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The Impact of Social Media

Students and a Special Education

Highlights

Growth and Development

Technical and Vocational Education

Discovering Thoughts, Inventing Future

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Contents of the Issue

i. Copyright Notice
ii. Editorial Board Members
iii. Chief Author and Dean
iv. Contents of the Issue

1. The Impact of Social Media on Student Academic Life in Higher Education. *1-7*
2. Ten Encounters between Students and a Special Education Teacher at a Finnish Hospital School – Outlining Hospital School Pedagogy. *9-20*
3. Entrepreneurship Growth and Development in Southwest Nigeria through Innovation in Technical and Vocational Education. *21-28*
4. The Role and Importance of Proverbial Phraseologies in the Sphere of National Languages Phraseologisms. *29-34*

v. Fellows
vi. Auxiliary Memberships
vii. Process of Submission of Research Paper
viii. Preferred Author Guidelines
ix. Index

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The Impact of Social Media on Student Academic Life in Higher Education

By Raymond Owusu Boateng & Afua Amankwaa

Beijing Normal University, China

Abstract- Social media is rapidly changing the communication setting of today's social world. The emergent of social media is significantly influencing the academic life of students. Institutions and academician are continually trying with social media technologies hoping to excite critical thinking skills, collaboration, and knowledge construction. Today social media has been accepted by higher institution making it a platform where students connect with their instructors, fellow students and other higher authorities across the board. This therefore called for the study to explore and examine how social media has impacted on students' academic life. The study implored a qualitative approach in assessing these impacts. Ten (10) participants were conveniently sampled and interviewed with a period of two weeks. After studying the phenomena that were of interest to the study, and transcribing the various responses of the participants the results reveals that social media is widely used by students of higher institution and that participant are in support of the idea that social media contribute a significant quota to the development of their academic life.

Keywords: *social media, student academic life, higher education.*

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Raymond Owusu Boateng [α] & Afua Amankwaa [σ]

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Keywords: social media, student academic life, higher education.

I. Introduction

a) Background of the Study

In recent years technology has tried to fulfill its role in helping humanity leading to the substantial medium of interaction in the social world as well as in teaching and learning. Over the years those in higher education has explore the exciting opportunities new technologies bring to institutions, educators and students. Technology has changed the way people interact and has brought about the emergence of an open social platform such as social media that allows the inhabitants of this planet earth to connect with each other making the world a global village. Social media such as Facebook, Twitter, Google Plus, and Flickr, are being used in learning for the purpose of convenient communication with other students and potentially with others outside the class such as students of the same topic and subject experts. The advent of social media has impacted significantly on how students learn and the mode instructors teach. In today higher education settings, social media is has influence instructors, students, and others to cooperate with each other on the tasks of knowledge construction in learning and teaching environments. Social media applications can strengthen class material and positively influence discussions collaborative work, and authoring. Educators and researchers are constantly experimenting with social media technologies hoping to stimulate critical thinking skills, collaboration, and knowledge construction (James). However, the fact that these media are generally open to the world implies a need to carefully consider its' benefits, impacts and risks of openness as well as need for ongoing communication with students in order to address their concerns and deal with issues in the use of social media as they arise..

b) Statement of the Problem

With the explosive growth in the number and use of social media in everyday communication method for individuals and organizations, there has been a corresponding increase of its incorporation in teaching and learning in higher institution. In view of this, this study examine and assess the impact social media has on teaching and learning in higher education. be it positive or negative impacts.

c) Purpose of the Study

This study was purported to assess the impact of social media on student academic life. life To be specific, this study aims at exploring the kind of social media students are familiar with, how such social media is used by students of higher institution and the impact it making on their academic life.

d) Research Questions

The main research question of the study was" has social media has distinctive impact on students' academic life?" To answer these questions and analyze how this impact has taken place, the following question were considered:

How do students use social media?

To what extent has social media support students learning?

e) Significance of the study

An understanding of social media, it usage and how it is influencing students learning environment would be of great relevance to students, researcher, students affairs practitioners and all the various bodies that comes to play when talking of social media and school life. The outcome of the study will help to strategize and reconstruct their attitude regarding the

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use of social media. It will also push people further to identify the exciting opportunities social media add to human and student life as a whole.

II. Review of the Related Literature

a) Social Media

The term "Social media" is defined as the application that allows users to converse and interact with each other; to create, edit and share new forms of textual, visual and audio content, and to categorize, label and recommend existing forms of content (Selwyn 20129). Social media therefore denotes to the wide collection of Internet based and mobile services that connect people together to communicate, participate, collaboratively interact, discuss and exchange ideas and information on an online community. The kind of Internet services commonly associated with social media (sometimes referred to as "Web 2.0") include the following:

Weblog. Weblogs or blogs, as they are branded, are easily created and updateable websites that allow authors to publish to the Internet instantly, hence allowing instructors and students to communicate easily. Basically a blog is an online journal in which pages are usually displayed in reverse chronological order. Blogs can be hosted for free on websites such as Word Press, Tumblr and Blogger.

Wikis. A wiki is "a collective website where any participant is allowed to modify any page or create a new page using her Web browser" (Dewing 2010). Anyone can add and edit what has already been published. One well known example is Wikipedia, a free online encyclopedia that makes use of wiki technology.

Social bookmarking. Bookmarking sites allow users to organize and share links to websites. This enables users to produce a searchable personalized internet. Examples include reddit, Stumble Upon and Digg.

Social network sites. Boyd and Ellison (2007) defined social network sites as public web-based services that allow users to develop a personal profile, identify other users with whom they have a connection, read and react to postings made by other users on the site, and send and receive messages either privately or publicly. These web based services allow individuals to construct a public or semi-public profile within a bounded system. Among the most popular are Facebook and LinkedIn.

Status update services. This kind is also known as micro blogging services, status update services such as Twitter allow people to share short updates about people or events and to see updates tweeted by others. These are limited list that are certain to revolution quickly, probably could be by our own contributions to the field.

b) Social Media and student academic life in higher education

Academic life in these context is describe as the activities that relates to the work done in colleges and universities especially which involves studying and reasoning rather than practical or technical skills. Higher education on the other hand is an educational level that primarily describes post-18 learning that takes place at the universities as well as other colleges and institutions that awards academic degrees and professional qualification.

A side most deliberations of social media being perceived as either on the very straightforward or the very philosophical, emergent numbers of educationalists exploring and aspiring in this field are beginning to consider the possible significance and likely implications of social media for education practice and provisione specially in terms of higher education. Social media constitute an increasingly important context in one's academic everyday lives. Indeed, some critics talk of social media as a self-networked acknowledging avenue serving as a key site for sociality and identity recognition in many people's lives (Papacharissi, 2010). The apparently changing nature of a student, who is entering university, will ultimately see the significance of social media in higher education in a practical sense, the attribute of social media reflects a highly connected, collective and creative qualities application that are more flexible, fluid and accelerated in nature.

Social media are therefore associated with an increased tendency for young people to multitask, to rely on a digital juggling of daily activities and commitments (Subrahmanyam and Šmahel, 2011). More subtly, the reason with young people associated with these emerging technologies is also associated with the autonomous nature of social media allowing students an increased control over the nature and form of what they do, as well as where, when and how they do it. As Tapscott and Williams (2007) argue that, young people 'are not content to be passive consumers, and increasingly satisfy their desire for choice, convenience, customization, and control by designing, producing, and distributing products themselves'.

For many educationalists the existence of social media in higher education settings is essential if universities are to (re)connect with these students (Selwyn, N). For instance, social networking sites such as WeChat which is predominant in china, LinkedIn and the flipped classroom such as schoology are now being used by universities as alternative spaces in which students can adapt to the university lifestyle through interacting online with peers and faculty. Certainly, many universities now maintain profiles and groups on social networking sites such as Facebook, where students and faculty can interact, share resources and express learner voice. Social media poses a liberal environment for

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students to discuss share their views and opinions easily freely on issues that otherwise would not have been done in a normal traditional classroom, just as Mason and Rennie (2007: 199) reasoned that, shared community spaces and inter group communications are a massive measure of what excites young people and therefore should contribute to their persistence and motivation to learn.

According to Douglas Thomas and John Seely Browns (2011) description of a technology enhanced new culture of Learning that says, learning is based around principles of collective exploration, play and innovation rather than individualized instruction, it could be argued that social media supports the aspect of knowledge consumption and construction that are very different to the epistemological principle of formal education and individual instruction as well as sounding with currently fashionable constructivist and socio cultural learning theories. These ideas are reflected most explicitly in the notion of connectivism the idea that learning in a social media age now rests upon the ability to access and use distributed information on a "just in time basis". Simply put, learning can be seen asan individual ability to connect to specialized information nodes and sources as and when required. Thus knowledge ability would demand nurturing and maintenance of these connections. (Chati et al., 2010). As George Siemens (2004)puts it, learning can therefore be conceived in terms of the 'capacity to know more' via social media rather than a reliance on the individual accumulation of prior knowledge in terms of what is currently known.

c) Impact of Social Media on Student Academic life

Social media provides students a new mechanism for a familiar exercise. It provides students a direct medium by which to publicly evaluate and comment on their campus environments, institutional policies, classes, professors, and administration and fellow students in real-time. Social media zips through our campuses nearly unseen, dragging behind it the heavy weight of social injustices and complicated Jurisprudence accumulated from decades of student speech (Gurcan 2015). Given social media's potential for positive impact, no one is suggesting we pull the breaks on it, and in many ways the technology is already out of our grasp.

Today's students communicate via technology, and that If you say absolutely no Facebook or texting, you are cutting off an important relationship with students technology as an online teacher use of technology via the use of a variety of tools such as Skype, text, email, Facebook and twitter. Social media open up new ways for collaboration and discussion in the sense that, it offers a great deal of content posting, coping, sharing and search ability by easily using online search tools. Students today use social media anywhere and at any time where internet connection is available in order to meet their educational needs Dewing, 2010). Students use social media to communicate with their Teachers as a group outside of class and to plan school events and what not, it also allowed students to get help on school work from teachers during the evening, weekends, and holidays so that they never fell behind. The cell phone numbers and WeChat are equally used to get in touch with teachers quickly during the school day, if a student is going to be late or absent or outside of school in an emergency.

On the subject of the number of complaints of inappropriate contact involving social media, the possible threats are too great. Student engaging in a private relationship outside the classroom circles begs for inappropriate behavior to commence (Gurman 2015). There is the likelihood of users not being courteous and respectful of other such that Profanity, vulgarity, obscenity, or language that is harassing, derogatory, or otherwise inappropriate for the school environment sometimes circulates in these platforms. Users could easily display, send, retrieve, or download any items that are sexually explicit, or contain hate-based or discriminatory material without the notification of a teacher, school administrator or even their peers in the event. This in turn could make students concede that they have no right or expectation of privacy with respect to their use of school technology and therefore would not want to participate fully (Gurman 2015).

There is always the potential for things to go wrong, and that is true before technology as well. So commentators would have to stop worrying about what could go wrong and realize that there is a huge opportunity associated with social media that broaden the learning experience of students.

III. Methodology

a) Research design

In the empirical part of this study, a qualitative approach was employed using a semi-structured interview among some selected student of Beijing normal university. Qualitative research was used rather than quantitative because qualitative methodology is appropriate to collect data in a natural setting rather than a contrived situation (Creswell, 2007), in this study, a face-to-face interview between the researchers and participants was employed to avoid human bias whenever possible. Therefore, the researchers in this study were able to discover detailed information of how student are using and benefiting from social media through in-depth interviews.

b) Population

The target population of the study is international master students studying in BNU. It is out of this population that the sample was extracted.

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c) Sample and sampling procedure

Ten international students volunteered to participate in the study. The researchers adopted convenient sampling technique in selecting the participants. The sample comprises of 5 female and 5 male students with two students each representing different programs including, Comparative Education, Higher Education, Public Policy, World Economy and Environmental Science.

d) Data collection procedure

The whole data collection period lasted for around 1week. Each interview took approximately 20 to 30 minutes and all the interviews were conducted in English. During the interviews, the researchers took notes for better transcription. All the interviews were audio taped for precision and easier transcription with the participants' permissions. The first part of the interview asked for participants study Program. The second part was consisted of the interview questions concerning (a) how student use social media, (b) to what extent has social media support and enhance their learning. With how students use social media, questions such as ; (i) "Are you conversant with social media", (ii) "which social media are you familiar with and which one do you use most", (iii) "do you use social media in your academic work, if yes how do you use social media in your academic work". The second question which was looking at the extent social media has supported and enhance student academic life, had sub questions like (i) "do you believe social media can enhance your learning" (ii) "to what extent has social media impacted on your academic life" (iii) "do you have any challenges associated with the use of social media" (iv) "how would you rate social media good or bad".

e) Data analysis

The data collected, was then Transcribed and categorized based on the answers of the participants. Relevant themes were then developed from the transcriptions. The data of this study was analyzed inductively, starting with the raw data consisting of multiple sources of information and then broadening to several specific themes. Also key words were written down on the margin, and then grouped the margin notes into different subthemes and themes.

IV. Results and Findings

This chapter presents the results of the data to answer the research questions and appropriated themes and subthemes were emerged related to each research question. Ten individual interviews were conducted and analyzed in this study. The data collected from this research study is used to answer the following questions:

How do students use social media?

To what extent has social media supported students learning?

Table 1 : Demographic information of participants

PARTICIPANT	GENDER	FIELD OF STUDY
1	male	comparative education
2	female	higher education
3	female	comparative education
4	male	public policy
5	female	world economy
6	male	higher education
7	male	environmental science
8	female	public policy
9	female	environmental science
10	male	world economy

a) Research question 1: How students use social media

How students' use social media are categorized into three key elements: conversant with social media, what social media student use, using social media in their academic life.

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Table 2 : Summary on the kind of social media students use

	NUMBER	NUMBER
Conversant with social media	10LinkedIn	7
Facebook	10YouTube	10
WhatsApp	6Wikipedia	10
WeChat	10Twitter	4
Line	1Skype	2
Using social media in academic work Class schedules Discussions and assignments Receive and sends information's Connections and exploration		10

As represented in table 2, the entire ten participants indicated that, they are conversant with social media. Facebook, WhatsApp, Wikipedia, YouTube and WeChat are almost use by the entire participant. LinkedIn, Line, Skype and twitter is also used by some of the participants. The entire ten participants admitted that they have been using social media in their academic work. *Yes, I use them, I am conversant with social media, I mostly use Facebook, WeChat, Whats App and YouTube* were what participant mostly used when describing the kind of social media they use.

i. *Class schedules*

Most of the participants claimed they receive class schedule and other work schedules through various platforms. Participant 2: stated

> Time table, class schedule, venue and time of classes are mostly disseminated via WeChat. There are times the TA will update us on a change of venue of a class session
>
> In one of my core courses, lessons and topics to be taught are mostly posted on WeChat to keeps us inform ahead of time, also when there is a class presentation, the order is been posted on our WeChat group and it makes things easier. (Participant 6)

Almost all the participant mentioned Facebook WeChat WhatsApp and YouTube, however one participant (participant 7) pointed out that she quit using Facebook when he started school in China. She stated:

> I used to be on Facebook during my undergraduate studies, because we had a class page as a platform of discussions after every lecture, but I quit when I arrived in BNU.Lately I have discovered WeChat and LinkedIn and I have being making good use of them because there they are very popular in china. Most of my class schedules and relevant information's pertaining to classes are being communicated through WeChat.

ii. *Discussion and assignments*

Some of the participant affirmed that they use social media as a medium of discussion and working on their assignments.

Participant 3 a world economy student who mostly uses Skype stated:

> I used social media a lot, WeChat and WhatsApp has been part of my life on campus here in BNU. But I would say Skype is on top because I have a friend I skype with in Hong Kong who is reading economic, I would say he is my study partner because he assist me in my assignments and final papers, he even assisted me in coming up with my thesis topic.

Participant 5 a comparative education student stated:

> I use them, I usually use Imo and Facebook but right now I am in china so I use WeChat with my class mates, especially I communicate a lot with my best friend on WeChat concerning my assignment. We discuss our assignment together even in late hours in our various closets.
>
> For me WeChat is the medium of communications between my supervisor and I, I remember when he was out of campus we were still in contact and he was given me directions as to how to go about with my thesis proposal. (Participant 4)

iii. *Receive and sends information*

Entirely all the ten respondent asserted that social media has been a medium of receiving and sending information in their school life

Participant 1 stated that:

> Yes but not too much, I receive information from a group chart that has been created for our Chinese language class that we usually post and receive information and also share our ideas and problems with the TA for assistance.
>
> Okay some of my classmate forwards articles on our WeChat class page for other to read, some also sends websites and links concerning academic conferences and other professional document on our page. (Participant 3)

Participant 5 further stated that

> It is not only on WeChat I also make use of YouTube a lot and sometimes too Wikipedia, I watch videos lessons on YouTube most especially explanations of theories by others that has been uploaded on YouTube. I get access to information's too on Wikipedia; I remember I was able

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to retrieve information on HIV/AIDS in Africa through Wikipedia.

iv. *Connections and exploration*

Participant 10

With how I use social media, I would say I use LinkedIn basically for connections; I connect with people who share the same interest in terms of educations and jobs on LinkedIn after reading their profile.

I explore social media for professional connections, meet new friends, intellectuals ones as a matter of fact, I explore their ambitions, aspirations and their interest and try to follow them up as role models. (Participant 8)

b) Research question 2: To what extent has social media help enhance student academic performance?

In order to answer this question also, respondents were asked whether they believe social can enhance their learning, and to what extent has social help in their academic life and finally they were asked to rate social media with regards to their academic life whether it is "good or bad". Most of the ten participants emphatically responded "yes" to the question "do you believe social media can enhance your learning"? However, on the whole social media was rated by all the participants as being good with regards to their academic work. But as to how social media has enhanced their academic performance, participants 1stated:

Yes I believe that, because sometimes we have discussions on certain matters concerning certain topics that have been given in class, for e.g. I have joined two groups that were formed basically for our assignments; because knowledge does not rest in one person's head. we have discussion through WeChat. Even since I started my study in china I have been using social media to get access to information and assistance form my classmates.

On WhatsApp and Facebook sometimes I get the chance to discuss with my friends some of the topics and some of the things I don't understand, we sometimes share our ideas together and help each other to gain understanding of pertinent issues; I would say I have been benefiting from social media a lot. (Participant 5)

I for my part I believe in group work because two heads are better that one , so in using social media I get a lot of ideas and information from the people am dealing with. (Participant 10)

Another respondent (participant 7) also asserted that aside using WeChat as a medium of a discussion on campus here she also uses Imo. She stated:

You know, when I first arrived in BNU, I didn't have too many friends, even choosing courses was conflicting but with the help of Imo, I talked to my brother who is a lecture in Haiti and he gave me the needed assistance. Mostly all my research works and final papers, I discuss them over with my brother who gives me advice and directions. so you see without this Imo, school life would have been tougher even though it had not been easy but it better with social media.

Other respondent gave responses that were not directly accepting the notion that social media can enhance their academic performance but rather a two edge sword something, they emphasized on the issue of privacy and personal space. A female participant stated:

This is a two way something, it could and could not, with it helping my academic I believe that when I get the chance to discuss issues that I don't understand with my friends or with my tutors it gives me the chance to understand the more and then sometimes too social media can act as a form of distraction and sometimes too infringes on my private life because everyone else in the class see every post and every moves that you make especially with Facebook, there are times I will log in to Facebook and before I realized oh my heaven I have exhausted all my time. (Participant 3)

Even though I don't necessarily see social media directly assisting in my academic work but to some extent it does, because after a long day of work and studying I resort to social media like Facebook, WeChat and WhatsApp to refresh my mind, release some tension and get my senses back on track to carry on with my academic work. There are times I even pick vocabularies and other statements from people's posts to enrich my write ups. (Participant 6)

A Female higher education student also pointed out that she cannot rely on social media in term of her academic performance. She stated:

For me this WeChat and Facebook thing is doing me more harm than good, because I see myself to misuse social media a lot, I spend a lot of time charting with my friends and family member on either WhatsApp, Facebook or even WeChat, much of my time spent on these platform are never related to my academic work. I even recommended WeChat to some of my friends back home so you can draw the line. I sometimes too don't get along with social media because I don't have a personal space in terms of social media everything about me is been watched. (Participant 2)

Participant 8 on the other hand gave an impressions by stating emphatically that social media has not enhance his academic life.

Just as I said, I mostly use social to explore my world of friends and social connections I get hook ups with new people, share pictures, videos and the likes, I don't really use social media in my academic works as far as I am concern. (Participant 8)

V. Discussions, Summary and Conclusions

a) Discussions

The study findings demonstrate how social media is being used by students of higher institutions and the significant influences and contributions it has on

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students' academic lives. Based on the findings you realized that students are conversant and familiar with social media most importantly social network. Just as (Gurman 2015) said: "social media zips through our campuses" somewhere in the literature, Social network has dominated with regards to the use of social media among students. Social networks such as Facebook, WeChat, WhatsApp, and LinkedIn are mostly use by all the students.

In general students uses social media as a platform of discussions for their assignment and other course work, they gets feeds on class schedules, class venues, receives and sends information's among their peers, explore issues related to their course work and a host of others. This have supports form (Boyd and Ellison 2007) idea that social media allow people identify other users with whom they have a connection, read and react to postings made by them on the site, and send and receive messages either privately or publicly.

Looking at the number of responses, and making an inference from the literature, the study can validate that social media provides students a new mechanism for a familiar exercise. It provides students a direct medium by which to publicly evaluate and comment on their campus environments, institutional policies, classes, professors, and administration and fellow students in real-time. Social medial can therefore be associated with an increased tendency for young people to multitask, to rely on a digital juggling of daily activities and commitments as asserted by (Subrahmanyam and Šmahel, 2011). However, the possible threats associated with social are too great, because student engaging in a private relationship outside the classroom circles begs for inappropriate behavior to commence (Gurman 2015).

b) Summary and conclusion

This study focused on the impact of social media on student academic life in higher education. After studying the phenomena that are of interest to the study, and transcribing the various responses of the participants, even though some of the responses were not transcribed because they were all communicating same idea, the results reveals that social media is widely used by students of higher institution. At least every student makes use of one social media. Moreover, data revealed that, participant are in support of the idea that social media contribute a significant quota to the development of their academic life.

c) Limitation of the study

The limitation of this study is the number of participants involved since only 10 students were randomly assigned to participate in this study. Even though detailed information is collected using face-to-face interviews, the concentration should also be on the quantity of the participants. The result of the study is rather limited in a sense that an all-inclusive re-presentation cannot be obtained from such a small group. A greater number would have increase validity.

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Appendix

Interview guide

1. What are you currently studying?

a) How do students use social media?

2. Are you conversant with social media?
3. Which social media are you conversant with and which one do you use most?
4. Do you use social media in your academic life?
5. How do you use social media in your academic life?

b) How has social media supported your learning / academic life

6. To what extent has social media supported your learning /academic life?
7. Do you have any challenges associated with social media?
8. How would you rate social media in terms of your academic life good or bad?

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Ten Encounters between Students and a Special Education Teacher at a Finnish Hospital School – Outlining Hospital School Pedagogy

By Tanja Äärelä, Kaarina Määttä & Satu Uusiautti

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Abstract- This article presents a description of a special education teacher's work and how it appears as student encounters during a month-long observation period at a hospital school. The teacher's pedagogical skills are tested when she has to bend to many directions. Every day is different, students form an extremely heterogeneous group, and every one of them has their special needs. Teaching at a hospital school is special education at its best and work requires especial flexibility, understanding, acceptance, and caring as well as endless trust in students' development regardless of their most difficult conditions. The article is based on Dr. Äärelä's long-term experience as a special education teacher at a hospital school and her researcher's diary of the everyday encounters in the teacher's work. The month-long special observation period formed the data of this study. The findings are here presented as ten examples of student encounters. They are to illustrate the daily work at a hospital school and, thus, help to develop and support teacher training. The fundamental purpose is to lay foundation to the development of hospital school pedagogy.

Keywords: hospital school, teaching, special education teacher, hospital school pedagogy, teacher as researcher.

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Abstract- This article presents a description of a special education teacher's work and how it appears as student encounters during a month-long observation period at a hospital school. The teacher's pedagogical skills are tested when she has to bend to many directions. Every day is different, students form an extremely heterogeneous group, and every one of them has their special needs. Teaching at a hospital school is special education at its best and work requires especial flexibility, understanding, acceptance, and caring as well as endless trust in students' development regardless of their most difficult conditions. The article is based on Dr. Äärelä's long-term experience as a special education teacher at a hospital school and her researcher's diary of the everyday encounters in the teacher's work. The month-long special observation period formed the data of this study. The findings are here presented as ten examples of student encounters. They are to illustrate the daily work at a hospital school and, thus, help to develop and support teacher training. The fundamental purpose is to lay foundation to the development of hospital school pedagogy.

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I. Introduction

Teaching provided in hospitals are to secure the continuous education of children and youngsters even during illnesses. In Finland, the law of basic education establishes that the county in which the hospital is located must arrange hospital teaching to school-aged children. Hospital schools have a relatively long history but research has focused more on nursing and care than on the teaching work (Breitweiser & Lubker, 1991; Crossland, 2002; Delbanco & Parker, 1978).

Teaching is arranged for students hospitalized in, for example, child psychiatric, neurological, somatic illnesses, and phoniatrics wards. In Finland, most of the students are inpatients but after the new law of 2014, also outpatient students can attend classes at hospital schools. Teaching is arranged in 25 hospital schools in Finland (Vaativan erityisen tuen kehittämisryhmä, 2016). This study was conducted in one middle-sized Finnish central hospital. The teacher had been teaching various students in this hospital school for over ten years.

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According to the Finnish Ministry of Education and Culture report about hospital teaching for students with intensive special needs, Finland has about 170 special education teachers in hospital schools. Hospital school teachers are usually special elementary education teachers but also special education teachers, subject teachers, and classroom teachers or elementary school teachers (Vaativan erityisen tuen kehittämisryhmä, 2016). Hospital school teachers work as the pedagogical experts in the multi-professional teams of special health care and are responsible for being in contact with students' own schools. Teaching happens as a small-group teaching and hospital school teachers often work in pairs with school assistants.

II. The Nature of Hospital Schools

In Finland, students attending hospital schools usually follow the curriculum of their own schools when it comes to various school subjects. But for the school environment and pedagogical practices, the hospital schools have their own curricula (Perusopetuksen opetussuunnitelman perusteet, 2014; see also Dixon, 2014). The former is necessary because children remain officially as students of their own schools even if they were taught at a hospital school. When teaching follows the student's own school curriculum as far as possible, the future transition from hospital school to regular school will be smoother (McLoone et al., 2011; Shaw & McCabe, 2008; Stuart & Goodsitt, 1996).

In the hospital school, children are first and foremost patients of special health care. Their medical treatment has priority, while hospital teaching supports children's overall rehabilitation. This means that teaching provided at hospital school has to proceed within the limits of students' health. Learning goals and objectives are always determined individually and revised regularly because a student's health, condition, and length of medical treatment can change all the time. Therefore, cooperation with other nursing personnel and parents is especially important in a hospital school teacher's work (Choi, 2014; Romaniuk, O'Mara, & Akhtar-Danesh, 2014).

Teaching happens mainly in groups individual-lized teaching is possible, too. Hospital teaching has a multidimensional role that includes continuation of

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learning and school attendance as well as support of goals in medical treatment (Clemens, Welfare, & Williams, 2010; Simon & Savina, 2007; Weiss et al., 2015).

Hospital teaching is pedagogically remedial teaching. Teachers are required of possessing special pedagogical expertise to support students and trust in their development and opportunities (Ubha & Cahil, 2014) even when the chances to learn and study are the most difficult (Lightfoot, Mukherjee, & Slper, 2001). Students' backgrounds and school histories are often filled with various problems (Thies & McAllister, 2001; Äärelä, Määttä, & Uusiautti, 2014).

Hospital school teachers can apply methods of special education in teaching (Nabors, Little, Akin-Little, & Iobst, 2008; Sawyer, Drew, Yeo, & Britto, 2007; Shaw & McCabe, 2008). They have to be capable of multiprofessional cooperation in which students' parents (Coyne, 2006; Gagnon, Swaine, Champagne, & Lefebre, 2008; Lian & Chan, 2003), health care officials (Mescon & Honig, 1995; Reiss, Gibson, & Walker, 2005), and the teachers and personnel from students' own schools (Lindsey, 1981; St Leger, 2014) have their important roles. The work shows special pedagogical and psychological expertise but also medical knowledge and expertise; hospital school teachers have to act as sorts of interpreters (to speak the language of "care and treatments") between special health care personnel and students' own schools (Shields & Nixon, 2004; St Leger, 2014).

In addition to the basic task of teaching inpatients and outpatients in hospital schools, hospital school teachers are expected to provide guidance and consultation help to schools the students would attend if they were not hospitalized (Ball & Howe, 2013; Chesire, Canto, & Buckley, 2011; Dixon, 2014), to create models and support methods to solve challenging situations with students (Mukherjee, Lightfoot, & Sloper, 2000; Äärelä, Määttä, & Uusiautti, 2015), and to be responsible for teaching of children with psycho-social special needs. Supporting students (Canto et al., 2014) and paying attention to their special needs and learning difficulties (Crossland, 2002; Epstein & Wayman, 1998; Taylor, Gibson, & Franck, 2008) necessitate such professional expertise and pedagogical approach that cannot be developed without understanding about the nature of hospital schooling. In all, hospital school teachers form quite a marginal group of special education teachers.

One of the typical features of hospital schools is the high turnover of students (DiVasta et al., 2008; Tilus et al., 2011; Van Leeuwen, 1977). Schools have approximately one new student per week while other students return their own schools as their condition allows them to do so. In addition, students have various treatments during school days which means that students come and go during the days, too. This kind of unpredictability is a central part of a hospital teacher's and other personnel's work (Callery, 1997; Tilus et al., 2011). This special feature necessitates careful planning of educational entities (Breitweiser & Lubker, 1991). In other words, teachers have to have various plans with plans B to each student. It is crucial to support and find methods to enhance students' positive development, stop the negative development toward exclusion (Äärelä, Määttä, & Uusiautti, 2014), and teach students about their own responsibilities for seizing positive opportunities and enhance their well-being (Määttä & Uusiautti, 2015; Uusiautti & Määttä, 2016).

III. Method

The purpose of this article to describe the multidimensional nature of hospital school teachers' work by introducing student encounters as a part of everyday work. This way, it is possible to show the unique features of hospital schools and the special expertise that is required of hospital school teachers.

To find answers to this research problem, a research period was conducted in one middle-sized Finnish central hospital that has a hospital school. The daily number of students in this school is approximately 30. Students are taught in four small groups: two of them consist of elementary-school-age students and two of middle-school-age students. If necessary, students can attend groups that suit their needs even if the group was initially for students of different age. For example, youth with school phobia find it less frightening to come to school if they are placed with younger students. All groups have school assistants with appropriate education. In addition, the hospital school has subject teachers based on demand. They teach either specific subjects (e.g., languages, handicraft) or individual students (e.g., those who are not able to participate in group teaching or those being provided teaching at their homes). This study took place in the students' group with mainly 9-13-year-old students.

Student groups are usually small because of each student's massive needs of special support. Most students come to the hospital school from the child psychiatric wards and polyclinics. Even nationally, over 80% of students in the Finnish hospital schools are from psychiatric wards (Vaativan erityisen tuen kehittämisryhmä, 2016). Only children with intellectual disorders and autism are treated and rehabilitated elsewhere. Otherwise, school-aged children with special health care needs are directed in central hospitals and become students of hospital schools. The number of children with somatic illnesses has decreased due to increased outpatient care. Mainly, children stay longer at the psychiatric wards, but even there, treatment of outpatients are becoming more popular instead of long inpatient periods at wards.

The length of stay in hospital schools can vary from one teaching moment per day or during a few days

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(the moment can last e.g. 15 minutes if the student's condition does not allow more) to several-year-long attendance. Teachers can teach students also in their hospital rooms, next to beds, if they cannot leave their rooms because of treatments. Sometimes in these cases, teaching can happen via an online connection from students' own schools, too.

This study leaned on the idea of teacher-as-researcher approach (e.g., Altrichter, Posch, & Somekh, 2005; Mac an Ghaill, 2002). It is a case study in which the teacher observed her work and especially encounters with students for a predetermined time. Observations were written down in a researcher's diary and formed, in addition to the teacher's wide experience on hospital school teaching, the data of this study. The research period took place in the spring of 2015. The illustrations of situations with students are authentic and described as such in the researcher's diary. The teacher-researcher also wrote down utterances and short discussions after each event.

Eventually, the data formed a rich description of a teacher's work in a hospital school. It was analyzed with the qualitative content analysis method (Creswell, 2009). The analysis was data-based (Malterud, 2001) and thus focused on the emerging themes in the data. As the purpose was to study the multiformity of work, the analysis in this study focused on finding, on the one hand, varieties in students encounters and, on the other hand, illustrative examples of the special features of a teacher's work. Therefore, the analysis pursued drawing a picture that not only shows the ultimate fringes but also typical encounters in a hospital school teacher's work. Ten exemplary encounters were finally chosen as the illustrative results of this study. The eventual objective was to lay foundation to the development of hospital school pedagogy that pays attention to the special nature of teachers' work.

Certain ethical and reliability factors have to be considered always carefully in studies like this. As in child research in general (see e.g., Uusiautti & Määttä, 2013), here also it was crucial to make sure that this research would not harm children in any way. Since the data were collected in the form of observations written down in a researcher's diary, the main issue was to secure the children's anonymity when reporting the findings. To do that, information about children's age and background is minimal. As the students change often in hospital schools, it is not possible to know who they are-that is why exact days of data collection period are not mentioned. In addition, the children were given pseudonyms and were selected randomly from an English name calendar.

Reliability of the research can be in this case evaluated as the researcher's ability to make relevant observations and mark them down correctly. It was also important that the researcher did not try to direct children's action or make hasty interpretations of the events (Mills, 2007). Therefore, to ensure reliability, a lengthy observation period was necessary: this way the researcher could obtain various kinds of situations and student encounters and become convinced that the descriptions of work are not just random but systematically collected during the specific period. When analyzing the diary data, the researcher has to be aware of his or her prejudices and earlier understanding of the research phenomenon. In this study, the teacher-researcher had been working at the hospital school for years and, thus, she had an experience-based understanding about the nature of the hospital teacher's work. This could hinder an objective analysis of the findings, but be an advantage too: an outsider would not probably understand the events and encounters as she did. To improve the reliability of the analysis, the findings, interpretations, and conclusions were discussed and revised within a research group that consists of the authors of this article. This is called researcher triangulation, and the purpose is not so much to seek consensus, but to understand multiple ways of seeing the data (see e.g., Wray, Markovic, & Manderson, 2007). The results illustrate the events as they happen accompanied with further information and interpretation of the encounter. This way of presenting finding was to convince the reader about the truthfulness and richness of the data.

IV. Results: Encounters with 10 Hospital School Students

a) *A new student, Gerry, enters the school*

The school gets a new student, 11-year-old Gerry, who has been registered as an inpatient at the child psychiatric ward. During the month-long research period of this study, he attends hospital school. Based on the initial meeting with him and his background information, the teacher decides to place Gerry's desk near the teacher and the classroom exit. The desk has his name on top, like all other students have. Other students have been told the new-comer's name and grade earlier, and tension is sensible in the classroom. According to his records, the new student has plenty of difficulties in learning and behavior. Special education provided at his own school has not been enough and his has been temporarily suspended due to his repetitious aggressive behavior.

When arriving to his first lesson at hospital school, Gerry is grumpy and yells from the door at once entering the classroom: *"Is this the place were crazies go to school?"* He walks to his desk muttering to himself and loudly complaining about the location of his desk. He places his back bag on the floor, crosses his arms, and looks angry. Before introducing everyone, the teacher replies to the student's important question by telling who, in general, attend hospital school-that is, all

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children who cannot attend their normal schools due to their condition or behavior. Then, the students introduce themselves.

Others present numerous questions to the newcomer but the teacher interrupts them. Gerry thanks the teacher and empties his back bag inside the desk. He starts his day by studying Finnish, which he has reported as his favorite school subject.

Gerry's diagnose: *depression-symptomatic behavioral disorder.*

b) *From outbursts of rage to multiplication tables - Martin*

Martin from the 4th grade is against all school work. After signing in to the ward, he did not come to school for many days because he would always go berserk when the school day was supposed to start. When he finally comes, studying starts with two-hour-long days so that his nurse accompanies him in the classroom-not by his side but within sight. The goal is to stay at school for two hours without getting negative feedback from teachers. The first school subjects are math and biology and they are, according to Martin, his favorite school subjects.

The math lessons deals with multiplication tables. The teacher is surprised with the selection of theme because often students find themes that necessitate learning by heart repulsive. The teacher quickly notices that the multiplication tables are overwhelmingly challenging to this 10-year-old student, too. However, Martin does not want change the topic. He starts to cry and throw his things. Other students go to a classroom next door with the school assistant and continue their lesson with smaller students. Since the nurse is already in the classroom, no extra help needs to be called. The nurse watches the situation can calls for help if needed to secure everyone's safety.

The nurse helps Martin calm down by talking to him with a calm voice. At this point, the teacher goes to check the rest of the class to make sure that everything is ok with them. When the teacher comes back, the student has calmed down but is still crying and cursing. The nurse thinks that the lesson can go on because the student is likely to refuse coming to school. The student asks for a permission to go to a space reserved for calming down, a small room, so that other students would not see him crying. Moreover, the student wants to carry on studying multiplication tables. Studying continues in the small room that is equipped only with two soft beanbag chairs. The teacher takes there a table and a chair. The student is crying and solving multiplication problems. The teacher supports and help but the student would like to handle them by himself: *"I can't learn these if you disturb me all the time here."*

Martin achieves his goal: he attended school for two hours that day. The biology lesson was about forest birds and studying went well. He received positive feedback especially from the second lesson but also from the math lesson for being able to continue working by calming down after the outburst of rage. He also gained an insight when studying multiplication tables.

Martin's diagnosis: *Asperger syndrome*.

c) *Luring the school refuser via the home building's ventilation hatch - Robert*

12-year-old Robert has not attended school for several months. Personnel from his own school has contacted directly the hospital school to make sure he would get a place from the hospital school which has about one-month-long queuing time. These contacts happened already before this research period started. Now, he has been given a spot at the hospital school but he still has refused to come to school even for a tour.

The student has not been diagnosed with learning difficulties or other problems before he refused to go to school. According to his immediate adults, he has friends but had started to hanging back from shared activities. The student has not talked about school. He has just refused to go to school.

The students does not want to go to the hospital school or talk on the phone with the teacher. Eventually, his guardian presents a wish that the teacher would visit the child in their home. With the permission of the teacher's supervisor, they decide to do the visit. The child's condition was that his guardians should not be at home during the visit. The teacher arrives to the child's home at the appointed time. No one opens the door but there is a dog barking inside. The teacher waits, rings the doorbell again. Finally, she calls the student's own number that the guardian has given to the teacher. The phone is ringing inside the house but no one answers the phone. The teacher calls again. Now, the phone is dialing but ringing cannot be heard any longer. Therefore, the teacher knows that the child is inside the house. She sends the boy a text message: *"This is the time for our appointed meeting. Would you please open the door."* The reply is immediate: *"No."* The teacher notices a nearby window that has the ventilation hatch open. Simultaneously, someone closes the blinds. The teacher has been observed through the window, and apparently, the student is at a hearing distance.

The teacher is talking through the ventilation hatch and explains what she knows already and why she is seeing the student right now. The teacher does not even know how the child looks exactly since she has only met the child's guardians at school and was shown a classroom picture from his school. The teacher continues by describing what kinds of children go to the hospital school and the classroom. She tells the number of students in the classroom and what they are studying at the moment. At some point, she hears the first *"hmmm"* behind the open ventilation hatch. The teacher

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starts to ask questions that can be answered with simple *"hmmm"*. *"You have a dog there, too?" "You go to the 6th grade, right?"* After about fifteen minutes, the teacher dares to ask: *"If I would come tomorrow at the same time again, would you let me in and I would see your dog too?"* The student answers *"hmmm"*. The teacher is happy and thanks. When getting to her car, the teacher notices that the blinds are turned open again. She waves at the window.

The following day's meeting goes well and the teacher meets a silent boy and an enthusiastic dog. The student comes to visit the hospital school the following week and decides to stay for the whole day at once. Especially, the small size of the class made him happy while disturbances, such as impulsive and occasionally loud classmates, do not bother him. He does not have difficulties in any school subject.

Robert's diagnoses: *school phobia. He had also been bullied at school.*

d) Teaching a youngster with cancer at home - Anna

This middle school student has been treated in a university hospital for cancer and is now entitled to home-based teaching. In the middle of hospital treatments, students whose studies become interrupted by low blood count or risk of inflammations can receive teaching at their homes.

The teacher plans studies for the eight-grader with her earlier hospital school teacher, rehabilitation advisor, and a teacher from the student's own school. Then, she agrees with the guardians about the plans and schedules for home teaching. Even a long-term illness should not prolong studies if the student's condition allows studying. While these students have less lessons that ordinary students, individualized teaching is often more efficient. Guidance and coordination of studies are important in home-based teaching. Students are given themes and tasks to study independently, too, but within the limits of their condition. Anna works diligently with the teacher and alone, and gets good grades from tests. Still, her mood is generally deflated and lessons are often hard. Cancer patients may have to vomit or they can fall asleep in the middle of studying due to their rough treatments. The teacher just has to patiently wait that the lesson can go on, if something like this happens.

In general, it is important to provide opportunities to participate in education also for those who have severe illnesses, such as cancer. School work provides content in days and gives other things to think about. Still, the fear of death may be strongly present, and the teacher has to face the family's fear and anxiety. Indeed, the hospital school teacher can become an important part of the family, even after the teaching period has ended. When teaching at homes, the teacher learns to know, for example, the family's pets and siblings, and often, the teacher is invited to the family celebrations as well. The devastating news of the young person dying after a long fight may become part of a teacher's day. Every time this happens, it touches deeply the hospital teacher, too.

Anna's diagnosis: *leukemia.*

e) Returning to own school from the hospital school - Paul

After having studied in a small group, Paul (11 years old) is rehabilitated and ready to return his own school. The student is nervous and would not like to return his school. However, being a special school, the hospital school is not meant to be anyone's permanent school and no one attends it longer than is necessary. Paul's return is planned as a two-month-long phased transfer to his own school so that he will spend a few lessons per day at his school at first, and then whole days, and finally a whole week. After that, they will have a meeting at the ward to evaluate his progress. The school assistant will accompany Paul at least for the first time and after that always when necessary. In this case, the assistant accompanied Paul every time despite the last week.

The students does not want to go to his own school and resists it. At the hospital, home, and hospital school, everyone talks about the importance of returning his peer group and how he has learned to recognize his challenges and how he has developed. His guardians have given his own school teachers permission to tell if they notice any changes in Paul's behavior and about challenges that they are facing and that have to be conquered-both Paul himself and everyone in his school, too. He will not be allowed to revert to his former troublemaker's role. In addition to himself, guardians, adults in his own school, and students are responsible for making sure this does not happen.

The student would not like to have his school assistant with him but this time, he cannot decide about it. Due to earlier unfortunate accidents, his former school does not want to take him back without a special adult to take care of him in the big school. This is also because he still has some challenging behaviors, although considerably less than before. The assistant stays in the back as much as possible, but clearly follows the student all the time.

"What's up, homo?" is a greeting that Paul first heard at his own school. He had answered *"And you?"*, and both students had continued walking. Visits to his own school are not easy, because the feel in informal situations and during breaks is expectant. What kinds of tricks the former entertainer student would come up with now? With the intensive, long-term support, his return is successful and those who expect crazy tricks give up. In the middle of one school day Paul had run home crying. Other had commented that after being for a long time in a mental hospital, he had become boring. Adults were complementing him not having become provoked

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for this, but just leaving the nasty situation. The student who said this inappropriate comment and others were spoken at school. They apologized their words in the next meeting.

The guardians, student, and other professionals had a meeting as planned after the days at Paul's own school. They analyzed the challenging situations and agreed about continuation and follow-up meetings. Everyone updated the situation, and especially Paul's teacher and school rector were prepared for the full transition to school in the following week. People at the hospital school arranged farewell party: Paul's favorite treats, a movie, hugs and wishes for the best. Even though not everyone wanted to hug, but surprisingly many did and several times. When leaving, the students whispers to the teachers: *"By the way, I'm not ever coming back to this mental hospital."* And he laughs. The teacher wishes the same sincerely, that he could spread his wings.

Paul's diagnosis: *behavioral disorder.*

f) A sixth-grader finding comfort from stuffed animals - Liza

A 12-year-old girl Liza is playing with smaller children in the ward. He nurtures stuffed animals speaking in a very childish manner (echolalia). She is fretting always when she should go somewhere, including school. When she is urged to go to school, it becomes obvious that she cannot leave her stuffed animals alone. Thus, animals are invited to school, as well.

The student comes to school with her three stuffed animal friends. They all have names. However, she is unable to study, she is crying and squeezing the animals in her lap. Caregivers do not think private teaching would be beneficial because it would be important for her to be with her peers. Thus, the goal is to have her at school without disturbing others and to learn to tolerate staying at school. Only after less than a week, the student starts collaborating with the teacher according to her study plan. She is given small reading and writing tasks that she can do with her animal friends. Her writing is slow. She can read but not aloud, not even to her animal friends. Her stuffed animals have a place on the classroom shelf, and the student moves her desk close to them. Every now and then, she takes one of the animals in her lap and nurtures it by humming to it and swaying it.

Step by step, the student advances toward five-hour-long school days. Childish crying episodes and loud cries of distress are a central part of school days but become lesser. The student becomes distressed by, for example, hunger (even if she had just eaten), uncomfortable clothes, even the most careful negations by adults, and requests to do something that was asked, as well as surprising sounds, such as the start of air conditioning.

The student is moved to another place. Necessary information about her education are sent to the new school by the teacher's supervisor. The teacher attaches her contact information and waits for contact from the student's new school.

Liza's diagnosis: *traumatized; suspect of sexual abuse.*

g) Super-diligent perfectionist with an eating disorder - Carol

Carol, a 13-year-old seventh-grader, studies with smaller students because her treatments have continued at the pediatric ward. The student attends the hospital school during her treatments, and she has not had any problems in her own school. The students is meticulous and diligent in her studies, which is typical of people with anorexia. She wants to proceed fast and works hard after school, too. She wants to know exactly what others in her own school study while she attends the hospital school so that she would not leave behind in studies.

The students often dines together with her nurse, and sometimes, she is weighted even during the school days. She does not participate in group activities voluntarily, but does so always when asked. She speaks with a really silent voice and is careful with other students. During breaks, she spends time in the teacher's presence. Then, she talks about herself and her pet, asks about the teacher's family and pets, and mentions incidents that have happened during lessons. During these moments, the teacher has to be unhurried but still watch other students too. *"This school is pretty different because students are so different. You couldn't so similar things at my school what you can do here. You teachers are different too."* The girls describes the nature of hospital school well: a hospital school is also a place where children learn how to be in school, replace bad behaviors with good ones. Certainly, this is sometimes peculiar from a child's point of view.

Carol's diagnosis: *anorexia.*

h) A mute student as a part of small group – Steven

A ten-year-old boy Steven had stopped talking at school. Six months ago he would still talk to his school assistant but then he stopped that too. At home, boy talks a little and the teacher hears school-related issues from the boy's guardians. They do not have any news to school. The guardian describes their family as an ordinary family but for some reason their child just stopped talking at school and in strange places.

The student is doing well at school otherwise, but he does not do oral practices. Therefore, it is difficult to control his learning of foreign languages. At times, the student stares at the teacher, and the teacher can only guess the meaning of these looks. Often in these cases, the teacher just gives space to the student. She can return to him when the look in his eyes has changed. At the end of one Finnish lesson, the student hands a note

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to a teacher. It says: *"I'm not stupid. I know word classes. I just don't feel like writing."* The teacher looks at the note and then at the student and smiles: *"Thank you, it's nice to know this. I can't read your thoughts."* The student pulls the paper back and writes quickly: *"Usually, you can do it well."*

The student goes to school, completes his tasks, and does his duties, but does not speak. The teacher's job is challenging. How to evaluate the student's learning in a balanced manner when writing is the only way of expressing himself? In the hectic everyday life at a hospital school, a mute student becomes easily ignored because he does what is required but does not disturb. The student also has therapy sessions, and sometimes, they are during lessons. The sessions are being marked as school lessons because he does not want to be absent from school.

Steven's diagnosis: *selective mutism.*

i) Physical taming during a break - Jack

The student's state is evaluated every morning at the child psychiatric ward. It is necessary determine if he is able to come to school so that predictable difficulties and unnecessary interruptions of school days would be avoided. In other words, the purpose is to avoid the child's failure of doing his school work. At some point however, it is reasonable to come to school even if the morning had not started in the best possible way. The 10-year-old student has had the so-called bad mornings already for a week, and he has tried to become motivated to come to school, with the help of nurses. The goal is to be at school for the morning lessons and stay calm for the whole time.

Jack comes to the recess area with other students. They are not allowed to play soccer today because it has caused too many conflicts lately. They may play soccer on the following day if their surges of emotion have calmed and earlier grievances in the game have become forgotten. Jack is not happy about this solution because he likes soccer. His classmate comes to talk to him. *"Fuck you"*, is Jack's reply. The nurse is nearby and intervenes in the situation. Before the nurse manages to say anything, Jack starts yelling and swearing, blaming that other students just stare at him. The nurse states that this is quite expected if someone speaks inappropriately. The student threatens to escape the hospital. At this point, other students are guided back in, and the recess alarm was rung a little bit ahead of time. The student would like to go to the lesson although he was still angry, but he is not allowed to enter the classroom with this state of mind and after this kind of behavior. More nurses are needed to calm the situation and hold on to the student who is relatively big for his age so that he would not be able to make good on his threat and run away.

Only psychiatric nurses have the right to restrict students physically. Teaching personnel can use physical power just to self-defense. In addition to school personnel, nurses attend to recesses. More eyes are needed to watch students, and in case of problems, teachers can go teaching if it is time to start lessons and others solve conflicts.

In the following morning, the student comes to school. Earlier day's events were necessary, because now the students came without bravado. The students were allowed to play soccer now, but Jack did not want to: *"I lose my nerves so quickly when playing it. It's better not to play now because I want to do ok at school."* Step by step, the student accepts limits and obligations better and can bear responsibility for his own behavior. These are the best rewards to adults who have confronted him in power struggles.

Jack's diagnosis: *aggressive behavioral disorder.*

j) Violent and short-tempered student with substance dependence in a non-grade-bound education-Peter

Peter (16 years old) who has faced plenty of challenges and attended several hospital school periods is now attending school for three afternoons a week. Still, he has abundant absences and tardiness. Mornings are impossible-he has tried to attend school in to mornings earlier-and Fridays and Mondays are especially challenging. The student comes to school from home, but he has stayed at the child psychiatric ward, too, several times. However, there has not been reason to resort to child welfare services, even though he has attended school irregularly especially when attending school from home and he abuses substances.

The student does not have learning difficulties per se, but clearly lacks study skills, such as attention and persistence in general, as well as learning to learn skills. He is not used to work hard and strive. He has wide gaps in knowledge. He has set the lowest acceptable grades as his goals and knows that it is called underachieving, but he is also aware of that he cannot do better at the moment. If he cannot complete basic education before he comes of age, it will be even more difficult to even complete it.

From the viewpoint of exclusion and dropping out, every time Peter comes to school is a victory-regardless of the state he comes. He has been and will be reported to child welfare officers many times because of his intoxication and low life management skills. At school, he studies in a goal-oriented manner every now and then. He always receives tasks to complete independently but he rarely does. His progress is slow, but as long as he wishes to complete basic education, hospital school provides a chance to obtain grades. *"I'm sorry, I didn't hear the alarm clock. Do you still want me to school?"* The student's being is fragile and nervous. The teacher remembers meeting the student when he was young; a vivid boy has

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become a withdrawing young man who abuses substances. He attends rehabilitation for substance abusers and a youth worker has been named as his support person. As long as he comes to school, even if late, he is not a drop-out. *"Welcome, nice that you came"*, says the teacher. Nothing else is needed, because the teacher's words says what is the most essential.

Peter's diagnosis: *potential drop-out, substance dependence.*

V. Conclusion

The encounters with students of a hospital school draw a picture of the everyday work of hospital school teachers. Teachers meet students with the most different backgrounds. They all share the need for special support (Jackson, 2013). Yet, teachers do not have the one and only method for encountering an aggressive student or a depressed student or a student with behavioral problems. Already attending a hospital school is an extremely big step to many of the students. They are worried about the new school environment and they have been branded as sick (Nash & Schlösser, 2015). Thus, studying at a hospital school is not easy for students either (Ganz & Pao, 1978; Lian & Chan, 2003).

The hospital school teachers' eternal challenge is how to have time to chart a new student's existing and possible learning difficulties, to progress with teaching according to the student's own curriculum, to practice social skills with the student, to group students in the class, and to rehabilitate and fill gaps in students' basic skills and knowledge. This is even more challenging now because hospitalized periods have become shorter (e.g., at the child psychiatric ward, a treatment period used to be from 6-8 weeks, now it is 2 weeks).

Collaboration between the hospital school and the student's own school becomes especially highlighted during the transition phases of coming and leaving the hospital school. Sharing of information is extremely important in both phases (Clemens, Welfare, & Williams, 2011; Georgiadi & Kourkoutas, 2010; Glang et al., 2008; Hartman, Duncanson, Farahat, & Lindsay, 2015; Simon & Savina, 2010; Ylvisaker, Hartwick, & Stevens, 1991). Being in contact with the student's own school is a part of a hospital school teacher's work still after the student's transition back to his or her own school (e.g., Chesire, Canto, & Buckley, 2011; Lindsay et al., 2015; Mukherjee, Lightfoot, & Sloper, 2000, 2002; Prewatt, Heffer, & Lowe, 2000).

VI. Discussion

Hospital school teachers' work is demanding when they help various students to cope and struggle (Cousins & DeLuca, 2016; Ferguson & Walker, 2014). Many hospital school students share experiences of maltreatment, ignorance, and lack of care, and their positive development has been hindered (Severson et al., 2007). Working with these students may give an impression that hospital school teachers' work is overwhelming. When reading the teacher-researcher's diary, one may wonder how the teacher can cope with her work and keep well herself.

However, the teacher's work is rewarding, too. Conquering students' problems gives inspiration and resources to work. The teacher finds especial joy in her work, when students show positive progress. Indeed, it can be the teacher who changes the direction of negative behavior and development (Äärelä, Uusiautti, & Määttä, 2014). A hospital school can become a crossroads that leads to a new, better direction in life and being. But how can hospital school teachers do that? What is important in their work? The answer to this question is the beginning of the systematic development of hospital school pedagogy.

Hospital school pedagogy is based on many special features of special education (Gresham, 2007; Johnson & Semmelroth, 2014; Kurz et al., 2014), but it also necessitates new pedagogical approaches that are applicable in the hospital environment (Reid, 2015). The question of how to help and intervene in problems in time can be crucial (Elliott, Huai, & Roach, 2007), but solutions have to be considerate (Lane et al., 2015).

Technological novelties have been introduced in hospital school teaching as well, but they will hardly improve the hardest students' motivation totally (Hopkins et al., 2014; Maor & Mitchem, 2015). Neither seem distance and online classrooms to provide sufficient opportunities for the schooling of hospitalized children, yet (Bishop & Gilinsky, 1995; Shaw & McCabe, 2008).

The core of hospital school pedagogy could be based on caring, positive, and encouraging teacherhood that pays attention to students' abilities and positive resources. We have created a 10-item list of this kind of a caring teacher's dos (Äärelä, Määttä, & Uusiautti, 2016), that can be adopted as the foundation of hospital school pedagogy as well. They are: be present, listen, thank, collaborate with homes, teach everyone, enjoy your work, forgive, welcome the student to school, dare to intervene, and take care of yourself (Äärelä, Määttä, & Uusiautti, 2016). To fulfill these dos in practice, the teachers may start by reflecting their action and encounters with students by asking questions such as: Am I available to every student and present in encounters?; Do I show with my acts and words that I care about your students – even the loudest one?; Do I ask how they are doing? Do I listen to their answers? Do I appreciate them?; Do I respect my students' parents and support them in their parenting task?; Am I genuine and fair, and consistent?; Do I recognize the challenges of learning?; Do I make sure that my students learn to learn – even the weakest learners, too?; Do I notice social problems in my classroom? Do I intervene in them

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in a constructive manner?; Do I maintain the feeling that my students are always welcome to school – even after cutting classes?; Do I provide positive feedback to my students?; Do I take care that no one is left alone and bullied?; Do I smile and use humor in my classroom? Do I understand humor?; Do I act as an adult in challenging situations? Do I set a positive example to my students?; Do I perceive my weaknesses and errors? Am I able to apologize when necessary?; Do I take care of my well-being and coping?; Does my action as a teacher show that every student is appreciated as thery are – not "after they have.." or "but they are…"?; and Do I fulfill my task as long and as widely as necessary?

Hospital school pedagogy leans on caring teacherhood and the ability to get various students with even loose attachment to school to tolerate schooling in order to complete basic education and to get a chance to advance to secondary education. Hospital schools can offer reconstructive experiences, and already one safe relationship with an adult can prevent the child from dropping out from school.

Hospital schools form an extreme form of inclusive education (Banks, Frawley, & McCoy, 2015; Lakkala, Uusiautti, & Määttä, 2014). When hospital school pedagogy is being developed, also inclusive pedagogy will develop-and vice versa. This kind of work is more and more important as the multiformity of societies and individual differences increase. Alongside this development, more research on the theme is needed as well.

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Entrepreneurship Growth and Development in Southwest Nigeria through Innovation in Technical and Vocational Education

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Abstract- The concern of this study is to explore Technical and Vocational Education as a panacea for Entrepreneurship growth and development in Nigeria. A descriptive research of the survey type was adopted and three research questions were raised in the study which were tested at 0.05 alpha level of significance, the population was made up of all Technical College students in Southwest Nigeria. 480 students partook in the study, stratified random sampling was adopted to select the subjects used. A structured questionnaire and a checklist developed by the researcher were used for data collection. The instruments used were subjected to face and content validation by relevant experts, a reliability coefficient of 0.84 was obtained using test-retest method and therefore found to be reliable, a reliability coefficient of 0.80 was however obtained for the checklist. Descriptive statistical method of frequency counts and simple percentages were employed in the analysis of data generated for the study.

Keywords: entrepreneur, entrepreneurship, innovation, technical and vocational education, technical college, gross domestic product.

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Entrepreneurship Growth and Development in Southwest Nigeria through Innovation in Technical and Vocational Education

Mutahir Oluwafemi Abanikannda

Abstract- The concern of this study is to explore Technical and Vocational Education as a panacea for Entrepreneurship growth and development in Nigeria. A descriptive research of the survey type was adopted and three research questions were raised in the study which were tested at 0.05 alpha level of significance, the population was made up of all Technical College students in Southwest Nigeria. 480 students partook in the study, stratified random sampling was adopted to select the subjects used. A structured questionnaire and a checklist developed by the researcher were used for data collection. The instruments used were subjected to face and content validation by relevant experts, a reliability coefficient of 0.84 was obtained using test-retest method and therefore found to be reliable, a reliability coefficient of 0.80 was however obtained for the checklist. Descriptive statistical method of frequency counts and simple percentages were employed in the analysis of data generated for the study. Some of the findings of the study are: that there are adequate technical colleges in southwest Nigeria; much of the available equipment in these technical colleges are either obsolete or dysfunctional; there is also a shortage of qualified and experienced teachers and instructors. It was therefore recommended that there should be provision of modern and state of the art equipment, while dysfunctional ones should be refurbished; that there should be immediate recruitment of well trained experienced teachers and instructors with the most relevant qualification; IT experts should also be recruited to assist the instructors in training students in various subjects taken and programmes offered.

Keywords: entrepreneur, entrepreneurship, innovation, technical and vocational education, technical college, gross domestic product.

I. Introduction

Entrepreneurship could be generally said to be the act of setting up a business. It is the act of innovating and introducing something new in the economy and also involves the wherewithal to bring about investment opportunities, establish a business and run it. The zeal and ability of an individual to develop, introduce and market a new product makes a successful Entrepreneurship. It is the quality of being an Entrepreneur. An Entrepreneur in the view of Chinbundu (2011) is someone who bears non-insurable risk, bringing together the factors of production and provides Continuing management. Kurya (2006) identified the following as the characteristics usually found in an entrepreneur: The entrepreneur takes the initiative of combining the resources of land, capital and labour in production of goods or services, the entrepreneur has the choice of making business policy decisions which set the course for a business enterprise.

Entrepreneurship growth and development is very necessary for a developing country like Nigeria to boost its National economic development. For Nigeria to achieve its goal of being one of the 20 leading economies in the world by 2020 there is an urgent need to propel the economy through engagement of the citizens in productive economic activities. Entrepreneurship growth and development is necessary for making remarkable contributions to national industrialization and economic growth of the developing countries by way of sustainable manpower production in accordance with the needs of the industries and the nation as a whole. Since GDP (Gross Domestic Product) is the total value of goods and services produced in a country over a period of time, Nigeria's GPD will be substantially increased if there are more people producing goods and providing services in a competitive entrepreneurship engagement. As a result of such competition, there will be a remarkable economic development which will in turn improve the living standards and quality of life of Nigerians by remarkably reducing their poverty level.

Technical and vocational education in Nigerian context could both be referred to under the global broad umbrella of technical education. The United Nations Educational Scientific and Cultural Organization, UNESCO (2001) defined technical education as a comprehensive term referring to those aspects of the educational process involving in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of the economic and social live.

In the view of Olaitan, Igbo, Ekong, Nwachukwu and Onyemachi (1999), technical and vocational education is the process of teaching individuals the systematic skills, knowledge and attitude involved in the production of specific products or services. It

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incorporates the total learning experiences offered to individuals to enable them make mature judgment and be in positions to create goods and services in the area of business education, industrial technical education, home economics education, agricultural education and fine and applied arts education.

Technical and vocational education is designed to meet the complex technological need of modern industry, knowledge, and related industrial information for qualifying persons for useful and gainful employment in trades and industrial pursuits. At the completion of technical education program in Nigerian technical colleges, it is expected that the products shall be able to set up their own businesses and become self-employed education teachers to develop entrepreneurial qualities in their students.

The Nigerian national policy on education as stated by FRN (2009), states some of the goals of technical education as follows:

- Provide trained manpower in applied sciences, technology and business, particularly at craft advanced levels and technical levels;
- Provide the technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development; and
- Give training and impact necessary skills to individuals who shall be self reliant economically.

Innovation can be described as new developments in a field of endeavour, which is expected to bring about development and advancement in such fields. Innovation has to do with changes leading to improvement in the quality and quantity of products as well as techniques of doing things, as it is dynamic and it creates new things out of existing ones. Innovation in technical and vocational education should therefore be encouraged in order to allow for the growth and development of the entrepreneurial aspect of our economy in Nigeria. Since technical and vocational education assist in furnishing skills required for boosting the growth of entrepreneurial skills thereby leading to enhanced entrepreneurship growth and development through an improved productivity which consequently produce advancement in industrial development of developing countries, one of which Nigeria is. Innovation in technical and vocational education should therefore be treated as a matter of necessity in Nigeria.

a) Definition of Acronyms

FSTC: Federal Science and Technical College

GTC: Government Technical College that offer courses in both technical and vocational education

ABTC: Abia Technical College in Abia State in South East Nigeria

FCT: Federal capital Territory of Nigeria in Abuja.

II. Methodology

This study was carried out with the use of descriptive research of the survey type. Three research questions were raised to guide the study at 0.05 alpha level of significance. The population of the study was made up of all technical college students in southwest Nigeria. 480 students partook in the study, stratified random sampling was adopted to select the subjects from the population. The instrument used for gathering data for the study was a researcher design structured questionnaire and a researcher designed checklist. The instruments used were subjected to face and content validation by two experts in the field of study and tests of reliability was also conducted. A reliability coefficient of 0.84 was obtained using test-retest method of 3 weeks interval. Analysis with Pearson product moment correlation statistic gave a correlation coefficient of 0.84 for the questionnaire, while a value of 0.80 was obtained for the checklis, this showed that the instruments are reliable. The instruments were distributed to target audience, the researcher assisted by some trained research assistants. The data collected was subjected to descriptive statistical methods of frequency counts and simple percentages.

Result of the analyses of data generated in the course of the study is presented in the tables that follow.

III. Results and Findings

a) Research Question 1

Are there enough Technical and Vocational Colleges in Southwest Nigeria for the provision of pre-tertiary education entrepreneurship skills?

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Table 1 : Federal and State Government Technical Colleges in Nigeria

S/N	State	Technical colleges in Nigeria		
		Federal	State	Total
1.	Abia	-	ABTC, Aba, AGTC, Ohafia	2
2.	Adamawa	FSTC, Michika	GTC,yola, GTC, Mubi, GTC, Numan	4
3.	Akwa-Ibom	FSTC, Uyo	GTC, Ikot Akata, UTC, Eket, GTCAbak, Ikot idem	5
4.	Anambra	FSTC, Ahoada	GTC, Onitsha, GTC,Nsukka	3
5.	Bauchi		GTC,Gumau, GTC Gadau	1
6.	Bayelsa	FSTC Tungbo	GTC Ekowe,	2
7.	Benue	FSTC, Otukpo	GTC, Makurdi	2
8.	Borno	FSTC, Lassa	GTC, Damboa, GTC, Bama	3
9.	Cross-Rivers	-	GTC, Ogoja, St.PTC,Ugep, CTC,Ikot Effanga Mkpa, BTC,Bendi	5
10.	Delta	-	GTC, Issele Uku, GTC, Ugheli, GTC, Uzoro, Agbor,Sapele,Kwale	6
11.	Ebonyi	FTC, Okposi	GTC, Abakaliki, GTC, Afikpo	3
12.	Edo	FSTC, Uromi	-	1
13.	Ekiti	FSTC, Usi	GTC Ado-Ekiti, GTC Ikole, GTC Ijero-Ekiti,GTC Otun-Ekiti	5
14.	Enugu	-	GTC Enugu	1
15.	Gombe	-	GTC, Kumo	1
16.	Imo	-	ATC, Ahiazi, OTC,Orlu, OTC,Okohia-Mbano, GTC, Owerri	4
17.	Jigawa	-	-	-
18.	Kaduna	FSTC Kafanchan	GTC, Malali, GTC, Soba, GTC, Kajuru, Zaria, Makarfi	6
19.	Kano	-	GTC, Kano, GTC, Wudil, GTC, Bagauda, GTC, Ungogo	4
20.	Katsina	-	GTC, Mai-Adua, Charanchi, Ingawa, Funtua, Mashi	5
21.	Kebbi	FSTC, Zuru	GTC, Zuru, GTC, Burza	3
22.	Kogi		GTC, Mopa, Oboroke, Ankpa, Odu, Idah	5
23.	Kwara	-	GTC, Esie-Iludun, GTC, Ilorin, Patigi, Erin-Ile, AOTC, Amodu	5
24.	Lagos	FSTC, Yaba	GTC, Ado-Soba, Ikorodu, Ikotun, Mushin, IMDC, Ekpe	6
25.	Nssarawa	-	GTC, Asakio	1
26.	Niger	FSTC, Kuta	GTC, Minna, Iyagi, New-Bussa, Kontagora, Suleja, Okitipupa	7
27.	Ogun	FSTC, Ijebu-Mushin	GTC, Abeokuta, Ijebu-Ode, Igbesa, Ajegunle,Ijebu-Igbo, Ilra-Remo, Ayetoto	8
28.	Ondo	FSTC, Akoko	GTC, Owo, GTC, Iwaro Oka	3
29.	Osun	FSTC Ilesha	GTC,Ile-Ife, GTC, Osogbo, GTC, Ilesha	4
30.	Oyo	-	GTC, Oyo, Ogbomosho,Igbo-Ora, Saki, Ibadan, PCEC, Ibadan	6
31.	Plateau	-	GTC, Bukuru	1
32.	Rivers	FSTC, Ahoada	GTC, Port-Harcourt, GTC, Ahoada, GTC, Tombia	4
33.	Sokoto		GTC, Farfaru, GTC, Runjin Sambo, Binji	3
34.	Taraba	FSTC Jalingo	GTC, Gembu, GTC, Bali, GTC, Takun	4
35.	Yobe	-	GTC, Geidam	1
36.	Zamfarawa	-	GTC, Kaura-Namoda	1
37.	FCT	FSTC, Orozo	FCT GTC, Utako	2

Table 1 presents a general view and spread across the states, of all the technical colleges in Nigeria where courses in technical and vocational education are being offered to students leading to certification at the end of the programme.

Table 2 : Spread of Government Technical Colleges across Zones in Nigeria

S/NO	Zone	Technical Colleges in Nigeria		
		Federal	State	Total
1.	Northwest	2	23	25
2.	North central	3	32	35
3.	Northeast	2	12	14
4.	Southwest	5	37	42
5.	Southsouth	4	30	34
6.	Southeast	2	15	17
7.	FCT	1	1	2
	Total	19	150	169

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Table 2 illustrates the spread of these technical colleges across the seven geopolitical zones of the country. It can be observed from Table 2, that the southwest zone of Nigeria has 42 government technical and vocational colleges, out of the 169 total number of technical and Vocational colleges in Nigeria. The southwest zone of Nigeria therefore, does not only have enough Technical and Vocational colleges for the provision of pre – tertiary education, it is also obviously the zone with the highest number of government Technical colleges in Nigeria when compared with other zones as indicated.

b) Research Question 2

Are there enough qualified teachers and instructors for the training of students in selected programmes available in Technical Colleges in Southwest Nigeria?

Table 3 : Number and Percentages of Qualified and Unqualified Teachers and Instructors in Technical Colleges

S/No	Selected Programmes Available in Technical Colleges in Southwest Nigeria	Number and Percentages of Qualified Teachers And Instructors	Numbers and Percentages of Unqualified Teachers and Instructors	Total Numbers of Teachers and Instructors Available
1.	Block Making, Brick Laying and Concreting	65(59.63%)	44 (40.37%)	109
2.	Catering Craft Practice	101 (45.29%)	122 (54.71%)	223
3.	Electrical Installations	15 (83.33%)	3 (16.67%)	18
4.	Fabrication and Welding	09 (56.25%)	7 (43.75%)	16
5.	Furniture Craft	41(29.08%)	100 (70.92%)	141
6.	Motor Vehicle Mechanic	06 (40%)	9 (60%)	15
7.	Plumbing and Pipe Fitting	23 (28.05%)	59 (71.95%)	82
8.	Radio and Television Repairs	21 (48.84%)	22 (51.16%)	43
9.	Refrigeration and Air Conditioning	35 (31.53%)	76 (68.46%)	111
Total	316	442	758	

Table 3 indicates the number and percentage distribution of teachers and instructors in technical colleges in southwest Nigeria. Only 65% of teachers and instructors of brick making bricklaying and concreting are qualified to teach the course, 54.71% of staff employed to teach catering craft practice are unqualified. Even though 83.33% of those teaching electrical installations were qualified to teach the course, there is acute shortage of teachers and instructors in that field as there were only 18 instructors available there for the whole of southwest Nigeria. Fabrication and Welding had 56.25% of their teachers as qualified, while 70.92% of teachers meant to teach furniture craft were unqualified. Most Instructors in the motor vehicle mechanic section were unqualified-60%, Plumbing and pipefitting had 51.16% of unqualified staff members, while there were 51.16% unqualified teachers and instructors for radio and television repairs. There were only 35% of qualified instructors in the refrigeration and air conditioning section of technical colleges in southwest Nigeria. Thus research question one was answered by stating that: there are not enough qualified teachers and instructors for the training of students in selected programmes available in Technical Colleges in Southwest Nigeria.

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c) *Research Question 3*

Are the resources and equipment required for training students in each of the selected programmes available and functional?

Table 4 : Number and Percentages of Equipment Available for Selected Programmes in Technical Colleges

	List of Selected Programmes Available	List of Available Resources and Required Equipment	Number and Percentages of Functional Equipment	Number and Percentages of Dysfunctional Equipment	Numbers and percentages of obsolete Resources and Equipment	Total Number of Equipment Available
1.	Block Making, Brick Laying and Concreting	• Mould • Hand-Trowel • Shovel • Spade	921 822 812 640 Sum=3195 (34.68%)	893 415 256 16 Sum=1580 (17.15%)	3786 23 436 191 Sum=4436 (48.14 %%)	5600 1260 1504 847 sum=9211
2.	Catering Craft Practice	• Ovens • Moulds • Scale • Measuring Cups • Leavening agents	249 1810 130 386 1126 Sum=3701 (25.46%)	193 181 192 00 00 Sum=566 (3.89%)	260 8667 382 706 254 Sum=10269 (70.65%)	702 10658 704 1092 1380 Sum= 14536
3.	Electrical Installations	• Multimetre • Electrical Soldering Iron • Electrical Bench Vice • Blow Lamps • Screw Drivers • Electrical Tool Box • Motorized Drilling Machine • Pliers	291 415 351 290 3197 39 2876 792 Sum=8251 (58.49%)	726 320 760 101 761 29 1728 11 Sum=4436 (31.45%)	102 207 166 299 62 181 358 41 Sum=1416 (10.06%)	1119 942 1277 690 4020 249 4962 844 Sum = 14103
4.	Fabrication and Welding	• Tool kits • Safety wears • Welding Machine • Soldering Machine /Equipment • Cylinders • Measuring apparatus and tubes	61 1169 99 188 779 51 Sum=2347 (73.99%)	09 09 03 161 23 101 Sum=306 (9.65%)	56 23 19 29 121 271 Sum=519 (16.32%)	126 1201 121 378 923 423 Sum =3172
5.	Furniture Craft	• Planes • Chisel • Saw • Hammer	97 365 569 411 Sum=1442 (47.48%)	07 26 176 174 Sum=383 (12.61%)	25 720 190 277 Sum=1212 (39.91%)	129 1111 935 862 Sum=3037

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6.	Motor Vehicle Mechanic	• Toolbox • Screw Drivers • Wheel and Plug Spanners • Greasing Pump • Gas Welding Kit • Motorized Air Pump	120 381 1580 170 38 42 Sum=2331 (72.91%)	70 09 213 22 07 50 Sum=371 (11.60%)	21 30 425 00 00 19 Sum=495 (15.48%)	211 420 2218 192 45 111 Sum=3197
7	Plumbing and Pipe Fitting	• Pair of Pliers • Diggers • Shovels • Hand- trowels • Saw • Gum • Tape Rules • Threading Machine	288 113 199 385 450 503 645 40 Sum=2623 (26.22%)	672 266 38 29 810 1442 940 91 Sum=4288 (42.71%)	320 38 365 633 370 999 392 22 Sum=3139 (31.26%)	1280 417 602 1047 1630 2944 1977 153 Sum= 10040
8.	Radio and Television Repairs	• Tools for repairs and Maintenance • Models of Circuit Diagram	36 91 Sum =127 (25.4%)	34 86 Sum=120 (24%)	240 13 Sum=253 (50.6%)	310 190 Sum= 500
9.	Refrigeration and Air Conditioning	• Set of Trouble shooting electronic equipment	26 Sum=26 (12.94%)	171 Sum=171 (85.07%)	04 Sum=04 (1.99%)	201 Sum=201

In Table 4, the number and percentage of functional, dysfunctional and obsolete equipment available for the dissemination of knowledge by teachers and instructors to students acquiring skills in various programmes listed is given. It can be observed that only 34.68% of equipment available for brick making bricklaying and concreting

Is functional, there were 17.15% of dysfunctional equipment, while 48.14% of the equipment were obsolete already. Catering craft practice had only 25.46% of functional equipment, 3.89% were dysfunctional, with 70.65% obsolete. Electrical installations equipment available and functional with a percentage value of 58.49% 12.61% were dysfunctional, with 10.06% obsolete equipment. For fabrication and Welding, 73.99% of available equipment were functioning, only 9.65 were dysfunctioning and 16.32% were obsolete. 47.48% of available equipment for furniture craft was functioning, 12.61% dysfunctioning and there were 39.91% obsolete ones.

As for the motor vehicle mechanic section, most of the equipment available were functioning well with 11.6% dysfunctional ones and 15.48% of those that are obsolete. Plumbing and pipefitting had 26.22% of functional equipment, 42.71 of dysfunctional ones and 31.26% of obsoletes. In the radio and television unit, only 25.4% of the available equipment were functioning. 24% were dysfunctioning and there were just 1.99% ones that are obsolete. Refrigeration and air conditioning section has as low as 12.94% of available equipment, 85.07% dysfunctioning, while 1.99% were already obsolete.

A general overview of these analyses indicates that, in Technical Colleges in Southwest Nigeria, there were more dysfunctional and obsolete equipment in all than the functional ones. Thus research question three was answered thus: the resources and equipment required for training students in each of the selected programmes even though available, were not satisfactorily functional, as the quantity of functional ones is quite low.

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IV. Discussion of Findings

From the data gathered in response to research question 1, one would see that the southwest zone of Nigeria do not only have enough technical and vocational colleges for the provision of pre – tertiary technical and vocational education, it is also obviously the zone with the highest number of government Technical colleges in Nigeria.

When compared with other zones. This is in line with the assertion of NBTE (2011) That Nigeria has got adequate number of Technical colleges, but would just need to work hard on ensuring quality assurance of such existing institutions. This view had been earlier supported by Onyesom and Ashibogwu, 2013.

From the results obtained after analyzing research question 2, one could see that that there were more unqualified teachers and instructors in Nigerian government technical colleges, southwest particularly, than there are qualified ones. Majority of the teachers and instructors in the technical colleges sampled do not possess the necessary prerequisite qualification and experiences needed to disseminate knowledge to students in the various sections of the technical colleges where they work. It is worth mentioning here that despite contemporary advancement in Information and Communication Technology (ICT), most teachers and instructors in technical colleges in southwest Nigeria still instruct their students with outdated methods of teaching without employing necessary ICT enhanced learning resources. In line with this finding, Osuala (2004) had earlier revealed that there is shortage of qualified vocational technical teachers in our schools. Oguejiofor and Ezeabasili (2014) had also raised alarm that there is acute shortage of vocational and technical education teachers in Nigeria. Uwaifo (2005) had also lamented earlier that our institutions are inadequately staffed with well qualified instructors and teachers due to poor remuneration of vocational teachers. Okeke and Eze (2010), reported that sufficient fund has not been channeled to vocational education which is a major problem plaguing the system, another one of which is shortage of qualified teachers.

Moreover, it was found that, in Technical Colleges in Southwest Nigeria, there were more dysfunctional and obsolete equipment in all than the functional ones. This finding conforms to the position of Oduma (2007) who posited that what is seen and referred to as vocational education laboratories in various institutions today is an eye-sore. Similarly, Olaitan in Okorieocha & Duru (2014) noted that the low level of effectiveness of technical and vocational education in Nigeria are due to lack of coordination of the programmes, inadequate facilities for learning, programmes are not quite job-oriented, teachers are poorly remunerated or motivated. This resulted to the situation where most of the graduates of vocational and technical institutions in the country lack the desired technical skills for employment in industries and other organizations, including the skill to teach in our technical colleges even. Isyaku (2003) noted that vocational education in Nigeria has been bedeviled by inadequate supply of facilities and equipment necessary for acquiring skills and competencies for self-employment.

V. Conclusion

Based on the findings of this study, it was concluded that:

- There are enough Technical and Vocational Colleges in Southwest Nigeria for the provision of pre- tertiary education entrepreneurship skills in technical and vocational education. In addition, the southwest zone was found to be the zone with the highest number of government Technical colleges in Nigeria when compared with other zones;
- There were more unqualified teachers and instructors in Nigerian government technical colleges, southwest particularly, than there are qualified ones;
- There are more dysfunctional and obsolete equipment in Technical Colleges in Southwest Nigeria in all than the functional ones.

VI. Recommendations

Based on the findings of this study, the following recommendations were made:

- Government at all levels in Nigeria should provide adequate allocation and funding for the sustenance and maintenance of technical and vocational colleges since they already exist, and their continuing existence is highly instrumental to the growth and development of the entrepreneurial aspect of our economy which is in turn necessary for the nation's industrial development;
- Well trained, qualified and experienced vocational and technical education teachers and instructors with contemporary ICT know-how should be recruited to teach in the various programmes and courses available in Nigerian technical colleges.
- Such teachers and instructors should be adequately remunerated in order to sustain their attention and enhance their productivity during their stay in the system;
- Nigerian government should see to the provision of state of the art equipment and resources for ease of knowledge dissemination by teachers and instructors to students acquiring skills in various programmes available in Nigerian technical colleges. The already existing dysfunctional resources and equipment should also be refurbished, except for the obsolete ones which should be completely replaced.

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The Role and Importance of Proverbial Phraseologies in the Sphere of National Languages Phraseologisms

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Abstract- The author of the following article will describe the features of the proverbial phraseologies of the French, Uzbek and Russian languages. The subject has not been studied in detail by the Uzbek linguists yet, i.e. it hasn't been compared with the languages that belong to different families. The article will make constructive comments for the terms in three languages comparing and revealing their equivalents, which will be referred as proverbial phraseology.

Keywords: proverbial phraseological unit, semantic feature, component, semantic.

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The Role and Importance of Proverbial Phraseologies in the Sphere of National Languages Phraseologisms

Abdurakhim Nasirov

Abstract- **The author of the following article will describe the features of the proverbial phraseologies of the French, Uzbek and Russian languages. The subject has not been studied in detail by the Uzbek linguists yet, i.e. it hasn't been compared with the languages that belong to different families. The article will make constructive comments for the terms in three languages comparing and revealing their equivalents, which will be referred as proverbial phraseology.**

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I. Introduction

With the president of the Republic of Uzbekistan I. A. Karimov's special decree entitled "Further development of the system of learning foreign languages» made on December 10, 2012 the attitude towards learning foreign languages changed significantly. One of the major objectives of this decree is to bring up the new generation of specialists who will be able to communicate freely and have access to the world information resources and achievements of the world civilization, create necessary conditions and provide opportunities for establishing international relationships.

It is essential that every specialist conducting a research in the field of foreign languages contribute to the implementation of the above-mentioned tasks. We are sure that the future generation will benefit greatly from in-depth research on the rich lexical world of foreign languages and all the features (i.e. semantic, stylistic, ethnic and cultural) of their phraseological units by comparing them with the Uzbek language.

As we know, idiomatic expressions are one of the major factors identifying either negative or positive or fair attitude of the speaker to the interlocutor.

As a matter of fact, utilizing phraseological expressions in the process of speaking make ideas clear, colorful, natural, lively and emotional. In spite of the fact that they seem normal to the speaker, the linguistic nature of these units is so complicated that it would be erroneous to make a cursory examination. Idiomatic fund of world languages is a composite phenomenon and their existence is the proof of that. Proverbial phraseologies are a complete units which appear in the speech in ready form, used partially or completely figuratively, semantically complete, have an independent meaning in the context, and appear in the form of proverbs, sayings or closed expressions expressing sarcasm or admonishment.

It is not surprising that you may wonder how proverbs and sayings being the independent genres of folk spoken language can be defined as a type of phraseologies. If you consider the matter in detail, the point is not classifying the genres of the folk literature but looking into it as a linguistic research material which includes such descriptive characteristics as recession, metaphor, expressiveness.

The father of the poetics Aristotle defines phraseological units as a conversion of the meaning of words. He writes the following: "The conversion of meaning happens when specific to the object, from object to the type and vise versa from type to the object or from type to type the words whose meaning was conversed, based on the similarity of the objects". [1:149] So characterizing phraseological units as conversion of the word meaning refers back to Aristotle times. Socrates defines the term "proverb" as "short, brief and unforgettable word combination" [2:10]. German scientist V. Wundt interprets phraseologies (idioms) as a deliberate outcome of human mind. According to V. Wundt idioms is a type, which appeared due to the people's wish to convey the moral of myths in a covert manner.

An outstanding representative of the modern French language phraseology Alain Rey writes, "Phraseological units mainly emphasize the semantic characteristics and mostly based on the concepts of "semantic transmission" or "semantic dynamism". Phraseology being a system of expression with special characteristics is activated in connection with social life." [4:5]

Therefore, proverbial phraseologies are a specific product of folk creative mind and concisely and perfectly demonstrate people's ideological-esthetic attitude to the nature and social world. Filling the speech with emotion, attractiveness and imagery, they help both the speaker and interlocutor to save time and pains.

Since proverbial phraseologies include proverbs, sayings and closed expressions the difference of this kind of paremic expressions in the field of folklore studies and

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linguistics is still a matter for debate. A.G. Nazaryan categorizing proverbs and sayings into phraseological group designates them as "proverbial phraseologies" (“пословичные фразеологизмы») and classifies according to the subject matter. [5:33].The same term is mentioned in A. I. Liss's research. [6:6].

The questions of proverbial phraseologies haven't been considered by the Uzbek linguists in detail, their theoretical features haven't been identified from the lexical point of view in Uzbek linguistics, especially they have not been compared with the languages belonging to different family groups such as French and Russian. For this reason, this scientific work is considered to be the first monographic research in this field.

One of the problems of comparing French proverbial phraseologies with Uzbek and Russian ones is the effective usage of comparison and choosing the right equivalent.

In research, the followings are taken into consideration:

Summarizing the theoretical views made in the European linguistics and making a conceptual conclusion about national proverbial phraseological units which are equivalent to the Uzbek lexicology materials;

the degree of application of proverbial phraseologies in French, Russian and Uzbek and defining their function in the speech;

Defining scientific views such as relations and peculiarities of proverbs, sayings and proverbial phraseologies.

Based on above-mentioned scientific assumptions we would like to comment briefly on terms within the subject, their equivalents and indication in French, Uzbek and Russian.

Proverbial phraseologies in French are termed *proverbe, dicton, apophtègme, aphorisme, adage, précepte, sentence, maxime, citation, locution, expression, locution proverbiale*; in Uzbek as *мақол (proverb), матал (saying), қайроқи сўзлар, нақл (narrative), масал (fable), зарбулмасал (parable), оталар сўзи, ҳикматли сўз, афоризм (aphorism), ҳикоят (narrative), ҳикмат, бурунгилар сўзи (words by elderly people), машойихлар сўзи (words by wise men)*; in Russian as **пословица** (proverb), **поговорка** (saying), **притча** (parable), **крылатые слова** (winged words), **выражение** (expression), **афоризмы** (aphorism).

Each of those terms is defined according to the way of thinking in French, Uzbek or Russian and cultural characteristics of those people. Those terms are utilized in a miscellaneous way that is one in place of another. In this case, with the purpose to make things clearer we would like to explain them in brief.

a) In French linguistics the term "proverbe» derived from Latin (*proverbium*) [7] convey what conclusions wise men drew from life experiences. They are concise ideas of common application. "Proverbe"s are laconic, easy to memorize philosophical ideas, which are thoroughly considered and preferred by the majority.

English politician John Russell said, "Un proverbe est l'esprit d'un seul et la sagesse de tous" (translation: "A proverb is the mind of one and the wisdom of many") [2].

The Uzbek term “**мақол**”**(maqol)** derived from Arabic «қавлун» (kavlun) (to say, to tell) was adapted from one of the terms of the aphoristic genre and means a reasonable word, sentence or expression. [8:17-18]

There is a direct semantic connection between the term of genre and its poetic nature. They convey people's immemorial lifelong observations and worldviews. Their hematic range is wide and reflect all spheres of social life.

Russian researcher V.Dal described the Russian terms **“пословица”** (proverb) and **“поговорка”** saying as follows, "Saying, as people define, is a bud and proverb is a fruit, and this definition is correct". To provide evidence for his idea he continues, *“Изъ поговорки слово не выкинешь. (You cannot take the words out of the saying.) Не всякая поговорка для нашего Егорки. На всякого Егорку есть поговорка. (There is a saying for every occasion) Соли нету –слова нету; а хлеба не стало, поговорка стала” (If there is no salt there is no word, but if there is no bread there is a saying).* In Dal's opinion while proverb is a complete sentence or judgment saying is a metaphoric expression; it is half of the proverb [9:20].

After Dal theoretical interpretation of **“Пословица”** and **“поговорка”** are reflected in the works of F. I. Buslaev, A. A. Potebnya, V. P. Adrianova-Perets, Yu. M. Sokolov, M. A, Rybnikova and other researchers. And G. L. Permyakov, M. A. Cherkasskiy, A. Krikmann and V. N. Teliya made an in-depth study of these two paeremias.

According to V. P.Anikin "A proverb is not something which is not in the practice of people's experience". People's experience, accumulated over the centuries, gradually is enriched. Therefore, such a wealth of experience gave a boost for enriching the collection of proverbs. [10:10]

I. V. Voytsexovich in his doctoral dissertation "The stylistic features of the basic bits of phraseological units of modern language Text" proposes the following idea, "Analysis of the issues specific to genre and function of proverbs and sayings shows that behind their apparent simplicity stands an extremely complicated nature of folklore and language (speech) formations which uniquely combine epic, lyric and dramatic origin (with the dominance of the first), and together constitute the true encyclopedia as the most evolved life of the people , and its rejection of any" unauthorized" outside interference.

In the Russian language *poslovitsa,* that is proverb differs from an aphorism (maxim) in the anonymity of the author and it is not an individual

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wisdom, but collective and compatible with the esthetic laws of different people. Their difference from sayings is that they admonitory, conclusive and generalizing.

b) In the French language the word **"Dicton"** (*dictum* - a word, a spoken thing), derived from Latin, in spite of being based previously on certain rules at present is used in accordance with the current situation. As it is stated in Larus Dictionary Dicton [7:340] - has become a widespread proverb with admonitory feature. For example, *"En avril on ne découvre pas d'un fil"*. Translation means "*Don't take off your warm clothes in Apri*l" and the Uzbek alternative is *"Ёзда ёпинчиғинг ташлама - қишда ўзинг биласан"*. ("Don't take off your veil in the summer - in the winter it's your own business".)

They can be divided into the following types: *related to agriculture Année neigeuse, année fructieuse. ≈ Қор ёғди, нон ёғди.* ***(Snowing means bread).*** *Related to meteorology: Noël au balcon, Pâcques aux tisonx. - Noël байрамида кун иссиқ бўлса, Pâcques байрамида совуқ бўлади. (****If on Noël the day is warm, on Pâcques it will be cold.)*** *Physiognomic: Homme au nez aquilain, plus rusé que malin. Бургутбурун одам шум одамдан ҳам шумроқдир.* ***(A man with eagle-like nose is worse than the worst man).*** *Regional: Un Picard ne se dédit pas, il se ravise. Пикард(жой номи)лик инкор қилмайди, қайта ўйлаб кўради.(A man from Pikkard (place name) will not refuse he will think again.)*

... in the Uzbek language.

The Uzbek word **"matal"** among the Turkic people has the meaning of riddle, words of wisdom, a fairy tale, a fable or something narrated, a wise saying. In Uzbek scientific folklore terminology study it is represented as a type of paraemia and becoming differentiated. According to "Explanatory dictionary of the Uzbek language" [12:555] this term has two meanings and originated from Arabic. As the dictionary explains, the word "matal" means "incomplete figurative expression, words of wisdom". The essence of this explanation precisely reveals poetic, semantic and structural nature of folklore sayings. However, in Arabic dictionaries the meaning of the word "matal" is not the same. The authors of the collection of "Uzbek folk proverbs" assume that the term "matal" might have been assimilated through some phonetic changes from the Arabic word "masal" and have started to be referred as an incomplete figurative judgment. A saying differs from a proverb as it is not educative and it is not a complete sentence. As Dal believes saying (**поговорка**) is an expression with figurative meaning; it is a half of the proverb. For example, *«лыку не вяжет» «пьян», «пороха не выдумал» «дурак» ўрнига, «тяну лямку», «всей одёжи две рогожи, «свинья под дубом» ("a pig under the oak tree"), «собака на сене» (a dog in manger) «(остаться) «у семи нянек»(stay with seven nurses)*[13].

Many researchers tried to show the difference between a proverb and determine the boundaries with the expressions and proverbs. In particular, M. A. Rybnikova sees a saying as a piece of narrative, expression or element of judgment and a proverb as a complete judgment or a whole idea. [14:17].

F.I.Buslaev thinks that proverbs appeared because of exchange of ideas and sounds [15]. Yu. M. Sokolva says, "Proverbs are a collected formula of the results of people's observations and thoughts." [16:200]

Latvian paraemology researcher E. Ya. Kokare does not take into consideration the distinct features of proverbs and sayings but analyzes them as similar units[17:6]. The Russian word **поговорка** is interpreted by Sh. Shomaksudov and S. Dolimov as qayroqi so'z (public statements) [18:8].

c) The French term **Apophtègme -** apothegm, derived from Greek, mean wise words of famous people. According to the Larus Dictionary **Apophtègme -** is a memorable speech and concise idea. [7:78]. For instance, the apothegm «*Quand le peau du lion ne peut suffire, il faut y coudre la peau du renard*» (If the lion's skin does not fit, it should take the fox's skin) used by Greek general Lysandre was expressed by German emperor Charles V as «*Il faut être maître de soi, pour être maître du monde*» i.e. "*To rule the world you should rule yourself first*". The expression "The King is my friend, so a complaint against me can be made only to God" belongs to Earl A. Arkacheev, a friend of General Alexander I (1777 - 1825), the Head of State Council and Cabinet of Ministers in 1815 - 1825. He is one of the representatives who was conceited relying on his friendship with the king and blemished Russia's economical and military development. Those statements can be an example of an apothegm or aphorism, i.e. they have an author.

In Uzbek **"aphorisms"** ("Words of wisdom") (Greek aphorismos - words of wisdom) [19:118] are compact, meaningful words of wisdom that have a certain author. For example, *Оз демак ҳикматга боис, оз емак сиҳатга боис (Little speech is a sign of wisdom, little nourishment is a sign of soundness). A. Navoi.* A. Machekhin in his book "In Search of Meaning" ("**В поисках смысла**") compiled and classified according to the topic more than 1,300 aphorisms by wise men from different periods, people's ideas and narrations from the Bible, the Koran, the Torah and Buddha's advice.

d) In the French language the word «**Adage»** was taken from Latin (Adajium) which contains moral, instructive discourse in the core of the meaning. According to Larus dictionary «Adage» is ancient and famous maxim (7:38). For example: French «Noblesse oblige»- the kingdom compel or the ancient Latin phrase «Uti non abuti»- French: «User

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ne pas abuser»«Use but don`t abuse» statements are.

The Russian term «Притча» is adage which means instructive, moral and educational stories which contains a short allegorical form. They held religious or moral direction and distinguished from maxims in bandwidth of their using. For example «Притчи Соломона». New testament (Новый завет) is considered as main source of formation the word «Притча» (Adage) in European literature.

e) The word «Precepte» appeared on the basis of Latin word «Praeceptum» which means «to read». By its name it has such meaning as: education, teaching, learning and management rules. «Cache ta vie» - save your life, «Aimer vous les uns les autres»- love each other. They are considered as precepts taken from the Gospel. The words «O`git, naql» in Uzbek are alternatives to the term «precepte» in French. In the explanatory dictionary of the Uzbek language the term counsel, express the meaning of sentences given as instructions. «Naql (narration wise sayings)» was taken from the Arabic language and means «to transmitte», «to pass». Created by people and has been passed on from generation to generation-in oral form as a narrated story and legend. The admonition of Abu Nasr Farabi" The thirst for knowledge and labor turn a man into a personality and creates their talents and, this is the highest good for humanity encourages people to work and to learn». Изречение (aphorism) (wise) in Russian is a shortly expressed idea. B.Dal gave the following explanation about this term. "judges" [12: 211] Rudakiy's saying "Happiness doesn't fly in the air it comes with hard work" gives figurative meaning and it is a part of the P.phs.

f) The French word Sentence (from Latin sentential, sentir, avoir une opinion-fell, have an opinion) is a short, concise speech, which arise as a result from personal observations. For example in Latin" QUOTE hominos, tot sententiae" or French "Autane d'homme, Autane d'avis" Every head has different idea. The saying belongs to J.J.Russo "Plus de corps est faibles, plus il commande, plus il est fort, plus il Obeid" It means" The weaker the man the more he likes to give orders. The stronger the man the more he becomes dependent on. _ "Unlike the "Proverbe" there is no rudeness in" Sentence", but they have obscure shape." Proverbe" deal with practical life, «Sentence» makes us think. Based on French writer Vauvenargues's (Luc de clapiers 1715-1747) opinion «Sentence- philosophers' wise ideas», in other words more specific statement for them [7:10].

In Russian the term **"Сентенция"** was taken from Latin (sententia thought, reflection, opinion) means counsel which has an exemplary character. "Sentence"also take place in the row of old words. As an alternative term to it in Russian we stopped at the words "Мудрые слова"and "изречения" The Russian alphabet created in the Middle Ages contained a set of popular Sentences The term "Машойихлар сузи" (wise sayings) was selected as as an alternative to the nomenclature sentensiya. The statements, advise said by our wise ancestors on different topics are called wise sayings. An example of such sayings is "If the winter doesn't do its job, the earth as well as people won't satisfy its hunger." Look how sages could find the words to express their opinions.

"Maxime" is derived from the Greek "gnome" it is a great sentensiya. The mystery difficulties of life are expressed with dignity or governmental rules. According to French priest and philosopher, Kondilyak's (Condillac Etienne Bannot, 1714-1780) opinion maxim is a point of view in which the truth is based on conclusion and experience. In accordance with French moralist Jubert's opinion (Jubert joseph, 1754-1824) "Maxim is an important, undoubtedly true and noble expression". To say shortly it is a scientific proverb. As a French priest Paskal said "Le coeur a voice raisons que la ne chairman connait Points" - Greek, "The heart is based on its basis, but the basis has main point."

In Greek the terms "gnome (pensee –ideology), paroemia (instruction, education) are equal to the terms proverb, sentence, maxime in French and especially used for such kind of expressions. "Les Fables de La Fontaine sont riches en maximes: La Raison du plus fort est toujours la meilleure» est une de ces maximes."

"Maxima" in Russian was derived from Latin, [13: 298] (Maxis, Regular, sentential) and means basic rules, principles. This term is used to express the main rules of behavior and ethnic and logical principles .In Russian it can be used with the help of term "Пословицы научного характера ".

In Uzbek term "масал"(fable, saying) was chosen as an alternative to "Maxime", because in Uzbek language explanatory dictionary [19:549] this term has such meanings as "fable, sample similarity, symbolic story". For example it is an instructive short story which has an educative conclusion for people.

g) Locution, expression these both terms used as alternatives to phraseological units. The first term's name depends on their grammatical formation, the name of the second based on their meaning and style condition. Locution taken from Latin "locution, de loqui", parler means to speak [7.] The way of saying, the formation of speech style, designing functional form, it is the method of forming free symbols the language.

That's why two terms "locution adverbial" "locution verbale" are carried out that is to say adverbial expressions and verbal expressions and embodied their grammatical aspects.

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"Expression" is the way to describe something, it embodies stylistics and rhetoric features, often demonstrates images, metaphors and metonymy tools.

In Uzbek languages as an alternative to the "expression" term " ибора" is selected and it is mainly used in public conversational speech in metaphoric meaning more than proverbs, as Shomahmudov writes. Expressions like proverbs reflect people's history, routines, different events and behavior of some people. [18.4] As expression has imaginative expression they are closer to language events than proverbs. For example "Don't add sour milk into mung bean soup" means "don't interfere in everything" One more difference of expressions from the proverbs is that they don't always have rhyme. "Hair is like broom, hands are like poker", "Eyes are covered with sweet". As it was given in "Uzbek linguistic dictionary" expression is a phraseological unit and it is the general name of expressions which has their own stylistic and dialectic features.

So to our mind phrazeologisms including proverbs and all the following term in figurative meaning are called proverbial phrazeologisms and serve to increase the expressiveness of speech.

№	In French	In Uzbek	In Russian
1	Proverbe	Мақол	Пословица
2	Dicton	Матал	Поговорка
3	Apophtègme	Ҳикматли сўзлар, афоризмлар	Афоризмы
4	Adage	Ҳикматлар	Притча
5	Précepte	Ўгит, накл,васият	изречение (мудрое)
6	Sentence	Машойихлар сўзи	мудрые слова, изречение
7	Maxime	Масал	максим, пословица научного характера
8	Expression	Ибора	Выражение
All of them which have figurative meaning are Proverbial phraseology			

In conclusion proverbial phraseology which embodies all language phenomenon as well as other language units must be considered as a separate group of a special level phraseological fund.

Being components of a single rope stable word combinations, winged words, expressions proverbs, aphorisms which have unified different semantic structure formed independently ready seen in human's memory , fully or partially used in figurative meaning, posses expressive and emotional expressions are considered as proverbial phraseology.

Proverbial phraseology express an accurate completed idea and this idea must be stable and short.

They don't have extra words, images because expressing ideas shortly demands a great essence from the esthetic point of view.

Proverbial phrazeologisms are expressed with the help of either a positive or negative assessment of the realities and figurative meanings of the symbols. Creation Proverbial phraseology' stability happens slowly. You can't find out an exact creator of them.

They have anonymous nature and also characterized not only by living orally among the people but also by spreading widely.

Te educational value of Proverbial phraseology is that they provide ideological direction and opens the ways for formation and development positive ideals of the person and make him act actively to reach them. Some proverbial phraseology have several meanings that's why it is difficult to interpret and compare them in several languages.

While comparing the idioms in different languages. It is important to find suitable ones in the meaning to each other.

Enjoyment getting from the comparing of Proverbial phraseology in different languages and also being a witness of their formation under influence of historical and physiological factors makes the researcher glad.

To study P phs by comparing in different languages, to understand their semantic importance person should feel himself the owner of these languages. A specialist who knows several languages should live with them, be able to notice and feels language defects. Person who speaks in one language in spite of the greatness of this language can't notice peculiarities of the second language

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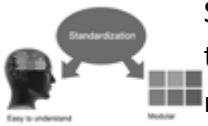

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References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

INDEX

A

Aphorism · 32, 33, 34

F

Folklore · 32, 33

P

Phraseologies · 31, 32

S

Sagesse · 32
Seem · 17



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