

---

**THE GENERAL PREPARATION OF THE TRAINING OF  
ELEMENTARY SCHOOL AND THE FAMILY AND THE  
EDUCATION OF GIFTED CHILDREN SCHOOL IN  
COOPERATION PRINCIPLES**

*A.T. Turalbayeva*

*Abai Kazakh National Pedagogical University, Almaty, Kazakhstan,  
turalbaeva\_a@mail.ru*

*M. Sultanbek*

*Hoca Ahmet Yesevi of the International Kazakh-Turkish University, Turkistan,  
Kazakhstan  
malik\_sultanbek@mail.ru*

*C.E. Utyupova*

*Abai Kazakh National Pedagogical University, Almaty, Kazakhstan,  
g.utyupova@mail.ru*

*B.Zh. Aidarov*

*Hoca Ahmet Yesevi of the International Kazakh-Turkish University, Turkistan,  
Kazakhstan  
baha7-9@mail.ru*

*Elmira Uaidullakzy*

*Abai Kazakh National Pedagogical University, Almaty, Kazakhstan,  
elmira\_uaidulla@mail.ru*

*Zh. Zhumash*

*Abai Kazakh National Pedagogical University, Almaty, Kazakhstan*

*Huseyin Uzunboylu*

*Near East University, Faculty of Education, Nicosia, North Cyprus  
huseyin.uzunboylu@neu.edu.tr*

**ABSTRACT**

The aera of innovative technology is occuring in terms of many aspects including knowledge, technology, politics, social economy, culture and education.

Developmental challenges provide implications towards the important roles of education to produce qualified human resources. In today's rapidly developing technological society, there has been increasing demand for highly skilled and professionally qualified experts. Teachers need to have relatively good competencies in making lesson plans since their lesson plans are based on standard competencies and elaborated indicators. However, in terms of implementing the lesson plans, it is clear that they have not implemented competency-based teaching learning process yet. In terms of assessment, teachers still implement conventional paradigm of testing and they do not know how to apply competency based assessment. This study aims to provide a review for modern education, teacher training and factors affecting teacher training process in Kazakhstan. In line with the aim of the study, quantitative method was used. The results were discussed with relevant literature and recommendations for further research and practices are also provided.

**Keywords:** Future specialists, teachers, innovative technology, competency, professional competency, learning process.

## 1. INTRODUCTION

The educational system of the Republic of Kazakhstan is aimed at joining the world educational space, so the quality of education is considered in the context of the correspondence of the level of education services to world standards and norms. Nowadays, the priority is to achieve such a quality of preparation of specialists, which will give them the opportunity to compete in the international labour market. In the conditions of market relations and increasingly complex requirements in the content of education, methods of organization of educational process to search for new reserves of raising the quality and effectiveness of training of the future specialists are required.

At the present time, there are considerable changes in the system of higher education of Kazakhstan. The main task of the higher school of Kazakhstan is to prepare highly qualified, competitive specialists, which requires a master degree as well, but also in the ways independent of their obtaining and understanding of new information in the professional activity. This involves the development of a special system of measures in professional training of future specialists, the research methods of the analysis, evaluation, storage of the information, its practical use, for the development of skills of self-setting objectives and problems, the analysis of the decisions, to allocate a new thing, make conclusions (The State Program of Education, 2016).

Modernization of Kazakhstan's education determines the main purpose of professional education as preparation of qualified specialists with appropriate level and profile, fluency in their profession, being able to effectively work on a specialty at the level of the world standards, ready to career development and occupational mobility. An important factor in the development of higher education is the using of innovative technology of the realization of a complex of measures aimed at ensuring full and timely use of reliable knowledge in all socially significant types of human activity. The process of using innovative technology has arisen simultaneously with the proliferation of electronics, computers, mobile devices, communication tools, intensive development and changes the nature of work and the place of man in the educational space (Ozcinar, Ekizoglu & Kanbul, 2016; Sakar, Gokbay & Karahoca, 2016).

Modern society requires a transition to a fundamentally new level of high-quality education. State of education of the Republic of Kazakhstan and the trends of development of the company require an urgent solution to the problems of the accelerated development of the educational system on the basis of computer technologies and the creation of a single educational information environment. As Baglama and Demirok (2016) childhood years are really important for future development of children. This situation can be enhanced with the benefits of using computer in education beginning from pre-school years (Dhir, Gahwaji & Nyman, 2013; Ozdamli & Tavukcu, 2016).

Future specialists should be competitive and in demand on the labor market. Therefore, the aims of education are defined, first of all, on the basis of the requirements of the curriculum for knowledge and skills and the requirements of the company to the development and education of the new generation. Students should be able to independently and actively operate, make decisions, to adapt flexibly to the changing conditions of life (Nyshanova, 2013).

Modern vocational education system is undergoing modernization: updated content, introducing new pedagogical technologies, development issues national-regional and university components. Some topical areas are such institutions as innovative education that integrates the most modern and efficient information technology-intensive research activities, interdisciplinary approach to learning, multi-level training of specialists, accounting intellectual labour market, the needs of students in accordance with their abilities (Vesela & Klimova, 2015).

All this requires training of a new generation of teachers who are ready to work in a rapidly changing environment, able to teach not only the subject, but related disciplines, integrated courses and elective courses. This further reinforces the formation of professional competence of future teachers. However, this might also lead to burnout among teachers which negatively affects their professional life (Kuimova, Uzunboylu, Chen & Gerasimchuk, 2016). Only professionally

competent teacher, capable of constructive transformation of activity and creativity, and vice versa, teacher with no knowledge of the basics of professional knowledge, abilities and skills will not be able to distinguish between the tasks of the first pedagogical necessary from the secondary task order and thereby sprays educational opportunities and tools. Therefore, in the dynamics of modern educational processes, there is increasingly recognized fundamental pedagogical professional competence, which is considered as a systematic, integrative unity, synthesis of intellectual and practical skills (Meirbekova, Nyshanova, Kerimbaeva, Mukhamedzhanov, Daribaev, & Iskakova, 2013).

To analyze development of professional competence of future pedagogy-psychologist in a higher educational institution, to identify the extent of its theoretical and practical elaboration on the basis of experimental verification and analysis of the comparison of the experimental and control groups of students of the Department «Pedagogical science» of the Humanitarian science faculty of the Kh.A.Yasawi International Kazakh-Turkish, on a specialty 5B010300 – pedagogy and psychology; to justify the need and necessity of formation of professional competence as a component of the professionally-oriented training of the future pedagogies, to develop methodical system of formation of professional competence of future pedagogies (Yazcayir & Selvi, 2014).

The important meaning of using innovative technology is the aspect that is associated with the motivation of learning. It is known that use of technology and internet facilitates learning and this notion is accepted by parents as well (Tezer, 2013). Motivation is the most important condition for the effectiveness of training (Trskova, 2017). The main directions of the using of technology in the work of psychologist in the first place, you can use ready-made products: computer games and simulators, battery of computer tests, educational games, digital books, textbooks, encyclopedias, psychological resources of the Internet (Kuimova & Karpacheva, 2016; Seker, 2017). Nevertheless, Bicen and Uzunboylu (2013) stated that use of social networking sites such as Facebook, which has become so prevalent, facilitates communication between students and teachers and access to course materials.

If you cannot find ready-made materials, it is possible to develop them independently and the simplest is the presentation on the basis of which you can make games, use them to practice. For the same purpose you can use the Web pages not only on the Internet, nor to create games. The web site also can be done easily using ready-made set of tools (Tugun & Ozdamli, 2014). Based on the literature mentioned, this study aims to provide a review for modern education, teacher training and factors affecting teacher training process in Kazakhstan. It is observed that

## 2. METHOD

Participants of the study were 20 teachers of Kh.A.Yassawi International Kazakh- Turkish University, Turkistan who teach the third and fourth year students. The data were collected using questionnaires and followed by focused group discussions. Besides that, observations were also conducted in order to see the competencies of teachers in conducting the teaching learning process in the classroom. The whole data were then analyzed based on a descriptive content analysis method.

The modern period of development of society is characterized by the process of informatization - the use of information as a social product, providing acceleration of scientific-technical progress, the intellectualization of the main types of human activity and the democratization of society.

The educational system should not only give the students the necessary knowledge about the new informational environment of the society, the practical ability to use its features, but also form their new world outlook, which should be based on an understanding of the main role of information and information processes in human society. Modern technologies in the teaching open access to non-traditional sources of information, increase the efficiency of independent work, give absolutely new opportunities for the creation, acquisition and consolidation of various professional skills and allow realizing a fundamentally new forms and methods of training. Informatization of education is a field of scientific-practical human activity, aimed at the application of technologies and equipment for collection, storage, processing and disseminating information, providing the systematization of the existing and development of new knowledge in the sphere of education for the achievement of psychological-pedagogical purposes of training and education (Grinshkun, 2004).

Informatization involves technological change in the content, methods and organizational forms of education. This should solve the problem of the content of education at the present stage, the ratio of traditional part of the educational process and computer technologies, the new relationship between the student, the teacher and the educational environment. The development of the innovative technologies entails the formation of a new educational system, which can ensure the delivery of educational services in the educational process of the university.

At the present time, game technology, technology of individualization of education, problem teaching, communicative technologies, etc. have been created and are successfully used. On the other hand, especially foreign language education in Kazakhstan supports intercultural communication (Sulkarnayeva, 2017). They are all based on the methods of active learning, so they are referred to as the modern educational technologies or drama (Kumiova & Gaberling, 2014;

Mura, Bernardi & Diamantini, 2015). At the present time, it is still a problem the use of innovative technologies in the educational process of the high school. Despite the urgency of this problem there is no single, coordinated for these purposes strategy. Issues of use of innovative technologies of training weakly associated with the teaching plans and programs. The psychological and pedagogical aspects of creation and introduction in educational process of high school innovative technologies have not been adequately studied and worked out. In addition to high school, use of mobile technologies in higher education has been studied recently as well including foreign language teaching (Uzunboylu, Hursen, Ozuturk & Demirok, 2015; Bradley, 2015). Furthermore, Read and Kukulska-Hulme (2015) proposed that mobile applications can be integrated into distance education in order to increase student motivation.

The analysis of the higher school of pedagogical practice allows asserting that the process of their implementation today the former is very spontaneously. One of the main reasons of such situation is the absence of a uniform methodology for the use of innovative technologies of training in the system of professional training of specialists, which in turn creates a lot of problems, starting from creation of the infrastructure of informatization of the education and finishing with the use of available educational software products in educational process. Thus, there is an objective contradiction between the real need of the use of innovative technologies of training and lack of elaboration of the didactic aspects of the creation and use of innovative technologies of training (Berkimbaev, Nyshanova, Kerimbaeva & Meyrbekova, 2012).

### **2.1. Professional competencies in planning the teaching and learning process**

In relation to the definition of the pedagogic competencies, the data were therefore classified into competencies of planning, implementing, and assessing the teaching learning process in the classroom.

Planning is vital to teaching. The importance of planning affects a wide variety of educational activities as described by Clark and Lampert (1986). Teacher planning is a major determinant of what is taught at the university. The curriculum as published is transformed and adapted to the planning process by additions, deletions, interpretations, and by teacher decisions about pace, sequence and emphasis. The teacher is responsible for planning decisions about what to teach, how long to devote to each topic, and how much practice to provide take on additional significance and complexity. Other functions of teacher planning include allocating instructional time for individuals and groups of students, composing student groupings, organizing daily, weekly, and term schedules, compensating for interruptions from outside the classroom and communicating

with substitute teachers. In order to assess the professional competencies of good teachers in planning the teaching and learning process, the teachers were asked to make lesson plans. The results of the analysis can be summarized as follows. Based on these aspects of analysis it can be stated that teachers are quite good in all aspects. However, there are still some things which need to be improved.

The competencies of teachers in developing materials seem sufficiently performed. When they were asked how they developed the materials, it was mentioned that they just quoted from the text books provided. This is quite understandable. However, the competencies of teachers in providing learning experiences seem not as good as developing material. The teachers mostly followed the steps provided in the text books. In other words, the teachers do not try to provide something innovative, but just copy the steps of the books instead. Lack of creativity was also reflected in the kind of techniques chosen by the teachers since creativity facilitates problem solving in teaching. Analyzing from the teachers' lesson plans, almost all of them mentioned the 'three phase technique' as their techniques which consisted of pre, while and post activities. How those sub steps were arranged were still teacher-centered. When the steps of the techniques were analyzed and compared with the order of the activities in the text book it is clear that the steps were exactly the same with the order of the textbook. This indicates that teachers do not try to arrange innovative and creative management for their teaching and learning situation in the classroom. Also, they did not try to modify their text book in order to suit it to their students' level of ability and understanding. In other words the teachers just follow the book as it is. Very often, it is found that the students struggled hard to understand some vocabulary provided in the book. Consequently, most of them easily felt bored in the classroom. In terms of assessment, it can be said that teachers' competencies are limited to knowing the test techniques only, so in their lesson plans they only chose the tests for measuring the students' competencies. What is meant by competency-based assessment in fact was not entirely understood by the teachers. Through focused group discussion, it was revealed that the teachers know about portfolio, but they are not well informed with non-test techniques or other kinds of authentic assessments.

The results of the interview with the teachers, it was found that this kind of planning has consequences for what students learn. But it was not clearly proven that beginning teachers and experienced teachers plan differently, and that experienced teachers do not always plan as expected. Some teachers have positive opinions about this. For them, planning processes initiated by teachers can give both students and teachers a sense of direction and can help students become aware of the goals implicit in the learning task they are asked to perform. However, there are also teachers who have a different perspective. In their

opinion, planning is not necessarily written down but kept in their heads; and all plans certainly will not be applied as written down because it may need to be changed or modified based on the situation of the classroom. Besides that, there is an indication that making lesson plans every time before they teach is considered as another burden for the job of teachers which they admitted was already overwhelming. So for them, making lesson plans is mostly for the sake of administration requirements.

## **2.2. Professional competencies in conducting the teaching learning process and assessing students' outcomes**

Based on the observations conducted towards teachers' competencies in the teaching learning process, it can be stated that most of them are still teacher-centered. The teacher started the lesson by greeting the students as usual, and after that, asked the students to open their books and look at a chapter on a certain page in the students' book. The students were asked to read the passage and answered the questions provided in the book. After all the tasks provided in the worksheet were answered by the students, the teacher checked the students' answers. These are the rituals which are usually done by most teachers. The teacher mostly used direct instruction and was the centre of attention along the process in the classroom. Even though he tried to make some variations, they were limited to ask students to do the tasks in groups. However, it was clear from the observation that the teacher did not do any significant innovation in terms of substantial elements of teaching. Clarity of presentation positively influences student achievement and awareness on social issues should be increased among university students (Killen, 2006; Demirok & Baglama, 2015). From the observation, the teacher needs to improve his skills in explaining concepts. The concepts explained were not easily understood by students even though the teacher tried to repeat his explanation. However, he did it without trying to simplify the concept, make analogy to the things around the students, or relate the concept to things the students are familiar with. As a consequence, most students looked blank and could not catch the main idea of the explanation. Variability is also another concern of the teachers' classroom situation. In order to positively influence student achievement, the teacher can make deliberate and effective changes when presenting a lesson, like using different questioning strategies, giving different types of reinforcement, varying student activities or using different types of instructional materials. These changes help to sustain both student attention and interest, and keep students engaged in learning. Recently, teachers are encouraged



to use technology in educational materials due to the advancements in technology (Uzunboylu & Tugun, 2016).

The results of the interview reveal that the teachers in fact had a lot of experience to attend seminars or training organized by local governments. The training was intended to improve the teachers' competencies. However, the training was mostly theoretically oriented and lacking in practical guidance. This kind of training frequently brings about teachers' reluctance because they often find the knowledge gained from the training does not suit their needs and can not solve their problems in the field. As a result, the teachers can not apply their new knowledge and prefer to come back to their conventional rituals/habits of teaching. This reality is often difficult to be officially recorded because the training provided is rarely followed by any follow-up activities or any kind of monitoring or evaluation attached to the previous training. So if the training is finished, the responsibility is considered finished too. Nobody really pays any attention to this part, so when teachers are supposed to apply the new knowledge in the classroom, nobody guarantees that they will do so and change their habits of teaching; because once they close the door, nobody will really see and care what is going on inside the classroom. This kind of phenomena will not assist teachers to improve their quality regardless of a lot of theoretical training they have attended.

### **2.3. Competency in conducting assessment**

Assessment is the process of making judgment about the quality and value of the teaching. Assessment must be closely linked to the outcomes the teachers want to achieve. The main purpose of the assessment will be to determine what it is the students can do or understand that they could not do before the lesson (Alkharusi & Al-Hosni, 2015). Based on the observation toward the teaching learning process and the analysis toward the lesson plan made by the teachers, it is likely that most teachers still emphasized most on recognition tests. Their understanding is limited to the techniques of testing to measure students' understanding on recognizing correct responses, so the outcomes of learning was limited to 'knowledge' level or was only limited to the level of understanding. So, it is a wide discrepancy between what is assessed by teachers and what is expected by the curriculum. This situation demonstrated the fact that the teachers' understanding and interpretation about competencies and the expectation of the curriculum about competencies is still mismatched. Competencies are what the learners can actually do, say, express with what they know and have learned - they are tangible applications of what has been learned and it is emphasized that competency is a major step beyond just *knowing*. So in order to display their

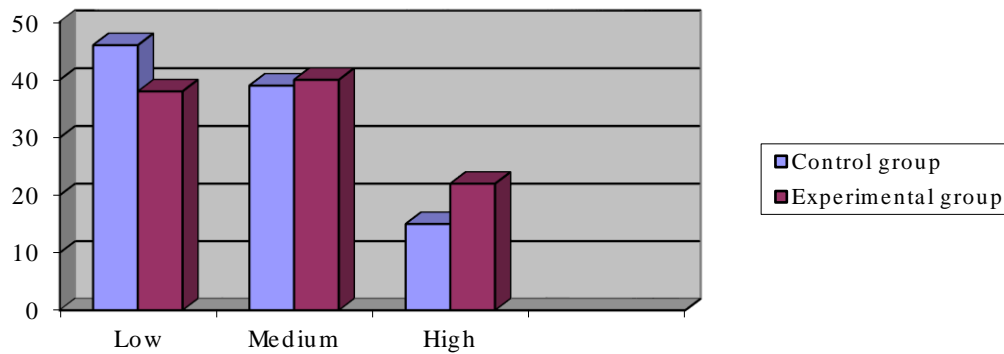
competencies, learners need to be able to demonstrate *understanding performance* that takes students beyond what they know. This is the point which is hardly touched by teachers in this era of competency-based curriculum. In fact, this is the root problem which is faced by teachers nowadays.

### **3. RESULTS**

Formation of professional competence of future specialists also due to the introduction of integrated system of formation of readiness of future specialists for professional self-improvement in the educational process at the University. In each of the areas of educational work, we have identified three main blocks contributed to the professional self-improvement: theoretical training, practical training, psychological training. Theoretical preparation unit includes the following issues: the role of self-education in the professional formation, the main directions of work of self-education teacher; Practical preparation unit included a student's creative tasks and jobs that we have classified as methodological, theoretical, methodological and practical. The third area of training activities contributed to the development of professional identity of future professionals. Upon completion of the formative experiment for testing the effectiveness of the research program conducted checks sections that sought to determine the levels of formation of professional competence future professionals. The result of the formative experiment was certain growth level of formation of professional competence of future specialists (see Table 1).

**Table 1 Levels of formation of professional competence of future specialists**

Groups	Levels		
	Low	Medium	High
Control groups	46	39	15
Experimental groups	38	40	22



Summarizing from the findings above, it can be stated that competency-based curriculum is not entirely applied by most of the teachers under observation. The ‘competency’ is applied in the level of lesson plans and even though it is applied in the classroom, the application only touched the ‘surface’ level and did not really touch the intended level expected by the curriculum, yet. Based on this reality, it can be stated the professional competencies of the teachers were not adequately performed. For that reason it is suggested that the teachers’ competencies need to be continuously improved not by theoretical training only but also by providing them with concrete models and examples through workshops.

#### 4. CONCLUSION

In conclusion, an innovative technology creates the conditions for the individualization and intensification of the training process, ensuring the implementation of the equal on the complexity of the exercise of all the students studying at the same time. The use of innovative technologies is the main basis for the preparation of competitive specialists. Proceeding from a fore said, it is possible to formulate priorities, which follow from the requirement of the training of competitive specialists at the high school.

The first is the increase of the level of training of specialists due to perfection of technologies of training, used today at the high school, and of wide introduction of information media in educational process. The second is to master the student of high schools the complex of knowledge, skills and abilities, development of personal qualities, ensuring successful implementation of the tasks of professional activity and comfortable functioning in the conditions of informational society, in which information is becoming crucial for high efficiency of work.

## REFERENCES

- Alkharusi, H. A. & Al-Hosni, S. (2015). Perceptions of classroom assessment tasks: An interplay of gender, subject area, and grade level. *Cypriot Journal of Educational Sciences*, 10(3), 205-217.
- Berkimbaev, K. M., Nyshanova, S. T., Kerimbaeva, B. T. & Meyrbekova, G. P. (2012). The formation of professional competencies of future specialists. *New Educational Review. Poland: Thomson Reuters Journal Impact Factor 0.,149*, 271-281.
- Bicen, H., & Uzunboylu, H. (2013). The Use of Social Networking Sites in Education: A Case Study of Facebook. *Journal of Universal Computer Science*, 19(5), 658-671.
- Bradley, L. (2015). The Mobile Language Learner-Use of Technology in Language Learning. *Journal of Universal Computer Science*, 21(10), 1269-1282.
- Clark, C. & Lampert, M. (1986). The study of teacher thinking: Implications for teacher education. *Journal of Teacher Education*, 37(5), 27-31.
- Dhir, A., Gahwaji, N. M. & Nyman, G. (2013). The role of the iPad in the hands of the learner. *Journal of Universal Computer Science*, 19(5), 706-727.
- Demirok, M. S. & Baglama, B. (2015). Perspectives of faculty of education students on autism spectrum disorders in North Cyprus. *Procedia-Social and Behavioral Sciences*, 190, 399-408.
- Grinshkun, V. V. (2004). *Teorija i praktika primenenija ierarhicheskikh struktur v informatizacii obrazovaniya i obuchenii informatike*. M.: MGPU.
- Killen, R. (2006). *Effective teaching strategies: Lessons from research and practice*. Cengage Learning: Australia.
- Kuimova, M. V. & Gaberling, I. P. (2014). Drama in extracurricular activities for technical university students studying English as a foreign language. *Life Science Journal*, 11(9), 352-353.
- Kuimova, M. V. & Karpacheva, E.V. (2016). Game as a means to enhance foreign language teaching. *Ponte International Scientific Researches Journal*, 72(2), 14-17.
- Kuimova, M. V., Uzunboylu, H., Chen, A. S. M., & Gerasimchuk, E. V. (2016). Emotional burnout in professional activity of a technical university teacher. *Ponte International Scientific Researches Journal*, 72(6), 57-61.
- Meirbekova, G. P., Nyshanova, S. T., Kerimbaeva, B. T., Mukhamedzhanov, B. K., Daribaev, Z. E. & Iskakova, P. K. (2013). The formation of professional competencies of future specialists. *Life Science Journal*, 10(9s), 426-430.
- Mura, G., Bernardi, M. & Diamantini, D. (2015). Training in the use of the ICT: What do the educators need? *Global Journal on Technology [Online]*, 09, 138-145.

- Nyshanova, S. T., Berkimbaev, K. M., Kerimbaeva, B. T., & Meirbekova, G. P. (2013). To the Problem of Using the Information and Computer Technology for Specialist's Competitive Training in High School. *Procedia-Social and Behavioral Sciences*, 89, 213-217.
- Ozcinar, Z., Ekizoglu, N. & Kanbul, S. (2016). A Study on Developing a Scale for Determining the Educational Usage of Mobile Communication Apps. *Journal of Universal Computer Science*, 22(1), 146-158.
- Ozdamli, F. & Tavukcu, T. (2016). Determination of Secondary School Students' Attitudes towards Tablet PC Supported Education. *Journal of Universal Computer Science*, 22(1), 4-15.
- Read, T. & Kukulska-Hulme, A. (2015). The Role of a Mobile App for Listening Comprehension Training in Distance Learning to Sustain Student Motivation. *Journal of Universal Computer Science*, 21(10), 1327-1338.
- Sakar, B., E., Gokbay, I., Z. & Karahoca, A. (2016). Assessment of readiness for learning and academic success on computer assisted learning: A study on computer integrated manufacturing with lathe. *Global Journal of Information Technology*. 6(1), 94-106.
- Seker, S. E. (2017). Transforming digital reputation of universitiesto the reputation of knowledge. *World Journal on Educational Technology: Current Issues*, 9(1), 08-17.
- Sulkarnayeva- Raphaelovna, A. (2017). Foreign language education in Kazakhstan: Paradigms and trends. *New Trends and Issues Proceedings on Humanities and Social Sciences [Online]*, 03, 18-24. Available from: [www.prosoc.eu](http://www.prosoc.eu)
- The State Program of Education Development of the Republic of Kazakhstan for 2011-2020. Retrieved from [www.edu.gov.kz](http://www.edu.gov.kz) on 10.12.2016
- Tezer, M. (2013). Parent Opinions with Regard to Elementary School Student's Use of the Internet. *Journal of Universal Computer Science*, 19(5), 692-705.
- Trskova, K. (2017). Streamline of the teaching methods for enhancing the student motivation at the University. *New Trends and Issues Proceedings on Humanities and Social Sciences. [Online]*. 02, 14-22. Available from: [www.prosoc.eu](http://www.prosoc.eu)
- Tugun, V. & Ozdamli, F. (2014). Designation of teacher candidates' self-efficacy and success level in designing multimedia. *World Journal on Educational Technology*. 7(2), 136-141.
- Uzunboylu, H., Hursen, C., Ozuturk, G., & Demirok, M. (2015). Determination of Turkish University Students' Attitudes for Mobile Integrated EFL Classrooms in North Cyprus and Scale Development: ELLMTAS. *Journal of Universal Computer Science*, 22(10), 1283-1296.
- Uzunboylu, H., & Tugun, V. (2016). Validity and Reliability of Tablet Supported Education Attitude and Usability Scale. *Journal of Universal Computer Science*, 22(1), 82-93.
- Vesela, D. & Klimova, K. (2015). Creative industries and their relation to translation/interpreting practice and to innovation. *Global Journal of Computer Sciences*. 5(1), 19-23.
- Yazcayir, N. & Selvi, K. (2014). Information and communication technology competencies of class teachers, *International Journal of Innovative Research in Education*, 1(1), 20-30.