmada bütüncül tek desen modeli kullanılmıştır. Bulgular içerik analizi yöntemi ile analiz edilmiştir. Çalışma 2021-2022 eğitim öğretim döneminde üniversite eğitimine devam eden 22 fen bilgisi öğretmen adayı ile yürütülmüştür.

Çalışma sonucunda 44 hedef kavram için 208 analog geliştirildiği belirlenmiştir. Bağışıklık sisteminin genelini ele alan öğretmen adaylarının, her bir kavramı kendi içinde değerlendirdiği görülmüştür. Örneğin bellek hücreleri fare kapanına, nötrofiller böcek öldürücü veya diyaliz makinelerine benzetmiştir. Öğretmen adayları tarafından hazırlanan analogilerin bazı kavramsal yanlışları içerdiği de görülmüştür. Ayrıca çalışmada oluşturulan analogilerin ilişki düzeyleri incelendiği zaman en fazla yapısal analogilerin geliştirildiği belirlenmiştir. Analogiler soyutlama düzeyine göre incelendiği zaman somut-somut analogilerin daha fazla olduğu, zenginlik düzeyine göre basit analogilerin, sunuluş biçiminde de sözel analogilerin kullanıldığı tespit edilmiştir.

Öğretmen adaylarının geliştirdikleri analogilerde salgın ve bağışıklık sistemi konusunda benzer kelimelerin çok az olduğu maske, virüs kelimelerine çok az yer verdikleri, Covid kelimesi ile herhangi bir analogik etkileşim oluşturmadıkları belirlenmiştir.

Anahtar Kelimeler: Analoji, bağışıklık, öğretmen adayı.

ANALOGICAL EXAMPLES OF CANDIDATES OF SCIENCE TEACHERS FOR THE IMMUNITY SYSTEM

ABSTRACT

The word analogy is to make a simulation based on the existing situation. In educational environments, teachers often try to explain the concepts that students cannot create in their minds by using the analogy technique. The problem sentence of this study consists of the question "What are the analogies of science teacher candidates for the immune system?" In the examples given, it was also examined whether the pre-service teachers included analogies about the recent Covid 19 epidemic process. The holistic single pattern model was used in the study. The findings were analyzed with the content analysis method. The study was carried out with 22 science teacher candidates continuing their university education in the 2021-2022 academic year.

As a result of the study, it was determined that 208 analogues were developed for 44 target concepts. It has been observed that the pre-service teachers, who deal with the general immune system, evaluate each concept within itself. For example, memory cells are like mousetraps, neutrophils are like insecticides or dialysis machines. It was also seen that the analogies prepared by the pre-service teachers included some conceptual misconceptions. In addition, when the relationship levels of the analogies created in the study were examined, it was determined that the most structural analogies were developed. When analogies were analyzed according to the level of abstraction, it was found that concrete-concrete analogies were more common, simple analogies were used according to the richness level, and verbal analogies were used in presentation.

In the analogies developed by the pre-service teachers, it was determined that there were very few similar words about the epidemic and immune system, they gave very little place to the words mask, virus, and they did not create any analogical interaction with the word Covid.

Keywords: Analogy, immunity, pre-service teacher.

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YAZMA ÖZ DÜZENLEME YETKİNLİĞİ ÖLÇEĞİ'NİN GELİŞTİRİLMESİ: GEÇERLİK VE GÜVENİRLİK ÇALIŞMASI¹

Hacer DENİZ

Trabzon Üniversitesi

– <https://orcid.org/0000-0002-2604-1893>

Sezgin DEMİR

Fırat Üniversitesi

- <https://orcid.org/0000-0002-0466-2218>

ÖZ

Kişinin hedeflerine ulaşmak için davranışlarını ve becerilerini etkili şekilde kullanabilmesi öz düzenleme olarak tanımlanabilir. Yazma öz düzenleme, yazma hedefine yönelik bilgi, beceri ve tutumun düzenlenmesidir. Bu araştırmanın amacı ortaokul öğrencilerine yönelik geçerli ve güvenilir bir yazma öz düzenleme yetkinliği ölçeği geliştirmektir. Araştırma nicel yöntemde tarama araştırması modelinde gerçekleştirilmiştir. Araştırmanın evrenini Türkiye’de devlet okullarında eğitim gören 9-14 yaş aralığındaki (5, 6, 7 ve 8. sınıf) ortaokul öğrencileri oluşturmaktadır. Bu evren içerisinde belirlenen Elazığ’da devlet okullarında eğitim gören ortaokul öğrencilerinden oluşan alt evrenden seçkisiz yolla üç ayrı örneklem belirlenmiştir. Bu kapsamda AFA 515, DFA 407, test-tekrar test işlemi 148 ortaokul öğrencisi üzerinden gerçekleştirilmiştir. Kapsam geçerliği için Türkçe eğitimi alanında uzman 17 öğretim üyesinden alınan görüşler Dawis tekniği ile değerlendirilmiştir. AFA sonucunda %39 varyans değeriyle 10 maddeden oluşan tek faktörlü bir yapı ortaya çıkmıştır. Gerçekleştirilen Cronbach’s alpha testi sonucunda güvenilirlik değerinin .82 olduğu bulunmuştur. DFA sonucunda bu yapı doğrulanmış ve ölçekten hiçbir madde çıkarılmamıştır. Ardından test- tekrar test işlemi sonucunda tutarlık katsayısı .82 olarak hesaplanmıştır. Araştırma sonucunda 9-14 yaş aralığındaki öğrencilere yönelik 10 maddeden oluşan tek faktörlü geçerli ve güvenilir bir yazma öz düzenleme yetkinliği ölçeği geliştirilmiştir.

Anahtar Kelimeler: ana dili eğitimi, yazma becerisi, yazma öz düzenleme

¹ Bu bildiri “Yazma Motivasyonu, Öz Düzenleme Yetkinliği, Özerkliği ile Yaratıcı Düşünme Eğimine İlişkin Bir Yapısal Eşitlik Modeli” adlı doktora tezinden hareketle üretilmiştir.

DEVELOPMENT OF THE WRITING SELF-REGULATION COMPETENCE SCALE: VALIDITY AND RELIABILITY SURVEY²

ABSTRACT

Self-regulation can be defined as the ability to use one's behaviors and skills effectively to achieve one's goals. Writing self-regulation is the regulation of knowledge, skills and attitudes towards the writing goal. The purpose of this research is to develop a valid and reliable Writing Self-regulation Competence Scale for secondary school students. The quantitative method of the research was carried out in the survey research model. The universe of the research consists of secondary school students aged 9-14 (5, 6, 7 and 8th grade) studying in public schools in Turkey. Three different samples were randomly determined from the sub-population consisting of secondary school students studying in public schools in Elazig, which was determined within this universe. In this context, AFA 515, DFA 407, and test-retest procedures were carried out on 148 secondary school students. For content validity, the opinions of 17 faculty members who are experts in the field of Turkish education were evaluated with the Dawis Technique. As a result of EFA, a single factor structure consisting of 10 items with a variance value of 39% emerged. As a result of the Cronbach's alpha test performed, the reliability value was found to be .82. As a result of CFA, this structure was confirmed and no items were removed from the scale. Then, as a result of the test-retest process, the consistency coefficient was calculated as .82. As a result of the research, a valid and reliable one-factor writing self-regulation competence scale consisting of 10 items was developed for students aged 9-14.

Keywords: mother tongue education, writing ability, writing self-regulation

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² This announcement was created based on the doctoral thesis named "A Structural Equation Model of Writing Motivation, Self-Regulation Authority, Autonomy, and Creative Thinking Disposition"

Challenges in Quality of Education in Higher Education Institutions (HEIs) of Pakistan

Zohaib Hassan Sain

Superior University, Pakistan

ABSTRACT

The purpose of this study is based on exploratory research to identify “Challenges in Quality of Education in HEIs of Pakistan”. Exploratory research approach is used to achieve the objectives of the study in less time and inexpensive means. From the last few years, Pakistan is facing a lot of challenges in education sector such as curriculum, less training institutions, corruption in education, teacher’s behavior, less research work. Emerging issues in education sector are less training institutions and trend towards research work which is essential to follow for the growth and strength of any economy. The purpose of our research is to identify the major challenges in educational sector in Pakistan which the educational sector is suffering from last few years. The researcher used triangulation in order to carry the reliability and validity of the data for results. So, to conduct this triangulation the researcher used poll survey for the students, questionnaire for the teachers and interviews of the management. . In this regard primary data was collected from the focused group of students using a sample of 100 questionnaires for each university were filled by the students of the selected five universities. This attempt of conducting the research will play an important role in the development of Pakistan. In this research Curriculum, Corruption in education, less training institutions, Teacher’s behavior and less research work are independent variables and Quality of Education is dependent variable. In future, we will research on the solution of these problems. To increase the literacy rate, the Govt. of Pakistan has announced that the education is compulsory for sixteen years old for every citizen.

Keywords: *Curriculum, Corruption, Teacher’s Behavior, Research Work.*

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EPIKÜR VE STOACILARIN KAVRAM TEORİLERİ ÜZERİNE MANTIKSAL BİR ANALİZ³

Dr. Öğr. Üyesi Yunus Emre Akbay

Süleyman Demirel Üniversitesi

– 0000-0003-1050-4926

Zehra Rüveyda Aslan

Süleyman Demirel Üniversitesi

vida9630@gmail.com – 0000-0001-5012-2872

Kavram, “genellikle nesnelere zihindeki tasavvuru” olarak tanımlanmaktadır. Ancak mantık tarihindeki ekollere bakıldığında söz konusu tasavvurun zihinde nasıl meydana geldiği, kişinin kavram, varlık, dil ve düşünceyle hakikati mantıksal önermeler üzerinden nasıl kurguladığı noktasında farklılaşmaktadır. Örneğin Platoncular aşkın ideaların ruhtaki verili (innate) bilgilerini kavramların temeli sayarken, Aristotelesçiler tözlerde içkin olan türün doğasındaki değişmeyen mahiyetleri soyutlama (abstraction) ve aklın sezgisiyle ulaşarak kavramlara dönüştürdüklerini savunurlar. Ancak verili ve soyutlamacı/deneyim temelli kavram teorileri bu geleneklerle sınırlı değildir.

Epikürcü ve Stoacı mantık geleneklerinde kavram teorileri Platoncu (ennoia/logoi) ve Aristotelesçi (katholou) anlayışlardan oldukça farklı yapılara sahiptir. Epikürcüler duyum verilerini doğru kabul ederek kavramı ön-kavram (prolepsis) olarak isimlendirirler. Stoacılar ise kavramı kavratıcı izlenim (kateleptike phantasia) olarak adlandırır. Epikürcülere göre kavramın temeli olan duyumlar her zaman doğru iken, Stoacılar göre bazı duyumlar doğru bazıları ise yanlıştır. Her iki yaklaşım da duyum temelinden hareket ederek verili kavram anlayışına sahip Platonculardan farklılaşırken, duyumun salt doğruluğu ve yanlışı konusunda Aristotelesçi çizgiye yaklaştıkları söylenebilir.

Tıpkı verili (innate) kavram anlayışına dayalı Platoncuların kendilerine bir ideanın karşılık gelmediği kavramları nasıl temellendirdiklerini açıklamak zorunda kaldıkları yahut

³.Bu çalışma Zehra Rüveyda Aslan’ın Süleyman Demirel Üniversitesi Sosyal Bilimler Enstitüsü Felsefe ve Din Bilimleri Ana Bilim Dalında devam eden yüksek lisans çalışmalarından türetilmiştir.

Aristotelesçilerin eşitlik ve üçgen gibi matematiksel kavramları mükemmel olarak eksik doğaya sahip tekilerden nasıl elde ettiklerini temellendirmek zorunda kaldıkları gibi, söz konusu iki ekolün de kavram teorilerinin zayıf tarafları mevcuttur.

Bu çalışmada Epikürcüler ve Stoacıların kavram teorileri mantık açısından varlık, düşünce ve dil boyutlarıyla birlikte metin analizleri ve karşılaştırmaya dayalı olarak incelenecek, sonrasında Cicero'nun *Tanrıların Doğası*'dan hareketle iki ekolün kavram teorilerinin farklı varlık alanlarına uygulandığında ne tür problemler ve eleştirilerle karşılaştıklarının analizi yapılacaktır.

Anahtar Kelimeler: Mantık, Kavram, Epikür, Stoa, Cicero.



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