

Development for Active Learning Management Guidelines to Promote Multiple  
Intelligences in Students at Educational Institutions

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**Development for Active Learning Management Guidelines to Promote Multiple  
Intelligences in Students at Educational Institutions**

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**Abstract**

This study consists of 3 main objectives: 1) to study and analyze the current state of active learning management, 2) to study lesson learned from model schools about active learning management, and 3) to propose guidelines for active learning management to enhance students' multiple intelligences. The study was implemented in the form of the mixed-method research, and the samples included 380 personnel in schools affiliated under Secondary Educational Service Area Office 1. The qualitative data were collected by using in-depth interviews with 5 experts who were educators at the policy level of Ministry of Education whereas the quantitative data were analyzed with descriptive statistics and content analysis.

The results of the study revealed as follows.

1. The study found that the current state of active learning management for enhancing students' multiple intelligences was in an overall operation at the 'high' level (means = 4.27, S.D. = 0.65).

2. The study and lesson learned were from educational visits at 3 model schools about active learning management for enhancing students' multiple intelligences. The findings could be classified in 5 aspects. 1) The schools had clear visions, missions, and goals for educational management with full potentials, and they promoted all learning dimensions for enhancing students' multiple intelligences. 2) The schools arranged an active learning model for developing students' skills, knowledge, and goodness, according to their aptitudes. 3) The schools raised teachers' awareness of mutual visions for developing students to be equipped with desirable characteristics as well as for developing teachers' capability in knowledge sharing for cooperative practices through professional learning community. 4) The schools developed environment, buildings, atmosphere, media, technology, and facilities completely and appropriately. And 5) schools supervised work operation systematically with clear guidelines.

3. Guidelines for active learning management to enhance students' multiple intelligences included 4 components: 1) principles, 2) objectives, 3) work plans, and 4) guidelines (promoting factors, promotion process, output, and feedback). Various methods should be used in compliance to needs and as a part of teacher performance assessment. The assessment results should be used for supervision, monitoring, follow-ups, and assessment on active learning management for developing and improving work operation continuously.

**Keywords:** Active Learning, Multiple Intelligences, Conceptualization, Institutions

## **Introduction**

National Strategy in 20 years B.E. 2561 – 2580 (2018 – 2037) is regarded as a framework for country development in 20 years. In this framework, vision is stipulated that “Thailand, a developed country with Stability, Prosperity, and Sustainability in accordance with the sufficiency economy philosophy”, or with the goal of “Stability, Prosperity, Sustainability”. Accordingly, the educational strategy focuses on development and promotion of people’s potentials (Government Gazette, 2018). In addition, Office of the National Economic and Social Development Board develop The Twelfth National Economic and Social Development Plan B.E. 2560 – 2564 (2017 - 2021) for planning Thailand’s development in 5 years. This plan is for converting the national strategies into practice in a concrete way for preparing and laying foundation for upgrading Thailand into developed country with stability, prosperity, and sustainability according to the sufficiency economy philosophy (Office of the National Economic and Social Development Board develop, 2017). Strategy 3 in this plan emphasizes on learning reform in responding to changes in the 21<sup>st</sup> century, design of new learning system, teachers’ changing role into facilitator, and effectiveness and quality of educational systems. Moreover, Strategy 4 is concerned with human resource development by focusing on building various aptitudes and multiple intelligences of people (Government Gazette, 2019).

An active learning management is to organize learning activities for developing students’ cognitive potentials, providing chances for students to participate in self-knowledge building, training students to assume their responsibility, and allowing interaction with the focus on higher order thinking skills gained from experience whereas the teachers take roles as facilitators (Ruangsawan, 2005). According to Meyers & Jones (1993), active learning is a learning process in which students have chances to practice and think about what they have done by using their own natural efforts and various individual learning styles. The student role is changed from a knowledge receiver into a participant in knowledge building. In addition, this learning style is helpful in building atmospheres which challenge students to learn as well as in encouraging their activeness and liveliness well (Ruphaen, 2006).

Multiple intelligence refers to various competencies or intelligences which everyone can express their body of wisdom and abilities which are developed according to their surrounding contexts (Gardner, 1983). An individual person possesses at least 8 geniuses or intelligences, and each person has all 8 aspects which some are more distinctive than the others, depending on personal factors in biology, environment, cultures, family, and training from youth. Theory of multiple intelligences is widely used in educational management from early childhood education to higher education in the United States and many countries in the world where theory of multiple intelligences is applied for arranging classroom activities in schools (Armstrong, 2000). Theory of multiple intelligences respects in individual differences of people. With such differences, students should not be taught with the same methods because each student has their own learning styles different from the others so teachers should use various methods to assess their performance as well as to enhance their development of multiple intelligences with full potentials. Students’ potentials should be enhanced for expressing their talents for expanding their knowledge firmly.

The researcher is interested in studying about promotion of students’ multiple intelligences in schools affiliated under Secondary Educational Service Area Office 1. These schools are situated in Districts of Bangkok: Phayathai, Bang Sue, Dusit, Samphanthawong, Pathumwan, Ratchathewi, Pra Nakhorn, Pom Prap Sattru Phai, Bangkhae, Bang Khun Thian, Bang Bon, Thung Khru, Rat Burana, Chom Thong, Khlong San, Thonburi, Pasicharoen, Taling Chan, Thawi Wattana, Bang Phlat, Bangkok Noi, Bangkok Yai, and Nong Kham. These areas are in the civilization centers of the country. Therefore, the schools affiliated under Secondary Educational Service Area Office 1 are in the areas appropriate for the study and can be applied as model schools for school development in other educational areas in order for developing students according to their different competencies.

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## **Objectives of the study**

1. To study and analyze the current state of active learning management to enhance students' multiple intelligences in schools
2. To study lesson learned from model schools about active learning management to enhance students' multiple intelligence
3. To propose guidelines for active learning management to enhance students' multiple intelligences in schools

## **Scope of the study**

### **Population and samples**

1 Study and analysis the current state of active learning management to enhance students' multiple intelligences in schools affiliated under Secondary Educational Service Area Office 1

1.1 Population of the study included 15,000 administrators and teachers from 67 schools affiliated under Secondary Educational Service Area Office 1. These schools are in 23 Districts of Bangkok: Phayathai, Bang Sue, Dusit, Samphanthawong, Pathumwan, Ratchathewi, Pra Nakhorn, Pom Prap Sattru Phai, Bangkae, Bang Khun Thian, Bang Bon, Thung Khru, Rat Burana, Chom Thong, Khlong San, Thonburi, Pasicharoen, Taling Chan, Thawi Wattana, Bang Phlat, Bangkok Noi, Bangkok Yai, and Nong Kham.

1.2 The samples of the study were 380 administrators and teachers under the Secondary Educational Service Area Office 1. Based on Krejcie & Morgan's (1970) conversion table, the Multi-stage sampling was used according to the proportion of the schools.

2 Study of lesson learned from model schools about active learning management to enhance students' multiple intelligences

3 Guidelines proposal for active learning management to enhance students' multiple intelligences in schools by using in-depth interview with 5 experts who were educators at the policy level in Ministry of Education

## **Research methods**

This study is a survey by using mixed methods research. The study procedure is as follows.

1. To study and analyze the problems and the current state of active learning management to enhance students' multiple intelligences in school, related literature was reviewed, processed, and synthesized to identify variables of active learning management. The questionnaire was used to collect data for further analysis, summary, and synthesis to form the study framework.

2. Three model schools were studied as best practices on active learning to enhance students' multiple intelligence. The school administrators were interviewed, and the documents as well as electronic media of the model schools were studied.

3. Guidelines was proposed for active learning management to enhance students' multiple intelligences in schools by interviewing experts.

## **Results of the study**

1. According to the study, the current state of active learning management to enhance students' multiple intelligences in an overall level was in the 'High' level (mean = 4.27, S.D. = 0.65). When considering each aspect, it was found that the planning step was in the operation level at the 'Highest' level (mean = 4.63, S.D. = 0.41), the implementation step was at the 'High' level (mean = 4.20, S.D. = 0.71), and the evaluation step was at the 'High' level (mean = 4.08, S.D.

0.73). Regarding the current state of active learning management to enhance students' multiple intelligences in schools, the samples thought that the planning was operated more than the other components, followed by the implementation. The lowest level of operation was on evaluation. Furthermore, the researcher studied qualitative data about the current state of active learning to enhance students' multiple intelligences in schools affiliated under Secondary Educational Service Area Office 1. The study was conducted with 3 schools: Chanpradittaramwittayakom School, Samsenwittayalai School, and Pittayalongkorn Phittayakhom School. It was found that each school had different focuses on active learning management to enhance students' multiple intelligences. Samsenwittayalai School was distinctive in math, science, and English; Chanpradittaramwittayakom School emphasized on diversity of multiple intelligences, outstanding in arts, music, and sports; and Pittayalongkorn Phittayakhom School was prominent in nature and surrounding environment study according to sufficiency economy.

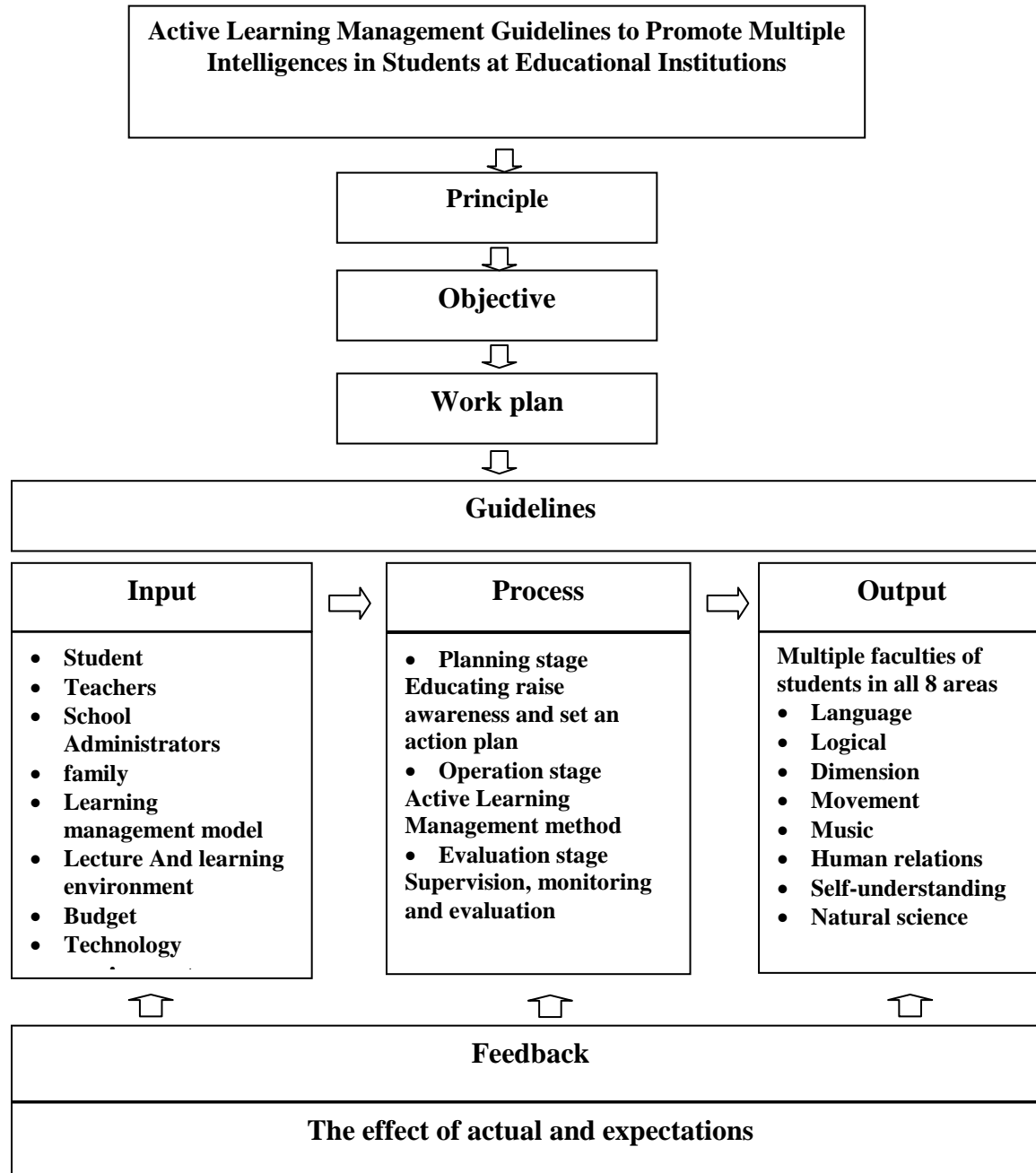
2. Lesson learned from the model schools were studied on active learning management to enhance students' multiple intelligences by educational visits at 3 schools. The findings were in 5 aspects. 1) The schools had visions, missions, and goals which were earnest and determined to equip people with goodness, skills for self-dependences according to one's own potentials and aptitudes, and to promote learning in all dimensions to enhance students' multiple skills. 2) The schools applied active learning for developing students' knowledge, skills, and goodness according to their aptitudes and desire. The example activities included project-based teaching, act of goodness teaching, hands-on skill training for occupations, real practice, life skill training to solve problems in everyday life, trails for making things by oneself, self-earning, survival skill training, and questioning in various situations etc. These learning activities were supported and promoted by teachers, parents, and communities. 3) The schools raised teachers' awareness of mutual visions for developing students to be equipped with desirable characteristics as well as for developing teachers' capability in knowledge sharing for cooperative practices through professional learning community. The teachers were encouraged for being advisors to closely supervise and give suggestions for students, and get to know each student individually. 4) The schools developed environment, building, atmosphere, media, technology, and facilities completely and appropriately for facilitating active learning to enhance students' multiple intelligences. And 5) the school supervised, monitored, and followed up work operation systematically with clear guidelines. Working teams were assigned to work seriously by focusing on participation. Work was operated in a concrete way with continuous review and development.

3. Guidelines for active learning management to enhance students' multiple intelligences included 4 components: 1) principles, 2) objectives, 3) work plans, and 4) guidelines (promoting factors, promotion process, output, and feedback). The promotion process was in 3 steps. 1) In planning step, preparation should be done on arranging work plans, projects, action plans, and work calendars of active learning management to enhance students' multiple intelligences in the whole educational year. Planning also included awareness raising, understanding, and public relation on active learning to enhance students' multiple intelligences. In addition, the administration structure was set and committee were assigned responsibility for implementing active learning to enhance students' multiple intelligences concretely. Problems and readiness should be analyzed before implementing active learning to enhance students' multiple intelligences. 2) In implementation step, students should be promoted to seek knowledge and practice by themselves. Learning activities should be promoted according to students' potentials and aptitudes. Teachers should be encouraged to plan their professional development through learning community with the focus on student-centeredness. Students should be promoted to do projects integrated with other subjects. And 3) in evaluation step, committee should be formally assigned for responsibility in supervision, monitoring, follow-up, and assessment of active learning management to enhance students' multiple intelligences. Supervision, monitoring, follow-up, and assessment should be planned for active learning management to enhance students' multiple intelligences systematically by using various methods in accordance to needs and being as a part of teacher performance assessment.

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The results from supervision, monitoring, follow-up, and evaluation on active learning management to enhance students' multiple intelligences should be used for continuous work improvement and development.

The Following figure demonstrates of Active Learning Management Guidelines to Promote Multiple Intelligences in Students at Educational Institutions



### Discussion

1. The current state of active learning management to enhance students' multiple in schools was based on 3 steps of project operation: planning, implemented, and evaluation. Consistently,

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Somkhit Phromchui (2007) mentions that any project operation consists of 3 basic components. 1) Planning or project design is to study various data about the project in order to form vision for determining description of each components i.e. objective setting, goals, operation guidelines, and expected outcome. 2) Implementation consists of steps for the project administration as planned in order for managing resources to achieve the project goals. And 3) monitoring and evaluation is an important step to monitor and follow up the project operation for improving and examining whether the project is successful according to the goals or not. In the present study, it was found that the planning step was operated at the highest level since it is the first step regarded as the heart of the project to determine direction, goals, and objectives for future success of the organizations or departments. Best and most effective operational methods are selected to be used for achieving desirable outcome in time. If the project is well-planned, it will be likely half successful. According to Romiszowski (1970), planning is an important task necessary for organizational administration. It is the mission of administrators to implement firstly in their administrative process. In any operation, if the project is planned with good and clear procedure, such work will be successful for achieving the goals.

2. Regarding the study and lesson learned from the model schools about active management to enhance students' multiple intelligences, educational visits were arranged in 3 schools. There were 5 findings from the visits. 1) Schools had clear visions and goals to focus on equipping people with goodness, skills, and self-dependence according to their own potential and aptitudes. 2) Learning was promoted in all dimensions by using the active learning approach such as project-based teaching, hands-on skill training for occupations, real practice, life skill training by solving problems in everyday life, and trials to do things successfully by oneself etc. with supports and promotion from teachers, parents, and community. 3) The schools raised teachers' awareness of mutual vision to focus on developing students' desirable characteristics and on developing teachers to be capable for knowledge-sharing in work operation. 4) The schools developed environment, buildings, atmosphere, media, technology, and facility completely and appropriately for facilitating active learning management. and 5) the schools supervised, monitored, and followed up systematically with clear guidelines. Working teams were assigned to work seriously by focusing on participation. Work was operated in a concrete way with continuous review and development. Based-on active learning management principles, the key success starts from determining firm vision, personnel development for unity, systematic procedures, supports and facilitation, and especially continuous review and reflection from work operation with professional learning community. Consistently, Wichan Panich (2012) suggests that professional learning community (PLC) is a continuous process in which teachers and educators work together in the cycle by asking questions and doing action research for achieving students' better performance. It is believed that the heart of learning development for students' better performance depends on implicit knowledge embedded in teachers and educators.

3. The guidelines for active learning management to enhance students' multiple intelligences in schools consists of 4 components: 1) principles, 2) objectives, 3) work plans, and 4) guidelines (promoting factors, promotion process, output, and feedback). In promotion process, there are 3 steps: 1) planning, 2) implementation, and 3) evaluation in order to make the active learning management concrete. According to Bowditch (1973), the overview of the project or process is to organize relation among various components of the project or process by using scientific method for planning and implementing the project to goal achievement. The methodology contains 4 elements: 1) Input, 2) Process, 3) Output, and 4) Feedback. Therefore, community is helpful in participation as a part of educational development in a concrete way. The private sector should provide chances for students' training, and clearly support educational management with the government sector. These factors can promote active learning to enhance students' multiple intelligences in schools affiliated under Secondary Educational Service Area Office 1 with success according to the policy of National Strategy in 20 years. Active learning is an integrated learning with the focus on students' practice, reflective thinking, and

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contemplation. Its process develops students' self-study and ability to apply knowledge for earning incomes. In this process, the students are trained to be equipped with occupational and life skills with development and promotion of multiple intelligences through families, educational system, environment, and media. The management system should be developed on screening and transfer mechanism for development of multiple intelligences with full potentials. In addition, family should be supported to enhance the students' talents, aptitudes, and potentials in sports, language, literature, and aesthetics. Schools and environment should be promoted for facilitating and developing youth to be capable on the basis of multiple intelligence. Howard Gardner (1983) mentions that multiple intelligences include various competencies or wisdom which is expressed their body of wisdom and ability which is developed in surrounding contexts.

Based on Howard Gardner's basic theory of multiple intelligence, Yaowapha Dechakhu (2007) develops a multiple intelligence model for learning as guidelines for student-centered learning management. This is consistent to educational reform which focuses on student-centeredness in which students learn by doing and practice by themselves in 9 dimensions of developmental activities with 5 principles, called ACACA, as detailed follows.

Step 1 Active learning: Students practice in learning activities as the first step of multiple learning intelligence. Learning by doing is student-centered learning for students to have chances for their intelligence development in various aspects at the same time. Teachers are in the role to arrange activities to promote various types of multiple intelligences.

Step 2 Cooperative learning: Cooperative learning is one of the best methods for learners to participate in learning through interaction with other students. Accordingly, students gain experience from working and learning together in teamwork. Therefore, teachers should organize activities for students to work in teams.

Step 3 Analysis: Students are trained to learn from analyses. Good learning is learning with chances to analyze one's own feelings and experience while participating in group learning activities as in step 1 and 2. In this step, teachers play the role of question askers for students to express their feelings on their practices in activities. Such questions are about the students' learning experience by using questions in the forms of what, with whom, where, how do you feel etc.

Step 4 Constructivism: Students conclude by themselves about what are learned or happened. Constructing body of knowledge by oneself or self-construction of knowledge makes learning more meaningful for students rather than learning by recitation from textbooks or doing exercises. In this step, teachers should encourage students to find conclusions from learning activities by asking questions such as "what did you learn?" or "what ideas do you get?" etc.

Step 5 Application: Students apply their knowledge in real life. True learning is expressed by students' ability to apply learning gained for solving problems in real life. Teachers should encourage students to think how to use their conclusion from learning by asking questions such as "What else can you do?" etc.

Such multiple intelligence model for learning is regarded as a learning model in Thai contexts which is effective for being innovation for arranging learning experience for student potential development and student-centeredness.

At present, however, the pandemic situation possibly prolongs and causes globalization to be destroyed. The wide world becomes narrower. The existing educational objectives to develop students' skills for competitive capabilities and world citizenship is narrowed down into happy living of students and families. Therefore, changes also occur in educational goals, philosophies, frameworks, policies, and processes. Particularly, analytical thinking skills should be trained more intensively than ever in order to build new careers appropriate for oneself and contexts as large multinational companies will be replaced. Moreover, students must possess ability to adapt themselves well to rapidly changing situations. These are new necessary competencies for students nowadays. In such situations like this, all educational mechanism become distance education in the forms of analog for disadvantaged people and digital platform. A learning

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dimension of “student-centeredness” is realized on online platform or active learning in virtual classroom. In order to manage online active learning high functioning classroom, considerations must be on natures of students, teachers, and contexts as well as environment, social background, and current world situations. Content structures should be designed in consistent to real life application and subject designs should not be separated, but in an integration of subjects. The emphasis should be on the courses of seminar, independent study, research study, and innovative creation etc. Learning and assignment should not involve only one student but also surrounding people of the students i.e. parents or families participating as facilitators or coaches during their learning by doing. Learning frameworks should be conform to student and family life whatever on life project, problem-solving, and facility development for better life of the student. Students should be able to do self-analysis on their strengths and weaknesses, talents, and ideas of their desires. Telling their self-analysis to friends can enhance exchange cultures at the beginning. With appropriate application, a teacher may act as an admin to play the manager role for controlling microphone switches. When the students and the teacher understand the students’ potential, the lessons move to lesson introduction and content learning from multimedia to build inspiration and awareness. Applications used in this step should be integrated with various media such as video and audio clips for communication between the teacher and the students. Then the students are allowed to share their ideas about interested topics to study, practice or investigate by themselves. In the next step, students are assigned to do self-study by investigating or inventing new things with supports from parents or family members. The work scope should be confined to available equipment and resources in the students’ household areas. During hands-on practice, the teacher makes appointment for progress report online. During the online report, the data should be collected for formative assessment in the form of 360-degree assessment. With self-report, the students report their own progress; their classmates listen to the report, share ideas and assess on such performance; and the teacher assesses the performance for the work process and work pieces. After the assessment of all students completes, the teacher assesses the students’ final complete work pieces. Next, the teacher performs summative assessment according to the learning results from the students’ study and practice. The teacher arranges an online session again for AAR (After, Action, Review).

The discussion issues are about learning points in previous lessons, obstacles, problems, solutions as well as self-development in the future. A question may be asked if the students have a chance to study again about work creation, what they will expand from the previous work. The teacher should elicit their ideas about the impacts in a wider area by implementing activities with impacts on nearby communities and then on people in the country and world society etc. Distance education is similar to problem-based learning through online platform in which teachers should be skillful in asking question for stimulating students’ ideas from the beginning to the end of the process. In addition, teachers should possess creative teaching skills i.e. ability to select media for building inspiration, to design assignment types, and communication methods. Knowledge of such skills can be found from online PLC in regular experience sharing among teachers. Although we can manage online teaching and learning for most of students, some students in remote areas still faces problems on lack of internet signal and computers for distance education. Accordingly, analog equipment such as television and radio in educational areas can be useful for facilitating student distance learning. Learning activities can include local programs in radios and televisions, and assignment can be submitted periodically by mails. In case that students are in remotest areas without electronic or analog equipment or even electricity, it is necessary to use paper-based media or toolkits with handbooks for self-study and self-practicing various learning modules and assessment forms.

### **Suggestions**

#### **1. Suggestions for transferring policy to practice**

The guidelines for active learning management can be applied or expanded the existing active learning management system to improve and enhance students’ multiple



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intelligences; to develop teachers and cooperative networks on active learning management with effectiveness and sustainability; to revise lesson plans and use the revising results for setting policies for managing active learning. It is useful for educational management and development which is the main basis for the national development.

### **2. Suggestions for future study**

Future study may explore school practices in managing active learning seriously and continuously. Moreover, future study may investigate about appropriate cooperation models, types of suitable activities, types of coordination among related agencies concerning effectiveness of active learning management in schools.

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