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ON HUMANITIES AND
SOCIAL SCIENCES
PROCEEDINGS BOOK**

**ALBANIA, ALGERIA, AZERBAIJAN, BANGLADESH, GREECE,
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NIGERIA, TÜRKİYE, UNITED KINGDOM, PAKISTAN, PORTUGAL,
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**EDITORS
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CONTENTS

DÎVÂN-I HULÛSÎ-İ DÂRENDEVÎ'DE ESKİCİL ÖGELER.....	1
Tuba Betül ACAR	
THE RELATIONSHIP OF TEXTS WITH DIFFERENT CONNECTIVITY LEVEL READ BY PRIMARY SCHOOL 4TH GRADE STUDENTS AND READING PROSODY	16
Yağmur Ece ÇAVUŞOĞLU Doç. Dr. Süleyman Erkam SULAK	
JOHN LOCKE'UN DÜŞÜNCE VE FİKRİLERİ ÜZERİNDE BİR İNCELEME.....	22
Babur HAYA	
İŞ BECERİKLİLİĞİ, ÇALIŞAN PERFORMANSI VE İŞ STRESİ İLİŞKİSİNE DAİR BİR ALAN ARAŞTIRMASI	38
Yüksek Lisans Öğrencisi Sinan AYA Dr. Öğr. Üyesi Mehmet Ali TAŞ Doç. Dr. Hüseyin ÇİÇEK	
ÖRGÜTSEL ADALET, ÖRGÜTSEL BAĞLILIK VE ÖRGÜTSEL SAĞLIK KAVRAMLARI ARASINDAKİ İLİŞKİLER ÜZERİNE BİR ARAŞTIRMA.....	50
Hasan Fikri BİLGİÇ Dr. Öğretim Üyesi Hayri CENGİZ	
GÜNEY AZERBAIJAN SORUNU HAKKINDA BİR DEĞERLENDİRME	62
Dr. Öğretim Üyesi Ayten CAN	
KUANTUM HESAPLAMA: GELİŞİMİ, İŞLEYİŞİ VE KULLANIM ALANLARI.....	64
Zafer MEHMETOĞLU Dr. Farid HUSEYNOV	
İŞ DÜNYASINDA OYUNLAŞTIRMA	71
Gökay ŞEN Dr. Farid HUSEYNOV	
DIVERSITY IN ORGANIZATIONS, DIVERSITY MANAGEMENT AND MULTICULTURAL WORK ENVIRONMENT.....	76
Elif EKMEKÇİ	
SOSYAL MEDYA FENOMENİ ÖĞRETMENLER HAKKINDA ÖĞRETMEN GÖRÜŞLERİ (INSTAGRAM ÖRNEĞİ).....	77
Doç. Dr. Asiye TOKER GÖKÇE, Orhan KAYA	

İHSAN OKTAY ANAR'IN EFRÂSİYÂB'IN HİKÂYELEİRİ ADLI ANLATISINDA METİNLERARASILIK	88
Dr. Öğretim Üyesi Gaye Belkız YETER ŞAHİN	
DIGITAL BASED CREATIVE WRITING ACTIVITY EXAMPLES	99
Tuğçe DURMUŞ Doç. Dr. Seher ÇETİNKAYA	
EDUCATION IN THE 21st CENTURY: "TRANSFORMATION OF TRAINED TECHNOLOGY INTO DIGITAL LITERATURE MATERIALS"	113
Barış KÖSE	
İŞ BECERİKLİLİĞİ KAVRAMININ BİBLİYOMETRİK ANALİZ YÖNTEMİ İLE İNCELENMESİ	115
Doç. Dr. Mehtap ÖZTÜRK Emine ÇEVİK	
BEING A WOMAN IN THE SHIPYARD INDUSTRY: A QUALITATIVE FIELD RESEARCH IN YALOVA PROVINCE.....	125
Melike Ozcan	
PANDEMİ SONRASI İLKOKUL ÖĞRENCİLERİNDE TESPİT EDİLEN ÖĞRENME GÜÇLÜKLERİ VE YETERSİZLİKLERİ (UZAKTAN EĞİTİM SÜRECİ).....	128
Hayrettin Arslan Mustafa Yeşilyurt	
TÜRKİYE'S BALKAN POLICY: THE CASE OF KOSOVO	136
Dr. Fatih Tuna	
SİBER GÜVENLİK VE ÖNEMİ	138
Ergun Selçuk	
CYBER SECURITY AND ITS IMPORTANCE	144
Ergun Selçuk	
TÜRK DÜNYASI VE AZERBAIJAN TÜRKLERİNİN ÖZGÜRLÜĞÜNE ADANMIŞ ÇİLELİ BİR HAYAT: EBULFEZ ELÇİBEY.....	150
Dr. Taner GÜR	
RUSYA'NIN SİYASET PERSPEKTİFİNDE ESKİ SOVYET TOPRAKLARINDA YAŞAYAN RUS AZINLIKLAR.....	153
Arş. Gör. Muhammet ÖZCAN	
OTANTİK LİDERLİK İLE ÖRGÜTSEL ÖZDEŞLEŞME İLİŞKİSİ: HİZMET SEKTÖRÜ ÇALIŞANLARI İLE YAPILAN BİR UYGULAMA.....	155
Dr. Öğr. Üyesi Sibel AYBAR	

DÜZENSİZ GÖÇ BAĞLAMINDA KADIN VE AİLE.....	158
Doç. Dr. Deniz YETKİN AKER Murat DENİZ	
INVESTIGATING CONSUMERS' PRODUCT RETURN BEHAVIOR AND ATTITUDES TOWARDS UNETHICAL RETURNS	160
Mustafa Bilgehan Kutlu	
1970'LERİN PETROL KRİZLERİ İŞİĞİNDA 1980-1990 ARASI DÖNEMDE TÜRK EKONOMİSİNDEKİ GELİŞMELER.....	162
Sıtkı Selim DOLANAY	
KAVRAM KARİKATÜRÜ DESTEKLİ FeTeMM EĞİTİMİ.....	177
HATİCE GÜL SERHAT AYDIN	
PRESENTEEİSM (İŞTE VAR OLAMAMA) DAVRANIŞININ SOSYO-DEMOGRAFİK ÖZELLİKLER AÇISINDAN İNCELENMESİ: SANAYİ SEKTÖRÜNDE BİR UYGULAMA.....	179
Doç. Dr. Burcu DOĞANALP Doktora Öğrencisi, Melek Sermin EFEOĞLU	
USE OF VELOCITY BASED TRAINING IN STRENGTH SPORTS	182
Kerem Gündüz, Aziz Karhan, Mehmet İleri	
KUR'AN'DAN HAREKETLE KADER KAVRAMI ÜZERİNE BİR DEĞERLENDİRME.....	183
Mehtap Merve ATMACA	
CORPORATE SUSTAINABILITY ASSESSMENT WITH SENTIMENT ANALYSIS: EVIDENCE FROM BIST SUSTAINABILITY 25 INDEX.....	189
Arş. Gör. Sedat ÇEREZ Dr. Yavuz Selim BALCIOĞLU Arş. Gör. Abdullah Kürşat MERTER Prof. Dr. Gökhan ÖZER	
EVALUATION OF ANNUAL REPORTS OF COMPANIES WITH SENTIMENT ANALYSIS: AN APPLICATION IN BIST100 INDEX.....	197
Arş. Gör. Abdullah Kürşat MERTER Dr. Yavuz Selim BALCIOĞLU Arş. Gör. Sedat ÇEREZ Prof. Dr. Gökhan ÖZER	
ULUSLARARASI SÖZLEŞMELERDE KÜLTÜREL ÇEVRE KORUMA: İLKELER VE DEĞERLER	205
Öğr. Gör. Dr. Mahmut ÖZDEMİRKOL	

THE EFFECT OF SOCIAL MEDIA MARKETING ACTIVITIES ON INTENT TO USE BRANDED PRODUCTS.....	208
Assoc. Dr. Resul ÖZTÜRK Graduate Student, Zeynep KIZILKAN	
INFLUENCE LEVELS OF CONSUMERS FROM THE INTERNET AND SOCIAL MEDIA EAR TO EAR COMMUNICATION EFFECT.....	220
Assoc. Dr. Resul ÖZTÜRK Graduate Student, Zeynep KIZILKAN	
ÜRETİMDE MAKİNE ÖĞRENMESİ İLE PROSES PARAMETRELERİ OPTİMİZASYONU.....	232
SEMİH GÖKSU PROF. DR. BÜLENT SEZEN Dr. YAVUZ SELİM BALCIOĞLU	
KADINLARIN EKONOMİK GÜÇLENME SÜRECİ ÖNÜNDEKİ SORUNLAR VE NEDENLERİ.....	237
Doç. Dr. Elif Özlem ÖZÇATAL	
ORTAOKUL ÖĞRENCİLERİNİN SÜRDÜRÜLEBİLİR KALKANMAYA YÖNELİK TUTUMLARININ BAZI DEĞİŞKENLER AÇISINDAN İNCELENMESİ.....	240
Arş. Gör. Hacı Mehmet YEŞİLTAS Prof. Dr. Erol TAŞ	
TÜRKİYE ÇEVRE EĞİTİMİ ALANINDA SÜRDÜRÜLEBİLİRLİK ÜZERİNE YAPILAN LİSANSÜSTÜ TEZLERİN İNCELENMESİ.....	252
Arş. Gör. Hacı Mehmet YEŞİLTAS Prof. Dr. Erol TAŞ	
FIELD SELECTION IN VOCATIONAL AND TECHNICAL HIGH SCHOOLS WITH MULTI-CRITERIA DECISION-MAKING METHODS.....	264
Sezin GÜLERYÜZ İsmail ÖZKAYA	
HUKUKTA FAZLA ÇALIŞMA KAVRAMI VE İSPAT SÜRECİNDEKİ USUL HATALARININ DEĞERLENDİRİLMESİ.....	273
Yüksek Lisans Öğrencisi Halil İbrahim KARA	
1982 ANAYASASI DÖNEMİNDE MİLLETVEKİLLİĞİ STATÜSÜNÜN KAZANILMASI VE BAZI SORUNLAR.....	275
Dr. Öğr. Üyesi Ferhat USLU	
1936 BERLİN VE 1972 MÜNİH OLİMPİYATLARININ OLİMPİK FELSEFE AÇISINDAN İNCELENMESİ.....	281
Burak Subaş, Zülbiye KAÇAY	

BİR KAHVENİN KIRK YIL HATRI VAR MI? RİTÜELLERE DAYALI TÜKETİM ALIŞKANLIKLARI ÖZELİNDE BİR İNCELEME	283
Phd. Candidate Aysen AYDIN Dr. Öğr. Üyesi İrfan AKYÜZ	
TÜRKİYE'DE PANSİYONLU OKULLAR VE YAŞANAN SORUNLAR	285
Merve Nur AYZAZ, Şeyma YERGİN, Songül KARABATAK	
DEPREMİN ÖĞRETMENLER ÜZERİNDEKİ ETKİLERİ: MARAŞ DEPREMİ ÖRNEĞİ	297
Şeyma YERGİN, Merve Nur AYZAZ, Songül KARABATAK	
THE REALITY OF THE INTEREST RATE-INFLATION DILEMMA	307
Gözde BOZKURT İsmail Erkan ÇELİK	
OLİMPİYATLAR VE SÜRDÜRÜLEBİLİRLİK	315
Ahmet Furkan ÖZDEMİR, Doç. Dr. Zülbiye KAÇAY	
EXPANDING THE SCOPE OF PLEDGE: MENU OF COLLATERALIZABLE ASSETS AND TURKISH FIRMS' ACCESS TO CREDIT	319
Sevcan Yeşiltaş	
KAMU KURUMLARININ YÖNETİŞİM BAĞLAMINDA DİYALOGİK HALKLA İLİŞKİLER UYGULAMALARI: MİLLİ EĞİTİM BAKANLIĞI TWİTTER PROFİLİ ÜZERİNDEN BİR ANALİZ	320
Gülay OKTİK	
ŞAMANİZMDE ŞAMANIN ENSTRÜMANLARI ÜZERİNE BİR DEĞERLENDİRME	322
Kadriye TÜRKAN	
THE IMPORTANCE OF DIGITAL MARKETING IN CIVIL AVIATION İNDUSTRY	328
Prof. Dr. Abdullah KARAMAN Yüksek Lisans Öğrencisi, Burebiye SAİDULA	
EVALUATION OF PRIVATE SCHOOL SELECTION PROCESS USING MULTI-CRITERIA DECISION- MAKING TECHNIQUES.....	333
Sezin GÜLERYÜZ Ural Mustafa ÖZCAN	
ÇOK KRİTERLİ KARAR VERME YÖNTEMLERİYLE KAMU SEKTÖRÜNDE BULUT BİLİŞİM HİZMET SAĞLAYICISI SEÇİMİ	345
Dr. Öğr. Üyesi Sezin GÜLERYÜZ Feyza AKGÜL	

GIDA ENDÜSTRİSİNDE MAKİNE ÖĞRENİMİ: LİTERATÜR ÇALIŞMASI	347
BÜŞRA AYDIN PROF. DR. BÜLENT SEZEN Dr. YAVUZ SELİM BALCIOĞLU	
BEDEN EĞİTİMİ ÖĞRETMENLERİNE VE DERSİNE YÖNELİK DİĞER ÖĞRETMENLERİN ALGILARININ METAFORİK ANALİZİ	356
Prof. Dr. Mehmet ACET Dr. Öğr. Üyesi/ Özlem EKİZOĞLU Dr. Öğr. Üyesi Efecan TEZCAN Osman SARI	
ŞERHLERİ EKSENİNDE MEVLİD'DE TASAVVUFİ UNSURLAR	366
Yunus Emre GÜÇLÜ	
ŞƏFİQƏ XANIM ƏFƏNDİZADƏNİN PUBLİSİSTİKASINDA QADIN AZADLIĞI	374
Sadıqova Afaq	
ENHANCED METACOGNITION WITH THE HELP OF THEORY OF MIND AS A TOOL FOR BETTER TEACHING-LEARNING EXPERIENCE	378
Vikas Chandani	
THE IMPACT OF CAREER PLEATEAU ON EMPLOYEE BOREDOM AT WORKPLACE THROUGH FELT OBLIGATION: THE MODERATING ROLE OF COPING STRATEGIES	379
Ayesha Shafique Dr Amber Jamil	
MAKING THE RIGHT CHOICE: A STUDY ON THE LIVING ARRANGEMENTS FOR OLDER ADULTS IN URBAN AREAS IN PENANG AND THEIR IMPACT ON QUALITY OF LIFE	381
Nik Norliati Fitri Md Nor	
THE MEDIATING EFFECT OF STUDENT INTELLECTUAL STIMULATION ON THE RELATIONSHIP BETWEEN TEACHER SELF-ASSESSMENT AND TEACHER LEADERSHIP COMPETENCY	382
John Rey A. Otong	
A BROAD EXPLANATION OF MODERN TEACHING METHODS IN EDUCATION	383
Abdullayeva Vüsalə Çingiz qızı. müəllim	
E-COMMERCE AND SALES PERFORMANCE OF SELECTED MOTORCYCLE BUSINESSES IN PANABO CITY	386
Enrique O. Torino, CTT, AICP, CPA, MBA	
THE IMPACT OF CAPITAL MARKET ON NIGERIA'S ECOMIC GROWTH	387
Toheeb Akanbi Musliudeen	

MARKETING STRATEGY AND CUSTOMER DINING EXPERIENCE IN FAST FOOD ESTABLISHMENTS DAVAO CITY, PHILIPPINES	395
Junell S. Pongase	
ERKƏN YENİYETMƏLİK DÖVRÜNDƏ MƏKTƏB BULLİNQİNİN XÜSUSİYYƏTLƏRİ.....	396
Prof. Şəfiyeva Elnarə İbrahim qızı	
Dos.Allahyarova Sevinc Ağavəli qızı	
Dos.Səməndarova Aydan Firudin qızı(BDU)	
Müə.İgidova Emiliya Şahrudin qızı	
ENVIRONMENTAL LITERACY OF FINANCIAL MANAGEMENT STUDENTS IN UM-PANABO COLLEGE.....	404
Jovany Gleen Lonzaga Allawan & Ann Norrien Coquilla Pastor	
PERCEPTIONS OF ELEMENTARY SCIENCE TEACHERS ON THE DIFFERENTIATED INSTRUCTION ITS PRACTICE AND IMPLEMENTATION.....	405
Trishia Mae G. Biare, Donnah Babes A. Margallo, Del Bernalyn R. Martinez & Jovany Gleen Lonzaga Allawan	
FACILITATING LEARNING IN THE VIRTUAL PHYSICS CLASSROOM.....	406
Bridget L. Daroy, Christine P. Estrera, Zharina S. Sera & Jovany Gleen Lonzaga Allawan	
SENIOR HIGHSCHOOL STUDENT’S MOTIVATION AND PERCEPTION: A PHENOMENOLOGICAL INQUIRY IN PHYSICAL SCIENCE LEARNING.....	407
Junah Grace A. Egail, Roxanne B. Gella, Gerlie B. Pelisco & Jovany Gleen Lonzaga Allawan	
LIVED EXPERIENCES OF ELEMENTARY SCIENCE TEACHERS IN DEVELOPING STUDENTS CREATIVE THINKING AND AUTONOMY IN LABORATORY CLASSES	408
Jessica D. Valera, Mariene F. Dequiña, Mizzy Claire P. Nicolas & Jovany Gleen Lonzaga Allawan	
BATANG AMA: THE UNTOLD STORIES OF SINGLE TEENAGE FATHERS	409
Sarah B. Cariño	
QARABAĞ ZƏFƏRİ QARDAŞ ÖLKƏLƏRİMİZİN TARİXİ SƏHİFƏLƏRİNƏ NUR SAÇIR.....	410
Baş müəllim Şahismayıl Namaz oğlu İsmayılov	
ERKƏN YENİYETMƏLİK DÖVRÜNDƏ MƏKTƏB BULLİNQİNİN XÜSUSİYYƏTLƏRİ	413
Prof. Şəfiyeva Elnarə İbrahim qızı	
Dos.Allahyarova Sevinc Ağavəli qızı	
Dos.Səməndarova Aydan Firudin qızı(BDU)	
Müə.İgidova Emiliya Şahrudin qızı (BDU)	

AN ANALYTICAL STUDY ON WORK-LIFE BALANCE AMONG WOMEN EMPLOYEES AND THEIR PRODUCTIVITY	421
Dr. SALLA VIJAY KUMAR AKANKSHA KARAHANA	
MEDIA VASİTƏLƏRİ 44 GÜNLÜK MÜHARİBƏNİN SƏBƏBLƏRİ VƏ BAŞLANMASI HAQQINDA....	433
Dosen Dr. Aytekin Zeynalova	
NATIONAL LEADER HAYDER ALIYEV AND TURKSOY.....	438
Shahnaz Tagiyeva	
TEACHING METHODOLOGY OF WESTERN EUROPEAN ART IN VIII CLASS FINE ART TEXTBOOK	441
Emil Raul oğlu Ağayev	
JOB SHIFT FROM INDUSTRY TO ACADEME: THE PLIGHT OF EDUCATION UNIT EARNERS TEACHING TLE SUBJECTS.....	446
NOLIE, JR. C. GUADALQUIVER, Adviser: DR. CELSO L. TAGADIAD	
THESIS FOLKLORE OF MINORITY PEOPLES LIVING IN AZERBAIJAN	447
E.M. Garayev S.S.Huseynova	
A CORRELATIONAL STUDY BETWEEN STUDENTS' MORAL VALUES AND THEIR ACADEMIC BEHAVIOR IN LORENZO S. SARMIENTO SR. NATIONAL HIGH SCHOOL.....	455
Donabelle A. Bacor, Drispy Mae C. Balbarino, Angelica Joy G. Caalem & Krystal Joy M. Clamares, PhD	
LECTURE CLASSES AND ITS RELATIONSHIP TO THE STUDENTS' ENGAGEMENT IN LORENZO S. SARMIENTO SR. NATIONAL HIGH SCHOOL.....	456
Ervina Anne M. Abit, Kristal Joy F. Asna, Rose Marie A. Bulawit, Rahffy L. Damacino, Krystal Joy M. Clamares, PhD	
EXAMINING THE EFFECTIVENESS OF MONETARY POLICY IN CONTROLLING INFLATION: A NEW KEYNESIAN PERSPECTIVE.....	457
Satinderjit Kaur	
SELF-ESTEEM AND ITS INFLUENCE ON CAREER DECISION OF SENIOR HIGH SCHOOL STUDENTS IN LORENZO S. SARMIENTO SR. NATIONAL HIGH SCHOOL.....	458
Ann Marie S. Laconza, Christian Nick M. Cruda, Desiree C. Lico,	
PISA: INSIGHT AND AN EDUCATION REFORM IN INDIA.....	460
Amanpreet Kaur Jaspreet Kaur	

PROVISION OF PANTAWID PAMILYA PILIPINO PROGRAM (4P'S) SUPPORT AND ITS INFLUENCE TO THE ACADEMIC PERFORMANCE OF STUDENTS IN LORENZO S. SARMIENTO SR. NATIONAL HIGH SCHOOL465

Mary Rose Alliones, Mikylla P.Abarquez, Mae S. Opiala, John Ellemeleck P. Austria, Krystal Joy M. Clamares, PhD

PHOTOVOICE ANALYSIS ON ENVIRONMENTAL ISSUES THROUGH THE LENS OF BSED ENGLISH STUDENTS.....466

Patricia Nadine L. Chico and Joyce B. Hernando

ABANDONED STUDENTS: THE LOSS OF PARENTAL CARE..... 467

Amelie L. Chico , Cherry Ann Ablas, Miraflor Aurestila, and Gladys Nicor

STUDY SKILLS AS A PREDICTOR IN IMPROVING THE ACADEMIC PERFORMANCE OF THE SENIOR HIGH SCHOOL STUDENTS468

Shamie Jaize F. Dejado,Marie Kris C. Grafil, Lovely Lapaz,Ehiel R. Esporma,Krystal Joy M. Clamares, PhD

THE PROBLEM OF THE ORIGIN OF THE SCYTHIANS.....469

Ramiz HUSEYNOV

A DATA DRIVEN APPROACH TO MEASURE RESTAURANT PERFORMANCE BY COMBINING ONLINE REVIEWS WITH HISTORICAL SALES DATA WITH REFERENCE TO THE SELECT HOTEL OF GANDHINAGAR – INDIA 476

Satish Singh

Nitya Puraswani

SINUGDANAN: DELVING INTO THE EXPERIENCES OF FIRST-GENERATION COLLEGE STUDENT 486

Prof. EDLYN JOY ESPIRITU

“DAHON SA BAG-ONG KINABUHI: A STORY OF A REBEL RETURNEE THROUGH A NARRATIVE INQUIRY”..... 487

Prof. EDLYN JOY ESPIRITU

ÜMUMMİLLİ LİDER HEYDƏR ƏLİYEV MÜASİR AZƏRBAYCAN ƏDƏBİYYATI NÜMAYƏNDƏLƏRİ MAQSUD VƏ RÜSTƏM İBRAHİMBƏYOV QARDAŞLARI HAQQINDA.....488

Nazile Abdullazade

THE PROBLEM OF POLITICAL LAW AND JUSTICE..... 490

Dr. Rushanzadeh Rushan

AZƏRBAYCANCA LÜĞƏTLƏRİN LEKSİKOQRAFİK DƏYƏRLƏNDİRİLMƏSİ.....491

İ.Q.Cabbarova

DEMOGRAFİK FAKTÖRLERİN SIYASI İSTIKRAR ÜZERİNDEKİ ETKİSİ.....	498
Doctor of Philosophy Ulker Imamaliyeva	
THE OLD AND THE NEW: SIGNIFICANT DIFFERENCE ON STUDENT ADJUSTMENT	505
Sarah Jean Cole	
ADAPTIVE LEADERSHIP BEHAVIOR AND ORGANIZATIONAL EFFECTIVENESS IN HIGHER EDUCATION INSTITUTIONS	506
Ernesto T. Ibardaloza, Jr.	
DIGITAL ADOPTION OF TELECOMMUNICATION BUSINESSES IN NIGERIA: THE RELATIONSHIP WITH BUSINESS PERFORMANCE.....	507
Olubiyi, Timilehin Olasoji, PhD Oghenenyore Ezekiel Esohwode Temi Olajide -Arise	
İBN NÜBATƏ ƏL-SƏDİ POEZİYASININ SƏCİYYƏVİ XÜSUSİYYƏTLƏRİ	509
Natəvan Bağirova	
MARKET ACCEPTABILITY AMONG PROSPECTIVE CUSTOMERS OF FELIGRINA FOODS IN DAVAO CITY	510
Enrique O. Torino, CCM, CTT, AICP, CPA, MBA	
PEERING INTO LANGUAGE AND COMMUNITIES: BENEFITS OF MULTILINGUALISM.....	511
Earl Jones G. Muico	
GÜNEY KAFKASYA'NIN RUSYA VE TÜRKİYE İÇİN JEOPOLİTİK ÖNEMİ	512
Vaskhanim Orujova	
THE ENVIRONMENTAL AND HEALTH IMPACTS OF TOBACCO AGRICULTURE, CIGARETTE MANUFACTURE AND CONSUMPTION	517
Abdul Rasool Khoso, Bibi Rahnuma	
READING STRATEGY AND READING COMPREHENSION AMONG THIRD YEAR STUDENTS OF BSED- ENGLISH AND FILIPINO IN UM PANABO COLLEGE.....	518
Camela Clair S. Mendoza, Johanna Faye B. Nuñez, Regie T. Quiñones & Liezel V. Chan	
AN ASSESSMENT PLAN FOR THE CLEAN AND GREEN PROGRAM OF BARANGAY MAGUGPO SOUTH, TAGUM CITY, DAVAO DEL NORTE: BASIS FOR INTERVENTION PLAN	519
Enrique O. Torino, CCM, CTT, AICP, CPA, MBA	
LIVED EXPERIENCES OF TRICYCLE DRIVERS DURING COVID-19 PANDEMIC	520
Jomar Poblacion, MBA ¹ , Aubrey S. Canillo, Gretchen A. Ogahayon, & Andrea Gabrielle V. Paculio	

HOUSE OF HOPE: THE BAHAY PAG-ASA YOUTH REHABILITATION CENTER IN ENSURING EFFECTIVE AND EFFICIENT DELIVERY OF SERVICES OF THE LOCAL GOVERNMENT OF VALENZUELA CITY	521
RYAN M. AGUINALDO	
BUDGETING AND ITS INFLUENCE TO THE SPENDING BEHAVIOR OF GRADE 12 STUDENTS IN LORENZO S. SARMIENTO SR. NATIONAL HIGH SCHOOL	523
Brenda Baretua & Anna Marie O. Pelandas	
HEALTH AT HAND: YOUNG ADULT USERS' PERSPECTIVE ON HEALTH MONITORING WATCHES	524
Acosta K, Aurellano C, Lang-ay E, Pajimola J, Patao E, and Tarubal K,	
THE INFLUENCE OF SOCIAL INTERACTION TOWARDS EMPLOYEE WELL-BEING OF COMMERCIAL STORE EMPLOYEES IN THE MUNICIPALITY OF MAWAB.....	525
Michelle P. Baon & Anna Marie O. Pelandas	
AN ANALYSIS ON THE IMPACT OF CLIMATE CHANGE ON WETLANDS IN WEST BENGAL AND A NEED FOR NEW POLICIES TO ACHIEVE SUSTAINABILITY	526
Dr. Sumanta Bhattacharya Bhavneet Kaur Sachdev	
COMPARISON OF HAMSTRING FLEXIBILITY BETWEEN DOMINANT ATTACK AND PIVOT LEG OF COLLEGE FEMALE TAEKWONDO PLAYERS	527
Lin, Shin-Jung, Chang, Wei-Gang	
MONUMENTS BELONGING TO THE PERIOD OF GARAGOYUNLU AND AGGOYUNLU	528
Asadova Ayten Vagif	
QARAQOYUNLU VƏ AĞQOYUNLU DÖVRÜNƏ AİD ABİDƏLƏR	529
Əsədova Aytən Vaqif	
THE VALENZUELA MANDATORY DISCLOSURE PROGRAM: TOWARDS AN EFFECTIVE LOCAL GOVERNMENT TRANSPARENCY OPERATION POLICY	535
Diana T. Arsua Stephanie Ann R. Crisol Michville A. Rivera, Phd	
IMPACT OF MACROECONOMIC VARIABLES ON THE INDIAN STOCK MARKET WITH SPECIAL REFERENCE TO THE NIFTY 50 INDEX.....	536
Kelvin Mutum	
HUMAN TRAFFICKING, ITS ISSUES AND CHALLENGES	537
Dr. Hans Kumar Sharma	

INVESTIGATIVE JOURNALISM	538
Nigar Aghayeva Ikram	
THE INFLUENCE OF JOB SECURITY ON ORGANIZATIONAL COMMITMENT AMONG EMPLOYEES IN THE BARANGAYS OF MAWAB, DAVAO DE ORO	541
Zandy S. Ybañez, Xander Kim T. Masing, Lara Marie V. Sanchez, James Paul B. Fernandez, Krystal Joy M. Clamares, PhD	
CORPORATE SOCIAL RESPONSIBILITY AND ITS INFLUENCE TO THE EMPLOYEES’ PERFORMANCE IN APEX MINING CORPORATION	543
Lovely Rose M. Oro & Anna Marie O. Pelandas, MAEd	
A CORRELATIONAL STUDY BETWEEN WORK ENVIRONMENT AND EMPLOYEES’ RETENTION OF SMALL-SIZED ENTERPRISES IN MAWAB, DAVAO DE ORO	544
Angie Pamisa, Lyka Grace Sialongo, Joyce Millanes & Anna Marie O. Pelandas	
THE INFLUENCE OF WORK IMMERSION PROGRAM ON THE EMPLOYABILITY SKILLS OF GRADE 12 STUDENTS IN LORENZO S. SARMIENTO SR. NATIONAL HIGH SCHOOL	545
Lanie Mae G. Lansang, John Riel D. Fano, Krystal Joy M. Clamares, PhD	
TECHNOLOGICAL ALCHEMY: EXPLORING THE CONFLUENCE OF TECHNOLOGY AND LITERATURE IN RICHARD POWERS’ PRISONERS DILEMMA.....	547
Aiman Jan	
THE POLITICS OF REPRESENTATION: GENDER, RACE, AND SEXUALITY IN BERNARDINE EVARISTO’S FICTION	548
Misbah	
HYPOTEXT OF SHORT PROSE AND THE PERITEXTUAL ELEMENTS FEATURED IN THE NOVELS OF KASEM TREBESHINA WRITER	549
Dr. Enida GODIME	
CULTURE SHOCK: A PROSPECT FOR THE CLINICAL DUTIES OF THIRD-YEAR STUDENTS FROM LORMA COLLEGES	555
Ianne Mikaela Sandoval	
TOWARDS AN EFFECTIVE PUBLIC LOCAL GOVERNANCE: IDENTIFYING THE LEADERSHIP TECHNIQUES AND PERFORMANCE OF THE CITY GOVERNMENT OF VALENZUELA.....	556
Michville A. Rivera, Phd Ivan Jerome M. Hate Jan Marie B. Pajantoy Czairafred S. Valdez	

STUDENTS' PERSPECTIVES: AN INSIDE LOOK AT ROMANTIC RELATIONSHIPS AMONG STUDENTS.....	558
Joyce Rulla, Barbie Tayaban, Diva Kim, Andrei Jarata, Andrei Palmero, Aaron Ollero	
UNVEILING STORIES OF STUDENT LEADERS IN THEIR ACADEMIC AND NON-ACADEMIC JOURNEY.....	559
Larry C. Bercilla Arnel L. Mamac- Jenybabe M.Palingcod Mary Mae M.Plasquita	
BOTIKA NG BAYAN: A COMPREHENSIVE HEALTH AND SOCIAL SERVICES DEVELOPMENT PROGRAM OF VALENZUELA CITY.....	560
Helen N. Baguna Xyrelle Anne F. Agbuya Maria Isabel M. Moraga Jhymee Claire M. Torres	
THE LANGUAGE OF SARCASM ON FACEBOOK: A CONTENT ANALYSIS OF POLITICAL ARGUMENTS AMONG FILIPINO INTERLOCUTORS.....	562
Anthony Amolo , Norberto Claridad and Christine Pagdanganan	
ADJUNCTS USE IN NEAR-DEATH EXPERIENCE (NDE) NARRATIVES OF COVID-19 SURVIVORS: A SYSTEMIC FUNCTIONAL LINGUISTICS ANALYSIS.....	563
Jaime Gravador	
"PREDICTING STUDENTS' ACADEMIC PERFORMANCE USING MULTIPLE LINEAR REGRESSION BASED ON PRINCIPALCOMPONENT ANALYSIS".....	564
Ma. Judy Ann P. Nacionales and Eva C. Rubia	
DISASTER EDUCATION IN ELEMENTARYSCHOOL CURRICULUM: BASIS FOR FRAMEWORK DESIGNING.....	566
Honey Grace C. Libayao, Celso A. Navaluna, Jr., Jean L. Allosada and Jeanilyn E. Tacadena, PhD	
İSTİQLAL MÜCAHİDİ MİRZƏ BALA MƏHƏMMƏDZADƏ.....	567
Aygün Qubad qızı Əzimova	
IMPACT OF SOCIAL NETWORKING SITES ON SENIOR SECONDARY SCHOOL STUDENT'S ACADEMIC ACHIEVEMENT.....	569
Anju Sharma	
THE MAIN SPECIFICS OF ARBĒRESH LITERATURE.....	575
Dr. Jolanda Lila	
'REMEMORING' TRAUMA AND SLAVERY IN TONI MORRISON'S BELOVED.....	579
Ankita Bhowmick & Paonam Sudeep Mangang	

LEARNING ENGLISH ATTITUDE AND ITS INFLUENCE TO THE ACADEMIC SELF EFFICACY OF STUDENTS IN LORENZO S. SARMIENTO SENIOR NATIONAL HIGH SCHOOL..... 580

Narekka M. Metran, March Dia L. Cedeño, Krystal Joy M. Clamares, PhD

BURDEN OF UNEXPECTED LOSS: A NARRATIVE STUDY ON INDIVIDUAL WHO EXPERIENCED UNEXPECTED DEATH OF A LOVED ONE581

Prof. RAE ANN FEGURACION

FEDELITO ANDRIANO JR.

PRINCE JOHNREY GRANT

VANESSA MADELO

PRECIOUS JOY PAÑA

ERIC JOHN SOLIS

GUGMAHI: A PHENOMENOLOGICAL STUDY OF EXCELLING STUDENT ENGAGED IN ROMANTIC RELATIONSHIP.....582

Prof. RAE ANN FEGURACION

“THE AFTERMATH OF LOSING”: A NARRATIVE INQUIRY ABOUT THE EXPERIENCES OF CANDIDATES WHO LOSE THE 2022 ELECTION.....583

Prof. RAE ANN FEGURACION

CLINT JEMUELLE CAGAANAN

JOHNRICHSON LABADO

ABIGAIL MILARAN

MONIQUE SABORNIDO

QUENNIE VILLAYER

THE EXCEPTIONAL: A MULTIPLE CASE STUDY OF TEACHERS HANDLING STUDENTS WITH INTELLECTUAL DISABILITY IN DUJALI CENTRAL ELEMENTARY SCHOOL585

Prof. RAE ANN FEGURACION

KRISTINE MARIE AGUILAR

SHARON CABALUNA

ELISHA ROSE CUTLER

JANDIE ENANSUGAN

XYRIEL FABRIGAR

PHOENIX RISING FROM THE ASHES: A NARRATIVE ANALYSIS OF A WOMAN SURRENDEREE WHO RECOVERED FROM ILLICIT DRUG ABUSE.....586

Prof. RAE ANN FEGURACION

TRIXIE CABULAO

JOHNME HUMOL

NOVA MAE MATUTINA

JUSA ALDREA PRATO

A CORRELATIONAL STUDY BETWEEN EMOTIONAL INTELLIGENCE AND STUDENTS WELL-BEING OF STUDENTS IN LORENZO S. SARMIENTO SENIOR NATIONAL HIGH SCHOOL	587
Renz Gerard B. Rollorata, Christine L. Gildore, Krystal Joy M. Clamares, PhD	
STANCE OF PRIVATE ELEMENTARY SCHOOL TEACHERS ON SCHOOLGY AS A LEARNING PLATFORM FOR NEW NORMAL	588
Abegail Cleoly T. Onong, MAEE and Jeanilyn E. Tacadena, PhD	
HAYDER ALIYEV: IDEOLOGY OF MULTICULTURALISM AND TOLERANCE.....	589
İsmayil Faktiyev	
CLIMATE CHANGE’S IMPACT ON INDIA’S BIODIVERSITY, WITH A SPECIAL FOCUS ON THE DELTA REGION	592
Dr .Sumanta Bhattacharya Bhavneet Kaur Sachdev	
HAYDER ALİYEV: MİLLİ PERSONEL EĞİTİMİ VE TOLERANS İDEOLOJİSİ	594
Farid Ahmedov	
DEVELOPMENT TRENDS OF THE SPECIALIZED CHILDREN’S CHANNEL IN AZERBAIJAN	597
Guney Mahmudova Salam gizi	
THE INFLUENCE OF INFORMATION TECHNOLOGY (IT) ON HIGHER EDUCATION IN PAKISTAN .	603
Zohaib Hassan Sain	
BLENDED LEARNING ADOPTION IN PAKISTANI UNIVERSITIES: CHALLENGES AND RECOMMENDATIONS	604
Zohaib Hassan Sain	
A STUDY ON SIGNIFICANCE OF BUSINESS ETHICS AND CSR WITH SPECIAL REFERENCE TO SELECTED MANUFACTURING COMPANIES	605
Dr. Rajesh Kumar Pandey Mr. Aditya Padhyar	
A QUANTITATIVE INQUIRY BETWEEN PERSONALITY TRAITS AND WORK PERFORMANCE OF THE BARANGAY FUNCTIONARIES IN THE MUNICIPALITY OF MAWAB.....	619
Daniel Jr C. Adzuara, Wennie P. Gudis Jr, Imae B. Dupay, Krystal Joy M. Clamares, PhD	

TEACHING METHODOLOGY OF WESTERN EUROPEAN ART IN VIII CLASS FINE ART TEXTBOOK

Emil Raul oğlu Ağayev

Teacher of the subject combination commission “Art and physical education” of the Azerbaijan State Pedagogical College
under the Azerbaijan State Pedagogical University

ORCID: 0000-0001-9354-0839

Xülasə. Formalaşmaqda olan şagirdin hərtərəfli inkişafında estetik zövqün də formalaşması əsasdır. Hər bir təsviri sənət dərsliyinə diqqət yetirsək müxtəlif mövzuların şərh, rəssamların yaradıcılığının təhlili ön planda dayanır. Bu məqalədə VIII sinif təsviri sənət dərsliyində mühüm yer tutan mövzulardan Qərbi Avropa incəsənətinin ən məşhur cərəyanları və görkəmli nümayəndələri haqqında məlumatların şagirdlərə öyrədilməsi metodikası təhlil edilir.

Açar sözlər: Azərbaycan, təhsil, orta məktəb, təsviri sənət, dərslik

Abstract. The formation of aesthetic taste is also essential in the comprehensive development of the emerging student. If we pay attention to each fine art textbook, the interpretation of various topics and the analysis of artists’ creativity are in the foreground. In this article, the method of teaching students information about the most famous trends and prominent representatives of Western European art, among the topics that occupy an important place in the VIII class fine art textbook, is analyzed.

Keywords: Azerbaijan, education, secondary school, fine art, textbook

Introduction.

Fine art has an important role in the development of aesthetic taste in secondary schools. One of the topics that occupies an important place in the 8th class fine arts textbook is teaching students information about the most famous trends and prominent representatives of Western European art.

The interpretation of the main material.

Students of the 8th class learn about the history of the development and prominent representatives of a new movement on the topic “Impressionism: the poetry of impressions”. Initially, it is brought to the students’ attention that until the middle of the 19th century, artists created works on human, landscape or historical events in workshops, studios, and later, artists used new approaches and methods during their creativity in painting. In the textbook, it is especially emphasized that the Impressionists accurately describe all the moments of the transition of light and color in a changing environment. After the exhibition in Paris, these artists were called impressionists. This word was very suitable for the works they created, because the artists described the impressions they received from what they saw directly. Students follow all these ideas on the works. (3, p. 30)



Fig 1. Claude Monet "Impression. Rising Sun"

In the textbook, one of the prominent artists of the Impressionism period, the French artist Claude Monet's emphasis on light and color, his many years of research and experiments are brought to attention. In particular, the desire to transfer the rapidly changing shades of nature on canvas was his main goal. Claude Monet would travel along the Seine in a boat that replaced his workshop. He set himself the main goal of describing the impressions due to the constantly changing colors depending on the weather conditions. Students especially observe the change of color in the "Church of Rouen" series.

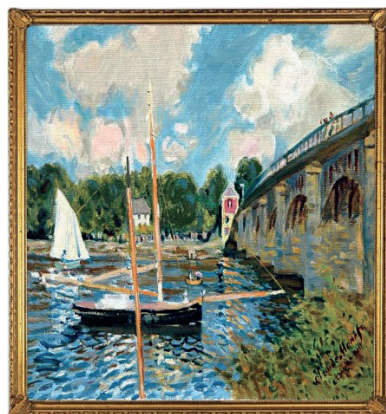


Fig 2. Claude Monet "Bridge"

"Edouard Manet: Still Life in Impressionism" provides information on the emergence of still life as an independent genre in Europe since the 17th century, and its flourishing and development in Flanders and the Netherlands with its brighter and deeper content. Still life created in a realistic style found its development in the work of the great French impressionist Edouard Manet. It is brought to the students' attention that Manet reduced the number of objects in order to simplify the composition in his still lifes, and that he did not follow the excessive loading or artificial complexity that artists of that time loved in his work.



Fig 3. Eduard Manet "The Lilac Bunch"

The further development of the domestic genre in the work of Auguste Renoir was analyzed in the eighth class fine art textbook with works of art. In the 19th-20th centuries, the domestic genre has new features: there is an increasing interest in depicting various events and psychological states, artists are trying to reveal the eternal domestic secrets. The joyful, cheerful perception of the world is emphasized as a characteristic of all impressionism as a whole, and a special place is devoted to the ideas about how it is more clearly noticeable as an important aspect in the work of Auguste Renoir. (3, p. 42)



Fig 4. Auguste Renoir "The Lodge"

In the topic "August Rodin: movement and emotion in sculpture", Rodin's deliberate incompleteness in his works gives important information about him being the first artist to apply the impressionist technique to sculpture. Rodin's most vivid example of sculpture, "The Thinker", is especially emphasized. The raised smoothness and wrinkles on the embossed surface of the polished bronze sculpture reflect its ever-changing luster. For Rodin, movement in sculpture is the main form of expression of life, another emotionality for his sculptures, strong emotions such as love, pain, and helplessness are felt in his heroes, and he achieves a realistic, convincing depiction of these situations.

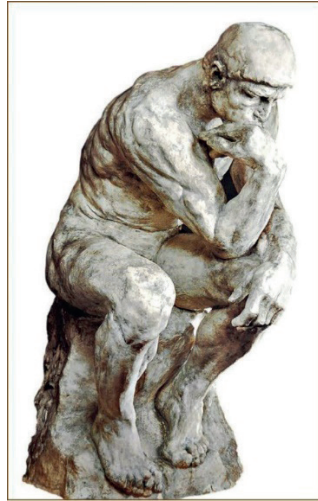


Fig 5. August Rodin "The Thinker"

The textbook also provides extensive information about Vincent Van Gogh's individual style in painting, which is distinguished by its unique bright creative style. Van Gogh's creativity reflects a complex period of transition in the history of European culture. His creativity is full of fiery, crazy love for life, simple, hardworking people. The unique creative passion in Van Gogh's works, his immediate power of expression and tragic exuberance arouse interest in students.

VIII class learn important information about Paul Gauguin's work. Close to symbolism and modern style, Paul Gauguin, one of the main representatives of post-impressionism, skillfully used synthetic generalizations, simplification of colors and lines. Although he did not find fame and fame during his lifetime, he was admired by well-known post-impressionist artists.

In the topic "Henri Matisse: decorativeness, form and color in painting", first of all, it is brought to the students' attention that Henri Matisse's "Woman with a Green Hat" is displayed in one of the art galleries of Paris, along with the works of famous artists. From the portrait, a woman with a tall hat sitting on her cheek looks at the viewer. His asymmetric facial features are painted with "wild" paints. The image was so unlike a real person that it was impossible not to look deformed. This work caused a scandalous uproar and laid the foundation of Fauvism. VIII class students learn important information about the historical and theoretical foundations of Fauvism.

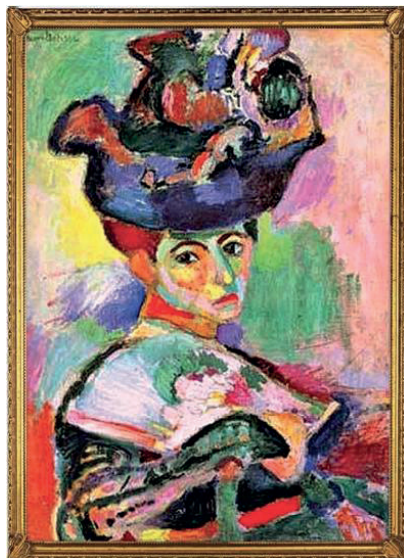


Fig 6. Henri Matisse "Woman with a Hat"

Conclusion.

The main results of the topic "Teaching methodology of Western European art in the eighth class fine arts textbook" are as follows:

- Popular trends in Western Europe in the 19th and 20th centuries and the works of their prominent representatives are analyzed
- Students analyze color, image and plot solution in works

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