

PSYSOC 2022

11TH WORLD CONFERENCE ON PSYCHOLOGY AND SOCIOLOGY

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ABSTRACTS BOOKS

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**11TH
WORLD CONFERENCE ON PSYCHOLOGY AND
SOCIOLOGY**

“Online Conference”

24 – 26 NOVEMBER 2022

“ONLINE CONFERENCE”

ISTANBUL, TURKEY

**ABSTRACTS
BOOKS**

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KEYNOTES



Prof. Dr. Kobus Maree

University of Pretoria's

Keynote Title: “Uncovering and converting(subconscious) life themes into conscious motivations to enhance ‘hope counselling’”

Abstract: The unpredictable and insecure world of work is changing rapidly and fundamentally. Together with the Covid-19 pandemic, global developments have led to numerous job losses, resignations, a move to the country, as well as a search for meaning in life (clarifying existential questions such as “Who am I?”, “Why am I living?” and “What is the meaning of my life?”). Career counselling needs to respond to change timeously and innovatively as many people today are experiencing challenges such as lack of fulfillment, disillusionment, lack of meaning in their lives, and trauma in the workplace. These challenges do not define who they are or can become. If they want to – and with the necessary support structures and mechanisms – people have the power and creativity to convert their greatest challenges into opportunities, successes, and social contributions. Humankind has consistently done so throughout the ages. Irrespective of the magnitude of the challenges facing us, we can master actively what we have suffered or are suffering (often passively) and convert unmastered developmental assignments and even major trauma into hope-filled themes. By refusing to look through a lens of despair at our individual and collective (perceived or imaginary) threatened career-life prospects, we can choose to regard constant change as a source of hope and inspiration. This paper explains how career counsellors can elicit and integrate people’s ‘stories’ and ‘scores’ to help them uncover and convert (subconscious) life themes into conscious motivations to enhance ‘hope counselling’. Counsellors can enact this strategy compassionately in affluent as well as impoverished environments where unresolved trauma is all too common.

Bio: Prof. Kobus Maree (DEd (Career Counselling); PhD (Learning Facilitation in Mathematics); Dphil (Psychology)) is a full Professor in the Department of Educational Psychology at the University of Pretoria. Kobus is a member of the following core scientific committees: a. UNESCO Chair on Lifelong Guidance and Counseling, and b. the UNESCO University Network and Twinning (UNITWIN) Chair. In addition, he was elected as a member of the Board of Directors of the International Association of Applied Psychology (IAAP) Division 16) in 2018. Moreover, he accepted appointments as a Research Fellow at the University of the Free State and as Professor Extraordinaire at the University of Stellenbosch and the University of Southern Queensland. Kobus has received multiple awards for his research. In 2014, he received the Psychological Society of South Africa’s Award for Excellence in Science. He was awarded the Chancellor’s Medal for Teaching and Learning from the University of Pretoria in 2010 and has been nominated successfully as an Exceptional Academic Achiever on four consecutive occasions. He has a B1 rating from the National Research Foundation. Kobus has authored or co-authored 90+ peer-reviewed articles and 75 books/ book chapters since 2010. In the same period, he supervised 38 doctoral theses and Master’s dissertations and read keynote papers at 25+ international conferences, and at 22+ national conferences. He has also presented invited workshops at conferences in 40+ countries on a) integrating qualitative and quantitative approaches in career counselling and b) the art and science of writing scholarly articles. Over the past seven years, he has spent a lot of time abroad as a visiting professor at various universities. He was awarded a fellowship of the IAAP in 2014 and received the Psychological Society of South Africa’s Fellow Award in 2017.

Citizen science in the digital society

Sandro Serpa, University of Azores

Abstract

The digital dimension will increasingly shape current societies, influencing aspects such as culture, productive processes, and even interpersonal relationships. In this presentation, we aim to analyse several challenges that citizen science's public engagement faces in this context in which old inequalities, but also new social inequalities emerge with increasing intensity, such as those based on digital divide and digital literacy.

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Sociology in digital society

Sandro Serpa, University of Azores

Abstract

In this presentation we want to problematize the digital society in its micro, meso and macrosocial dimensions to discuss some new challenges to sociological knowledge.

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Dominant Practices and Guide for Creating Effective Survey Scales in Social Sciences

Faryal Razzaq, Karachi school of business & leadership; The FEEEL (PVT) LTD

Abstract

The data is useless if the measure is not reliable and valid. The current paper is an attempt to bridge the gap of developmental issues regarding theory and practice of valid scales. The researches on the scale development practices found very few sound practices among management sciences practitioners and researchers engaged in new scale development (Razzaq & Aftab, 2015; Hinkin, 1995). Similarly, Fornaciari, Sherlock, Ritchie, & Lund (2005) reported in their analysis of methodologies and practices of scale development from 1994- 2004 that only 6% studied conducted confirmatory factor analysis for scale development and only 3% mentioned discriminant validity. One of the main reasons is that developing valid and accurate scales is an arduous and lengthy process, therefore, in general researchers tend to develop measures without going through the rigorous procedure of scale development (Schmitt, 1991). The trend of developing scale is escalated but the lack of rigorous procedure to develop and validate the scale remains a grey area (Razzaq, 2017). A step wise guide is proposed integrating main theories from Domain of the content to evaluating the items (Item correlations, Cronbach Alpha, EFA (PCA) reconfirmed by CFA for new scales and establishing content, Construct and Criterion validity.

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Tasks of organizing psychological assistance in primary healthcare in Kazakhstan

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Abstract

Introduction. The population's need for psychological assistance is constantly increasing (Lipson, S. K., et al, 2019). In Kazakhstan, psychologists and social workers were included in the staff of primary health care (PHC) organizations more than 20 years ago. However, the effectiveness of this intervention is low (Damesh Satova, 2022). One of the reasons may be the imperfection of the regulatory framework for the provision of psychological assistance in primary healthcare. Policies, laws, specific goals, strategies and actions to integrate mental health care are essential to improve the process (WHO, 2008). The purpose of the work: to evaluate the regulatory documents of the Republic of Kazakhstan, regulating the work of psychologists, for compliance with modern international recommendations. Method: an analysis of the current situation in Kazakhstan in relation to national rules of practice and education in the field of psychological care in PHC was carried out. Results. PHC in Kazakhstan is provided by general practitioners (family physicians), district internists, pediatricians, feldshers, obstetricians, advanced practice (general practice) nurses, district nurses, social workers, and psychologists. According to the orders, PHC doctors provide medical and social assistance to patients with psychiatric and behavioral disorders such as mild depressive episode, adjustment, somatoform disorders, psychological and behavioral factors associated with diseases classified elsewhere, non-addictive substance abuse, and harmful tobacco use. The list of medical services provided by PHC doctors does not include psychological assistance, psychotherapy. Educational programs for doctors do not provide for the development of psychological counseling competencies and basic psychotherapy skills. For nurses, the regulatory documents stipulate the obligation to conduct socio-psychological counseling. The list of services of a social worker and a psychologist of a PHC organization includes conducting classes on the prevention of childhood suicide, admission in cases of suspected behavioral and psychoactive disorders, self-management teaching for patients with chronic diseases. According to other documents, the functional duties of a PHC psychologist include carrying out work aimed at restoring mental health and correcting deviations in the development of the personality of patients, implementation of work on psychoprophylaxis, psychocorrection, psychological counseling of patients, assistance to patients and their relatives in solving personal, professional and everyday psychological problems, carrying out work on training medical personnel on issues of medical, social psychology and deontology. Nowhere is it said about the development and application of such competencies of PHC workers, important for the provision of psychological care, as a scientific approach and research skills, a systematic approach (understanding care systems, leadership, management and advocacy), professionalism (values and attitudes; individual, cultural and disciplinary diversity, ethics, and reflective self-practice, self-esteem and self-care) (Susan H. McDaniel et al, 2014). Conclusion. In Kazakhstan, there are no detailed rules for the provision of psychological assistance, a description of the competencies and activities of psychologists, social workers, doctors and nurses in this area. When it comes to psychological treatment, it is not clear whether it is allowed for use by representatives of different medical specialties in PHC. Our results underline the importance of conducting research in the field of mental health, creating a specific program for the development of the competencies of medical workers and clear rules for organizing psychological care in PHC based on international best practices and local characteristics.

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THE INVESTIGATION OF THE MEDIATING ROLE OF THE NEED FOR ABSOLUTE TRUTH IN THE RELATIONSHIP BETWEEN INTOLERANCE OF UNCERTAINTY, DEPRESSION AND GENERALIZED ANXIETY DISORDER

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Abstract

The aim of this study is to examine the mediating role of the need for absolute truth variable in the relationship between intolerance to uncertainty, depression and generalized anxiety disorder. The sample of the study consisted of 314 participants between the ages of 18-65, at least high school graduates in the provinces of Istanbul, Ankara, Antalya and Izmir, on a voluntary basis, by convenience sampling method. Sociodemographic Information Form, the Intolerance of Uncertainty Scale Short Form, the Need for Absolute Truth Scale, the Beck Depression Scale, and the Generalized Anxiety Disorder Scales were applied to the participants to get data. Pearson Correlation Analyses were applied to determine the correlation between variables. Moreover, regression analyses were used to investigate the mediator role of the need for absolute truth in the relationship between intolerance of uncertainty, depression and generalized anxiety disorder. According to the results, need for absolute truth partially mediated the relationship between intolerance of uncertainty and depression. Besides, the need for absolute truth had a partial mediating role in the relationship between intolerance of uncertainty and generalized anxiety disorder.

Key Words: Need for absolute truth, intolerance of uncertainty, depression and generalized anxiety disorder

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The importance of management and leadership of educational institutions

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Abstract

The main objective of this communication is to put the magnifying glass under the managerial practices which are the pillar of the management of educational institutions. Management is the primary tool for achieving objectives in any field, it is the set of organizational and management techniques whose purpose is to obtain a satisfactory performance. As for leadership, it is about motivation. It is the ability of an individual to motivate, manage or lead other individuals or organizations. Education itself is based on management and leadership. It has always been considered one of the indispensable pillars in social life, as an investment in human capital. An educational institution, whether public or private, is the established body that makes an important contribution to this education and to the formation of a good citizen. However, the success of education is strongly linked to the good management and leadership of educational institutions. Our study shows the importance of participatory management and leadership of educational institutions. An educational organization is a business in miniature that requires the monitoring of managerial practices in order to prevail the quality of teaching, education and to make the general interest triumph.

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Moral education; In the searches of lost mathematics

Aslanbek Naziev, Ryazan State University, RU

Abstract

Nowadays, despite a sufficiently large number of works mentioning mathematics in connection with moral problems, predominates opinion that mathematics is far from ethical problems. Goethe approved that mathematics has no power in the whole moral domain. Contemporary mathematician R. Hersh writes that in pure mathematics, the ethical component is so small it's hard to take very seriously. However, the assessment of the possibilities of teaching mathematics in moral education was not always negative. Ancient Greeks considered mathematics as the main tool of education. Pascal claimed that learning to think correctly (what mathematics first teachers to) is the starting-point of morals. The famous Russian mathematician A. D. Aleksandrov said that he belongs to the generation of scientists for which the identity of science and morality is an axiom. The paper we propose contains a detailed discussion on these issues. Our method here we describe as historically-inductive plus hypothetically-deductive. Looking through the history of the development of views on considered items, we form the images of needed notions. Grounding these images, we formulate definitions of the notions and substantiate the relevance of these definitions to the problems under consideration. On this basis, we proceed to solve the abovementioned problems. The main result of the article is the evidence of the assertion that under some conditions, moral activity and mathematical activities appear identical. Thereby, the identity claimed by Aleksandrov turned from an axiom (the statement accepting without proof) to a theorem (proven assertion). As axiom wherein is taken remarkable definition of morality given by Aleksandrov.

Keywords: Teaching mathematics; mathematical activity; moral activity; definition of morality

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