



**TARAS SHEVCHENKO**  
**7<sup>th</sup> INTERNATIONAL CONFERENCE ON**  
**SOCIAL SCIENCES**

24-25 November 2021  
Ankara

**Proceedings book**

**Editors:**  
**Assoc. Prof. Dr. Zekeriya NAS**  
**Zhanuzak ALIMGEREY**

**ISBN – 978-625-8061-17-8**

# **TARAS SHEVCHENKO 7th INTERNATIONAL CONGRESS ON SOCIAL SCIENCES**

**24-25 November 2021  
Ankara**

## **PROCEEDINGS BOOK**

by  
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**IKSAD Global - 2021©**  
Release date: 10.12.2021  
**ISBN – 978-625-8061-17-8**

## CONGRESS'S IDENTIFICATION

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### CONGRESS NAME

TARAS SHEVCHENKO 7th INTERNATIONAL CONGRESS ON SOCIAL  
SCIENCES

### DATE AND PLACE

24-25 November 2021  
Ankara, TURKEY

### ORGANIZING COMMITTEE

Prof. Dr. Nataliia LATYGINA  
Prof. Dr. Salih ÖZTÜRK  
Prof. Dr. Mykola VASKIV  
Assoc. Prof. Dr. Hasan CIFTCI  
Dr. Huseyin ERIS  
Elvan CEFEROV

### COORDINATOR

Zhanuzak ALIMGEREY

### NUMBER OF ACCEPTED PAPERS

140

### NUMBER OF REJECTED PAPERS

29

### INTERNATIONAL PARTICIPANTS

Turkey - 68  
Ukraine, Kazakhstan, Iran, Nigeria, India, Thailand, Pakistan, Moldova,  
Indonesia, Malaysia, Romania, Azerbaijan, USA, Greece - 72

### EVALUATION PROCESS

All applications have undergone a double-blind peer review process

### CONGRESS LANGUAGES

Turkish and all dialects, English, Russian

### PRESENTATION

Oral presentation

**SCIENTIFIC COMMITTEE**

Dr. Türkay N. TOK  
İzmir Democracy University

Dr. İryna DRYGA  
Ukrainian National Academy of Sciences

Dr. Alma T. AKAJANOVA  
Abai Kazakh National University

Dr. Damezhan SADYKOVA  
Kazakh State Women's Teacher Training University

Dr. İhsan ÇAPCIOĞLU  
Ankara University

Dr. Hajar HUSEYNOVA  
Azerbaycan Devlet Pedagoji Üniversitesi Üniversitesi

Dr. Elena Belik VENIAMINOVNA  
Vladivostok State Economy University

Dr. Hanife Nalan GENÇ  
Ondokuz Mayıs Üniversitesi

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Karamanoğlu Mehmetbey Üniversitesi

Dr. Jun NAGAYASU  
Tohoku University

Dr. Kemale Tahsin KARİMOVA  
Ağrı İbrahim Çeçen Üniversitesi

Dr. Oylum DİKMEN GÜLERYÜZ  
İzmir Ekonomi Üniversitesi

Dr. Mustafa GULEC  
Ankara University

Dr. Sevtap GÜNAY KÖPRÜLÜ  
Nevşehir University

Dr. Nadezhda KHAN  
E.A. Buketov Karaganda State University

Dr. Necati DEMİR  
Gazi University

Dr. Nobuaki TAKEDA  
Sapparo City University

Dr. Sevcen YILDIZ  
Akdeniz University

Dr. Sara MAZHITAYEVA  
E.A. Buketov Karaganda State University

Dr. Vlademir VISLIVY  
Ukraine National Technical University

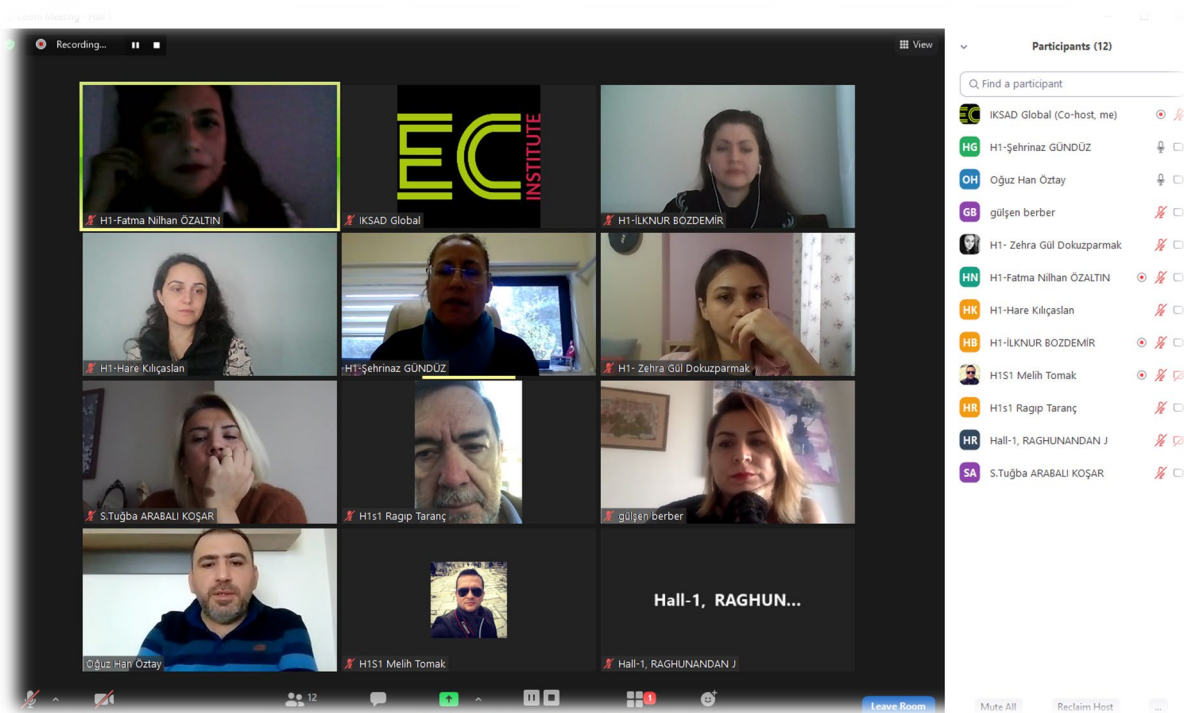
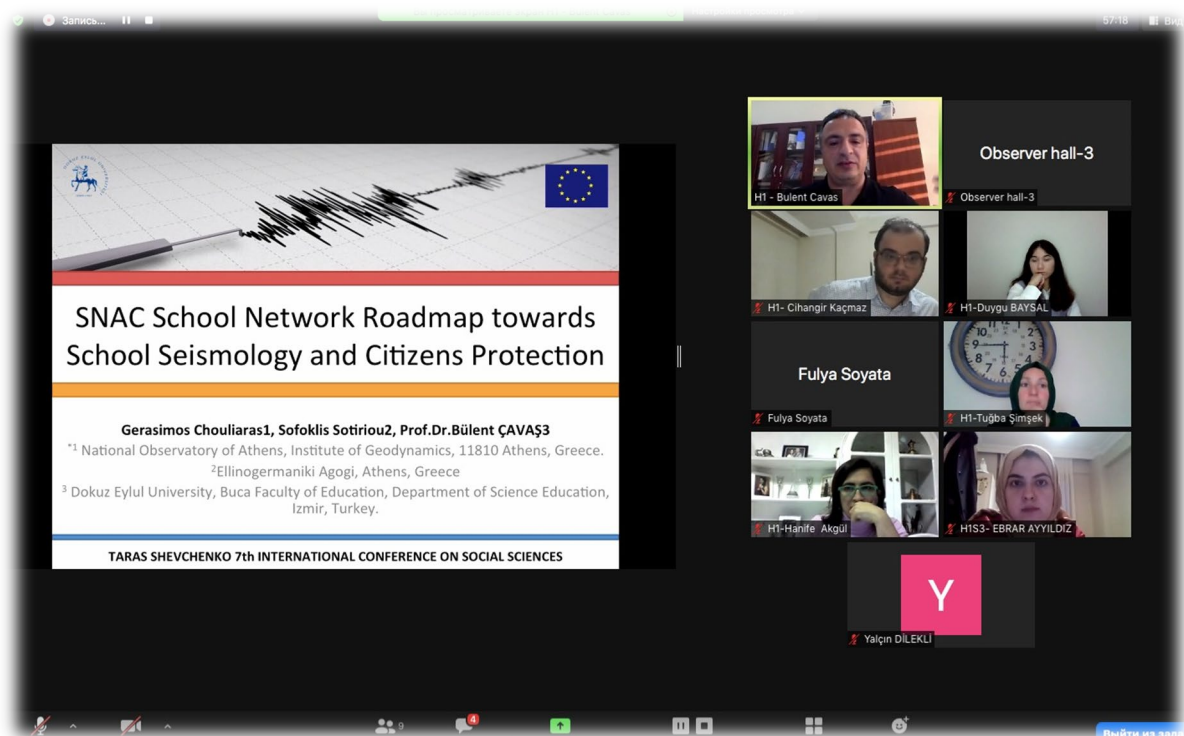
Dr. Zongxian FENG  
Xi'an Jiatong University

Dr. Aygun MEHERREMOVA  
Baku State University

Dr. Gulshen MEHERREMOVA  
Azerbaijan University of Languages

Dr. Tarasyuk Mikhail Viktorovich  
Kyiv National Linguistic University

## PHOTO GALLERY



Zoom Meeting

Recording...

IKSAD Global

h3: Мадина

Olha Honcharova - 3

Samuel Franklin

Dr S Anita Evelyn

Participants (7)

IKSAD Global (Co-host, me)

H-3: Hall -3, Dr.. S. Anita Evelyn

Dr S Anita Evelyn

HM: h3: Мадина

H3: h3: Эльмира Тойлыбекова

OH: Olha Honcharova - 3

Samuel Franklin

25-11-2021

LANGUAGE OF THE  
ENSLAVED AFRICANS  
GULLAH / GEECHEE

Dr. S. Anita Evelyn, Associate Professor  
Department of English,  
R.M.K. Engineering College  
Chennai, Tamil Nadu,  
India

Mute All Reclaim Host

Zoom Meeting

Recording...

IKSAD Global

h3: Мадина

Olha Honcharova - 3

H-3 Alper Tulgar

Dr S Anita Evelyn

Participants (8)

Find a participant

IKSAD Global (Co-host, me)

Samuel Franklin

Dr S Anita Evelyn

HA: H-3 Alper Tulgar

HM: h3: Мадина

H3: h3: Эльмира Тойлыбекова

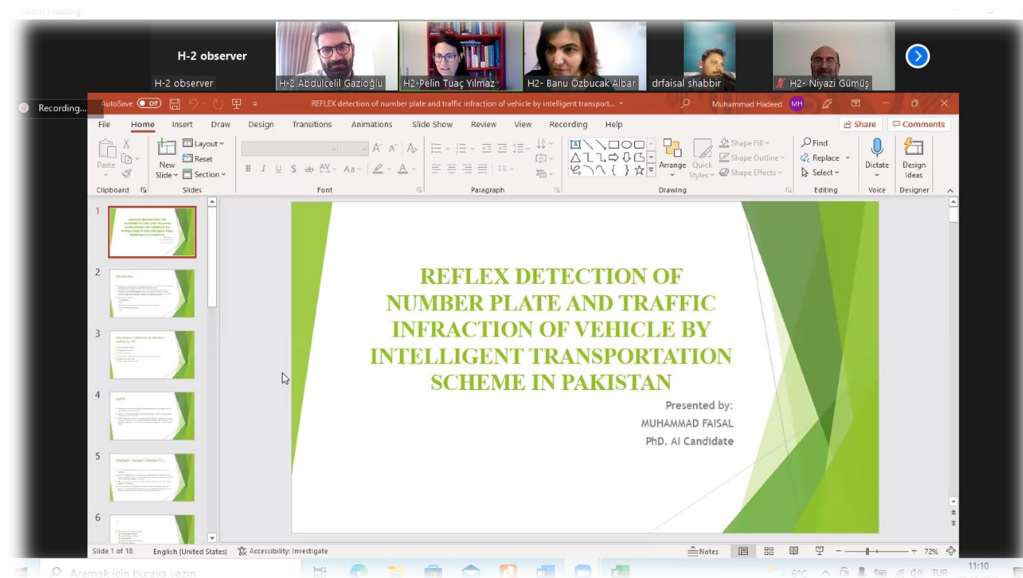
H-3: Hall -3, Dr.. S. Anita Evelyn

OH: Olha Honcharova - 3

Samuel Franklin

Mute All Reclaim Host









**TARAS SHEVCHENKO**  
**7<sup>th</sup> INTERNATIONAL CONFERENCE ON SOCIAL  
SCIENCES**

November 24-25, 2021  
Ankara, TURKEY

**CONFERENCE PROGRAM**

***Participants Countries:***

*Turkey, Ukraine, USA, Kazakhstan, Kyrgyzstan, Lebanon, India, Nigeria, Hungary,  
Bulgaria, Romania, Azerbaijan, Indonesia, Malaysia, Moldova, Pakistan, Iran,  
Thailand*



**Meeting ID:**  
**835 4404 8435**  
**Passcode:**  
**070707**

### IMPORTANT, PLEASE READ CAREFULLY

- ❖ To be able to attend a meeting online, login via <https://zoom.us/join> site, enter ID “Meeting ID or Personal Link Name” and solidify the session.
- ❖ The Zoom application is free and no need to create an account.
- ❖ The Zoom application can be used without registration.
- ❖ The application works on tablets, phones and PCs.
- ❖ The participant must be connected to the session 5 minutes before the presentation time.
- ❖ All congress participants can connect live and listen to all sessions.
- ❖ Moderator is responsible for the presentation and scientific discussion (question-answer) section of the session.

### Points to Take into Consideration - TECHNICAL INFORMATION

- ◆ Make sure your computer has a microphone and is working.
- ◆ You should be able to use screen sharing feature in Zoom.
- ◆ Attendance certificates will be sent to you as pdf at the end of the congress.
- ◆ Requests such as change of place and time will not be taken into consideration in the congress program.

### ÖNEMLİ, DİKKATLE OKUYUNUZ LÜTFEN

- ❖ Kongremizde Yazım Kurallarına uygun gönderilmiş ve bilim kurulundan geçen bildiriler için online (video konferans sistemi üzerinden) sunum imkanı sağlanmıştır.
- ❖ Online sunum yapabilmek için <https://zoom.us/join> sitesi üzerinden giriş yaparak “Meeting ID or Personal Link Name” yerine ID numarasını girerek oturuma katılabilirsiniz.
- ❖ Zoom uygulaması ücretsizdir ve hesap oluşturmaya gerek yoktur.
- ❖ Zoom uygulaması kaydolmadan kullanılabilir.
- ❖ Uygulama tablet, telefon ve PC’lerde çalışıyor.
- ❖ Her oturumdaki sunucular, sunum saatinden 5 dk öncesinde oturuma bağlanmış olmaları gerekmektedir.
- ❖ Tüm kongre katılımcıları canlı bağlanarak tüm oturumları dinleyebilir.
- ❖ Moderatör – oturumdaki sunum ve bilimsel tartışma (soru-cevap) kısmından sorumludur.

### Dikkat Edilmesi Gerekenler- TEKNİK BİLGİLER

- ◆ Bilgisayarınızda mikrofona olduğuna ve çalıştığına emin olun.
- ◆ Zoom’da ekran paylaşma özelliğine kullanabilmelisiniz.
- ◆ Kabul edilen bildiri sahiplerinin mail adreslerine Zoom uygulamasında oluşturduğumuz oturuma ait ID numarası gönderilecektir.
- ◆ Katılım belgeleri kongre sonunda tarafınıza pdf olarak gönderilecektir
- ◆ Kongre programında yer ve saat değişikliği gibi talepler dikkate alınmayacaktır

★ IMPORTANT NOTIFICATION

★ ВАЖЛИВО ПОВІДОМЛЕННЯ

★ ÖNEMLİ BİLGİ

★ ВАЖНОЕ УВЕДОМЛЕНИЕ

## CONFERENCE LANGUAGES/ МОВИ КОНФЕРЕНЦІЙ/ KONGRE DİLLERİ/ ЯЗЫКИ КОНФЕРЕНЦИИ

*English is the primary language as the conference is international  
Ukrainian, Turkish, Russian are the additional presentation languages*

*The presentations in sessions will be in Ukrainian, Turkish, Russian and English languages, therefore if you will present your paper in one of the conference languages other than English, please make your Power Point presentation in dual languages one of which to be English, so the all participants of the conference will benefit from your research.*

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*Презентації на сесіях будуть на українському, турецькому, російському та англійському мовах, тому, якщо ви будете представляти свій доповідь на одному з мовних конференцій, окрім англійської, будь ласка, створіть презентацію Power Point на двох мовах, один з яких буде на англійській мові, щоб всі учасники конференції користуються з вашого дослідження.*

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*Oturumlardaki sunumlar Ukraynaca, Türkçe, Rusça ve İngilizce dillerinde olacaktır, bu nedenle bildirinizi İngilizce dışında dillerden birinde sunacaksanız, lütfen Power Point sunumunuzu biri İngilizce olacak şekilde çift dilde yapınız. Böylece kongrenin tüm katılımcıları araştırmanızdan faydalanabilecektir.*

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*Презентации на сессиях будут на украинском, турецком, русском и английском языках, поэтому, если вы будете представлять свой доклад на одном из языков конференции, кроме английского, пожалуйста, сделайте презентацию Power Point на двух языках, один из которых будет по-английски, чтобы все участники конференции извлекли пользу из вашего исследования.*

DATE  
25.11.2021

HALL-1  
SESSION-1

ANKARA TIME  
10<sup>00</sup>-12<sup>30</sup>

**MODERATOR: Asst. Prof. Dr. Şehrinaz GÜNDÜZ**

Koumagnon Alfred DJOSSOU	University of "AgbomeyCandofi 1 ", BENIN	ANALYSIS OF A TRAUMATIC NARRATIVE IN ZORA NEALE HURSTON'S BARRACON: THE STORY OF THE LAST "BLACK CARGO"
Lect. Melih TOMAK Assoc. Prof. Dr. Ragıp TARANÇ	Dokuz Eylül University	VISUAL CODES IN HORROR SERIES: ANALYSIS OF NETFLIX PRODUCTIONS STRANGER THINGS AND THE WALKING DEAD
RAGHUNANDAN J.		KING IN THE HEARTS OF TAMILIANS
Asst. Prof. Dr. Şehrinaz GÜNDÜZ	Iskenderun Technical University	FAMOUS CLARINETISTS IN JAZZ HISTORY
Asst. Prof. Dr. Şehrinaz GÜNDÜZ	Iskenderun Technical University	JEAN XAVIER LEFÈVRE'S PLACE IN CLARINET LITERATURE
Asst. Prof. Dr. S.Tuğba Arabalı Koşar	Çukurova University	WOMAN FIGURE IN CONTEMPORARY TEXTILE ART
Lect. Dr. Gülşen Şefika BERBER	Manisa Celal Bayar University	EXPERIMENTAL APPROACHES TO WEAVING WITH NATURAL MATERIAL
İlknur BOZDEMİR	Marmara University	CABINETS OF CURIOSITIES AS THE EXHIBITION STYLE FOR HIDDEN COLLECTIONS
Lect.Dr. Fatma Nilhan Özaltın	Süleyman Demirel University	OSMANLI RESİM SANATINDA TAVUS KUŞU
Zehra Gül DOKUZPARMAK Assoc. Prof. Dr. Hare KILIÇASLAN	Karadeniz Technical University	ASSESSMENTS REGARDING SPATIAL IMAGERY IN KARAGÖZ SHADOW PLAYS
Asst. Prof. Dr. Oğuz Han Öztay	Van Yüzüncü Yıl University	AUTEUR THEORY IN CINEMA AS A MASS MEDIA AND ANALYSIS OF HIS FILM
Asst. Prof. Dr. Oğuz Han Öztay	Van Yüzüncü Yıl University	PRESS AND PUBLISHING ACTIVITIES IN LOCAL GOVERNMENTS: THE CASE OF IPEKYOLU MUNICIPALITY

DATE  
25.11.2021

HALL-1  
SESSION-2

ANKARA TIME  
13<sup>00</sup>-15<sup>30</sup>

**MODERATOR: Prof. Dr. Recep KÜLCÜ**

Moustafa Guézohouèzon, Ida Marie Josephine Tchibozo- Lainé, Ayodélé Adébayo Allagbé		<i>THE AMERICAN VISA LOTTERY: A CRITICAL PRAGMASEMANTICS OF DISILLUSION IN AN EXTRACT FROM CHIMAMANDA NGOZI ADICHIE'S THE THING AROUND YOUR NECK (2009)</i>
Prof. Dr. Recep KÜLCÜ	Isparta University of Applied Sciences	<i>ENVIRONMENTAL ETHICS ATTITUDE OF ECOCENTRIC PSYCHO-PHILOSOPHICAL (EPP) THEORY: ECOCENTRISM</i>
Prof. Dr. Recep KÜLCÜ	Isparta University of Applied Sciences	<i>ANALYZING THE CHANGE IN SOCIAL INTEREST IN TURKISH SCIENTISTS USING GOOGLE TRENDS DATA</i>
Asst. Prof. Dr. Cem ÖZKURT	Bayburt University	<i>THE CONTEMPORARY FORMS OF REJECTION OF VALUE CONFLICT IN WESTERN THOUGHT: THE NOTION OF CIVILIZATIONS AND THE END OF HISTORY THESIS</i>
Assoc. Prof. Dr. Serdar SAYGILI	Erciyes University	<i>IS IT POSSIBLE TO DEFINE ART FROM A PHILOSOPHICAL PERSPECTIVE?</i>
Asst. Prof. Dr. Murat ULUBAY	Ankara Yıldırım Beyazıt University	<i>CAUSES VS. REASONS, EXPLANATION OF HUMAN ACTION IN ORGANIZATIONAL BEHAVIOR AND BEHAVIORAL SCIENCES STUDIES</i>
Nazım ALBAR	Zonguldak Bülent Ecevit University	<i>SOCIAL DIALOGUE IN TURKEY IN THE GLOBALIZATION PROCESS</i>
Asst. Prof. Dr. İbrahim Balık	Pamukkale University	<i>13th CENTURY AGE OF TOLERANCE IN ANATOLIA AND THE INFLUENCE OF SULTANS ON ITS FORMATION</i>

DATE  
25.11.2021

HALL-1  
SESSION-3

ANKARA TIME  
16<sup>00</sup>-18<sup>30</sup>

**MODERATOR: Prof. Dr. Bulent Cavas**

Duygu BAYSAL Assoc. Prof. Dr. Ebru ERSAY	Gazi University	<i>WHICH VARIABLES COULD BE RELATED TO EMOTION SOCIALIZATION STRATEGIES OF EARLY CHILDHOOD TEACHERS?</i>
Dr. Tuğba ŞİMŞEK	Dokuz Eylül University	<i>OTTOMAN STATE LAST PERIOD TEACHER SCHOOLS AND CURRICULUM</i>
Teresa Kennedy Prof. Dr. Bulent Cavas	The University of Texas at Tyler, USA Dokuz Eylül University	<i>UNIVERSITY STUDENTS' PERCEIVED PROBLEMS CAUSED BY COVID-19 AND THEIR INNOVATIVE SOLUTIONS PRESENTED TO THE INTERNATIONAL ENGINEERING DESIGN CHALLENGE</i>
Gerasimos Chouliaras Sofoklis Sotiriou Bulent Cavas	National Observatory of Athens, Athens, Greece. Ellinogermaniki Agogi, Athens, Greece Dokuz Eylül University, Turkey	<i>SCHOOL NETWORK ALERT CITIZENS PROTECTION ROADMAP TOWARDS SCHOOL BASED SEISMOLOGY</i>
Assoc. Prof. Dr. Yalçın DİLEKLİ Res. Asst. İbrahim SÖZCÜ	Aksaray University	<i>CRITICAL PERSPECTIVE ON PROGRESSIVE EDUCATION APPROACH</i>
Assoc. Prof. Dr. Osman Tayyar ÇELİK Lect. Cihangir KAÇMAZ lect. Mehmet Akif KAY	İnönü University Bingöl University	<i>EDUCATIONAL STRATEGIES TO INCREASE CHILDREN'S READING INTEREST AND SKILLS</i>
Assoc. Prof. Dr. Osman Tayyar ÇELİK Lect. Cihangir KAÇMAZ Res. Asst. Ramazan İNCİ	İnönü University Bingöl University	<i>THE CONCEPT OF CHILDHOOD IN SOCIOLOGY AND PSYCHOLOGY</i>
Fulya SOYATA	Kadıköy Halk Eğitimi Merkezi	<i>COMPARISON OF ADULT EDUCATION IN TURKEY AND ADULT EDUCATION PRACTICES IN THE WORLD</i>
Assoc. Prof. Dr. Hanife AKGÜL	Çanakkale Onsekiz Mart University	<i>INVESTIGATION OF MENTAL DISORDERS IN CARTOON CHARACTERS</i>
Res. Asst. Ebrar AYYILDIZ	Kafkas University	<i>TEACHING BODY PART NAMES IN ARABIC LANGUAGE THROUGH IDIOMS</i>



DATE  
25.11.2021

HALL-2  
SESSION-1

ANKARA TIME  
10<sup>00</sup>-12<sup>30</sup>

**MODERATOR: Assoc. Prof. Dr. Banu ÖZBUCAK ALBAR**

Muhammad Asim Dr. Muhammad Zia-ur-Rehman Assoc. Prof. Dr. Zekeriya NAS	National Defence University, Islamabad Van Yuzuncu Yil University, Turkey	<i>HOW DOES EXTERNAL LOCUS OF CONTROL INFLUENCE EMPLOYEES' TASK AND CONTEXTUAL PERFORMANCE? AN EMPIRICAL ANALYSIS</i>
Dr. Niyazi GÜMÜŞ	Diyanet İşleri Başkanlığı, Sakarya/ Geyve Müftülüğü	<i>PANDEMİ DÖNEMİNDE FİYAT ARTIŞLARI</i>
Assoc. Prof. Dr. Banu ÖZBUCAK ALBAR	Zonguldak Bülent Ecevit University	<i>THE EFFECT OF REMOTE WORKING ON WORK- LIFE BALANCE DURING THE COVID 19 EPIDEMIC</i>
Assoc. Prof. Dr. Banu ÖZBUCAK ALBAR	Zonguldak Bülent Ecevit University	<i>THE EFFECT OF REMOTE WORKING ON ORGANIZATIONAL CULTURE DURING THE COVID 19 EPIDEMIC</i>
Elif Caboğlu Assist. Prof. Dr. Aykut Sarkünesi	Zonguldak Bülent Ecevit University	<i>THE EFFECT OF STRATEGIC FOREIGN TRADE POLICIES ON COMPETITIVENESS: THE CASE OF TURKEY</i>
Res. Asst. Abdulcelil GAZİOĞLU Asst. Prof. Dr. Zeynep DEMİRCİ ÇAKIROĞLU	İzmir Kâtip Çelebi University	<i>EFFECTS OF SOCIAL COMMERCE ON INFORMAL ECONOMY</i>
Asst. Prof. Dr. Pelin Tuac Yılmaz	Dokuz Eylul University	<i>PROTECTION OF CHILD LABORERS WITHIN THE FRAMEWORK OF LABOR LAW</i>
Lect. Dr. Tuncer YILMAZ lect. Selçuk TAZEGÜL	Kafkas University	<i>GETİRİ İLE MUHASEBE VE DEĞER TABANLI FİNANSAL DEĞİŞKENLER ARASINDAKİ İLİŞKİNİN ANALİZİ</i>
Favour C. Uroko	University of Nigeria, Nsukka	<i>WE HAVE PROTECTED PERPETRATORS': USING WIDOWS AS SCAPEGOAT IN SUSTAINING PATRIARCHY IN SOUTH EASTERN NIGERIA</i>
Dr. Muhammad Faisal	Sindh Madressatul Islam University	<i>REFLEX DETENTION OF NUMBER PLATE AND TRAFFIC INFRACTION OF VEHICLE BY INTELLIGENT TRANSPORTATION SCHEME IN PAKISTAN</i>



DATE  
25.11.2021

HALL-2  
SESSION-2

ANKARA TIME  
13<sup>00</sup>-15<sup>30</sup>

**MODERATOR: Asst. Prof. Dr. İhsan AYTEKİN**

Asst. Prof. Dr. İhsan AYTEKİN	Social Sciences University of Ankara	<i>POZİTİF LİDERLİK, OPTİMİSTLİK, İŞE ADANMIŞLIK VE KARIYER TATMİNİ İLİŞKİSİ: BİR ARACI MEKANİZMA MODELİ</i>
Asst. Prof. Dr. İhsan AYTEKİN	Ankara Social Sciences University	<i>BİBLİYOMETRİK GÖRSELLEŞTİRME YOLUYLA ADANMIŞLIK ÇALIŞMALARININ SINIFLANDIRMASI: ORTAK KELİME ANALİZİ</i>
Ufuk PALA Cansu TOR KADIOĞLU Kalender Özcan ATILGAN	Tarsus University	<i>EXAMINING THE NEGATIVITIES ENCOUNTERED BY SALESWOMEN</i>
EGE SONUGELN Asst. Prof. Dr. SERDAR YARLIKAŞ	Kocaeli University	<i>DETERMINING THE IMPORTANCE LEVELS OF FINANCIAL PERFORMANCE CRITERIA IN THE AUTOMOTIVE INDUSTRY VIA CRITIC METHOD</i>
Ayşenur Erdil	Istanbul Medeniyet University	<i>SUSTAINABLE AND CONTINUOUS IMPROVEMENT IN INVENTORY MANAGEMENT</i>
Ayşenur Erdil	Istanbul Medeniyet University	<i>THE IMPORTANCE AND SECURITY OF CORPORATE INFORMATION AND INFORMATION SYSTEM: ITS APPLICATION IN A COMPANY IN THE MANUFACTURING INDUSTRY</i>
Assoc. Dr. Mustafa DEMİRKIRAN Assoc. Dr. Umut Can ÖZTÜRK	Isparta University of Applied Sciences	<i>MONEY-ORIENTED VS. INFRASTRUCTURE- ORIENTED IN HEALTH TOURISM PERCEPTION: A BIBLIOMETRIC ANALYSIS OF GRADUATE STUDIES IN HEALTH TOURISM IN THE CONTEXT OF TREND</i>
Dr. Ahmet Hayrettin TUNCAY	Süleyman Demirel University	<i>BRING DAVRAZ TO TURKISH SPORTS TOURISM AS A HIGH ALTITUDE CAMP CENTER</i>
Dr. Ahmet Hayrettin TUNCAY	Süleyman Demirel University	<i>THE IMPORTANCE OF HOSPITAL INFORMATION MANAGEMENT SYSTEMS DURING THE PANDEMIC PERIOD</i>

DATE  
25.11.2021

HALL-2  
SESSION-3

ANKARA TIME  
16<sup>00</sup>-18<sup>30</sup>

**MODERATOR: Prof. Dr. Erkan ÖZDEMİR**

Lect. Şahin AY	Siirt University	<i>THE PROBLEM OF INCOME TAX DEDUCTED FROM THE MINIMUM WAGE</i>
Lect. Şahin AY	Siirt University	<i>THE EFFECT OF RESTRUCTURING LAWS ON TAX COLLECTION</i>
Prof. Dr. Erkan ÖZDEMİR	Bursa Uludağ University	<i>FACTORS AFFECTING CONSUMERS' PURCHASE INTENT ON BIG DISCOUNT DAYS</i>
Prof. Dr. Erkan ÖZDEMİR	Bursa Uludağ University	<i>A RESEARCH ON CONSUMER PERCEPTIONS REGARDING BIG DISCOUNT DAYS ADVERTISEMENTS</i>
Kadir AŞAN Prof. Elif KARAGÜN Res. Assist. Müge SARP KAHVECİ	Kocaeli University	<i>BEING ANALYZED THE LIFE QUALITIES OF INDIVIDUALS WORKING IN THE FITNESS SPORTS CENTERS</i>
Yasin SAYDAN Prof. Elif KARAGÜN Res. Assist. Müge SARP KAHVECİ	Kocaeli University	<i>THE LEVEL OF BURNOUT OF THE ACADEMIC STAFF OF THE SCHOOL OF PHYSICAL EDUCATION AND SPORTS (EXAMPLE OF KOCAELI UNIVERSITY)</i>
Res. Asst. Ali Burak AKSUNGUR Res. Asst. Erkan NUR	Harran University	<i>E-COMMERCE AND CYBER SECURITY DURING THE COVID 19 PANDEMIC</i>
Lect. Dr. Ömer Faruk ACAR	Süleyman Demirel University	<i>THE USE OF BLOCKCHAIN TECHNOLOGY IN INTERNATIONAL TRADE</i>
Candan Yuka Hüseyin Yuka	Hasan Kalyoncu Üniversitesi	<i>İKNA STRATEJİSİ VE ETHOS'UN FAYDA FAKTÖRÜ ÜZERİNE BİR ÇALIŞMA ASPEROX REKLAMI ÖRNEĞİ</i>
Lect. Dr. Ömer Faruk ACAR	Süleyman Demirel University	<i>IMPACT OF HUMAN CAPITAL ON BUSINESS PERFORMANCE</i>
Assoc. Prof. Dr. Birol AKGÜL	Çanakkale Onsekiz Mart University	<i>DİJİTAL MEDYA REKLAMLARININ TÜKETİCİ DAVRANIŞLARI ÜZERİNDEKİ ETKİSİ</i>

DATE  
25.11.2021

HALL-3  
SESSION-1

ANKARA TIME  
10<sup>00</sup>-12<sup>30</sup>

**MODERATOR: Assoc. Prof. Dr. Esat AYYILDIZ**

Alper Tulgar	Atatürk University	<i>THE CHANGE OF THE CITY IN ONE HUNDRED YEARS: ARSLANOGLU'S SILENCE TOWERS 2084 AND ORWELL'S NINETEEN EIGHTY-FOUR</i>
Assoc. Prof. Dr. Esat AYYILDIZ	Kafkas University	<i>AN ANALYSIS OF THE TWO ODES OF THE Umayyad Poet MĀLIK B. AL- RAYB ABOUT SURVIVING AN ASSASSINATION ATTEMPT</i>
Prof. Dr. Sueda ÖZBENT	Marmara University	<i>THE SIGNIFICANCE OF VERBAL AND VISUAL METAPHORS IN ADVERTISEMENT TRANSLATION</i>
Asst. Prof. Dr.Ajda Baştan	Sivas Cumhuriyet University	<i>ANTI-WAR PROTEST MEMORIES IN APRIL DE ANGELIS' JUMPY</i>
Lect. Mine BAŞTA	Ankara Hacı Bayram Veli University	<i>JAPAN AND TURKEY'S ANALYSIS OF CULTURE IN THE CONTEXT OF GEERT HOFSTEDE'S CULTURAL DIMENSIONS THEORY</i>
Roxana Maria Crețu	West University of Timișoara (Romania)	<i>CHROMATIC SYMBOLISM IN ANGEL AND DEMON</i>
Ayesha Malik Bushra Fareed Nosheen Ramzan Dr. Shahnaila Tariq	University of Management and Technology	<i>PERSONALITY TRAIT, COGNITIVE DISTORTION AND DYSFUNCTIONAL ATTITUDE IN STUDENTS</i>
Res. Asst.Dr. Elif PALIÇKO	Ankara Hacı Bayram Veli University	<i>THE STRUGGLE OF THE INDIVIDUAL AND THE "PLASTIC" WORLD IN GÜLAYŞE KOÇAK'S DYSTOPIAN NOVEL SİYAH KOKU</i>
Res. Asst. Dr. Hatice YILDIZ	Ankara Hacı Bayram Veli University	<i>ÖLMÜŞ BİR KADININ EVRAK-I METRUKESİ'NDE KADIN</i>
Doç. Dr. Nazgul İSABAEVA	Cusup Balasagin Kırgız Milli Universitesi	<i>PAMİR KIRGIZLARININ VAN'A YERLEŞME SÜRECİ</i>

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25.11.2021

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SESSION-2

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13<sup>00</sup>-15<sup>30</sup>

**MODERATOR: Prof. Dr. Mykola VAS'KIV**

Prof. Dr. Erhozhina Shattygul	Kazakhstan	<i>KAZAK KÜLTÜRÜNÜN TARAS ŞEVÇENKO'NUN ESERLERİNE ETKİSİ</i>
А. Р. Айтбаева	Пограничная академия КНБ РК, г.Алматы. Казахстан	<i>ПОНИМАНИЕ СВОБОДЫ В ФИЛОСОФИИ Н. А. БЕРДЯЕВА</i>
Гейдарова Г.А.	Кызылординский государственный университет имени Коркыт Ата	<i>КУЛЬТУРА И БЫТ ТУРКОВ АХЫСКА, ПРОЖИВАЮЩИХ В КАЗАХСТАНЕ</i>
Prof. Dr. Mykola VAS'KIV	Boris Grinchenko Kyiv University	<i>UKRAINE, UKRAINIAN LITERATURE, TARAS SHEVCHENKO IN CREATIVE RELATIONS WITH NAZIM HIKMET</i>
Ass. Prof. Larysa Borysenko	Kyiv National Economic University named after Vadym Hetman	<i>SOCIAL FRUSTRATION OF THE PERSONALITY AS A FACTOR OF ADAPTATION OF STUDENTS OF HIGHER EDUCATION INSTITUTIONS</i>
Ass. Prof. Larysa Korvat	Kyiv National Economic University named after Vadym Hetman	<i>STANDARDIZATION OF VOCATIONAL EDUCATION IN MODERN CONDITIONS</i>
Lect. Vasyl PUZANOV	Zaporizhzhia National University	<i>ENGLISH TRANSLATIONS OF TARAS SHEVCHENKO'S POEMS AS PR OF UKRAINE</i>
Різванли Назарія Сергіївна	Київський політехнічний інститут імені Ігоря Сікорського	<i>СЕМАНТИЧНІ ОСОБЛИВОСТІ НАУКОВОЇ АНГЛІЙСЬКОЇ МОВИ</i>
Д.К. Жосан	Приднестровский государственный университет им. Т.Г. Шевченко	<i>ELUCIDATION OF ETHNIC VALUES IN THE PROCESS OF LEARNING FOREIGN LANGUAGE</i>
Валерий Дараган	Днепропетровский государственный университет внутренних дел,	<i>НЕКОТОРЫЕ ПРОБЛЕМЫ ОПЕРАТИВНО-РОЗЫСНОГО ПРОТИВОДЕЙСТВИЯ КРИМИНАЛЬНОЙ ПОЛИЦИЕЙ ПРЕСТУПЛЕНИЯМ В СФЕРЕ ГОСУДАРСТВЕННЫХ ЗАКУПОК В УКРАИНЕ</i>

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HALL-3  
SESSION-3

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16<sup>00</sup>-18<sup>30</sup>

MODERATOR: Kaldıgul Adilbekova		
Esmira Tahirova Sevinc Quliyeva Erkinaz Rasulzade	ADA School, Baku, Azerbaijan	<i>DIFFICULTIES IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION</i>
Olga Goncharova	H.S.Skovoroda Kharkiv National Pedagogical University	<i>DIGITAL COMPETENCE AND FOREIGN LANGUAGE TEACHING</i>
Iryna Kamienieva	O.M. Beketov National University of Urban Economy in Kharkiv	<i>LINGUOCOGNITIVE ANALYSIS OF THE POETIC TEXT</i>
Zhusupbekova M.K. Toilybekova E.O.	Korkyt Ata Kyzylorda State University	<i>LEGAL BASICS FOR THE DEVELOPMENT OF PHYSICAL CULTURE AND SPORTS</i>
Zhazira Batyrkhanova Aitolkyn Ashimova	Al-Farabi Kazakh National University	<i>THE IMPORTANCE OF VISUAL DESIGN ON TELEVISION</i>
Оксана ПИЛИПЧУК Ангеліна БАБИЧ	Україна, Київський національний університет будівництва і архітектури	<i>ВИЗНАЧЕННЯ ЗАСОБІВ ФОРМУВАННЯ ДИЗАЙНУ ІНТЕР'ЄРІВ САДИБНОГО БУДИНКУ НА ЕКОЛОГІЧНИХ ЗАСАДАХ</i>
F.Samuel Frankin P.S.Santhi		<i>ROLE OF TEACHERS AND STUDENTS IN ENVIRONMENTAL ISSUES IN INDIA</i>
Dr. ANITA EVELYN. S	RSM Nagar, Kavaraipettai, Thiruvalluvar, India	<i>LANGUAGE OF THE ENSLAVED AFRICANS</i>
F.Samuel Frankin P.S.Santhi C.Felix Vinodh Dhavaraj	Murugappa Polytechnic College, India	<i>CREATING AWARENESS ON SOUND POLLUTION IN INDIA</i>

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25.11.2021

HALL-4  
SESSION-1

ANKARA TIME  
10<sup>00</sup>-12<sup>30</sup>

**MODERATOR: HAYAT AHAMAD**

HAYAT AHAMAD	Banaras Hindu University, Varanasi Uttar Pradesh, India	<i>SOCIAL DISCRIMINATION OF INDIANS MUSLIMS IN REFERENCE TO SACHAR COMMITTEE REPORT</i>
LE Ba Quynh Chau DO Thi Thanh Vinh	Nha Trang University	<i>LEADER RESPONSIBLE IN HOTEL INDUSTRY – THE CASE OF THE PROVINCE KHANH HOA, VIETNAM</i>
Postolache Victoria	“Alecu Russo” Balti State University	<i>FOREIGN EXPERIENCE IN IMPLEMENTING BANKING INNOVATIONS AND THE POSSIBILITY OF ADAPTING IT TO THE PRACTICE OF THE REPUBLIC OF MOLDOVA</i>
Mamoni Dhar	Science College, Kokrajhar	<i>SOME SPECIAL TYPES OF NEUTROSOPHIC SOFT MATRICES</i>
Ms. Vidha Kulkarni Dr. Arjun K. Rathie Dr. Yashoverdhan Vyas	Baroda University, India Rajasthan Technical University Sir Padampat Singhanian University	<i>ON A NEW CLASS OF SUMMATION FORMULAS INVOLVING GENERALIZED HYPERGEOMETRIC FUNCTIONS</i>
Samir Zahaf TERFA ABDELAZIZ BOUHEDJA MAKHLOUF	University of Djilali Bounaama-Khamis Meliana	<i>COMPARATIVE STUDY BETWEEN PATCH REPAIR AND RIVETING IN DAMAGED STRUCTURE: CALCULATED BY THE FINITE ELEMENT METHOD</i>
Felicia Andrei Lony Chipescu Oana Chitimia Denisa Tacutu	University of Medicine and Pharmacy, Romania	<i>DERMATOCOSMETICS, AESTHETIC AND PSYCHOLOGY</i>
Ildiko Kovacs	Budapest Business School	<i>DIGITAL MARKETING PERSONA BUILDING - CREATING PERSONAS FOR ONLINE COMMUNITY GROWTH</i>

DATE  
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HALL-4  
SESSION-2

ANKARA TIME  
13<sup>00</sup>-15<sup>30</sup>

**MODERATOR: Assoc. prof. M. As. Michailov**

MONICA GAROIU	UNIVERSITY OF TENNESSEE- CHATTANOOGA, USA	<i>ALBERT CAMUS AND THE DENUNCIATION OF TOTALITARIANISM</i>
Lecturer, PhD Irina-Ana DROBOT	Technical University of Civil Engineering, Romania	<i>CULTURAL AWARENESS: WHY CULTURE AND CIVILIZATION COURSES ARE IMPORTANT</i>
Assoc. prof. M. As. Michailov	SWU "Neofit Rilski" - Bulgaria	<i>ENVIRONMENTAL PROTECTIONS AS MANDATORY BUSINESS SOLUTIONS</i>
Campo Elías López-Rodríguez Gerson Jaquin Cristancho- Triana Rony Alexis Moscoso-Aldana Greicy Katherine Martínez-Cruz	ECCI University	<i>FACTORS FAVORING THE INTERNATIONAL POSITIONING OF COMPANIES WITH A REGISTERED TRADEMARK IN COLOMBIA</i>
Sabina Sultana Manvender Kaur Sarjit Singh	University Utara Malaysia, UUM Sintok, Kedah, Malaysia	<i>THE EFFECTIVENESS OF READING ENGLISH NEWSPAPER ON VOCABULARY KNOWLEDGE AT PRIMARY LEVEL STUDENTS OF BANGLADESH</i>
Manotar Tampubolon	Universitas Kristen Indonesia, Faculty of Law, Jakarta, Indonesia	<i>RIGHTS TO EDUCATION FOR DISABLED PEOPLE IN INDONESIA: A HUMAN RIGHTS PERSPECTIVE</i>
Dr Sadia Farooq	University of Home Economics, Lahore, Pakistan	<i>SOCIAL VALUE OF CUT FLOWER INDUSTRY IN PAKISTAN: MARKET MECHANICS FOR AVAILABILITY, FRESHNESS AND CUSTOMER PREFERENCES</i>
Dr. Akkara Sherine, Stanislaus Ayyadurai	Hindustan Institute of Technology and Science	<i>THE ROLE OF PROFESSIONAL DEVELOPMENT IN TRANSFORMING ENGLISH TEACHER INTO AN ESP PRACTITIONER</i>
Dr. Chandrasekharan Praveen	Institute of Advanced Study in Education Thrissur, Kerala, India	<i>LEVERAGING ANCIENT INDIAN AESTHETIC THEORY OF RASA FOR FILM APPRECIATION-A MINOR STUDY</i>
KIMBOUALA NKAYA NGOYI Valdy Jubrill	Marien NGouabi University	<i>FLIPPED CLASSROOM IMPLEMENTATION IN THE REPUBLIC OF CONGO. AN EXPLORATION OF TEACHERS' AND LEARNERS' PERCEPTIONS</i>



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**25.11.2021**

**HALL-4**  
**SESSION-3**

**ANKARA TIME**  
**16<sup>00</sup>-18<sup>30</sup>**

**MODERATOR: Dr. Denis VINTU**

Orobator P. O. Ugwa I.K	University of Benin, Benin City, Nigeria	INDIGENOUS PERCEPTION OF BUSHFIRE IMPACTS ON SELECTED SOIL QUALITY INDICATORS IN RUBBER PLANTATIONS IN SOUTHERN EDO STATE, NIGERIA
Denis VINTU	Moldova Academy of Economic Studies (MAES), Republic of Moldova	MODEL OF GOVERNMENT PONZI GAMES AND DEBT DYNAMICS UNDER UNCERTAINTY
Zimányi, Róbert G.	University of Physical Education, Hungary	TICKET PRICE DIFFERENCES BETWEEN I. AND II. CATEGORY TICKETS – FROM THE PERSPECTIVE OF SPORT AND JUSTICE
Ukaegbu, Jude Ukanwanne Mba, Paul Torty Chikelu, Uchenna Chikezie	Federal College of Education Technical, Nigeria.	ANALYSIS OF IMPACT OF INDUSTRIAL SECTOR ON THE ECONOMIC GROWTH OF NIGERIA. (1981-2018)
Aiman Shahzad Ayesha Jabeen	University of Management and Technology, Pakistan	PREDICTIVE RELATIONSHIP AMONG SELF- PERCEPTION, RUMINATIVE INERTIA AND SOCIAL ANXIETY IN UNIVERSITY STUDENTS IN PAKISTAN
Ayesha Jabeen, Maryam		GAUSS HYPERGEOMETRIC GAMMA AND BETA FUNCTIONS WITH PROPERTIES CONNECTING TO INTEGRAL TRANSFORMS
Muniza Javed Dr. Asma Seemi Malik Amjad Mahmood	Lahore College for Women University, Pakistan	EFFECT OF SINGLE PARENTHOOD ON THE WELL BEING OF ADOLESCENT
Akilu Aliyu Shinkafi Sani Yahaya Nor Aini Ali Ibrahim Ahmed Mohammed	Federal University Dutse, Jigawa Nigeria	THE ROLE OF ISLAMIC FINANCING CONTRACTS IN PROMOTING SUSTAINABLE ECONOMIC DEVELOPMENT
Maria Khan Ayesha Jabeen	University of Management and Technology, Pakistan	SOCIO-DEMOGRAPHIC DIFFERENCES IN ACADEMIC STRESSORS, EATING PROBLEMS AND MENTAL HEALTH ISSUES AMONG COLLEGE STUDENTS IN PAKISTANI CULTURE
Dr.C.Vijai Dr. Worakamol Wisetsri	St.Peter's Institute of Higher Education and Research, INDIA King Mongkut's University of Technology North Bangkok, THAILAND	IMPACT OF CORONAVIRUS (COVID-19) ON INDIAN ECONOMY

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HALL-5  
SESSION-1

ANKARA TIME  
10<sup>00</sup>-12<sup>30</sup>

**MODERATOR: Dr.N.Johnson**

RAGHUNANDAN.J	R.M.K. ENGINEERING COLLEGE	<i>NO ONE RULED THE WHOLE WORLD</i>
Fasasi Rafiat Bolanle	Federal University of Agriculture, Nigeria	<i>ROLE OF INSTRUCTIONAL MATERIALS IN AGRICULTURE EXTENSION SERVICES FOR THE RURAL WOMEN IN NIGERIA</i>
Harini V, Dr. Sonu Joseph	Hindustan Institute of Technology and Science	<i>DEEP ECOLOGY IN MOVIE JAI BHIM</i>
Ms. Jeyalakshmi. R	R.M.K. Engineering College, India	<i>SKILLS TO BE DEVELOPED BY YOUTH TO FACE THE NUANCES OF LIFE</i>
Aurel BAHNARU Lecturer Dr. Remus RUNCAN Associate Professor Dr. Patricia RUNCAN	West University of Timisoara, România Aurel Vlaicu University of Arad	<i>RELIGIOSITY AND MARITAL SATISFACTION</i>
DR EME, CHUKWUEMEKA	National Open University of Nigeria	<i>GLOBALIZATION OF ECONOMIES AND THE SUSTAINABLE DEVELOPMENT OF THREE SELECTED EURO-DOLLAR COUNTRIES</i>
Dr.N.Johnson	Alagappa University, INDIA	<i>UTILIZATION OF WHATSAPP ON ATTITUDE CHANGES OF COLLEGE STUDENTS IN SIVAGANGA DISTRICT</i>
Alireza Moghaddasi Ramuna Mirhajianmoghaddam	Imamreza International University, Mashhad, Iran Yazd University, Yazd, Iran	<i>BRAND EQUITY AND CORPORATE EQUITY IMPACTS ON CUSTOMER LOYALTY BY MEDIATOR ROLE OF RELATIONSHIP EQUITY</i>
Nageena Imran Dr. Shahnaila Tariq	M.Phil Psychology, (UMT, Lahore)	<i>PARENTAL BONDING, FAMILY COMMUNICATION, PERCEIVED RISK AND ATTITUDE TOWARDS DRUG USE IN UNIVERSITY STUDENTS</i>
Rabiu Barau Bal Shehu Umar Sa'id Anas Nasiru	Bauchi State University, Nigeria Federal Polytechnic, Bauchi, Nigeria Gombe State University, Nigeria	<i>SUSTAINABLE DEVELOPMENT GOALS AND POVERTY REDUCTION IN NIGERIA: CHALLENGES AND PROSPECTS FOR SUSTAINABLE DEVELOPMENT IN NIGERIA</i>
Dr. SALAMI Amadou	University of Abomey-Calavi (UAC), Benin.	<i>ANALYZING COHESION IN AFRICAN LITERARY TEXTS: A CASE STUDY OF SECOND CLASS CITIZEN BY BUCHI EMECHETA</i>

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25.11.2021

HALL-5  
SESSION-2

ANKARA TIME  
13<sup>00</sup>-15<sup>30</sup>

**MODERATOR: Dr. Mesut Şöhret**

Res. Asst. Dr. Yusuf YILDIRIM	Bandırma Onyedi Eylül University	<i>MAO ZEDUNG'DAN Şİ CİNPİNG'E ÇİN HALK CUMHURİYETİ'NİN SİYASAL TARİHİ</i>
Res. Asst. Dr. Yusuf YILDIRIM	Bandırma Onyedi Eylül University	<i>NATO ÇERÇEVESİNDE TRANSATLANTİK İLİŞKİLER: GÜVENLİK, SAVUNMA VE SİYASİ BOYUT</i>
Res. Asst. Özgür Bayraktar	Karamanoğlu Mehmetbey University	<i>THE MOST EXTRAORDINARY ELECTION OF TURKEY'S: NOVEMBER 3, 2002 GENERAL ELECTIONS</i>
Mesut Şöhret	Gaziantep University	<i>GLOBALIZING WORLD AND RISING NATIONAL BORDERS</i>
Res. Asst. Emine Dilara AKTEKİN Res. Asst. Hilal BUDAK	Niğde Ömer Halisdemir University	<i>THE RELATIONSHIP BETWEEN HEALTH EXPENDITURES AND ECONOMIC GROWTH IN SELECTED OECD COUNTRIES: A PANEL CAUSALITY ANALYSIS</i>
Res. Asst. Hilal BUDAK Res. Asst. Emine Dilara AKTEKİN	Niğde Ömer Halisdemir University	<i>THE RELATIONSHIP OF INSTITUTIONAL STRUCTURE AND ECONOMIC GROWTH IN THE COUNTRIES OF THE COUNTRY OF INDEPENDENT STATES</i>
Dr. E.Alper YILMAZ	Aydın Adnan Menderes University	<i>THE EFFECTS OF POST-BREXIT PERIOD ON THE EUROPEAN UNION AND THE UNITED KINGDOM</i>
Muhammed Kürşad ÖZEKİN Zeynep ARIÖZ	Bandırma Onyedi Eylül University	<i>GLOBALIZATION AND CHANGING NATURE OF WORLD POLITICS: NECESSITY FOR A NEW CONCEPTUALIZATION</i>
Dr. Aynur Hüseynova	Baku State university	<i>AZƏRBAYCANLA ERMƏNİSTAN ARASINDA 44 GÜNLÜK MÜHARİBƏYƏ BEYNƏLXALQ REAKSİYALAR VƏ YENİ GEOSİYASİ ŞƏRAİT</i>
Vorya Shabrandi	University of Guilan University, IRAN	<i>REQUIREMENTS FOR TRANSITION AND CHANGING PLACE OF THE ISLAMIC REPUBLIC OF IRAN AS THE NEW POWER OF EMERGENCE IN THE POST-AMERICAN WORLD</i>
Vorya Shabrandi	University of Guilan University, IRAN	<i>OPPORTUNITIES AND LIMITATIONS OF ECONOMIC DIPLOMACY OF IBRAHIM RAISI GOVERNMENT WITH MEMBERSHIP IN THE WEST OF ASIA, WITH MEMBERSHIP IN SHANGHAI COOPERATION ORGANIZATION IN THE INTERNATIONAL POLITICAL ECONOMY</i>
NIȚU RAREȘ-MIHAI	Bucharest University of Economic Studies, Bucharest, Romania	<i>DIGITISATION AND ECONOMIC DEVELOPMENT IN PANDEMIC CONTEXT: AN OVERVIEW OF UE MEMBER STATES</i>

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## RIGHTS TO EDUCATION FOR PERSONS WITH DISABILITIES: A HUMAN RIGHTS PERSPECTIVE

**Manotar Tampubolon**

Universitas Kristen Indonesia, Faculty of Law, Jakarta, Indonesia.

### **Abstract**

Using disability-related documents, this qualitative study examines the guarantee of the right to education for people with disabilities in Indonesia from the perspectives of human rights and disability theory. In Indonesia, people with disabilities do not have the same access to inclusive education as students with special needs who are classified as exceptional by the government due to their physical, mental, and intellectual disorder. The government, as the party in charge of ensuring the right to an education, has paid less attention to implementing inclusive education. More research is required before this country can implement inclusive education. The author presumes the government has failed to fulfil the right to inclusive education for students with disabilities. According to this study, facilitating inclusive education quality have not met the needs of students with disabilities. The government must provide educational facilities and infrastructure for students with special needs as part of citizens' constitutional rights without discrimination.

**Keywords:** inclusive education; disability; rights to education; special needs.

### **INTRODUCTION**

People with disabilities are currently one of Indonesia's largest minorities; 22,5 million Indonesians have disabilities, accounting for 5 percent of the country's total population (Social Ministry of the Republic of Indonesia, 2020). This means that one in every seven Indonesians suffers from a physical disability, mental disorder, or retardation. The average number of schooling years between students with disabilities and non-disabled students is approximately four years, and people who are not disabled can attend school up to grade 8 Junior High School or equivalent, whereas people who are disabled can only attend school up to grade 4 Elementary School or equivalent (Central Bureau Statistic, 2020).

The right to an education is a fundamental human right that must be secured for all members of society, including people with disabilities. The 1945 Constitution has guaranteed people with disabilities. Article 28H paragraph (2) of the 1945 Constitution entitled everyone to exceptional facilities and treatment to get the same opportunities and benefits to achieve equality and justice. Moreover, Article 1 paragraph (3) of the 1945 Constitution of the Republic of Indonesia stipulates that: Indonesia is a rule of law, with its fundamental characteristic is protecting human rights, including the right to education. Article 31 of the 1945 Constitution of the Republic of Indonesia stipulates:

- (1) Every citizen has the right to education.
- (2) Every citizen must attend primary education, and the government must pay for it.
- (3) The government shall endeavor and organize a national education system, which enhances faith and holiness and noble character in the intellectual life of the nation, which is regulated by law.



(4) The state prioritizes the education budget at least twenty percent of the state revenue and expenditure budget and from the regional revenue and expenditure budget to meet the needs of implementing national education.

(5) The government shall advance science and technology by upholding religious values and national unity to promote civilization and the welfare of humanity.

In addition, the Indonesian government has also ratified the Convention on the Rights of Persons with Disabilities in Law No. 19 of 2011 concerning Ratification of the Convention on the Rights of Persons with Disabilities (Convention on the Rights of Persons with Disabilities). Then, Law Number 39 of 1999 concerning Human Rights, so that the community has a responsibility to respect the rights of Persons with Disabilities. Article 10 of Law No. 8 of 2016 concerning persons with disabilities, the right to education for persons with disabilities includes:

- a. the right to obtain quality education in educational units of all types, pathways, and levels of education in an inclusive and special manner,
- b. equal opportunities to become educators or education personnel in educational units of all types, pathways, and levels of education,
- c. equal opportunities as providers.

The preamble of Law, no. 8 of 2016 determined that:

- a. that the Unitary State of the Republic of Indonesia guarantees the survival of every citizen, including persons with disabilities who have legal standing and have the same human rights as Indonesian citizens and as part of which is inseparable from the citizens and society of Indonesia, is a mandate and the gift of God Almighty, to live forward and develop pretty and dignified;
- b. that most people with disabilities in Indonesia live in vulnerable conditions, underdeveloped, and poor because of the existence of limitations, obstacles, difficulties, and the reduction or elimination of the rights of persons with disabilities;
- c. that to realize equal rights and opportunities for persons with disabilities to lead a prosperous, independent, and non-discriminatory life, regulations are needed legislation that can guarantee its implementation;

Although the Republic of Indonesia (Undang-Undang Dasar 1945) and legal framework guarantee the rights of all citizens to equal education, disabled people face some discrimination in terms of access to education. Persons with disabilities face different treatment from normal members of society. Persons with disabilities and the emerging global movement recognize the value of education for people with disabilities. Today, issues relating to people with disabilities are more than just a measure of welfare; they have evolved into fundamental principles. However, persons with disabilities in Indonesia have not yet received a place in society, and they still underestimate their presence. Because of their limitations, they are a vulnerable group, helpless, and only need mercy (Widodo, 2020). While there have been laws related to protecting the rights of people with disabilities at the international and regional levels, someone has still not implemented a few of these

regulations in the system implementation—the rights of people with disabilities in being infringed and overlooked.

Based on the preceding considerations, the State recognizes the rights of people with disabilities as citizens without regard for their disability. The right to education applies to normal citizens in terms of physical and psychological well-being and to disabled people under the principle of equal access; disabled people may receive an education tailored to their specific needs.

Based on these reasons, the question in this research is: how is the regulation of national and international legal instruments regarding the education rights of Persons with Disabilities, and how are the law operates regarding the education rights of Persons with Disabilities from a human rights perspective?

## **METHODOLOGY**

This study is qualitative, with secondary data collected through library research. Secondary data sources include the Constitution and laws and documents about people with disabilities and their educational rights. The author approached the issue from a human rights standpoint, employing conceptual and statutory approaches.

## **LITERATURE REVIEW**

Inclusive education is an education system that welcomes and supports all students, regardless of their abilities or needs, and welcomes and supports them to learn. (UNICEF, 2017). It allows students from various backgrounds to learn in the same schoolroom (Open Society Foundation, 2019). Because of geography, social, economic, and cultural factors, students with teaching barriers and a student at risk because of disaster and conflicts are categorized as needing inclusive education. It included persons who have experienced victims of rape and pregnancy and children at risk of dropping out of school because of vulnerable health or diseases and being infected in the definition of inclusive education. In addition, it implemented education for people with disabilities in the national education system through inclusive education and special education, according to the Ministry of Education, Culture, Research, and Technology (2021). Inclusive and particular education method entails enrolling children with disabilities in the 12 (twelve) year compulsory education program, and sending them to schools close to their homes, as well as assisting people with disabilities who do not have formal education in obtaining primary and secondary education diplomas through the equality program (Ministry of Education, Culture, Research, and Technology, 2021).

Previous scholars have approached the right to education for people with disabilities from various angles and perspectives. As genuine education members, general classrooms positively impact students with extensive support needs and severe disabilities (Agran et al., 2020), assisting disabled persons to become who they are rather than what others expect them to be (Park et al., 2021). Therefore, persons with severe disabilities must be placed in education; alternative arrangements are legally required and appropriate (Kauffman, Travers & Badar, 2019). However, discrimination occurs in obtaining an education because of issues in some areas of intersection between law, policy, and practice (Duncan et al., 2020; Gallegos, 2021; Peters, 2007). Aside from discriminatory laws, policies, and practices,

curricula do not meet the needs of people with disabilities (Hayes & Bulat, 2017; Gilmour, Fuchs, & Wehby, 2019; Pugach et al., 2020; Otis-Wilborn et al., 2005; Gee, 2020). Students with special needs are assessed differently than regular students (Edyanto et al., 2017; Wibowo & Muin, 2016). The legitimacy of minority social discrimination and a better understanding of how this justification can be used to justify unfair treatment in schools (Bastart, Rohmer, & Popa-Roch, 2021).

The gap in research would be that the right to education is a government obligation, merged with a disparity in practices from the perspective of human rights. There is also no similar study that integrates this as a rationale for people with disabilities avoiding education. The potential solution is to recognize a root cause of the issue, hence why people with disabilities face discrimination from the state in receiving inclusive education, despite Indonesia's plethora of laws protecting citizens' rights to education. Overlooking research in this area provides the opportunity to develop policies to combat discrimination against the rights to education of Persons with Disabilities.

## DISCUSSION

Being disabled in a society that adheres to "normalcy", is a difficult situation. All existing public facilities were specially designed for normal people, with no facilities for the disabled. People with disabilities, however, have the same rights as everyone else in society (US Department of State, 2021). Such rights are:

- The right to life.
- The right to education.
- The right to health.
- The right to live and work.
- Property ownership.
- Political freedom.
- The right to development.

To achieve these development goals, the entire community and the government must work together. Everyone in society has the same rights and responsibilities in contributing to development—as per the Preamble to the Republic of Indonesia's 1945 Constitution, educating the nation's life is one of the Republic of Indonesia's goals that must be maintained at all times, besides Indonesia's national development. Talking about intelligence is inextricably linked to education because education is one of the fundamental rights of every Indonesian citizen. The right to an education is expressly stated in Article 28C paragraph (1) of the Republic of Indonesia's 1945 Constitution, which says that "everyone may develop through fulfilment their basic needs, the right to education, and the right to benefit from science and technology, art and culture in order to develop."

The Indonesian government has shown its commitment to promoting, respecting, fulfilling, and protecting the rights of people with disabilities by ratifying the UN Convention on the Rights of Persons with Disabilities. According to Law Number 20 of 2003 Concerning the National Education System, the government educates students who have difficulty taking part in the learning process because of physical, emotional, mental, social, intellectual potential, and unique talents.

Persons with disabilities with limitations, intelligent, intellectual, and tactile encounter conversing with the surroundings could face barriers and challenges fully engaging with the other community members to full equality—those who develop a school model while also categorizing the constraints of disabled people permanently or temporarily. Schooling is a multidimensional endeavor with many interconnected parts. It must identify various aspects involved in such learning programs since it carried out learning in a scheduled and reasonable way. Integrating schooling consciously and consistently seeks to achieve educational objectives that occasionally enhance because of technological advances, especially the provision of inclusive education for disabled persons. Access, amenities, and infrastructural facilities, and also teachers with particular skills for special needs students, also are obstacles to inclusive classrooms. Article 59 paragraph (2) letter l of the Child Protection Law Number 23 of 2002 provides special protection for disabled children and school administrators who are still unwilling to accept and handle students with special needs. There are two types of discrimination against equal participation for persons with disabilities: environmental barriers and legal barriers.

### **Environmental Barriers**

Environmental barriers are elements in various settings that, by their lack of existence, restrict operating or cause disability (Centers for Disease Control and Prevention, 2020). Environmental barriers that frequently prevent people with disabilities from functioning include "attitudinal, communication, physical, policy, programmatic, social, and transportation barriers." (Centers for Disease Control and Prevention, 2020). Students with special needs frequently experience various psychological issues because of congenital abnormalities or environmental responses to their disability. The social environment's support for students with special needs has a significant impact on their development (Eriksson, 2005). In reality, students with special needs who receive good social support from their environment can show no less brilliant achievements in formal education and skills that allow these students to be self-sufficient in their lives (Sabila, Annisah & Sekar, 2021). Despite receiving good social support from their environment, students who are physically and mentally normal exhibit both achievement and negative behaviour (Xiang et al. 2017).

The family has offered emotional, evaluation, informational, and instrumental help. I could relate this to the fact that students with physical disabilities require more emotional support than other children. Students with special needs are expected to develop better by their abilities if they receive adequate support from family or the surrounding environment. The attitude of students' families, in general, has an enormous influence on the formation of their self-concept. Students with special needs require reasonable treatment, guidance, direction, and learning to socialize and play with peers their age to have broader opportunities and opportunities to learn about accepted behavior patterns so that their social development is not hampered. The environment is a fundamental source of information and the primary source of fulfilment.

The preceding explains how mental retardation can affect the occurrence of obstacles in one or more cognitive processes such as language, perception, concentration, memory, idea generation, evaluation, and reasoning. In terms of language, mental retardation causes

delayed language development. Vocabulary mastery becomes very limited, articulation is unclear, intonation is flat, grammatical difficulties, and difficulty understanding other people's speech. In terms of perception, this makes interpreting what is seen or heard difficult. In terms of concentration, students cannot devote their energy to an object presented or studied for an extended period without being distracted by other entities. Although long-term memory appears to be the same as in normal children, short-term memory seems to be different.

Meanwhile, his reasoning limitations make his mental lifeless flexible in receiving, processing, and restating the information he receives according to logic's laws. The existence of cognitive barriers above implies that counselor must make special efforts to adjust to students' cognitive development when counseling children with special needs. For example, through the use of simple, concrete media that students are exposed to daily, providing more explanations, using simple language, and being carried out painstakingly, creatively, and structured. It is consistent with the assertion that counseling will be more effective if the counselor can match the use of counseling methods with the student's cognitive abilities.

This condition will worsen if people's attitudes toward him are frequently unfavorable, such as rejection, humiliation, indifference, ambivalence, and a lack of clarity in social demands. What happens next is that the child student prefers to be alone and avoids relationships with others. The presence or absence of a student's abnormality is also an essential factor in a disabled student's change. Visible abnormalities make it more difficult for students to adjust naturally than those less visible because they directly affect their identity, explicitly placing them in the social world. With disabled students, for example. The attitude of a student's parents, family, peers, school friends, and society dramatically influences the formation of their self-concept. The student with special needs requires reasonable treatment, guidance, and direction, as well as the opportunity to socialize and play with peers their age.

### **Legal Barriers**

Negative attitudes in disorder areas seem to be the most significant obstacles towards the ground of special education. Attitudes toward regions regarding budget and political willingness to enforce its laws result in negative attitudes toward students with disabilities. Disabled students continue to encounter discriminatory treatment and prejudices within education systems. A few teachers, personnel, and classmates may remain ignorant about it and aware of disability problems, making it more difficult for special needs students to get quality education equally with "normal" classmates. Unless our government stands up and keeps paying particular attention to their needs to increase their involvement in community existence, sociocultural biases would persevere. The law must include people with special needs for inclusive education, eliminate harmful attitudes, and separate regular students and people with disabilities.

Law Number 4 of 1997 governs rules and guidelines concerning Persons with Disabilities, but this arrangement does not consider human rights. The content of Law Number 4 of 1997 about Persons with Disabilities is more compassionate, and I still believe the accomplishment of rights of Persons with Disabilities a public concern. Social welfare,

social rehabilitative services, general welfare, and social help increase in performance regulations are just for accomplishing one's rights. Persons with disabilities must have the same prospects as fellow humans to dignity to develop themselves through autonomy.

This Law's regulatory scope includes:

- They ensure equal opportunities for Persons with Disabilities in all aspects of state and community administration and respect.
- They are protecting and fulfilling the rights of Persons with Disabilities, including the provision of accessibility and adequate accommodation.

The regulation of the execution and accomplishment of the rights of Persons with Disabilities seeks to create a much more eligible, reasonable, physically and psychologically flourishing, and dignified standard of living for Persons with Disabilities. Furthermore, the application and accomplishment of rights aim to protect people with disabilities from carelessness and subjugation, bullying, and all forms of discrimination and human rights violations.

On November 10, 2011, it enacted Law Number 19 of 2011 concerning the International Convention on the Rights of People with Disabilities. This shows Indonesia's dedication and earnestness in respecting, protecting and fulfilling the rights of Disabled people, which would be supposed to improve the wellbeing of Disabled persons. Persons with Disabilities have the right to liberty from cruelty or violence, dehumanizing or inhuman treatment, and the freedom from profiteering, violent behavior, and arbitrary therapeutic interventions. They have a reverence for their physical and mental dignity based on equality with others, which contains the right to receive safeguards and welfare care in the sense of freedom and a case of emergencies. As a result, they require the government to grow up and realize the rights enshrined inside the convention through changes to rules and regulations, including ensuring the rights' accomplishment.

This particular school/education is referred to as special education under Law No. 20 of 2003. Citizens with physical, emotional, intellectual, and social disabilities are entitled to special education, according to Article 31 paragraph (2) of the Law. To pursue teaching, but only one option if they so desire. The issue is that many people with disabilities are currently "forced" to attend special schools. There is still a widespread misconception among the public, parents of people with disabilities, and some regular teachers and administrators that people with disabilities can only study in special classes. It is, of course, because of the lack of social conditioning just on government and school systems involve the choice of an academic approach for people with disabilities even though policymakers try appealing for Persons with Disabilities.

### **Conclusion**

The education for persons with disabilities has indeed been recognized both in international and domestic laws. The equality is identified in section 26 of the Universal Declaration of Human Rights, with article 13 openly acknowledging that education must be made available to the public. In addition, the International Covenant on Economic, Social, and Cultural Rights (1966), passed by Law Number 11 of 2005, recognizes education as a



fundamental right. The Republic of Indonesia's 1945 Constitution also states that education is the fundamental right of all community members. It is stated in Article 28 C paragraph (1) and Article 28 E paragraph (1) of the Republic of Indonesia's 1945 Constitution. The Convention on the Rights of Persons with Disabilities with Resolution 61/106, which was later ratified with Law Number 19 of 2011, is a specific example of international rules governing people with disabilities. Article 24 regulates the right to an education. The right to an education is also enshrined in Human Rights Law Number 39 of 1999, specifically Article 12. Law Number 8 of 2016 Concerning Persons with Disabilities protects the rights of persons with disabilities, including the right to education explicitly. With this education guarantee, persons with disabilities have a wide range of options for improving their ability to adjust to innovation and improve their quality of life. The environment and the law prevent people with disabilities from receiving inclusive education by distinguishing them from normal humans or regular classes and classifying them as human beings with special needs.

### ACKNOWLEDGMENT

The author received no funding for the conference, research, or publication of this article.

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