IECES International Eurasian Conference on Educational & Social Studies

Antalya, Turkey October 22 - 24, 2021

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Proceedings

Tam Metin Bildiriler

by an internationally joint consortium

hosted by

Journal of Computer and Education Research (JCER)

Cyprus Science University

International Eurasian Conference on
Educational & Social Studies
Antalya, Turkey
October 22 - 24, 2021

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International Eurasian Conference on
Educational & Social Studies
Antalya, Turkey October 22 - 24, 2021

Bildiri özetleri kitabı içeriğinin
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E-printed in November 2021

e-ISBN 978-605-71031-2-3

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Journal of Cumputer and Education Research

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CONTENTS

STATISTICS ABOUT THE CONFERENCE, IECES2021 ..... *1*

Koronavirüs Salgını Sürecinde Öğretmen Yaşantıları *2*

Salih YILMAZ, Necdet KONAN, TÜRKİYE

The importance of administrative law and state administration in the statal construction *16*

Dardan VUNIQI, KOSOVO

Rola i status organizacji międzynarodowych w budowaniu cyberbezpieczeństwa *19*

Krzysztof GAWKOWSKI, POLAND

Rescue and Civil Protection in ensuring safety urban agglomeration *26*

Agata HRYNKIEWICZ-MAZUREK, POLAND

Internal Migration and the Wellbeing in Pakistan *33*

Sarfraz KHAN, Sana MEHMOOD, PAKISTAN

Covid-19 Sonrası Dış Ticarette Küresel Değişimler ve Türkiye Ekonomisi *49*

Fatih MANGIR, Mustafa KARTAL, TÜRKİYE

New Institutional Economics in the era of modern threats - can be an alternative to traditional economics in aspects of economical development? *60*

Dorota STOKOWSKA, POLAND

Herşey Dâhil Sistemde Kullanmadıklarını İade Al *70*

Hüseyin DİNÇ, TÜRKİYE

Safety and security in public space *73*

Krzysztof WĄSIK, POLAND

Victim as a party in preparatory proceedings *86*

Justyna ŻYLIŃSKA, POLAND

Impacts of halo effect in the recruitment and selection proces *91*

Magdalena ŚCIGAŁA, POLAND

Perception of Secondary School Teachers, Parents and Students Regarding Delivery and Communication Method of Sex Education in Private Schools of Lahore *101*

Hafiza Afia NAZEER, Sadaf JABEEN, PAKISTAN

Impact of COVID-19 on the Australian labour market- the regional, demographic, industrial aspects *103*

Michał MROZEK, POLAND

To be a good mathematics teacher: corners of the math classroom *117*

Yousef Methkal ABD ALGANI, Wafiq HIBI, ISRAEL

Modeling of socio-economic development in European Union countries *118*

Aldona MIGAŁA-WARCHOŁ, POLAND

Private vs public enforcement of antitrust law in the new Polish regulations: antitrust tort as an act of unfair competition *129*

Rafał WASILEWSKI, POLAND

Dbałość o mental health w organizacji jako dojrzałe zarządzanie pracownikiem w kryzysie *133*

Agnieszka NOWOCIEŃ, POLAND

Areas of compact residence of Koreans from the CIS countries in the Republic of Korea ("Koryoin maeul"): problems of adaptation and integration *140*

MUSINOVA Irina Aleksandrovna, RUSSIA

Sınıf Öğretmeni Adaylarına Sunulan Bibliyoterapi Eğitiminin Katılımcı Görüşleri Açısından Değerlendirilmesi *142*

Menşure ALKIŞ KÜÇÜKAYDIN, TÜRKİYE

Investigating barriers and providing in-service training Solutions in Iranian organizations *149*

Omid RADWEYSI, IRAN

Türkiye ile Azerbaycan Arasındaki İkili Ticaretin Analizi: Finger – Kreinin İhracat Benzerlik İndeksi *150*

Fatih MANGIR, Zehra Feryal ALLAHVERDİ, TÜRKİYE

Fen Lisesi Öğrencilerinin Geometri Başarılarının İncelenmesi *162*

Mahmut GÖMLEKÇİ, Tamer KUTLUCA, TÜRKİYE

Некоторые вопросы по использованию интегрированных онлайн уроков в рамках дистанционного обучения *168*

Р.К.КАСКАБАЕВА, А.А.АМАНГЕЛЬДИЕВА, А.Н.СЫЗДЫКОВА, М.А.ДЕМИСЕНОВ, Б.К. МУХАМЕДЖАНОВА, Т.Г.ПОПОВА, KAZAKHSTAN

Developing Soft Skills in Higher Education Foreign Language Programs *172*

Nazli TYFEKCİ, KOSOVO

Ortaokul Öğrencileri ile GeoGebra Destekli Matematik Eğitimi Hakkında Çalışılan Bazı Makalelerin İncelenmesi *173*

Sonay BARAN, Seval ZİLAN, Tamer KUTLUCA, TÜRKİYE

Bilgisayar Teknolojileri Bölümü Öğrencilerinin Mobil Uygulama Ortamları Kullanma Durumlarının İncelenmesi *180*

Ersin BAŞARAN, Hakkı BAĞCI, TÜRKİYE

The Importance of Biodiversity Protection in Albania *194*

Stela MECAJ, ALBANIA

Radical Times for Higher Education: The Opportunity for Systemic Innovation *205*

Klaus OESTREICHER, SWITZERLAND

Raja Suzana Raja KASIM, MALAYSIA

Özel Eğitim Dersini Çevrimiçi Ortamda Alan Çocuk Gelişimi Programı Öğrencilerinin Çevrimiçi Ortamlara Yönelik Tutumlarının İncelenmesi *231*

Hakkı BAĞCI, Özlem ASLAN BAĞCI, TÜRKİYE

CEFTA's role in harmonizing the market and competition with local products: Case: Taxation against Serbia and Bosnia and Herzegovina *240*

Abedin SELIMAJ, Alma PAÇARIZI-OSMANI, BULGARIA

The Peculiarities of the Preschool and School Education System In The Country of Japan *242*

A.J.TUREKEEVA, UZBEKISTAN

Managing the quality of environmental services in agriculture in the context of reducing negative externalities through farm consolidation *247*

Tomasz PAJEWSKI, POLAND

İşbirlikli Öğrenme Yönteminin Öğrencilerin Akademik Başarı ve Yazma Kaygıları Üzerindeki Etkisi *257*

Aysel ARSLAN, TÜRKİYE

İlköğretim Matematik Öğretmen Adaylarının Akıllı Tahta Kavramına İlişkin Metaforik Algıları *269*

Samet GÜNDÜZ, Mahmut GÖMLEKÇİ, Tamer KUTLUCA, TÜRKİYE

Kierunki rozwoju rachunkowości na przykładzie rachunkowości behawioralnej i kapitału intelektualnego *282*

Agnieszka WIKARCZYK, POLAND

Social work with families at social risk: The case of Lithuania *289*

Rita ILGŪNĖ — MARTINĖLIENĖ, Diana MAČIUIKIENĖ, LITHUANIA

Türkçe'nin yabancı dil olarak öğretiminde çeşitli araçların kullanımı *295*

Aytan MAMMADOVA, AZERBAIJAN

Scale Development Study for Determining the Views and Evaluation Forms of Secondary School Math Teachers about Homework..... *297*

Ahmet Burak SÜZEN, Tayfun TUTAK, TÜRKİYE

The Role of General International Economic Organizations, Legislation and Membership of the Republic of Kosovo in these Mechanisms *317*

Fadil OSMANI, Sherif SEJDIU, KOSOVO

Alma PACARIZI, BULGARIA

Alienation and Identity in the Song of Reed by Rumi..... *318*

Sherzad Shafie BABO, IRAQ

Ortaokul Öğrencilerinin Dijital Teknoloji Tutumlarının Yordanması *319*

Aysel ARSLAN, TÜRKİYE

Sinema Felsefesi, Tarihsel Gerçeklik ve Sinemada Ortaçağ: Ortaçağcılık *332*

Ekin KAYNAK ILTAR, Rabia AKÇORU, TÜRKİYE

Reform of the Constitutional Court as a Challenging Process for the Justice System..... *339*

Sofjana VELIU, Renata KAU, ALBANIA

Research Leadership in Higher Education Institutes: Malaysian Experiences *353*

Muhammad Faizal A. GHANI, Amalina HUSNA, MALAYSIA

Nur AEDI, Mohamad Zaenuri ARIF, Eka RISNA, NURROHMATUL, Asep Saeful ROHMAN, INDONESIA

Station Model in Language Teaching..... *362*

Fethi KAYALAR, Filiz KAYALAR, TURKEY

Covid 19 Pandemi Sürecinin Çocuklar Üzerindeki Etkileri: Sistematik Bir Derleme Çalışması *369*

Osman Tayyar ÇELİK, TÜRKİYE

Fen Lisesi Öğrencilerinin Van Hiele Geometri Düşünme Düzeylerinin Belirlenmesi..... *374*

Mahmut GÖMLEKÇİ, Tamer KUTLUCA, TÜRKİYE

К Вопросу о Специфике Перевода и Межъязыкового Соответствия Анатомических Терминов и Номенклатурных Наименований (на материале латинского, украинского и русского языков) *381*

Елена БЕЛЯЕВА, Юлия ЛИСАНЕЦ, Ирина СОЛОГОР, Иванна ЗНАМЕНСКАЯ,Евгения ГОНЧАРОВА, Инесса РОЖЕНКО, Зинаида ТАРАН, UKRAINE

The characteristics and limitations of the research on Sino-Turkish Relations since the 21st Century *390*

Tao JINGHONG, RUSSIA

Öğretmenlerin Belirsizlikten Kaçınma Eğilimlerinin Çeşitli Değişkenler Açısından İncelenmesi *400*

Osman Tayyar ÇELİK, TÜRKİYE

Sınıf Öğretmenlerinin Eğitsel Oyuna Yönelik Tutumları *405*

Menşure ALKIŞ KÜÇÜKAYDIN, TÜRKİYE

Взаимодействие Школы и Вуза в Контексте Решения Проблем Одаренных Школьников *411*

А.Н. СЫЗДЫКОВА, Т.И. НАБАТНИКОВА, KAZAKHSTAN

Using Educational Games in Teaching Mathematics: A Sample Lesson Plan *416*

Davut KÖĞCE, Murtaza AYKAÇ, TÜRKİYE

Suriyeli Lise Mezunlarının Kariyer ve Yükseköğrenim Planlarının İncelenmesi..... *423*

Salih YILMAZ, TÜRKİYE

Characteristics of Personal Identity and Aggression..... *430*

MIRZAYEVA Sever Sarvat gizi, AZERBAIJAN

Pedagogical function of Polish school during the COVID-19 pandemic - teachers' problems and students' expectations *435*

Danuta Wosik-Kawala, POLAND

Critical and Contextual Analysis of Beauties in Utopia by Thomas Moore..... *441*

Mehmet Ali GÜREL, TURKEY

Öğretmenlikten Okul Yöneticiliğine Geçiş Sürecine İlişkin Yönetici Görüşlerinin Değerlendirilmesi447

Mahire ASLAN, Doğan GÜL, TÜRKİYE

Oręczenıa Elektroniczne w Polskiej Procedurze Cywilnej w Tym z Zakresu Prawa Pracy. Aspekt Praktyczny i Prawny..... *462*

Krystyna SZAŁKOWSKA-KOZYRA, POLAND

Virtual Aquarium Experience with Live Online Access as an Out of School Learning Event for Middle School Students: Development of Biome and Habitat Concepts..... *471*

Semanur ARAS, Ahmet TEKBIYIK, TÜRKİYE

Öğretmenlerin Öznel İyi Oluşlarının Çeşitli Değişkenler Açısından İncelenmesi..... *474*

Osman Tayyar ÇELİK, TÜRKİYE

Influence of Religious Identity on the Formation of Adolescent Personality *479*
SALAMOVA Kamala Bahazar gizi, GULIYEVA Shahnaz Mustafa gizi, AZERBAIJAN

Kimya Öğretiminde İyi Örnekler: Maddenin Halleri *485*
Ayşegül ASLAN, Suat ÜNAL, TÜRKİYE

The Impact of the Covid-19 Pandemic on Online Buying and Sales *497*
Djellëza DOBRA, Luan VARDARI, KOSOVO

Erken- Orta Cumhuriyet Dönemlerinde Türkiye'de Politik Tiyatro *498*
A. Baran DURAL, TÜRKİYE

Why Educate the Women Prisoners? *507*
Ergin GASHI, NORTH MACEDONIA

Savunma Lojistiğinin Tarihsel Gelişimi Üzerine Nitel Bir İnceleme *508*
Ramazan ERTURGUT, Hayrullah ALTINOK, TÜRKİYE

Kimyasal Tepkimelerde Hız Ünitesine Yönelik Öğretmenlerin Kullandıkları Öğretim Uygulamaları ve Stratejiler *516*
Suat ÜNAL, Ayşegül ASLAN, TÜRKİYE

Interplay between Use of E-Resources and Students' Academic Achievement at University Level *529*
Tahira KALSOOM, Sadaf JABEEN, Sumaira MUNAWAR, PAKISTAN

Matematik öğretmeni adaylarının meta-öğrenme yeterliklerinin incelenmesi *530*
Fatma ERDOĞAN, Sude AY, TÜRKİYE

A Research on The Effects of Free Trade Agreements on Women's Economic Empowerment *537*
Nilay Özlem TÜRKMEN, Ramazan ERTURGUT, TÜRKİYE

Impact Features and Trends of the Globalism Phenomenon *544*
Bahri REXHA, Sherif SEJDIU, Safete HADERGJONAJ, Lrije KRASNIQI, KOSOVO

Intellectual property protection in the Polish higher education system *545*
Aldona Joanna PLOCH, POLAND

Lojistik ve Savunma Lojistiği: Etimolojik Bir İnceleme *552*
Ramazan ERTURGUT, Nesrin KOÇ USTALI, TÜRKİYE

Instytucja zapisu o skutku rzeczowym w wybranych porządkach prawnych (Włochy, Francja, Hiszpania, Grecja) *563*
Aneta MAKOWIEC, POLAND

Analysis of the organisational culture of a university in the opinion of civil and military students ... *573*

Marlena NIEMIEC, POLAND

Özel yetenekli öğrencilerin matematik öz-kavramlarının incelenmesi *574*

Fatma ERDOĞAN, Neslihan GÜL, TÜRKİYE

Analitik ve Sentetik Yargıların İncelenmesi: Immanuel Kant, John Locke ve David Hume *581*

Ahmet ALKAYIŞ, TÜRKİYE

Osmanlı Memlûklü İlişkileri *591*

Nagehan VURGUN, TÜRKİYE

A Discussion on the Mood of Democratic Aspect through Representation and Liberty Issues *597*

A. Baran DURAL, Emir GÜNGÖREN, TÜRKİYE

Examination of Digital Citizenship Competence Perception of Pre-Service Social Studies Teachers according to Various Variables *606*

Melehat GEZER, TURKEY

Matematik Öğretmeni Adaylarının Matematik Tarihçilerine Yönelik Tasarladıkları Dijital Öykülere İlişkin Görüşleri *617*

Muhammed KÜÇÜKOKKA, Burçin GÖKKURT ÖZDEMİR, Muhammed Emre AÇAR, İbrahim YILMAZ, Kerem YILMAZ, TÜRKİYE

Investments in the Investment Wine Market - Comparative Analysis of the Rates of Return on Selected Types of Investments *624*

Patrycja BEŁTOWSKA, POLAND

Whistleblowing as a Modern Form of Building Equal Values in the Working Environment *625*

Paweł ŚMIAŁEK, POLAND

Elementary and Advanced Mathematical Thinking among Middle School Students *626*

Yousef Methkal ABD ALGANI, ISRAEL

Google Translation of Arabic Love Expressions into English: Problems and Solutions *640*

Muhammed Ibrahım HAMOOD, IRAQ

Treumph of Heydar Aliyev Political Course: Confirmation of Great Faith *641*

Khatira GULIYEVA, AZERBAIJAN

Dil Öğretiminde Zenginleştirilmiş Sanal Modelin Önemi *649*

Filiz KAYALAR, Fethi KAYALAR, TÜRKİYE

EBA'daki 7. sınıf Cebir Öğretim Etkinliklerinin Matematiksel Potansiyel ve Pedagojik Kurguları Bağlamında İncelenmesi *656*

Sibel TUTAN, Ali BOZKURT, M. Fatih ÖZMANTAR, Gülay AGAÇ, Mehmet GÜZEL, TÜRKİYE

Akademik Kütüphanelerde Stratejik Yönetim için Dengeli Skor Kart ve Hoshin Kanri Entegrasyonu *669*

Buket CANDAN, TÜRKİYE

Innovation, Changes and the Traditional Financial Sector *678*

Agnieszka WÓJCIK-CZERNIAWSKA, POLAND

Ortaokul Matematik Öğretmenlerinin Rasyonel Sayılar Konusundaki Öğrencilerinin Karşılaştıkları Kavram Yanılgılarının Giderilmesi İçin Kullandıkları Öğretimsel Stratejiler *689*

Mahmut GÖMLEKÇİ, Suat ÜNAL, Tamer KUTLUCA, TÜRKİYE

Social Autism Caused by Covid-19 Isolation ("A Silent Killer") *699*

MAMEDOV Jeyhun Hasan oqlu, AZERBAIJAN

Teaching adults: Brief view of on-line methodology *701*

Wanda RACZYŃSKA, POLAND

Content Analysis of Researches on The Bloom Taxonomy Related to Social Study Education in Turkey *709*

Melehat GEZER, TURKEY

Innovative Investment Process *717*

Jerzy EBING, POLAND

Görme Engelli Bireylerin Müzik Eğitimi Özel Yetenek Sınav Sürecine İlişkin Görüşleri: Ankara Müzik ve Güzel Sanatlar Üniversitesi Örneği *729*

Bilgehan EREN, TÜRKİYE

Ortaokul Matematik Öğretmenlerinin Matematiksel Etkinliklere Yönelik Algılarında Oluşan Değişikliklerin İncelenmesi *748*

Taha MEMİŞ, Ali BOZKURT, M. Fatih ÖZMANTAR, Gülay AĞAÇ, Mehmet GÜZEL, TÜRKİYE

İlköğretim Matematik Öğretmen Adaylarının Ondalık Gösterim Konusundaki Ortaokul Öğrencilerinin Karşılaştıkları Kavram Yanılgılarına İlişkin Pedagojik Alan Bilgilerinin İncelenmesi *767*

Mahmut GÖMLEKÇİ, Suat ÜNAL, Tamer KUTLUCA, TÜRKİYE

The Impact of Self-Realization on the Development of Personality in Adolescence *776*

Ayna Shirzad gizi HAJIYEVA, AZERBAIJAN

„Who was that? – ustalenie sprawcy zabójstwa na podstawie sposobu działania” *780*

Dominik SZEWCZYK, POLAND

The Covid-19 Crisis in Kosovo and the Economic Recovery Program..... *786*

Artan NIMANI KOSOVO

An Overview of Homework..... *788*

Ahmet Burak SÜZEN, Tayfun TUTAK, TURKEY

Havalimanı İşletmeciliğinin Geleceği Üzerine Bir İnceleme: Airport 4.0 ve Akıllı Havalimanı Uygulamaları..... *800*

Mustafa Özer ALPAR, Ramazan ERTURGUT, Eda Aleyna ALIR, TÜRKİYE

Communicative Competence: The role of Grammar in Teaching English as a Second Language..... *810*

Mohammed Marzuq ABUBAKARI, GHANA

The right to asylum according to the positive legislation of Kosovo, the content of preconditions for persecuted persons on the basis of special standards *811*

Halim BAJRAKTARI, KOSOVO

Analysis of Students' Cognitive Dimension on Digestion Process *812*

Fernan Q. ABRAGAN, PHILIPPINES

Personalized learning..... *813*

Manjola TËRSHANA, ALBANIA

A Tool for Measuring Students' Opinions about the Degree in Which Learning and Teaching are Oriented to Students *820*

Irina TODOROVA, Ivaylo TSANOV, Toshko PETROV, BULGARIA

Dijital Teknoloji Destekli Ses Tabanlı Hece Öğretim Yöntemi *843*

Kısmet DELİVELİ, TÜRKİYE

Sınıf Öğretmeni Adaylarının Fen Kavramına Yönelik Metaforlarının Belirlenmesi..... *857*

Zeynep DURMUŞ, Suat ÜNAL, TÜRKİYE

The role of diffusion in Polish small business innovativeness creation *868*

Michał BOROWY, POLAND

Penitentiary System in Albania and its Challenges with ECHR and Strasbourg Court *879*

Lorenc DANAJ, Evis CELO, Ariona ALUSHANI, ALBANIA

Rola zrównoważonego budownictwa w obliczu zmian klimatu – edukacja, adaptacja i weryfikacja. *886*

Magdalena WOJTAS, POLAND

Jakie relacje mogą łączyć rodzeństwo? *889*

Natalia UBIK, POLAND

Method for assessing body composition and neurophysiological characteristics of junior and cadet athletes, taking into account the polymorphism of genes responsible for metabolism *901*

RAKHMATOVA Markhabo Rasulovna, UZBEKISTAN

Analysis of the organizational culture of the university in the opinion of civilian and military students *905*

Marlena NIEMIEC, POLAND

Professional work of students during the COVID-19 pandemic *914*

Ewa Sarzyńska-Mazurek, POLAND

Wyzwania prawne i polityczne związane z dyrektywą NIS 2 dla Cyberbezpieczeństwa UE. *921*

Ewelina SZYDŁOWSKA-KĘDZIERA, POLAND

Methods for increasing the efficiency of choice of young athletes based on morphological, functional and genetic measures *930*

JALALOVA Vazira Zamirovna, UZBEKISTAN

Complex Productivity Improvement Methodology *933*

Adam LASKA, POLAND

Psikoloji Biliminin Eğitim Politikası ve Uygulaması Üzerindeki Etkisi *940*

Osman Tayyar ÇELİK, Cihangir KAÇMAZ, TÜRKİYE

Icelandic citizenship as an investment? *948*

Małgorzata BABULA, POLAND

Can food impact on human health? Functional food as a way to prevent civilization diseases *952*

Kamila KASPRZAK-DROZD, POLAND

Covid-19 Pandemisi Nedeniyle Çevrimiçi Yürütülen Öğretmenlik Uygulaması-II Dersiyle İlgili Öğretmen Adaylarının Görüşleri *954*

Suat ÜNAL, Zeynep DURMUŞ, TÜRKİYE

Bâkî Divanında Sembolik Bir Mekân Olarak Kâbe *969*

Hakan SÖNMEZ, TÜRKİYE

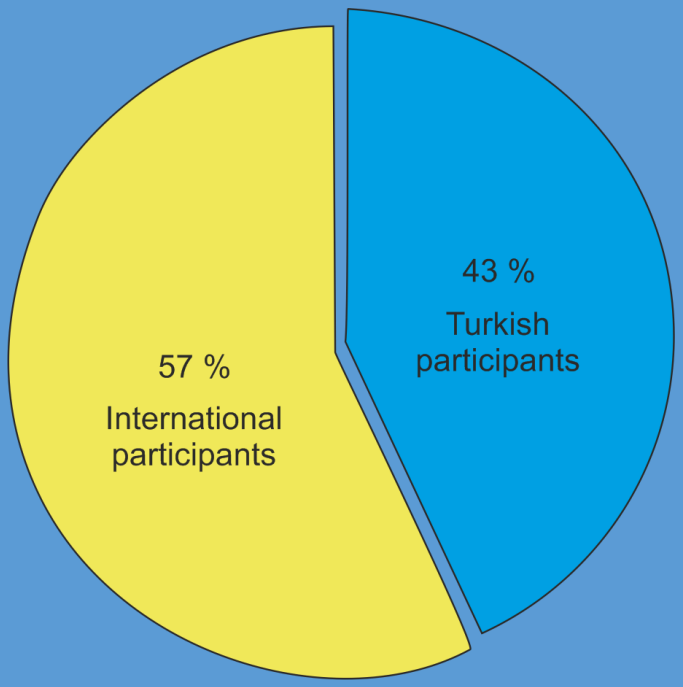
Tâcî-zâde Cafer Çelebi'nin Heves-nâmesi'nde Şair Eleştirisi …… 978

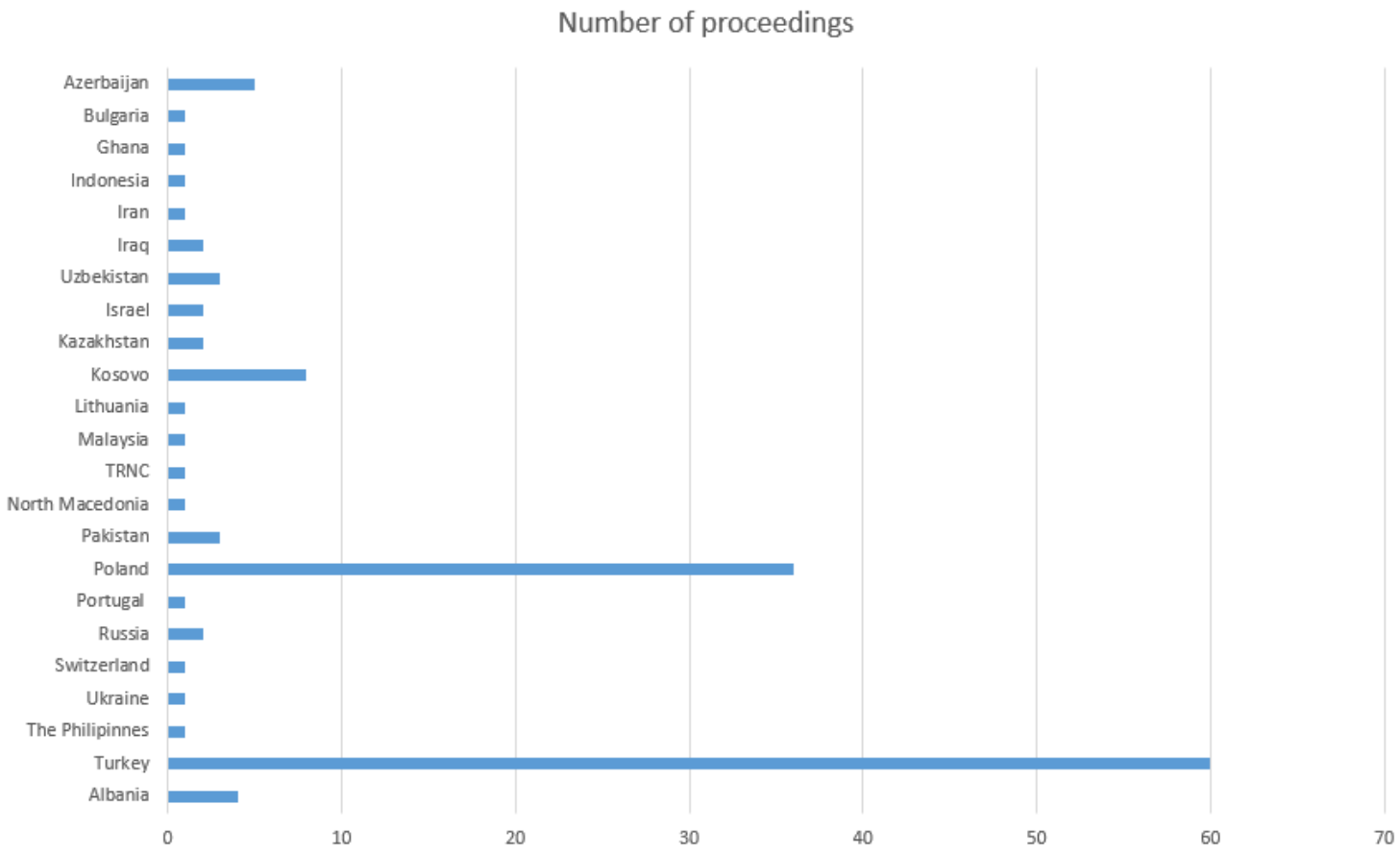
Serkan TURKOĞLU, TÜRKİYE

STATISTICS ABOUT THE CONFERENCE, IECES2021

October 22 – 24, 2021, Antalya, Turkey

Countries	Number of proceedings
Albania	**4**
Turkey	**60**
The Philipinnes	1
Ukraine	**1**
Switzerland	**1**
Russia	**2**
Portugal	**1**
Poland	**36**
Pakistan	3
North Macedonia	1
TRNC	1
Malaysia	**1**
Lithuania	**1**
Kosovo	8
Kazakhstan	2
Israel	2
Iraq	2
Iran	1
Indonesia	1
Ghana	1
Uzbekistan	3
Bulgaria	1
Azerbaijan	5
Total	**139**
23 Countries	





The 1st edition of **International Eurasian Conference on Educational and Social Studies (IECES2021),** hosted by Cyprus Science University and Journal of Computer and Education Research, October 22 - 24, 2021, was a great, fruitful and exciting experience with all our distinguished guests, participants and listeners. There were 139 papers presented during the plenary sessions (60 from Turkey, 79 from International participants; **43,17 % Turkish, 56,83% International participants**).

We had participants from 23 countries, displayed in the graph above.

Hope to meet you again in our upcoming conferences!

Thank you for your support and collaboration.

Organizing Committee

Station Model in Language Teaching

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Abstract

Today, the rapid developments and changes in the field of science and technology have led to the differentiation of the knowledge and skills that need to be acquired by individuals. Now, there is a need for individuals who use knowledge, not knowers. Thus, with the changing human need, the quality of schools has also changed, and schools have become institutions that offer students the opportunity to learn, not teach. It is important to choose models, methods and techniques suitable for the constructivist education approach in order to provide an effective education in the classroom. Among these approaches, cooperative learning is an approach where students work in small mixed groups to achieve a common goal. cooperative learning; It is an approach where students learn by working together and helping each other learn, not by competing with each other as in traditional methods, and group success is rewarded as a result. There are many techniques used in cooperative learning. Cooperative learning techniques include Learning Together, Student Teams Achievement Sections, Team-Play-Tournament, Team Supported Individualization, Combined Cooperative Reading and Composition, Group Research, Collaboration-Collaboration, Ask Together, Let's Learn Together, Jigsaw (Combination) and Station Model. In this study, we aimed to determine the efficiency of Station Model in language teaching.

Keywords: Station Model, Blended Learning, Cooperative Learning, Educational Management

1. INTRODUCTION

The rapid developments and changes in the field of science and technology have led to the differentiation of the knowledge and skills that need to be acquired by individuals. For that reason, they need to be able to solve problems, be creative and reason. Exactly at this point, the need arises to employ the methods and techniques that offer the competencies required by the time to the

individuals in the teaching process. Station technique, which is one of the techniques that responds to this need, offers students rich experiences by encouraging research and discovery, aims to raise open, critic and questioning individuals, enables students to take responsibility for their own learning, creates learning environments where experiments are made and original and common products are created, It is defined as a technique in which students reach information by researching and questioning under the guidance of teachers (Kayalar & Ağaoğlu, 2020; Benek & Kocakaya, 2012, Batdı & Semerci, 2012).

2. STATION MODEL

One of the seven models of blended learning that stands out due to its ease of use is station model. The Blended Learning Universe site reports that the station model "allows students to rotate through stations on a fixed schedule, where at least one of the stations is an online learning station. When the structure of this technique is examined, it is seen that there is a participant-centered approach that teaches the groups formed in the classroom environment to take forward what the previous group did by contributing to each station. In this technique, there are separate stations with different numbers of tables and the tables are arranged in a triangle. At each station, groups have a task. The groups, who are aware of their duties, change places after a certain period of time and tour all the stations. This method improves both the creativity of the participants and their ability to cooperate in a democratic environment (İlhan et al., 2012). The station technique is also known as one of the techniques used in the show-and-make method (AIFOS, 1981, 17-1; cited in Sönmez, 2007). There are story, slogan and poster stations in the technique, which consists of three stations consisting of tables, desks or chairs (Gözütok, 2007). In these related station studies, the class can be divided into two, three, or even five, and each station study may take 10-15 minutes. There are also those who benefit from two teachers in these studies (Goodman, Martin, & Williams, 2002; Hill, Pennington, & McCarthy, 1997; Lain, 2006, 1-3; Zedalis, 2003). The number of these stations can be increased according to the subject to be taught, but it is recommended that this number should not exceed five. Although the working time is 10 minutes per minute, the time can be changed according to the subject and the hour of the lesson (AIFOS, 1981, 17-1; cited in Sönmez, 2007; Gözütok, 2007). The station technique, which is a form of teaching, in which students perform a series of learning activities by working individually or in groups with the help of specific instructions previously created by the teacher or student teacher, in order to learn or repeat a subject in special areas created in educational environments (in the classroom or outside the classroom). (Benek and Kocakaya, 2012) has some superior aspects. Some of them are listed as follows: The station technique can generally be applied when the class size is 30. However, when applied in more crowded classrooms, an observation group can be formed. The stations created have a student-centered approach that contributes to the completion of the unfinished activities by visiting. In addition, the works left unfinished by the previous group at these stations are carried forward and completed. In other words, a contribution is made to a work that has been started. Students realize that they can do something themselves.

3. APPLICATION OF STATION MODEL

With the application of Station Model, it is ensured that the students, whose competence to know each other and work together, enjoy the participation and reveal their special talents. In addition, obeying rules and communication skills develop. Their productivity and creativity develop. Shy students participate actively in the teaching process (Gözütok, 2007). One of the superior aspects of the station technique is that it contributes to the development of higher-order thinking skills (Sönmez, 2007). On the other hand, it should be noted that this technique has its weaknesses. The weaknesses of the station technique and the ways to compensate for them are explained as follows (Gözütok, 2007; Batdı & semerci, 2012): There may be noise in practice. For this, students should be taught to speak in a low voice. In addition, in station work, the chiefs should guide the groups and follow the contribution of each individual in the group. Otherwise, one may work and the others may not participate in the studies. In practice, studies may be unproductive in the absence of reinforcement and feedback. Apart from this, one of the negative aspects of this technique is that it seems more suitable for primary education. The last of the negative aspects of the station technique is that it requires students to be at the minimum level of practice on the subject. However, since it is difficult to apply to students at the lower levels of taxonomy, the objectives of the course can be adjusted according to the level of application.

The station technique is used both as a method and as a technique in the related literature (Gözütok, 2007; Ocak, 2007, 249; Sönmez, 2007). In addition, there are many studies conducted in Turkey and abroad on the station technique, which is variously named as “a station method, teaching stations, the station teaching method, the teaching station method” in foreign sources (Demirörs, 2007; Morgil, Yılmaz, & Yörük, 2002; Heckendorn, 2012; Benek and Kocakaya, 2012; Hines, 2009). At this point, Yabaş and Altun (2009, 202) examined the effect of differentiated instructional designs on students' success in a study they conducted. Emphasizing the station technique in this research, he stated that these practices are also beneficial in terms of showing students what they have learned. In addition, as a result of the researches, it has been revealed that different teaching practices such as the station technique have a positive effect on the success of the students, the development of high-level thinking skills such as reasoning and problem solving, and the affective factors that affect learning such as self-efficacy perception, attitude and enjoyment. In addition, a study conducted by Boerger (2005; cited in Yabaş & Altun, 2009, 202) using the station technique in mathematics teaching revealed that the students developed a positive attitude towards the mathematics lesson after the application of this technique. In addition, it was also noted among the results that the students were able to determine their own learning and determine which subject they needed to learn more about. It can be said that the station technique, which enables students to work individually or in groups as critical and questioning individuals and to take on their own duties and responsibilities, directly creates student-centered learning environments.

It is seen that many ideas were expressed by the students at the beginning, during and after the Station Technique Application course. At the beginning of the course, making a plan, learning the learning strategies, creating groups, choosing representatives to groups, giving information about the technique, showing the applicability of the technique, choosing different topics and explaining the subject are some of the statements made by the students. During the Station Technique Practice course, considerations such as applying the technique, learning critical thinking and constructivism, correcting mistakes with the acquired knowledge, learning to complete the unfinished work, changing the place of the groups, working individually and in groups, observing the benefits of class participation, evaluating the syllabus, and getting original ideas through discussing in the group are stated. After the lesson, some important points such as learning different learning strategies, getting information about the concepts of learning and teaching, realizing the benefits of group work, understanding the importance of individual differences, learning to make quick decisions, learning to be active in group work, learning to make lesson plans from different perspectives, teaching methods and techniques were observed. The expressions in the form of learning how to transfer to the plan, learning group leadership, learning the effectiveness of the positive classroom environment, gaining empathy, understanding the importance of repetition and motivation, and learning the importance of extrinsic motivation are included.

Gaining different perspectives, applying different learning strategies together, communication between students, adding passive students to the lesson, ensuring task sharing in the group, acquiring new ideas by comparing different ideas, enabling restructuring of knowledge, providing information sharing in cooperation, developing creativity, save the lesson from monotony, have an accelerating effect on learning, help and solidarity are some of the students' conclusions after the application. Regarding the features of station technique application, we can state recognizing individual and group mistakes, learning to generate new ideas, being open to different ideas, learning subjects permanently, and successfully completing unfinished tasks.

We have determined learning unknown information in a short time, increased motivation, recognizing the positive aspect of student interaction, reinforcing knowledge, learning alternative ideas, learning to prepare a lesson plan, creating a rich learning environment, finding different solutions and making a whole from parts. Some of the deficiencies stated by the students can be expressed as organization, lack of preparation and feedback, lack of time, inadequacy of groups to evaluate each other and to obtain information about the subject, lack of product scoring, lack of participation of all group members, and complexity of division of labor. Some of the suggestions put forward by the students regarding the deficiencies observed in the station technique application are as follows: eliminating the deficiencies with teacher-student interaction, having enough prior knowledge, examining the approaches for pre-preparation before the application, having few members in the groups, giving the division of labor as homework, giving individual homework and studies.

4. CONCLUSION

As a result of the pandemic, many schools throughout the country are moving forward with the hybrid learning model, combining face-to-face instruction with both synchronous and asynchronous learning. Especially in language courses, there have been new researches and investigations for effective learning, as the schools have been closed down in this process. Almost all schools have turned to Blended Learning Model. One of the sub-models of Blended Learning, Station Model has begun to be used in many educational institutions. In the research, students' views on the reflective inquiry of station technique application in the courses in various studies were included. When the students' views on Station Model are examined, it is understood that at the beginning of the lesson, activities such as making a plan, forming a group, choosing a representative for the groups, getting information about the technique and learning the applicability of the technique are done at the beginning of the course. As it can be understood from these ideas, it can be said that at the beginning of the station technique application course, students generally work to prepare for the lesson, in other words, to prepare themselves for the lesson in every aspect. When the observations in the process of applying the technique during the lesson were examined, it was seen that the students expressed thoughts such as applying the technique, correcting the mistakes with the acquired knowledge, learning to complete the unfinished work, working individually and in groups, thinking/discussing with the group and getting original ideas through discussion. From these considerations, it can be concluded that during the lesson, the students first learned the ability to complete an unfinished job, which is the most basic feature of the station technique, and also actively carried out the activities of working with the group and generating different ideas. Finally, when the students' opinions about the application after the lesson are examined, it is seen that learning different learning strategies, realizing the benefits of group work, understanding the importance of individual differences, learning to make quick decisions, learning to be active in group work, learning to make lesson plans with different perspectives, gaining empathy and extrinsic motivation. It was seen that the expressions in the form of learning the importance of learning were included. From these considerations, it is understood that with the application of the Station technique, the students learn with a different learning strategy, the group work in the application makes the students more ready and willing to learn and creates more favorable learning environments. In a study conducted by Maden and Durukan (2010) on this subject, it was concluded that the station technique was more effective in increasing the success levels of students compared to the traditional teaching method. This result supports the current research results. The other issue emphasized in the research is the inferences after the station technique application. Among the views on this sub-title, it was seen that the ideas such as gaining different perspectives, applying different learning strategies together, acquiring new ideas by comparing different ideas, sharing information in cooperation, having an accelerating effect in learning, helping to comprehend cooperation and solidarity were listed. When these thoughts were examined, it was concluded that after the application of the technique, the students acquired the skills of being open to different ideas, cooperation and working in groups, fast learning, sharing and solidarity. In the research conducted by Morgil, Yılmaz, and Yörük (2002) on this subject, a topic in the 7th grade Science course was tried to be given to the students by using the station technique. In the research, the fact that the students learned the subject without getting bored after the application and that they understood the

assignments they prepared with the stations very well is in parallel with the results of the related research.

In another sub-title within the scope of the research, students' views on the characteristics of the station technique application were questioned. Opinions on this are that noticing individual and group mistakes of station technique, being open to different ideas, completing unfinished works successfully, increasing motivation, realizing the positive aspect of student interaction, creating a rich learning environment, finding/trying different solutions and creating a whole from parts. providing features. In the light of these views, the most defining features of the technique are that it enables to realize faulty and deficient aspects through group work, to produce new and original ideas with different ideas, to complete unfinished works, and to create environments that facilitate and accelerate learning. Again, in a study conducted by Morgil, Yılmaz, and Yörük (2002), it was stated that the students learned the topics by mutual discussion as required by the station technique, and therefore their discussion skills developed by having full and correct thoughts about the relevant topic. This result is in line with the present study result. Therefore, it can be said that the station technique is a method that facilitates learning. The frequency and percentage distributions of the positive/negative and instructional aspects of the station technique application according to the gender variable are another subject examined in the research.

Some of these suggestions are to eliminate it with teacher-student interaction, to have enough prior knowledge, to examine the approaches for pre-preparation before the application, to have few members in the groups, to assign the division of labor as homework, and to give individual homework and studies. When these suggestions are examined, it can be concluded that in order to eliminate the deficiencies encountered during the application, preliminary preparations should be made both about the application and the content of the lesson, the groups should not be too crowded, and group and individual studies should be done by giving individual and group assignments.

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