

The problem of systematization of terms in turkic languages and technologies of teaching at universities

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Abstract

This article aims to pattern the problem of systematization of terms in the Turkic languages and teaching technologies in universities. The research was carried out in the spring semester of 2021-2022. The study was carried out with the participation of 352 university students who volunteered for the research in the screening model. In the research, 4-week distance education and Turkic languages and instructional technologies content training were provided to university students. In the study, a measurement tool developed by the researchers was used to know the views of the Turkic languages and instructional technologies to collect data. The analysis of the data was carried out using the SPSS program. Frequency analysis was performed using the t-test, and the results obtained were added to the study accompanied by tables. As a result of the research, it was concluded that the university students systematized the terms in Turkic languages and their educational technology status was also very good.

Keywords: Distance Education; Instructional Technologies; Turkic languages; University Students.

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1. Introduction

In the world of language, Homosapien has existed since the creation of the world and that will continue until the last day of the formation of a biological organ, sociologically culture, traditions, and Customs transmitted from generation to generation, where a communication tool, also psychologically, it is known that a person's ethics is a tool to express thoughts and feelings (Coskun et al., 2022). These days we live in, the language, are widely different needs and be trained for reasons that should be planned and is being used to refer to the Turkic languages, it is known that also the main language, learned second language and the Turkic languages, the main language is the common denominator of meaning with different meanings in various sources, to learn implicitly learned any of the language systems that have systems able to move even planned out in advance and are usually unconscious, the individual's interaction and communication with friends and family are thought to be the result of acquired language (Morais et al., 2022).

A second language is a language acquired in the same way as native language acquisition in the country where a language other than the native language is spoken, and usually, that language, in the process dec the beginning of native language acquisition and the Middle Age period. As for the Turkic languages, it is the learning of a language systematically, within a planned program, in a formal teaching environment, and by realizing what they are learning, without being in the environment where the target language being learned is spoken (Sekin et al., 2021). Although the history of Turkic language teaching goes back a long time, the necessity of learning a language is 20. it is better understood throughout the world in the XVIII century. The reasons for learning the v Turkic languages are not the same for everyone. Knowing the Turkic languages is now a prerequisite for academic and professional life (Sarioglan et al., 2022).

It is observed that for various reasons, especially for reasons such as finding a job, academic and career concerns, and being necessary for trips abroad, people now have the goal of learning, not one but more languages. With the advancement of technology, the communication network is developing rapidly in the world of teaching Turkic languages with the influence of old and new theories, methods, techniques, advantages, and disadvantages have been discussed with student-centered teaching methods and techniques increased the importance Methods have become adopted in which students are more involved in classes, their duties and responsibilities have increased, which include student expectations, interests and lives in the selection of texts and topics.

The history of Turkic languages language teaching in our country dates back to the Ottoman period. Persian Arabic was the language of instruction at that time, as language teaching was for religious purposes, as a result of the defeats received in the last periods of the empire, the need for renewal was felt in the political, commercial, and military sphere, and the renewal movement began (Deliveli et al., 2021). Language terms have been seen as the biggest obstacle to achieving this goal. German Arabic French Persian Arabic and Persian have been gradually replaced as foreign languages and it is known that the teaching of Western languages has become important for this reason.

Since there are many different languages in the world, these changes are taken into account when teaching our native language to people who communicate in these languages. Currently, many centers teach Turkic languages to foreigners, which are called TÖMER and the Foreign Language Department, which exist in the structure of higher education institutions (Epaan, 2019). Even Turkic language lessons are given at teaching events. Turkic preparatory courses are provided to students who come to Turkey to study at higher education institutions. As an example, nowadays it is not connected with this alone (Shakirova et al., 2020). Turkic High Schools that conduct educational and educational work outside the state, or in some Higher Education Institutions in different states, also strive to Teach Foreigners Turkic.

1.1. Related Research

Doszhan (2013) in the year of the work that has done in the Turkic languages, systematization and analysis of the Linguistic Society on the results of the merging process is to provide, since and as a result, the Turkish language through computer technology in terms of national and quotations in the era of globalization and also it is possible to learn all of the Turkic state and Turkic has drawn attention to the importance of the creation of terminological fund achieved positive results as it seems.

Onishchuk and colleagues(2020) in the year of systematic theoretical issues in pedagogical universities of Ukraine and the work they have done to make the future of the humanities intended to demonstrate experience in the development of foreign language education of teachers, and as a result, only linguistic-cultural context the meanings of words can be learned only in a linguistic and cultural context can be learned in Cognitive-Code that they provide benefit and benefit the students and the teachers they achieved Methodologies, in this context, it is among the dec of the research that this study, which is applied to systematize the Turkic languages, gives the same result.

Doszhan, & Gauriyeva (2019) in the year of the work they have done in the era of globalization in the viability of the Turkic languages, the richness of conservation and related languages word for the revival of a mutual and they are aimed at the assimilation of words quoted critically the role of research and, as a result, the influence of English language in modern Turkic words and terms borrowed from nature and use of the most important causes such as support and extra-linguistic environment, this technology is achieved positive results, it is observed that.

1.2. Purpose of the Study

The purpose of this study is to systematize the terms in the Turkic languages and to provide instructional technologies in universities according to the research that is designed to be patterned. Also, October addition to the answer to the research, other questions to be searched for are as follows:

- 1- How Are University Students Spending Time on Turkic Language Terms During the Day?
- 2- How Often Do University Students Spend Their Time on Teaching Technologies?
- 3- What are the Devices that University Students Access When Using Turkic languages terms and Teaching Technology?
- 4- What is the Opinion of University Students about Turkic languages Terms and Teaching Technologies
- 5- Is there a significant difference between the dec of Turkic languages and Teaching Technologies according to the Class Variable of University Students?

2. Materials and Method

When the method part of the research study is discussed, it is mentioned which method and model were used in the study and it is seen that thoughts about this issue are included. When the method part of the study is considered, the type and source of the data in the study, the data collection tool, and the information of the statistics used in the study are included and organized.

2.1. Research Model

This section is planned to provide information about the research model, while the screening method is located below the quantitative research method and it is seen that this method is continued with this method. When the scanning method is considered, it is seen that it covers numerical values and descriptive events. It is known that it is used to end, organize and reduce numerically excessive events to the final result (Uzunboylu et al., 2018). In this research, through the screening method, the problem of systematizing terms in the Turkic languages and teaching technologies in universities were designed according to various periods and variables of the research intended to be given.

2.2. Participants

The participation groups included in the study consist of 352 volunteer university students who continue their education and lives at various universities in Kazakhstan. In the research, the measurement tool was applied to the students using the Google form method and it was accepted.

2.2.1. Gender

In this section, the differences between the groups of participants included in the study according to the concept of gender are given in Table 1.

Table 1

Distribution of University Students According to Gender Variable

Gender	Male		Female	
	F	%	F	%
Variable	180	51.14	172	48.86

When Table 1, in which numerical values exist, distributions were determined according to the gender variable of the university students participating in the study, and numerical values were October to table 1 by considering additional relevant information, in this context, it is seen that 51.14% (180 people) are male university students, while 48.86% (172 people) are female university students. In the gender section, the findings reflect the actual gender distribution

2.2.2. The Situation of University Students Taking Time for Turkic languages Terms During the Day

In this section, the situations of university students participating in the research to devote time to Turkic language terms during the day were discussed and examined, and the studied values were digitized and added to table 2.

Table 2

The Situation of University Students Taking Time for Turkic languages Terms During the Day

Turkic languages Terms	1-2 Time		3-4 Time		5 or more hours	
	F	%	F	%	F	%
Variable	16	4.54	196	55.69	140	39.77

To systematize the Turkic languages and eliminate the problems, Turkic languages were given to the students with the help of instructional technologies, and these data were added to Table 2. In this context, when Table 2 is examined, %4.54% (for 16 people) as expressed in terms of the Turkic languages devote their time 1-2 hours, %55.69 percent (196 people) in the range of 3-4 hours and finally expressed in terms of the time of the Turkic languages ayirdikli %39.77 percent (140 people) and over 5 hours of Turkic languages expressed using the terminology, in this context, the research of university students in terms of the allocation of time to the days of the Turkic languages in 3-4 hours and most of the state is within the range above, it is observed that they prefer.

2.2.3. The Time Periods Spent by University Students for Teaching Technologies

In this part of the research, the situations of university students' periods for teaching technologies were investigated and examined according to the daily usage period she process. Detailed information is given in table 3.

Table 3

The Time Periods That University Students Spend Using Game Technology

Teaching Technologies	1 time		2 time		3 time		4 time	
	F	%	F	%	F	%	F	%
Variable	11	3.12	89	25.29	112	31.82	140	39.77

In this part of the research of university students, while using their timeframes instructional technology is often researched, students were asked, and detailed information is given in Table 3. In this context, Table 3 is examined, %3.12% (11) 1 time in the time zone that uses instructional technology uttered when %25.29 percent (89 people) stated that they use educational technologies 2 times, %31.82 percent (112 people) they expressed using instructional technology 3 times, and finally %39.77 percent (140 people) they expressed using instructional technology 4 times, in this context, research in Instructional Technology at a frequency of up to 4 times the amount of use it is observed that college students prefer.

2.2.4. Class Status

In this section, the class information of the university students who voluntarily participated in the research was examined and detailed information was given in table 4.

Table 4

The Distribution of University Students According to Their Class Status

Department	2. Class		3. Class		4. Class	
	F	%	F	%	F	%
Variable	97	27.56	124	35.23	131	37.21

When Table 4 is examined, the distribution of the working group university students according to their class status is considered and the information of the university students according to the class data is added to the table. In this context, when table 4 is considered, 33.95% (111 people) are university 1. December was found to be in the grade range, with 33.33% (109 persons) attending university 2. in the December semester, the population was spread out, and finally, 32.72% (107 people) were in university 3. It is observed that the class is in December the range. In the Class distributions section, the findings reflect the actual distribution.

2.3. Data Collection Tools

In this part of the study, it will be seen that relevant information about the measurement tool used in the research has been added to the data the information about data collection. It is seen that a measurement tool developed by the people who made up the study was used in this study. The data collection tool was examined by experts in the field of Turkic language terms and instructional technology for university students and items that could not be appropriate were removed from the study and corrected. A personal information form called "Turkic languages Terms and Teaching Technologies" data collection tool was used, which was applied to university students using Google form and developed by researchers. The validity of the scope of the measurement tool developed was examined by 4 professors and 2 associate professors who conducted studies on Turkic language terms and teaching technologies, and unnecessary items were removed from the measurement tool and rearrangements were made.

1. Personal Information Form (Demographic Data): In the personal information form, information such as gender, and class is provided.
2. Turkic language Terms and Teaching Technologies Data Collection Tool: A 5-point Likert-type questionnaire has been prepared to obtain information about the opinions of university students about Turkic language terms and teaching technologies to improve their situation and at the same time develop. A total of 17 items of the measurement tool consisting of 20 items were used and 3 items were removed from the measurement tool thanks to expert opinion. The opinions of university students from three factorial dimensions were applied, including the situations of university students such as "Turkic languages Terms", "Instructional Technologies" and "Language speaking". The Cronbach Alpha reliability coefficient of the measurement tool as a whole was calculated as 0.89. The measurement tool is rated as "I strongly disagree" (1), "I disagree" (2), "I am undecided" (3), "I agree" (4), and "I definitely agree" (5). The measurement tool was collected from university students in the form of Google forms environment.

2.4. Procedure

The word application is also seen in related studies where it is important for research to be shaped according to the problem situation and to receive acceptance. 352 volunteer university students who

continue their education in various university schools in the Kazakhstan region have been identified and a distance learning environment has been planned so that they can develop concepts of Turkic language terms and teaching technologies. In addition to education in the school environment, it is aimed to continue using distance education activities with Turkic language usage and applications and technologies that are appropriate for this, this situation has been explained to university students. Terms of instructional technology and distance education in the Turkic languages be given with merging with this situation, distance education support received by those engaged in the work of the research part in the event is completed when the form has been submitted and assessment tool for college students Google the implementation is provided with 4 weeks of training university students in terms of Turkic languages, instructional technology, language, and Means, using technology and determining how often they use various applications of learning techniques, and how often Turkic languages terms are used with teaching technologies, etc. such cases were given to university students in the form of technology education and it was expected that university students would attend the event held every week about this issue.

After 4 weeks of training, the measurement tool and the information form were applied to the university students, and the data were given in the tables in the findings section. It is explained how university students will respond to the measurement tool collected with the help of Google form. Most of the schools used by the application program of education by Distance Education distributed through Google Backes each section will be limited to designated in Section 5 and a maximum of m 65 next week is set to be distributed to college students so that each training program training 40 minutes 15-minute question and answer in the time frame that has been processed a total of 55 in the form of minute to college students in the environmental assessment tool performed the calculation of the programs were transferred to the SPSS program encodings

2.5. Analysis of Data

In the analysis part of the data, statistical data obtained from university students were analyzed in the Statistics program using frequency (f), percentage (%), mean (M), standard deviation (SS), t-test, ANOVA, with irai. The data obtained from the program are given in tables accompanied by numerical values, findings, and comments.

3. Results

In this part of the research, it will be seen that the information obtained from university students is digitized and added in the form of tables, and the results are added by interpreting the tables.

3.1 Devices that University Students Access When Using Turkic languages Terms and Teaching Technologies

The findings of the study on the devices accessed by university students when using Turkic language terms applications and instructional technologies are given in Table 5.

Table 5

Devices that University Students Access When Using Turkic languages Terms and Teaching Technologies

Department	Mobile Phone		Computer		Other	
	F	%	F	%	F	%
Device	285	80.96	52	14.78	15	4.26

Table 5 shows that the volunteer university students included in the study have information about the devices they access when using Turkic language terms applications and instructional technologies. According to this information, 80.96% of the students who use smartphones (285 people) have mobile phones, 314.78% (52 people) have said that they use computers, and finally 4.26% (15 people) have access to different devices with the other part. According to the above findings, it is seen that they use mobile phones the most and there are 285 people.

3.2 Opinions of University Students about Turkic languages Terms and Teaching Technologies

In Table 6, descriptive statistical results consisting of 17 expressions are included to get the opinions of university students about Turkic languages terms and teaching technologies

Table 6

Opinions of University Students about Turkic languages Terms and Teaching Technologies

No	Ingredients	M	SD
1	I have learned to systematize Turkic languages terms	4.59	0.52
2	Remembering Turkic languages terms is now easier for me with distance learning	4.63	0.42
3	I am happy with the education I receive together with educational technologies	4.52	0.41
4	I believe that my vocabulary of Turkish language terms is developing and I speak according to it	4.41	0.47
5	I believe that I pronounce Turkic languages terms more beautifully with the education I received in distance learning	4.64	0.71
6	The combination of Turkic language terms with teaching technology applications has allowed me to better understand	4.44	0.39
7	I have never had any difficulty in the activity I took with digital technologies, I was able to easily connect with electronic technologies.	4.52	0.73
8	I would know who to apply to when I was forced by the education I received with distance education	4.51	0.65
9	Texting in the training I received gives me pleasure and happiness	4.47	0.63
10	It gives me pleasure to use distance learning materials for Turkic languages terms	4.61	0.74
11	I realize that I know where I made a mistake when learning Turkic languages terms	4.83	0.62
12	I believe that I find my teacher effective and explanatory in the education I receive	4.62	0.63
13	I think that meeting new friends in a new environment with distance learning is the strongest aspect of teaching technologies	4.72	0.58
14	I find the Google meet application used for distance education effective"	4.53	0.63
15	It gives me pleasure to see new words converge on what I know	4.77	0.57
16	Turning on the camera and microphone at such events always adds innovation to what I have learned	4.52	0.45
17	I am happy to see this activity that I have received with distance learning in other applications	4.58	0.42
Grand Total		4.58	0.56

As seen in Table 6, the opinions of the university students were applied for using the applications and activities they received after the study, and detailed information was given in table 6. The statements have been evaluated separately and digitized and the results regarding each value as

positive are included. After work, according to the findings of the assessment tool, although there was a significant difference in most expressions, college students from the most obvious expression “terms of learning the Turkic languages was a mistake while I knew where I notice I” M=4.83 average is concluded. In addition, it is seen that one of the most obvious statements of university students is the average of M=4.77 “It gives me pleasure to see that new words are combined above what I know”. In addition, one of the most obvious statements of university students is that “I think that meeting new friends in a new environment with distance education is the strongest aspect of teaching technologies” M =4.72 average. In addition, it is seen from the statements of university students that “I believe that I pronounce Turkic languages terms more beautifully with this education that I received with distance education” has an average of M=4.64. In addition, it is seen from the statements of university students that “it is easier for me to remember Turkic languages terms with distance education now” with an average of M=4.63. It is seen that each value of the research is high.

Finally, it is seen that the overall average of university students is M=4.58. The results obtained in terms of Turkic languages college students with their learning, instructional technology adapted to this environment, the environment is positive about the course, lesson by finding effective teachers told me what they have difficulty with learning a lot more meaningful for the environment and this distance value.

3.3. The Status of Turkic languages and Teaching Technologies According to the Class Variable of University Students

Table 7 shows the results of the Kruskal Wallis H-Test to determine the results of the comparison of Turkic languages and instructional technologies according to the university class variable concerning their status.

Table 7

Turkic languages and Teaching Technologies According To the Class Variable of University Students

	Class	N	Rank Average	SD	X ²	P
Turkic languages Terms and Instructional Technologies	1. Class	97	3.70	.472	4.18	.000
	2. Class	124	4.38	.860		
	3. Class	131	4.15	.499		
	Toplam	352	4.07	.562		

As can be seen from Table 7, the Turkic languages and instructional technology situations of university students were examined according to the class variable and the comparison results between the dec data were included and a significant difference was found between the classes of university students. ($\chi^2 = 4.18$; $P=.000$; $P<0.05$). According to the findings found in "2. Class" It can be said that the students of the university who are studying have the highest average in Turkic languages and teaching technologies ($M= 4.38$) according to the class variable. Again, according to the results of the study, the 2nd highest when other classes are considered. the class with the average score ($M =4.15$) was ranked "3rd" with an average of. Class "The department where university students are studying and finally has the lowest perception ($M =3.70$) "1. It is seen that university students are studying in the "class".

4. Discussion

Bayekeyeva and colleagues (2022) in the year the work they have done in this article, industry-specific translation for controlled multi-lingual vocabulary or thesaurus and to discuss the issues of the Assembly to systematize theoretical and methodological aims to work as a result, classification, and that allows it to be formalized linguistic analysis, machine learning, ontological and Corpus-based methods that combine research, they have concluded, and the technology that they provide a benefit to learning the language and they achieved a contribution of, in this context, when combined with the results of the research of the Universities of technology systematized terms of Turkic languages by learning the method of the students concluded that condition exists when combined these two values technology, distance education, and it can be argued that the benefit of university students is a benefit.

In their study conducted by Bardus and colleagues (2021), the article was aimed at discussing the theoretical aspects of the organization of blended foreign language learning, which caused COVID-19 in quarantine conditions, and as a result. In the context of the study, quarantine and the introduction of blended learning as a powerful way to organize effective work with students, it is seen that they have reached the results that they can use mobile applications in the process of learning foreign languages. When this research is combined with the results of the research, it is seen that mobile phones are used a lot and that positive results are achieved such as the permanent behavior of teaching technology to university students during their studies. In this context, it can be said that mobile technologies and phones benefit university students in general.

Tanrikulu (2021) planning the work to overcome the problems of refugees studying a second language foreign language face-to-face and in mobile environments aims to examine the effects of peer teaching and as a result, the students' perceptions is also the language of the mobile environment to help solve problems, they have achieved positive strong results as it has changed their attitudes towards language and positively affected their awareness. When this value is combined with the results of the study, it is seen that mobile technology and distance education are effective in using the Turkic languages and that the university students participating in the study use mobile phones the most, and that strong results are achieved.

While it is seen that mobile technology and distance education provide benefits to university students, it is thought that this study will be conducted at another time and environment and it is planned to do the research strongly and keep the research updated at all times. In this context, it should be taken into consideration that distance education studies benefit field and university

students and are one step ahead of their education. It can be said that it is always considered that the presence of strong, vigorous studies such as instructional technologies in the literature raises education as a flag.

5. Conclusion

When the results part of the research is considered, it is seen that the number of participants comes first, the number of participants is also known as the most important data that reveals the course of the research and the problem situation, as well as important for the meaning of the given thoughts, in this context, it is seen that a total of 352 university students volunteered to participate in this research. Another result of the research is that Turkic languages terms were systematized and Turkic languages terms were given to students with the help of instructional technologies to eliminate problems and it was expected that these terms would be studied during the day, in the light of the data collected after the study, it was found that university students' time for Turkic languages terms during the day was mostly in the December of 3-4 hours and above. Another value of research on college students' instructional technologies while using their timeframes often-researched, students were asked at the end of study and research in the use of instructional technology used by up to 4 times the number of results have been achieved in the incidence of university students.

Mobile technologies are being used more and more every day, and it is even seen that these technologies become mainstream when new ones are released. Even if each of the materials used has a separate goal and a separate meaning, it is known that the most basic known feature is meeting the needs. In this context, another result of the research is that the information about the devices that volunteer university students access when using Turkic language terms applications and instructional technologies were investigated, and as a result, it was concluded that the most people who use mobile phones are 285 people. Another result of the research is that the opinions of university students were applied to the applications and activities they received after the study, and the statements were evaluated separately and digitized and evaluated, and the results of each value are positive. After work, according to the findings of the assessment tool, most expressions while learning Turkic languages in terms of what was wrong I know where I know what gave them a pleasure to see and the confluence of new words on top of what distance education to meet new friends in a new environment with the most powerful aspect of think that instructional technology, distance education their children with their education believe that they are better in terms of pronunciation in Turkic languages and the Turkic languages are easier for me now to remember with the terms of distance education, it is seen that they have learned Turkic languages terms, they have adapted to this environment with teaching technologies, teachers who describe the lesson by finding the environment positive have told effective lessons, they have not been forced by distance education, and the results that there are many more meaningful values for this environment have been reached.

It is known that they are always important and important for research, it is known that mental thoughts always differ according to differences such as age, class, etc. It is known that people differ, even the same age group sometimes even varies according to geographical locations, in this context, dec the latest result of the research, the situations of Turkic languages terms and teaching technologies were examined according to the class variable of university students, and the comparison results between the examined data were included and it was concluded that there was a significant difference between the classes of university students, "2. Class" It is seen that the results of the university students who are studying have the highest average in Turkic languages terms and teaching technologies according to the class variable have been achieved. Finally, as a result of the research, it

was concluded that the university students systematized the terms in Turkic languages and that the teaching technology situations were also very good.

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