

Nashmil Osman



نەشمیل عوسمان

Shawin Akram-US Colleges Girls' High School

"Our last visit and hers as well"

In memory of our student Nashmil Osman, who will always be in our hearts. Our last visit to her home was with Mamosta Hulya, we spent an amazing time together and talked about our future plans, how could we know that it was our last meeting together and that there were left a little bit of time for Nasha here.

Nasha was so brilliant and smart, she was always an active girl with a bright face, and that's why one of her nicknames was (flower).

Her last visit to the Alumni Center was for dinner with her friends, I still remember I was sitting at the back corner of the room, when she told her friends to move apart so she could see me. We were making many beautiful plans together. I know that you're now in your last venue, and we are truly feeling that you're much more happy than before. You were the symbol of kindness, and you're still among us with you beautiful behavior and kindness. Our college's student, you were also one of the best school's students, Ms.Shukri's school, and that's why you're always our and your family's pride. You're now spending time with your other beloved ones there,

May Lord give your family patience...

"كۆتا سەردانمان و كۆتا سەردانى"

(نەشمیل عوسمان) خویندکار و خونچەي ھەمیشەلەيادی کۆلیژەکەمان، کۆتا سەردانمان بۆلای لەگەل مامۆستا ھولیا بوو، زۆر کاتیکی خۆشمان بەسەر برد، زۆر بەدل بەیەکەوێ دانیشتین و باسی پلانی داھاتووومان دەکرد، ئێمە نەماندەزانی ئێوێ کۆتا قسەکردنمانە لەگەل یەکتەر، بەلام قەدەر ئێوێندە بواری داوو بە نەشە گیان... نەشە گیان گەنجیکی لێھاتوو و رووگەش و ھەمیشە چالاک و گەشاوێ بوو، ھەربۆیە ناویکی ناو خێزانەکی (خونچە) بوو...

کۆتا سەردانی بۆ سەنتەری دەرچوووان بۆ خوانی ئێوارە بوو. دانیشتوو لەگەل ھاورپکانیدا ھەمیشە دیتەوێ خەیاڵم من لە کۆتایی ژورەکەدا دانیشتوووم بەھاورپکانی وت (سەرتان لایەن با مامۆستا ببینم)، من نەمدەزانی ئێوێ دوا دیدار و بینیم ئێبیت لەگەل پەپولەکەم. تۆ ھەمیشە پاک و ناوازی بوویت. زۆر پلانی ھەبوو بۆ داھاتوو پیکەوێ ئێنجامی بەدەین، بەلام دوامەنزلی ھەموومان تۆی برد بۆلای خۆی، ئێوێ بزانی ھەستی ھەموومان دەلپت تۆ لە جاران دلخۆشتی. تۆ ھەمیشە نموونە بوویت بە ھەلسۆکەوت و تەکانت. تۆ لە تەنیشت خۆشەویستەکانی تەرت کات بەسەر دەبەیت نازداری کۆلیژەکەمان، تۆ پەروەردەي دەستی جوانترینیت، وە باشترینی قوتابخانەي یەکەمتی کە (شوکریە)خانە، لەبەر ئێوێ ھەمیشە چێی شانازیت تاقانەي ئێمە و خێزانەکەت.

خوای گەورە سەبووری بە خێزانی ئازیزت بدات....



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From Editor...

Dear readers,

We are very happy and excited to bring you together with our magazine, which is a product of a devoted, intensive and hard work that lasted for months. We are grateful for the support of our guest writers who have contributed to this product, which is a study of the US Colleges family, from different regions of the world.

We also dedicate this issue of our Education Magazine to Neşmil Osman, one of our high school graduates from Engineering high school, whom we will never forget and will always remember in our prayers.

Once again the achievements of US Colleges in 2019 Vezari and Nishtimani Exams have brought to all of us undescrivable excitement and happiness. Of course, we cannot forget our teachers who are the hidden heroes behind these achievements and spend their time with the students day and night in order to help them with all kinds of questions. The system, student, family and school cooperation established by US Colleges, is very important. The student from our secondary school who got first place in Nishtimani Kurdistan Exam, enrolled in our high school with full scholarship and started to prepare for the future degrees.

The achievements of US Colleges; which include, but are not limited to, the participation of two of our students in the Iraq National Team in The International Biology Olympiad (IBO) held in Hungary and the participation of one of our students in the Iraq National Team in the International Math Olympiad (IMO) held in the UK, continue to improve their quality and to contribute to the promotion of Kurdistan.

The US Colleges, which will join the IJSO Olympiad Iraqi team in Doha-Qatar in December 2019 with one of its students, are trying to do all they can for Sulaymaniyah and Kurdistan in every field.

The family of US Colleges, which produce new values and works every year, continues to grow and is excited to open an International School in the coming year.

'For a Bright Future' we said and set off. We continue to move forward in the unity of knowledge and discipline and approach education from a different point of view. Our aim is to share the good, beautiful and truth with our esteemed readers. We present our new issue with the leading article: Education from cradle to grave - 2, being the second and last the last part of the educational editorial and hope to meet you in the next issue while leaving you again with interesting stories and research articles.

Best regards...



خوینەری بەریز....

لە دوای چەندین مانگ لە هەول و ماندووبوون دووبارە لە خوێشی و هەيجانی دەرچوونی ژمارە ٣ ی گۆڤارەکهمانداين که لەلایەن خیزانە گەورەکهی کۆلیژەکانی "یونایتد ساینس" هه بهرهم هیزاوه. زۆر سوپاسی هه موو ئەو دۆستانه مان دهکەین که له چەندەها جیگای جیاوازه وه یارماتیده رمان بوون به نوسینه ناوازهکانیان.

ژمارە ی ئەمجاری گۆڤارەکهمان پیشکەش دهکەین به دەرچووی له یادنە کرایی کۆلیژەکه مان؛ دەرچووی به شی ئەندان یاری خویندکار "نەشمیل عوسمان" که له رووداویکی دلته زینه ردا کۆچی دوایی کرد. هه ردهم له یاد و نزاکانماندايه.

دووبارە لە خوێشی و هەيجانیکی بی ئەندانە داین به یۆنە ی سەرکەوتنه نایابه کانی خویندکارانی کۆلیژەکانمان که له تاقیکردنه وه ی نیشتیمانیدا به دەستیان هینا. بیگومان له پشتم هه موو سەرکەوتنیکه وه قاره مانه شاراوه کان که مامۆستا دل سوژ و فیداکاره کانمان دەستیکی بالایان هه یه که به بی ماندووبوون، شه و روژ هه ولیان له گه ل له گه ل خویندکاره کاندایه ده دا.

لە کۆلیژەکانماندا سیستەمه ٣ لایەنه که ی کۆلیژەکانمان که پیک هاتووه له په یوه ندی پاسته وخۆ و به هیزی نیوان (خیزان و خویندکار و قوتابخانه) وه ک بناغه یه کی کاریگه ر به کارده هینین له هه موو کاره کانماندا.

هه موو سالیکی خیزانه که ی "کۆلیژەکانی یونایتد ساینس" گه وره تر ده بیته! به خوێشالییه وه پیتان راده گه یه نین که له پلانی کردنه وه ی کۆلیژی نیۆده وه تیداین بۆ سالی ئاینده و ئەندامیکی دیکه بۆ خیزانه که مان زیاد ده بیته.

ئامانجه مان گه یاندنی چاکه و جوانی و راستیه به ئیوه ی به ریز، له م باره یه وه له ژماره دووی گۆڤارەکه ماندا نووسینی کمان بۆ ئاماده کردبوون دەربارە ی "خویندن له سەر بی شکه وه تا کو ناو گۆر"، وه له م ژماره یه ی گۆڤارەکه شماندا به شی دووه می نووسینه که تان پیشکەش ده کەین.

به هیوای دووبارە شاد بوونه وه تانین له ژماره ی داهاتووماندا. خوێشه ویستیمان قبول بفرموون. وه ک هاندانیک بۆ به دەسته یانی سەرکەوتنی زیاتر، بریارماندا که خویندکاری کۆلیژی ناوه ندی کوران که له تاقیکردنه وه ی نیشتیمانیدا پله ی یه که می



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1997



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- Haji Muhiyaddin Rasheed Primary School
- Slemani Girls' Secondary School
- Salahaddin Ayyubi Boys' Secondary School
- Slemani Girls' High School
- Salahaddin Ayyubi Boys' High School
- Halabjay Shaheed Communal Girls' College
- Halabjay Shaheed Communal Boys' College

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Education from cradle to grave - 2



Editorial

Family, school, and environment

People who want to guarantee their future cannot be indifferent to how their children are educated. The family, school, environment, and mass media should all cooperate to ensure the desired result. Opposing tendencies among these vital institutions will subject young people to contradictory influences that will distract them and dissipate their energy. In particular, the mass media should contribute to the education of the young generation by following the education policy approved by the community. The school must be as perfect as possible with respect to its curriculum, the scientific and moral standards of the teachers, and its physical conditions. A family must provide the necessary warmth and atmosphere in which to raise children.

In the early centuries of Islam, minds, hearts, and souls strove to understand that which the Lord of the Heavens and the Earth approves. Each conversation, discussion, correspondence, and event was directed to that end. As a result, whoever could do so, imbibed the correct values and spirit from the surrounding environment. It was

as if everything was a teacher which would prepare the individual's mind and soul and develop his or her capacity to attain a high level in Islamic sciences. The first school in which we receive the necessary education to be perfected is the home.

The home is vitally important for raising a healthy generation and ensuring a healthy social system or structure. This responsibility continues throughout life. The impressions we receive from our family cannot be obliterated later in life. Furthermore, the family's control over the child at home, with respect to other siblings and toys, continues at school with respect to the child's friends, books, and places visited. Parents must feed their children's minds with knowledge and science before their minds become engaged in useless things, for souls without truth and knowledge are fields in which evil thoughts are cultivated and grown.

Children can receive a good education at home only if there is a healthy family life. Thus, marriage should be undertaken to form a healthy family life and so contribute to the permanence of one's nation, in particular, and of the human population in general.

Peace, happiness, and security at home establish mutual accord between the spouses in thought, morals, and belief. Couples who decide to marry should know each other well and consider purity of feelings, chastity, morality, and virtue rather than wealth and physical charms. The mischief and impudence of children reflect the atmosphere in which they are being raised. A dysfunctional family life increasingly reflects upon the spirit of the child, and therefore upon society.

In the family, older members should treat younger ones with compassion, and the young should show respect for their elders. Parents should love and respect each other, and treat their children with compassion and due consideration of their feelings. They must treat each child justly and not discriminate among them. If parents encourage their children to develop their abilities and be useful to themselves and the community, they have then given the nation a strong new pillar. If they do not cultivate the proper feelings in their children, they release scorpions into the community.

The school and the teacher

A school may be compared to a laboratory; it offers an elixir that can prevent or heal the ills of life. Those who have the knowledge and wisdom to prepare and administer this elixir are the teachers.

A school is a place of learning, where everything related to this life and the next is taught. It can shed light on vital ideas and events, and enable students to understand their natural and human environment. A school can also quickly open the way to unveiling the meaning of things and events, thereby leading a student to wholeness of thought and contemplation. In essence, a school is a kind of place of worship; the "holy leaders" are the teachers.

True teachers sow the pure seed and preserve it. They occupy themselves with

what is good and wholesome, and lead and guide the children through life and whatever events they may encounter. For a school to be a true institution of education students should first be equipped with an ideal, a love of their language and know how to use it most effectively; they should possess good morals and perennial human values. Their social identity must be built on these foundations.

Education is different from teaching. Most people can teach, but only a very few can educate. Communities composed of individuals devoid of sublime ideals, good manners, and human values are like rude individuals who have no loyalty in friendship or consistency in enmity. Those who trust such people are always disappointed, and those who depend upon them are sooner or later left without support. The best way of equipping oneself with such values is a sound religious education.

A community's survival depends on idealism and good morals, as well as on being able to reach the necessary level in scientific and technological progress. For this reason, trades and crafts should be taught, beginning at least at the elementary level. A good school is not a building where only theoretical information is given, but an institution or a laboratory where students are prepared for life.

Patience is of great importance in education. Educating people is the most sacred, but also the most difficult, task in life. In addition to setting a good personal example, teachers should be patient enough to obtain the desired result. They should know their students well, and address their intellects and their hearts, spirits, and feelings. The best way to educate people is to show a special concern for every individual, not forgetting that each individual is a different "world."

A school provides its pupils with the possibilities of continuous reading, and speaks even when it is silent. Because of this,

although it seems to occupy only one phase of life, school actually dominates all times and events. For the rest of their lives, pupils reenact what they have learned at school and derive continuous influence from this experience.

Teachers should know how to find a way to the student's heart and be able to leave indelible imprints upon his or her mind. They should test the information to be passed on to students by refining their own minds and the prisms of their hearts. A good lesson is one that does more than provide pupils with useful information or skills; it should elevate them into the presence of the unknown. This enables the students to acquire a penetrating vision into the reality of things, and to see each event as a sign of the unseen world.

[1] Ibn Miskawayh (c.1030-930): Muslim moralist, philosopher, and historian. His moral treatise Tahdhib al-Akhlaq [Gilding Morality], influenced by the Aristotelian concept of the meaning, is considered one of the best statements of Islamic philosophy. His universal history Kitab Tajarib al-Umam wa Ta'aqub al-Himam (Eclipse of the 'Abbasid Caliphate), was noted for its use of all available sources and greatly stimulated the development of Islamic historiography.



تایکردنوهی نامادهکاری نیشتمانی Nishtimani Mock Exam

for **9th** Grades

Exam dates

25 November, 2019
6 February, 2020
23 April, 2020

تایکردنوهی نامادهکاری وهزاری Wezary Mock Exam

for **12th** Grades

Exam Dates

27 October, 2019	3 November, 2019
5 January, 2020	12 January, 2020
15 March, 2020	22 March, 2020

(Physics, Chemistry and Biology)

(Maths, Kurdish, Arabic, English)



US International School (USIS) Welcome to the US Colleges Family



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INTERNATIONAL SCHOOL

"For a Bright Future"



سالی نوئی په روه رده و فیړکردنتان پیرۆز بیت

میران عبدالحمید

به ریښه بهری گشتی کولیزه کانی یونایتد ساینس

دانشتووانی زهوی و ناسمانه کان به نیره بیه وه لیان پروان، راسته و خو پابه ندی زانست و مه عریفه تی نهو هونه رکارانه یه که په روه رده یان ده کهن.

وهکو دوزانریت، ماموستای راسته قینه له کونه وه به مؤم چوینراوه. مؤمیک که له پیناو روونا ککرده وه چی چوارده وری، خوئی بهخت ده کات. نه مه چی ژیانیکی پرمانا و چی مردنیکي پرمانایه! بهختکردنی به نرخترین سه رمایه مان که ته مه نمانه له پیناو کاملکردنی نه وه کان له ریگه ی فیړکردنه وه، پینده چیت پرماناترین جوری ژیان بیت.

”قارمان، کینرکئی پالوانیتی خوئی نابینیت و ههستی پیناکات. به لکو نه وانه باشتر ده بینن و ههستی پینده کهن که له مهیدانه کدا ته ماشای ده کهن“. له بهرام بهر میژوودا شایه تی له سه ر ئیوه ی هاورپییانی به ریژ و به خته وهرم دده م که نمونه ی بالای پالوانیتی و عیززه ت و راستگوئی و دل سوژی و وه فادارین، هیوادارم که به دردی ژایی ته مه نمان به بی بجو وکترین لادان له سه ر نه م راستره و بیه تان به رده وام بن و، هیوای له شساعی و سه لامه تی و سه رکه و تنتان بو ده خوازم و، پیرۆزبایی سالی نوئی په روه رده و فیړکردنتان لیده کهن.

هاورپییانی نازیم، گه شستن به که مالی رها شتیکی نه سه تمه. به لام له هه مان کادا هه موو که سیک نه رکیکی فیتری هیه به وه ی بگات به به رزترین لونه کی که مالی ری تیچووی خوئی. یه کیک له گرنگرتین ریگه کانی نه مه ش بریتیه له ”زانست و فیړبوون و فیړکردن“، هه ر بویه و تراوه: ”نه رکی سروشتی مرؤف بریتیه له کاملبوون له ریگه ی فیړبوونه وه“. نه مه هه روه ک بو تاک وه هایه، به هه مان جور له بابه تی به رزکردنه وه ی نه وه کانیش بو عه رشی که مالی مرؤی به هه مان جور. به لی، گرنگرتین ریگه ی ده سگرتنی نه وه کان و گه یان دنیان به که مالی مرؤی ریگه ی ”په روه رده و فیړکردن“. پالوانه مه زنه کانی نه م ریگه ی ش بی هیه چی گومانیک ماموستایان و په روه رده کاران.

”له پروانگه ی ماهیه ت و توانا و لیپه اتنه وه هه موو شتیکی وابه سه تی زانسته“. هه روه ک چون دروستکردنی به ره میکی هونه ری – که شادی و دلخوئی به بینه رانی ده به خشیت – له پارچه یه ک مه رمه ر یان ته خته وه وابه سه تی زانینه، به هه مان جور نه وه کانمان که ده کریت هه ر جور به هه میکیان لی در بچیت، گوران یان بو حاله ت و چو نیتییه ک که





STIRLING EDUCATION

Mann Canby
Deputy CEO, Stirling Education

Top 5 tips for Parents

A doctor, teacher, manager, engineer, etc. you name it. A parent is a parent no matter what job he does. In other words, your job title does not really matter; you could make one of these top mistakes as an innocent parent who only wants to help.

1. Comparison

The foremost purpose of the comparison is to generally discover similarities or differences between two things. And the reason a person weighs two things is usually to find the better one.

Yet, it does not appear to be so when a parent compares his child to a sibling or schoolmates. Parents tend to judge, criticize, scold and even humiliates when comparing their kids with others. The way they compare does not provide any help to the kids and usually makes it even worse. You would, then, end up seeing discouraged, depressed and frustrated kids.

If parents continually do this habit of comparison with no goal at all, kids start rejecting their parents and people they are being compared to. Then, what is the most agreeable thing to do? Simply, just stop comparing. Find out your child's weaknesses instead and try to be helpful.

2. Blaming

How would you feel if someone keeps blaming you for your failures even if you know it is totally your mistake? You would feel uncomfortable, inadequate, incompetent and worst of all reluctant to continue doing new things and striving for better.

Further, it is more damaging for children as they are yet to develop their personality and still building up their character. Instead of criticizing your child, discuss with him the steps that drove him to the failure. In this way, you would not only come up with a solution for the dilemma but also, guide him the way to analyze and resolve his future difficulties or to determine the root causes of his failures.

And most importantly, make yourself part of the failure by responding like 'I guess I could be a much more help'. You would not lose anything but this would make you even more valuable and helpful. It is just like a leader who blames himself first before his team members.

3. Indulging

This is usually observed with the parents who had a childhood with limited access to toys etc. All they think is to satisfy their children so that they would not have a miserable childhood and feel impoverished like them.

There is no harm with this idea unless it is all planned very well and children receive what they like gradually not all at once. You might be an affluent businessman still your child may be unhappy. Or, you may be having an average life and your child may be very joyful. It really depends on how you try to please your child. If you think you can make your child happy with all sorts of expensive toys etc. you could be mistaken.

Then, what? Do not buy everything at once. Try to give something as a reward by finding reasons for it. Keep asking this question whenever you want to get something to your child; Is there a reason for that? Would What I buy spoil my child?

4. Fail to Track

How often do you visit your child at school? Or, the question should be 'do you only visit your child when his marks get lower or there is a problem? Why is there a need for a regular visit?

Well, there are some parents who visit the school so often that one may think of them as school personnel. This sort of parents could be disturbing and may even make their children feel under pressure. This is not the way a parent should visit the school.

And, there are parents who are too busy, tired or have a satisfaction of completing their responsibility by registering their child at school. They think this is the only responsibility they have towards their child's education. Both scenarios have no benefits.

Visit your child when you feel that your child is started to get lost in his studies and need help. At some of your visits make sure you see your child and make him feel that you are there to support him not to find out his problems. And make some of your visits invisible to your child so he would not think that you over visit him.

5. Advising

In your opinion, which of below could have a stronger impact on you?

a) Someone who always advises you to read the book and keeps talking about the benefits of reading.

b) Someone who you usually see reading, carrying and buying new books.

Yes, the correct answer is choice B, congrats!

In today's world, children, teenagers, almost all people had enough in listening to the advice of others. What is needed is role models, people who do more than they say. A smoking father would find it extremely difficult to convince his son not to smoke. A mother who keeps watching television telling her daughter to study hard would be ineffective.

The saying in English "Action speaks louder than words" is a good example for all of us. By doing, you do not only set a good example but also make your child believe in yourself and that it is something doable, not so challenging or impossible.





ئايا كۆنگرەي داھاتووي پەروەردەي دەبى چۆن بىت؟

عومەر محەمەد ئەمىن

- يارىدەدەرى بەرىئەبەرى گىشتى پەروەردەي سلىمانى
- سەرنوسەرى گۆقارى گزنگى پەروەردەي.

ئايا كۆنگرەي داھاتووي پەروەردەي دەبى چۆن بىت؟

پىئوستە لە قوتابخانە دەستىپىكەين، ئەوسا كۆمەلگا و داھاتوومان بىم قوتابخانە بىيات دەتەين. (لوبرو)

ھەولدان بۇ بەردەوامبوونى گۆرانكارى لەگۆرپى سىستىمى نوپى پەروەردە و فىرکردن لە كوردستاندا ھەنگاويكە بۇ بەمەدەنى كردنى پىئوستەي پەروەردە لەلايەك و، رىخۆشكەر و رىپىشانەدەرە لەلايەكى ترەو. لە حكومەتى ھەرىمى كوردستاندا چوار كۆنگرەي پەروەردەي بەستراو لەدواي پاپەرىنەو بۇ چاكردى ھەردوو روو ديار و ناديارەكەي پەروەردە، كە يەكەمىيان ديوى ئاشكرايە كە برىتتەيە لە كۆلەكە سەرەكەيەكان و، كەرەستە و كەلوپەلەكانى ناو دامودەزگاكانى پەروەردەيە. ديوى دووهميشيان كە ديوى شاراوپە كە ئەويش ئەو كارىگەرىيە دەروونى و تىورى و عەقلىانىيەيە كە لەناو خويندكاراندا چەكەرە دەكات و دەبىتە مۆركى گەشەكردنى مەدەنى لەكۆمەلەكەماندا.

ديارە ھەموو ئامانجەكانى پەروەردە لەئامانجە دوورەكانەو ھەلقوللەو لەگەل ئامانجە كۆمەلەيەتى و ئابوورىيەكاندا يەكەدەگرنەو لەپىناو بونىادانى كۆمەلەيەكى مەدەنى پىشكەوتوو، گەلىك بىروورا لەم بارەيەو ھەيە فەيلەسوفى ئەلمانى (لېينت) دەلەيت "پەروەردەم پىئەدەن لەماوئى نيو سەدەدا ئەتوانم رووى

جىھان بگۆرم". كەواتە گۆرپى جىھان بەرەو باشتر وا دەخوازىت كە ئامانجە لەبار و شياوەكان دەسنیشان بكرىن، كەواتە سروشت بەردەوام لەگۆراندايە، زالبوون بەسەرياندا شتىكى خەيالئەيە، واتە ئامانجە پەروەردەيەكان دەبىت بەردەوام لەكات و دۆخى تازەدا لەگۆران و گەشەكردندا بن.

ديارە بۇ ئەم ئامانجە پەروەردەيەكانە گەلىك كىتەب و گۆقار و رۆژنامە دانراون، وە چەندىن كۆنگرەي جىھانى رىخراون.. لە عىراقىشدا لەدواي روخانى دىكتاتورىيەت كۆنگرەيەكى كرىچكۆل بەپەلە بەسترا، ھەروەكو كۆنگرەكانى (يەكەم و دووم و سىيەم)ى ھەرىمى كوردستان، بەسەرىپىيى كارەكان بەرپۆەچوون، بگرە ئەو سى كۆنگرەيە كە لە كوردستان بەسترا پەنگە ھەندى گۆرانكارى بچووك(جىزئى)ى تيا ئەنجام درابىت بەلام ئەوئەوى عىراق ھىچ چاوپروانىيەكى لىتەكرا. بۇيە لە كوردستاندا بىر لە كۆنگرەيەكى پەروەردەيى يەكگرتوو كرايەو، لە پۆژانى (22-24/ئايار/2007) ئەو كۆنگرەيە بە شىوازيكى مۆدىرن و دوور لەكۆنگرە تەقلىدئەيەكان بەسترا، بە دلئەيەيەو كۆنگرەي چوارەم كە ناونرا (كۆنگرەي يەكگرتوو) بە تەواوى سىستىمى خويندنى كۆنى لە رەگ و رىشەو دەرهتينا، وە گۆرانكارى لەسەرچەم پىكھاتە و كۆلەكە سەرەكەيەكانى پەروەردەدا كرا.

ئەم كۆنگرەيە دنيايىيەكى نوپى ھىنايە ناو ناوئەندەكانى خويندەنەو و، ھەرچەند شۆرش لە شاخ گەلىك قورس و گران بوو، وە قوربانى و شەھىد دەرا لەپىناو ئازادى كورد و كوردستان، بەلام ئەم گۆرانكارىيەش ھىچى كەمتر نەبوو لە خەبات و تىكۆشان لە شاخ، وە دەتوانرىت بە شۆرشىكى نوئى ناوئەد بكرىت. چونكە لە كوردستاندا لە سالى (1992)وە حكومەتى دىفاكتۆ دامەزراو تا رزگاركردى عىراق لەسالى (2005)دا، وە كوردستان بە فەرمى بوو بە ھەرىپىكى فېدرال،

لەكابىنەي ھەشتمەدا جارىكى تر وەزارەتى پەروەردە كۆنگرەي پىنجەمى پەروەردەيى گریدا، وە لەم كۆنگرەيەدا بە ھۆى قەيرانى دارايى و پاشەكەوتى مووچە بريار و راسپاردەكان نەچوونە بوارى جىبەجىكرەنەو.

ھىوادارىن كابىنەي نوپەم بتوانىت چەند كۆنگرەيەك ئەنجام بدات و پىداچونەو بەكات بەو خالانەي كە لەگۆرانكارىيەكانى پىشوو بووونە ئاسەتەنگ لەبەردەم پىئوستەي خويندندا، وە پىئوستە وەزارەت رەچاوى ئەم خالانەي خوارەو بەكات لەكاتى برياردان لە سەر كۆنگرە كە ئەمانە گزنگرىنئەين:

يەكەم: پىشووختە زەمىنە خۆش بكرى بۇ پەروەردەناسەكانى ناوئەو. چ لەكوردستان و چ لەعىراق كۆر و سىمىنارى تايبەت سازبكرى بۇ ئەوانەي شارەزايى و پسپۆريان ھەيە لەبابەتە جىاجىياكاندا، وە كۆمەلئەيى ديارىكارو بانگھىشت بكرىن بۇ كۆر و سىمىنارەكان، گفتوگۆي چروپى بكرى لەبارەي بابەتەكانەو، لەكۆتايى كۆر و سىمىنارەكاندا چەند خالئەيى گزنگ پاكئوس بكرىن و بكرىنە كارى داھاتووي كۆنگرە.

دووم: لە دەزگاكانى راگەياندەنەو بەگىشتى و، تەلەفزيۆنەكان و رۆژنامەكان بەتايبەتى مېزگردي تايبەت سازبكرى بۇ سەرچەم بابەتە گزنگەكان، لەرپىگەي بىنەرەنەو راستەوخۆ گفتوگۆ بكرىت و بىروبووچوونى ئازاد بەھەند وەربگىرىت، وە لەكۆتاييدا خالە گزنگەكانى كۆمەلانى خەلك بگويىزرىنەو بۇ گفتوگۆي ناو كۆنگرە لەبەرئەوى بابەتەكانى پەروەردە راستەوخۆ پەيوەندى ھەيە بەسەرچەم كۆمەلانى خەلكەو.

سىيەم: زەمىنە خۆش بكرى بۇ سىياسەتمەداران و نوسەران و ئەدىبان و رۆژنامەنوسان و ئەوانەي كەشارەزايان ھەيە لەبوارى پەروەردە بەگىشتى و فەلسەفەي پەروەردەيى بەتايبەتى بەھەر رىگايەك بىت، واتە بەنوسراو يان بەكۆر و سىمىنار و مېزگردي، بىروبووچونەكانىيان سەبارەت بەگۆرانكارى پەروەردە و داھاتووي پەروەردە پىشكەش بكەن و خالە گزنگەكان پاكئوس بكرىن و بگويىزرىنەو بۇ ھۆلى كۆنگرە.

چارەم: بانگھىشتى تايبەت بكرىت بۇ پەروەردەناسانى جىھانى بۇ ناوچەكەمان بەگىشتى و ئەو ولانانەي كە پىئوستەي پەروەردە زۆر لەپىشكەوتندايە بەتايبەتى، وە بۇ گىرئانى كۆر و سىمىنار و مېزگردي بۇ پەروەردەناسانى خۆمان. لەكۆتاييدا سەرچەم بىر و پىشنىارەكانىيان بەھەند وەربگىرى و كارى جدى لەسەر بكرى بۇ كۆنگرەي داھاتوو، وە ئەگەر چەند كەسىك لەپسپۆراني نۆدەولەتى لەكۆنگرەدا بەشدارى بكەن كارىكى زۆر چاكە.

پىنجەم: پىئوستە سالانە كۆنگرە بىبەستىت تايبەت بە يەك تەوەر، وە پىئوستە ئەو تەوەرە ديارىبكرىت كە زۆرترىن گزنگى ھەبوو لەو سالەدا، بۆنموونە ئەمسال زۆرترىن كىشە لە بوارى تاقىكرەنەوكاندا ھەيە، واباشە كۆنگرەي ئەمسال لەسەر تاقىكرەنەوكان بىت.

شەشەم: وا چاكە ئەو خالانەي سەرەو كارى وردى لەسەربكرىت، تاكو ئەو كارانەي كە لەكۆنگرەي پىشووفا كارى لەسەر نەكراو، ئەم كۆنگرەيە بىتە جىگرەوھەيەك بۇ پىكرەنەوئەي بۆشايەكانى كۆنگرەكانى پىشوو، يان ئەو كارانەي كە بىرى لىتەكرانەو، بكرىنە بەرنامەي كار و پىداچونەو بەبىرگە و بابەتەكانى سىستىمى نوپى خويندنى. بۇيە نەگونجانى بەشى ھەرەزۆرى لايەنە ھەمەجۆرەكانى سىستىمى پەروەردە لەگەل ئەو باروودوخە نوپىيەدا بۇ نزيكبوونەو لەدنباي سەردەم، وە عەقلى نوئى لەو گۆرانكارىيە بەردەوام و ھەميشەيانەي كە لەدنباي ئەمپۆدا دىنە گۆرى و، دەستەوسانى و پەككەوتەيى پىئوستەي پەروەردەمان بەرامبەريان، وە جوينەو و لىدانەوئەي ئەو قەوانانەي كە زۆرەيان سواون و كەلكى ئەمپۆيان بىئو نەماو، ھەر ھەموو ئەمانە دەمانخەنە بەر دادگايەكى مېژووئى سەرتاسەر و رومان تىدەكەن.

ناكرىت سالانە بەردەوام نەبىن لەسەر گۆرانكارى، كە ژەنگى بەعەقلى چەندەھا نەوئەمان ھىناو، تاكەي سوود لەدنباي كراوئەي ھەموو ئەو گۆرانكارى و نوپبوونەوانەي پەروەردە لەجىھاندا نەبىنئىن؟

ئايا ئىمە ھەر لەخۆمانەو بەبى شارەزايانى دەرەو و، بەشىئوھەيەكى ھەرەمەكى بكەوينە شەن و كەوكردى، يان پىئوستەمان بەرئىنمايى و چاوساغى و بناغەيەكى ئايدولۆژى ھەيە كە ئامانجەكانى روون و ديار و بى پىچ و پەنا بن.

ديارە ئەگەر گزنگەكانى پىشوو لەبەرچاو نەگرىن، ئەوا نەگرتنى كۆنگرە زۆر باشترە لەوئەي كە خۆمان ھىلاك بكەين بەبى ئەنجام، ئەگەر مەبەست ھەر ناوانان بىت و بلىين كۆنگرەمان بەستوو، ئەو ھەلەيەكى گەرەيە. ئەگەر بىتوو ئەوانەي ھەلدەستن بەسازدان و بەستنى كۆنگرە برىوان بەسىستىمى حوكمى و دەسەلات ھەبىت لەئەنجامى كودەتا يان شۆرشىك ھاتبىتە دى، ئەوا مەحالە كودەتا يان شۆرش بتوانىت گۆرانكارى لەناخى كۆمەلدا بكات ئەگەر شۆرش لەسىستىمى فەلسەفە و ئامانجە دوور و نزيكەكانى پەروەردەدا نەكات.

بۇيە پىئوستە ئىمە بەو ئامانجە بىر لە كۆنگرەي پەروەردەيى بكەينەو بۇ ئەوئەي بتوانىن گۆرانكارى راستەقىنە ئەنجام بدەين. وەكو زاناي بەرىتانى (بىرتراند راسل) دەلەيت: "پەروەردە كىلى جىھانى نوپىيە".

15th

INPO

مامۆستايەك عاشق دەبیت

هەردى غازى - كۆلتەزەكانى يونائىتد ساينس



تريپى دلى جاريك هيواش ، جاريك خيرا لىي دەدا، هەندىك جار تريپە تريپى دلى لە دەنگى پىي باران و جاريك لە دەنگى پىي بەفر جاريك لە دەنگى پىي تەرزە دەچوو.

بەيانى زوو پىيش هەلھاتنى خۆر زەنگى مۆبايلەكەى لىدەدات و هەلدەستىت، بە هەيهجان و بە شلەژانەو و بە مەراقىكى قولەو:

بەلى، ئەم مامۆستايە عاشقە!

– ئاي دواكەوتم؟ با خيرا بكەم!

عاشق چاوى كۆيرە هيج نابىنىت جگە لە مەعشوقەكەى، مامۆستا هيواش هيواش بەرەو لاي مەعشوقەكەى بە رىدەكەويت، هەر كە پەرچەمە رەنگا و رەنگەكەى مەعشوق دەرکەوت بە ووينەى رەنگى سورو زەرد و سپى و سەوزى پرچى مەعشوق دلى مامۆستاش رازايەو و پەلكە زيرىنەى ئومىد لە ناخيدا درەوشايەو، مامۆستا گەشتە شوينى ژوان، لە سەيارەكەى دادەبەزىت و سەيرىكى ئەملاولا دەكات و خۆى كۆدەكاتەو و جەلكانى رىك دەكات و بىر و هۆشى كۆدەكاتەو و هەنگاوەكانى بەرەو لاي مەعشوقەكەى دەست پىدەكات.

مامۆستا خۆى ئامادەدەكات، لەگەل ئاوينەكەى بەردەميدا ژوان دەگرىت، لەلايەك چاكەت و پانتۆلەكەى لەبەردەكات لە لايەك قۆى دادەهينىت، پاشان بە وريايەو رەنگى بۆينباخەكەى هەلدەبۆزىرەت تا لەگەل رەنگى كراس و چاكەتەكەى بگونجىت، وە رەنگى قايشى پانتۆلەكەى بەپىي رەنگى پىلاووەكانى ديارى دەكات. لە ئاوينەكەدا تەماشاي درىژى بۆينباخەكەى دەكات؛

ئاي گەشتۆتە سەر قايشەكەى؟ ئاي قۆى رىك وەستاو؟ ئاي بۆياخى پىلاووەكەى تازەيه؟

لە دواى ئەم هەموو پرسىار و تىرامانە، دەست دەداتە ئەو جاننايهى تا درەنگانىكى شەو پىووى خەرىك بوو و نامەى تايبەتى بۆ عاشقەكەى نووسىو.

شەوى رابردوو لەگەل باسکردنى يەكەم بابەت كە ”كۆمەلەى خۆرە” نامەكەى رازاندەو، چەند بازەيهكى كيشا و لە ناوەرپاستيشياندا خۆرىكى درەوشاوى كيشا، لەسەر رووى خۆر دوو (مانگ) ي وەك ئامازە بە چاوى خۆرەكە كيشا و مانگىكى يەكشەوئەشى كرد بە دەمە پر لەزەردەخەنەكەى خۆر. لەم نامەيهدا مامۆستا چىرۆكى عاشقى خۆر و هەسارەكانى روون دەكردەو، كە چۆن هەسارەكان بەدەورى ئاگرى سوتىنەرى خۆردا شەيدا و مەستن و سەر مەستانە لەدەورى خول دەخۆن.

بەلى، ئەم مامۆستايە عاشقە!

جانناكەى هەلگرت و بە دللىكى پر وزەو سەيارەكەى داگىرساند و بەرەو لاي مەعشوقەكەى كەوتە رى، ئەو ماو كورته چەند خولەكيبەى لىبوو بوو بە شەوى يەلداى پر لە ئازارى دوورى و هەيهجانى بە يەك گەشتنى عاشق و مەعشوق.

هەر لە دورەو زەنگى دەستپىکردنى ژوان مامۆستا كە رادەچلەكىنىت و زەردەخەنەيهكى پر لە نەهينى دەخاتە سەر لىووەكانى. لە دواى زەنگ ئالۆزىەك ئەوناووى گرتۆتەو، هەركەس بەرەو شوينى خۆى دەروا، مامۆستا گەشتە پۆلەكەى و بەچاوه گەشەكەى سەيرى دەكرن، پۆلەكە لە باخىكى پر لەسەدان بالندەى جۆراو جۆر دەچوو.

ئىستاش زەنگى دووم لىدەدات و كاتە چاوەروانكراوەكەى مامۆستا دىت، دەفتەرەكەى بەردەمى كردەو و ناوى ئازىزەكانى خویندەو:

– ئومىد ، بەهار، گولالە، نىشتيمان ، فرمىسك...

مامۆستا لەگەل خویندەووى ناوكاندا ئاراميهكى هەست پىدەكرد كە وەك ئەو بەيت لەناو گول و گولزارى رەنگاوپرەنگى بەهاردا بەيت، ناوكان تەواو بوو و مامۆستا واژوى ئامادەبوونى كرد و دەفتەرەكەى بەردەمى داخست .

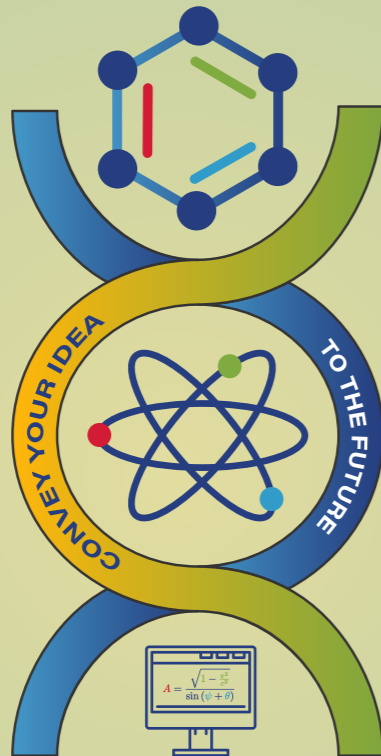
مامۆستا ئاشقە بەلام چ عاشقىك، عاشقىك بۆ نىشتيمان، بۆ خویندن بۆ قوتابىەكانى، عاشقىك بۆ پى گەياندنى نەوئەيهك كە خاوەندارىتى خوینى شەهيدان بكەن و بە رىزەو لە هەموو جوانيهكان پروانن.

BEGINING OF INPO ONLINE REGISTRATION: 03.11.2019

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INPO FINAL: 28.03.2020



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Effective Communication

AND OUR EXPECTATIONS IN EDUCATION

Abdullah Mohsen

United Science Colleges



Dear friends, you probably know this story; A blind man begs in his usual place at the park on a sunny and beautiful spring day. The blind man in his old clothes asks for help from the passersby and hopes that the hat he puts in front of him overflows. No matter how long he waited the people who were immersed in the fascination of the park and the beauty of the air would not notice it. As the beggar is about to lose his hope a man passing by notices him. He watches him for a while and sees that nobody has noticed him. He finds a piece of paper and a pen and writes something on it. He puts the paper in front of the blind man and starts to watch. People who see the writing do not pass empty and toss coins into the hat. The man, who watches the blind man from afar and cannot hide his joy while the hat is full, leaves with great peace of mind. What's written on the paper is: "It's a beautiful day, and I can't see this beauty!! "

Everything we do or we are unable to do gives a message to the other party. The universe does not accept voids. Communication is a process and the masters of this art are those who can follow this process well and direct their reactions according to these data. Communication is power. As soon as individuals become aware of each other, communication has started. Even if two people have turned their backs to each other, they still send messages to each other. Communication has a number of elements such as the receiver, the transmitter, the message, the medium,

and the communication channels, and these take place within a process. Therefore, communication is a complex and time consuming task. But it is possible to better understand the communication process so that it can be used more effectively. One of the most important steps to be taken is to be aware of the factors that prevent communication from being effective and to find ways to overcome them. For effective communication;

- We have to be open about what we want,
- We must express our wishes clearly,
- We must be calm and rational,
- We must be frank,
- We need to set our limits and choices,
- We have to reveal what we feel,
- We must convey our message obviously,
- We should offer reasons, not excuses.

Communication is in the spirit of education. Impressing the other person, the idea of making a change in his attitudes and behaviors is within the main purpose of both the education process and the communication process. Therefore, it is not possible to distinguish between communication and education.

In order to communicate effectively in the classroom, the message must be sent and received effectively. Therefore, there are aspects that take care of both the teacher and the student. Sending the message by considering the student's request and level, a healthy communication process in the

classroom is created. In addition, the healthier people communicate, the healthier society becomes.

In-class communication involves a process not only between the teacher and the student, but also from the student to the teacher and the environment. One-way communication for only one of them is tedious and useless. Therefore, the teacher should be knowledgeable about the nature, qualities and implications of communication. In this process, the teacher has to act in accordance with the content of this sentence "Make me feel important" assuming that it has been written on the foreheads of his students.

In communication, body language is %55, tone of voice is %38, and actual words are %7 of importance. Three types of communication methods, namely verbal communication, nonverbal communication and communication with the help of other technological tools should be used effectively by the teacher. Furthermore, behavior training should be included instead of advice training. Educating people is not only about teaching in the classroom. In Cemil Meric's words: "The teacher not only teaches, but also educates, enlightens. The teacher is a true educator, illuminating the dark cells of the student's mind as well as a character architect. He is an architect who builds up his students' personality. It is a fact that teachers who are energetic, lively, objective, supportive, tolerant, who can use body language well, who know their field well, teach their knowledge and value their students and who can use their mother tongue well, are the successful ones in the education process."

Neither the student nor the teacher, nor the knowledge and life are disconnected. In this context, the teacher is an example for his students with his knowledge and behavior alongside his teachings. He puts the flesh on the bones of information. The teacher and the student are inseparable, like the two sides of a sword. You know, a word, people don't care how much you know, until they know how much you care about them.

There is a direct correlation between how students feel and their level of achievement. One of the strongest factors in the development

of students' self-confidence is undoubtedly the teacher. The attitudes of the teachers against their students from the moment they communicate with the students affect the students' self-confidence positively or negatively.

Undoubtedly, the aim of education is not only to gain knowledge and skills. Students should explore and recognize themselves as much as learning the outside world. This is based on self-confidence. One of the most important objectives of the training is to train individuals who love themselves, trust in their potential, who live in peace with themselves and the other people, accept themselves with their positive and negative aspects, and who can manifest themselves without conflict with the society in which they live. This is achieved through a constant environment of trust, stability, an excellent example and an environment of love. For this reason, realistic demands and expectations should be put forward in the learning environment. All in all, success or failure, as well as reactions, are of great importance. Today, when rapid changes occur, there is a need for a healthy person who behaves with emotions and skills, not for the stores of emotion-free knowledge or skills.

Students who will spend the most important years of their lives in the education process must first communicate effectively with their teachers. Because communication with teachers will first cause students to perceive themselves and the environment and then affect the environment. Unfortunately, our expectations from education have given a way into "let him read, grow and live his life."

When we talk about education, the equation in our minds has been: education = good profession = good job = good money = good life. But I do not think so, and I do not agree with this equation. I think education is not to forget the eternal homeland while embracing knowledge and skills necessary to reconstruct the world. Because we have learned that the real life is the life of the hereafter.

كاملخوازی:

خوویهکی مەترسیداره

بنار کەریم - یاریدەدەری بەرپۆیەبەری گشتی
خویندنگەکانی ستیرلینگ - کەرکوک

”کاملخوازی“ تاییبەتمەندییەکیە کە لە تەمەنی مندالییەو دەست پێ دەکات تا تەمەن بچوات بەرەو هەلکشان دەچیت. هەرچەندە زۆریەکی خەلکی بە تاییبەتمەندییەکی ئەریینی بیبینن لە ژياندا، بەلام زانیان لەم بۆچوونە لە گەل خەلکیدا هاوڕانین.

بە پێی چەند توێژینەو و بە دواچوونیک ریژەکی کەسانی کاملخواز لە قوونگی زانکۆدا روو لە زیاد بوونە، ئەمەش ئەوەمان بۆ دەردەخات کە نەوێ داهاوو سەرکەوتوتر نا، بەلکو نەوێیەکی خەمگینتر و نا تەندروستر دەبیت، تەنانەت ناتوانن تواناکانی خویشیان لە ژياندا بە تەواوی بەکار بهێنن.

کاملخوازیبوون ریگرە لە بەرەو پێشچوونی مرۆف چونکە وەک ئاشکرایە لای هەموان هەلەکردن و وانە وەرگرتن لە هەلە بەشیکە لە گەشەکردن و پەرەسەندنی هزر و بیروبۆچوونی مرۆفی پیگەیشتوو. ئەمەش واتە وانە وەرگرتن لە هەلە بە گشتی وا لە مرۆف دەکات سەرکەوتوو بیت لە پەيوەندی و کارووبارەکانی ژيانی پۆژانەیدا.

کاملخوازان هەمیشە بۆ گەشتن بە ئامانجەکانیان هەول دەدەن خویمان لە هەلەکردن بەدوربگرن، کە ئەمەش گرژگی و بارگرانییەکی زۆر دروست دەکات بۆ گەشتن بە ئەنجامی باش، ئەم خۆبەدورگرتنەش جگە لە دواخستنی مرۆف و ریگری کردن لە بەرەوپێشچوونی چەندەها کێشەکی تری بۆ زیاد دەکات، وەک خەمۆکی و سەریشە و کێشەکی هەرس و هیلاکی و کەم خەوی. بیگوومان لە ژياندا ریژەکی کەم (کاملخوازی) پیویستە، لەبەر ئەوە دەکریت بارودۆخەکان لە هەردولایەنی تەندرووستی و نا تەندرووستییەو لێی ورد بینەو و هەلسەندگاندنی بۆ بکەین.

لە بوونی تاییبەتمەندییەکانی وەک هاندان، کارکردن بەدیسپلینیکی ریگ و پیک و خولیای ستانداردیکی بەرز، دەکریت

بە لایەنانیکی تەندرووست ناویان بهێنین. بەلام لە کاتیکدا گەر مرۆف بەردەوام خۆی بەبی توانا و بی ورە ببینیت و لە بەرئەمەش نەتوانیت بگات بە ئامانجەکانی، ئەوا ئەمە بە لایەنیکی نەریینی و نا تەندرووست ناوژەند دەکریت.

ئەگەر هاتوو خویندکاریک نەرمی بەرز نەهینیت، لە کاتیکدا زۆر هەولێ دابیت و لەو کاتەدا بتوانیت بلیت ” ئەنجامەکی لە ئاستی چاوەروانی مندا نەبوو بەلام من مرۆفیکی بەتوانام ” ئەوا ئەمەش ئەم کارەکی کاریکی پۆزەتیف و تەندروستە، بەلام ئەگەر بلیت ” هەمیشە من سەرناکەوم کەواپە من مرۆفیکی بی توانام ” ئەوا ئەم لایەنە بە کامل خوازی هەژماردە کریت.

هەندیک جار تاییبەتمەندی ریگ و پیک و وردەکاری لەگەل کاملخوازییدا تیکەل بە یەکی دەکریت.

مرۆفی وردەکار کاتیک کێشەیهکی دیتە ریگەکی دەگەریت بەدوای ریگە چارەیهکی، بەلام کاملخوازەکان درک بە هەموو ریگری و ئەستەمیەکانی سەر ریگە دەکەن و بی ورەیی رویان تیدەکات وە راستەوخۆ تووشی ستریس و دلەراوکی دەبن. کە ئەمەش دەبیتە هۆی دواکەوتنیان لە بەدەستەینانی ئەو سەرکەوتنەکی دەیانەویت.

ئەو کەسانەکی خاوەن
تاییبەتمەندی
کاملخوازین

هەستەکانی ئەنانیەت و بە تواناییان تیکەل بە یەکی بوو. کاتیک لە کاریکدا سەرکەوتوو نەین تەنها تووشی بی هیوای و کەمی باوەر بەخۆبوون نابن بەلکو هەست بە شەرم دەکەن بەرامبەر بە خود و کەسایەتی خویمان. پاشان کاملخوازیبوون دەبیت بە تاکتیکی بۆ خوشاردەنەو و هەست نەکردن بە شەرم، بەو مانایەکی کە ئەگەر تۆ کەسیکی کاملخوازییت دۆران پروت تیناکات، کە تۆش دۆران روت تینەکات، بی گومان ئەوکات ئابرووت ناچیت. لیژەشدا ئارایشی کاملخوازیبوون دەبیت بە خوولگەیهکی زڕ و بی بەرەم کە ئەمەش ئارایشیکی ئەستەم و بی ئەنجام دەبیت.

بە پێی ئاماریکی ریخراوی تەندروستی جیهانی دەریدەخات لە ناو گەنجاندا بە بەراورد بە ۱۰ سال پیش ئیستا هەستەکانی خەمۆکی، دلەراوکی و خۆکوشتن زۆر تەشەنەکی سەندوو.

یەکیک لەو فاکتەرەکانی کە ریگری لە بوونی ئەم جۆرە کێشانە دەکات بریتیە لە بوونی هەستی لیبووردەکی و میهرەبانی بەرامبەر بە خودی مرۆف خۆی، ئەم هەستەش بە داخەو لە کەسانی کاملخوازییدا بوونی نیە. ئەوەکی کامل خوازان بەرامبەر بە خودی خویمان دەیکەن بریتیە لە پەخنە گرتن و لۆمە کردنی خودی خویمان بەبەردەوامی کە ئەمەش دەبیتە هۆی خەمۆکی و دلەنگی.



کێشە ئەقڵی و دەرونیەکان تەنها لە کاملخوازییەو سەرچاوەکی نەگرتوو بەلکو هەندیک جار ئەم کێشانە ریگە خوێشکەر و هۆکارن بۆ کاملخوازی، بۆ نمونە لە یەکیک لە توێژینەوکاندا کە لەسەر خویندکارانی کۆمەلە زانکۆیهکی ئەنجام درا، رونی دەکاتەو ئەو خویندکارانەکی کە رۆبەرپووی کێشەکی کۆمەلایەتی بوونەتەو دەرکەوتوو کە هۆکار و ئەگەری زۆری هەستی کاملخوازییەو سەرچاوەکی گر توو.

”گۆدرۆن فلیت“ کەسیکە نزیکەکی ۳۰ سالە لیکوئینیەو و توێژینەوکی بەردەوام لەسەر ئەم بابەتە دەکات، لەمیانەکی کارەکانیدا خشتەیهکی هەلسەنگاندنی تاییبەتی دروست کردوو و ئامازە بەو دەکات کە ئەو کەسانەکی خاوەنی ئەم جۆرە مەیلەن هەمیشە لە دودلی و دلەراوکیدا دەژین. لە هەمان کاتدا پشو بە خویمان نادەن و ”ئالودەکی کار“بوون و ریگری دەکەن لەئارامی و پشوی میشتک و لاشەشیان.

دەکریت لیژەدا بیرسین ئایا هۆکاری زیادبوونی کەسانی کاملخواز لە چیهووە سەرچاوەکی گرتوو؟ یاخود لە راستیدا دەکریت پرسیارەکەمان بەو شیوێهە بکەین ئایا لە کوێو سەرچاوە ناگریت؟

لە ئەنجامدا ئێمە لە کۆمەلگەیهکی دەژین کە بە پێی سەرکەوتنەکانمان هەلسەنگاندنمان بۆ دەکریت بە درێژای ژيانی خویندنمان لە ناو رکابەراییەتی و ململانیدان، وە شانبەشانی ئەم بارە و کاریگەرتر لەمەش دایباب فشاری زیاتر و بەردەوام لە مندالەکانیان دەکەن بۆ گەشتن بە سەرکەوتن وە ئەمەش دەبیتە راستیهکی گومان لێنەکراو لایان و جەخت لەو دەکەنەووە سەرکەوتنی ئەکادیمی پابەندە بە کاملخوازییەو. ئەو بەخۆکارانەکی کە دەرفەتی هەلەکردن نادەن بە مندالەکانیان لە سود زیاتر زیان بە جگەرگۆشەکانیان دەگەیهنن.

مرۆف لە جیگەکی سیفەتی کاملخوازی و لۆمەکردنی خودی خۆی لە کارەکانیدا پیویستە خاوەنی دیدی لیبوردهکی و بەزەیی بیت بەرامبەر بە خۆی و خەلکانی دەوروبەریشی، گەشتن بەم ئەنجامەش دەبیتە هۆی رزگاربوونی ئێو و گەنجەکانیشمان لە نەخۆشی کاملخوازی و دورکەوتنەو لێی. لە ئەنجامدا کۆمەلگەیهکی بەرەمدا تر و ئازاد دیتە بوون.



Advanced Methods of Teaching

Mehmed Ahmed

US Colleges Girls' Secondary School

I was sent as a teacher (The Prophet Muhammad (PBUH)) *

Whether we realize it or not, teachers are some of the most important people in our lives. Teachers influence us in many ways; they help students to acquire knowledge, skills and values. They guide us with their humanistic values and help us realize our potential.

Teachers help create the minds of tomorrow. They lead us during our path towards adulthood, they become family and friend, and in doing so they help build up society.

No matter how well we do and how much effort we make, during our lives, it's normal to also be subject to criticism. Feedback tells us a lot of things, both positive and negative. As well as being an important part of personal development, as well as for companies and organizations to grow, a strong feedback culture is also important with regards to education. Feedback is indispensable for success in education, and an essential part of effective learning. It helps students understand the subject being studied and gives the teacher clear guidance on how to improve learning.

You might ask, why is feedback so important? It's because there are so many variables within the teaching profession. Some teachers are far more effective than others. Today's average teacher could become as good as those

effective teachers if they want, because there are many possibilities for self-improvement, and feedback is one of them. So we need a system that helps all our teachers be as good as the best. Teachers may adjust their current and future behavior to achieve the desired result and make improvements. Good feedback eliminates unwanted surprises and with that, no one is unpleasantly surprised at the end of their education

So what should a teacher do to improve themselves? Well, we can start by asking some simple questions ourselves. Such as...

- * What can I do differently?
- * How can I improve my teaching method?
- * How can the students learn better?

Read a balance of "Why teach?" with "How to teach" content.

A way to feedback, They should have weekly study groups, where teachers get together and talk about what's working. Younger teachers get a chance to watch more experienced teachers in study groups. And also each teacher can have the opportunity to observe and give feedback to their colleagues.

Secondly, I think the camera is also a good tool for feedback. Nowadays we all have a camera in our pocket. You can put it in the back of the classroom or somewhere in the front. Perhaps someplace on the teacher's desk. It may not be a perfect shot. It doesn't

need to catch every little thing that's going on. The importance is that you can hear the sounds. You can see and learn a lot from it. With that, it becomes a simple but powerful tool in your own reflection, for you can compare what works, what doesn't.

Other Facial expressions are the primary source of information, next to words, in determining an individual's internal feelings. A teacher can also use the student's facial expressions as valuable sources of feedback. Student's facial expressions say whether everything is okay or something is wrong to you. The teacher must be good at observing the student's facial expression, every action and movement. This helps the teacher to understand their own weakness and to change it.

Finally, the survey is also an important method of feedback. Student surveys give teachers and administrators important information about what is working and what isn't, and how to increase teaching quality. It also helps in teaching evaluation.

Conclusively, progress is a great motivator both to the teacher and the learners. With productive feedback, progress can be achieved in due course.

Simply put, feedback must provide learners with information on what is done well, and what may still need improvement. Constructive feedback is goal-referenced.

Effective feedback requires that a person has a goal, takes action to achieve the goal, and receives goal-related information about his or her actions.

A good teacher is one who loves learning and encourages students to learn

Education never ends....

Dear Parents,

Thank you very much for your interest in enrolling your child at United Science Colleges.

Our schools are committed to ensuring that your child achieves to their full potential in a safe and nurturing environment.

We look forward to a long and happy association with you and your child.

Yours sincerely,

US Colleges Administration



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لايلا

“ماموستا لايلا”

رۆندك رېنوار-دەرچووی كۆلنژی سلیمانى كچان

له يەكەم رۆژى قوتابخانەدا ھەموو خويندكارەكان بە جۆش و خروشەووە لە نێو پۆلەكانىدا ئامادەبوون. ماموستايەك لە پۆلى پێنجەكاندا – ھەك زۆربەى ماموستاكان – سەيرىكى خويندكارەكانى كرد و وتى: “ھەمووتانم بەھەمان ئاست خۆش دەوێت”.

بەلام ئەمە مەحەل بوو، چونكە لە ريزى پيشەووە خويندكارىك بەلاو نيو دانیشتبوو بەناوى ماستەفا، سالى پيشتر ماموستا لايلا چاودىرى ماستەفاى كرديو دەيزانى كە بەباشى يارى لەگەل منالەكاندا ناکات، بەبەردەوامى بە جلى پيسەووە دەسورپیتەووە و ھەندىك جار ماستەفا زۆر تورپە و بيزارکەر دەبیت، ئەمە گەشتبوو بە پادەيەك كە ماموستا لايلا بەخوشحالىيەووە بەقەلەمى سوور ھىلى بەژىر ھەلەكانىدا دەھىتا ياخود ھىماى ھەلەى بۆ دادەنا يان بە ھىلى سوورى پان ھەلەكانى ديارى دەکرد، وە نەرمەى سفريشى دادەنا كەكەمترين نەرمە بوو.

لە قوتابخانەكەى ماموستا لايلا تۆمارى رابردووى گشت خويندكارەكان دەبوايە بخويندرايەتەووە. ماموستا ئەووى ماستەفاى خستە ريزى كۆتايى. كاتىك تۆمارى ئەوى خويندەووە بىنى كە چەند شتىكى سەرسورپهينەر نووسرابوو!

ماموستاى پۆلى يەكەم نوسىبووى “ماستەفا خويندكارىكى رووخۆشە و ھەمووكات دەم بەخەندەيە و پيدەكەنیت. زۆر بەرپەوشتە و ھەموو ئەركەكانى بەرىكوپىكى ئەنجام دەدات، وە زۆر خۆشەويستە لای ھەمووان.

ماموستاى پۆلى دووھم نوسىبووى “ماستەفا خويندكارىكى بيوينەيە و زۆر خۆشەويستە لەلای ھاوپىكانى، بەلام دايكى نەخۆشيبەكى كوشندەى ھەيە و ژيانى مالمەوى زۆر بە ئەستەم بەرپووەدەجيت”.

ماموستاى پۆلى ستيەم نوسىبووى “مردنى دايكى زۆر قورس و ئەستەم بوو بۆ ئەو، ماستەفا ھەولى باشترين دەدات كە لەدەستيدا بىت، بەلام باوكى گرنكى پينادات وە ئەگەر چەند ھەنگاويك نەنزيت ژيانى مالمەوى كارىگەرى زۆرى دەبیت لەسەرى”.

ماموستاى پۆلى (چارەم)ى ماستەفا نوسىبووى “ماستەفا زۆر داخراو و ھىچ گرنكى نادات بە وانەكانى، زۆر ھاوپى نىە و زۆربەى كاتەكان لەوانەكاندا دەخەوێت”.

ماموستا لايلا زۆر شەرمەزار بوو كە ئەمانەى خويندەووە و تىگەشت لە كيشەكە.

كاتىك خويندكارەكان دياربيان بۆ دەبرد بە قردىلەى جوان رازاندبوويانەووە، بەلام ماموستا لايلا بەردەوام ھەستى بە شەرمەزارى دەکرد تا دياربىيەكەى ماستەفاى وەرگرت.

دياربىيەكەى ماستەفا زۆر سادە بوو، بە كاغەزىكى ئەستورى قاوھى پىچرابوووە.

ماموستا لايلا ھەستى بە ئازار دەکرد كاتىك لەناو دياربىيەكانى تردا ئەووى ماستەفاى دەكردەووە، لەناو پاكەتى دياربىيەكەدا بازنىكى كۆنى تىدابوو كە زۆربەى نقيم و بەردەكانى سەرى كەوتبوو لە ئەلماسى ساختە دەچوو، ھەروەھا شوشەيەك بۆن كە تا نيووى تيدا مابوو، كاتىك قتووەكەى كردەووە ھەموو خويندكارەكان دەستيان كرد بەپيكنەين لەو كاتەدا ماموستا لايلا بەدەنگى بەرز وتى چەند جوانە ئەو بازنە و، بۆنەكەى دا لەمەچەكى، ماستەفا ئەو رۆژە لە قوتابخانە مایەووە بۆ ئەووى ئەمەى پى بليت “ماموستا ئەمرۆ وەكو دايكم بۆنت لى دەھات”، دواى ئەووى خويندكارەكان رۆشتنەووە ماموستا لايلا نزىكى يەك كاژىر گريا. لە دواى ئەو رۆژەووە فيركردنى بىركارى و نوسين و خويندەووەى كەمتر كردەووە دەستى كرد بە پەروەردەكردنى خويندكارەكان.

ماموستا لايلا گرنكى تايبەتى دەدا بە ماستەفا، كە ھەولى لەگەل دەدا وا دياربوو ميشكى فراوان دەبیت، چەند زياتر پيشگىرى بكرايە خيراتر وەلامى دەدايەووە، تا كۆتايى سال ماستەفا بوو بەيەكەى لەباشترين خويندكارى پۆلەكە، لەكاتىكدا وتبووى ھەموويانى بەھەمان ئاست خۆش دەوێت، ماستەفا بووبوو بەنايابترين قوتابى لەبەرچاويدا.

دواى سالىك ماموستا لايلا نامايەكى دۆزيبەووە لەژىر دەرگاگەيدا، تيدا نوسرابوو كە باشترين ماموستاى ژيانى بوو.

دواى شەش سالى تر نامايەكى ترى بۆ ھات لەلايەن ماستەفاو، ئامادەيى تەواوكردووە، ستيەمى پۆلەكەى بوو و ھيتشتا باشترين ماموستاى ژيانىەتى.

پاش چوار سالى تر، ماستەفا لەدواى ئەو ھەموو قورسى و نارەحەتییەى ژيان كە بەسەريدا ھاتبوو بەيى ماندوبوون ھەولى دەدا ببیتە دەرچووى كۆلنژ بەبەرزترين نەرمە.

دووبارە نوسىبووى كە ماموستا لايلا باشترين و خۆشەويستين ماموستاى ژيانى بوو. چوار سالى تر تىپەرى و نامەيەكى تر ھات، ئەمجارە نوسىبووى كە بريارى داوہ زياتر پەرەبدات بە خويندەكەى دواى وەرگرتنى بروانامەكەى لەنامەكەيدا وەكو پيشتر نووسرابوو كە باشترين و خۆشەويستين ماموستايەتى، بەلام ئەمجارە ناوہكەى كەمىك دريژتر بووبۆو. نامەكە بەم جۆرە واژو كرابوو (پزىشكى گشتى دكتور ماستەفا).

چيروكەكە ليرەدا كۆتايى پينايەت، وەك دەبينن نامەى دووھم ديته ئاراو. ماستەفا نوسىبووى كە لەگەل خانمىكدا يەكترين ناسيوو و دەيەوێت ھاوسەرگىرى بكات، بەلام چەند ھەفتەيەك پيش ئىستا باوكى كۆچى دوايى كردووە، بۆيە دەيويست لە ماموستا لايلا بىرسيت كە ئايا لە ئاھەنگەكەدا دەتوانيت لەشوينى دايكى زاوا دابنیشيت؟

بىگومان ماموستا لايلا بەخوشحالىيەووە پەسەندى كرد! دواتر دەزانن چى بوو؟

بازنەكەى كە بەرد و نقيمەكانى كەوتبوو كردييە دەستى، ھەروەھا لەو بۆنەى دالەخۆى كە دايكى ماستەفا دەيدا لەخۆى. باوہشيان كرد بەيەكتردا و دكتور ماستەفا بە گووى ماموستا لايلا دا وتى “زۆر سوپاس كە باوہرتان بەمن ھەبوو، زۆر سوپاس كە گرنىتان پيدام و واتان لىكردم ھەست بكەم كە دەتوانم جياوازيبەكم لى دروست ببى”.

ماموستا لايلا بە گريانەووە بە گووى ماستەفا دا چياندى و ووتى “ماستەفا من خاوەنى چەند شتىكى ھەلە بووم تۆ فيرت كردم كە دەتوانم جياوازيبەكم دروست بكەم تاكو تۆم ناسى نەمدەزانى فيركردن و پەروەردەكردنى راستەقینە چۆنە!

يەكەى لە زاناکان دەليت “من پشیلەيەك بوو بەھۆكارى فيربوونم كاتىك بينيم (۴) كاژىر بەيى چاوتروكاندىن بەديار كۆنى مشكەكەووە چاوپرێ دەکرد، ئەو كاتە تىگەشتم كە بە سەردانكردنى جارجارىك نابيت، دواتر منيش بەيى چاوتروكاندىن چاودىرى دەرگای پەروەردگارم كرد”.

ئيمەش دەتوانين جياوازی و گوپرانكارى لەژيانى خۆمان و دەوربەريشدا دروست بكەين. ھەر تاكىتمان دەتوانين ببينە ماموستا لايلايەك، وە مەرچيش نىە لەقوتابخانەيەكدا كار بكەين، من دەتوانم چەندەھا ھەل بينم بۆ پيگەياندى جياوازی، ئەوئەندەمان بەسە بۆ بەدەستپينانى، كە ئەلئين ناتوانين بى ھىوا و بى ئوميد نەبين، وە بزائين چاوپرێ بكەين و تيبكۆشين و ھەول بەدين بۆ بەدەستپينانى.

جاريك پياويك پياسە دەكات لە كەناردەريا و لەدوورەووە دەبينيت كەسيك بەپەلەپەل شت فرى دەداتە دەرياكەووە، كە نزيك دەبیتەووە دەبينيت ئەو كەسە ئەستىرە دەريايبەكانى كە كەوتونەتە كەناردەرياكەووە فرتيان دەداتەووە ناو دەرياكە.

ليى دەپرسيت بۆچى ئەو ئەستيرانە فرى دەدەيتە ناو دەرياكە؟

ئەو كەسەش بە پەلە ئەوانەى پى مابوو فرتيى دانە ناو دەرياكە و وتى “بۆ ئەووى بژين”، پياوہكە سەرى دەسورمى و دەليت “باشە ليرەد ھەزارەھا ئەستىرەى دەريا ھەيە، مەحالە بتوانى ھەمووى فرى بەدەيتەووە ناو دەرياكە، چى دەگوپيت كە ئەمە فرى بەدەيتەووە؟

ئەو كەسەش يەك دانەى ترى ھەلگرت و فرتيى دايە ناو دەرياكەووە و وتى “تەماشبا كە ژيانى يەك دانەى تر گۆرا”.

به ژینگه دۆستکردنی کۆلیژهکانی یونایتد ساینس

Making United Science Colleges Eco-Friendly



یهکم ناوهندی پەروەردەیی ژینگەدۆست لە عێراق و نموونەیک بۆ ناوهەکانی تر.

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کۆلیژەکانی یونایتد ساینس

وەک یەکم ناوهندی پەروەردەیی لەسەر ئاستی کوردستان و عێراق پلانی ستراتیژی درێژخایەن دادەنێت بۆ بەژینگەدۆست کردنی خۆیندنگەکانی

بەرپۆڵەبەرایی گشتیی کۆلیژەکانی یونایتد ساینس

ژینگەدۆستی کاغەز و بەکارنەهێنانی کاغەز لە هەر شوێنێکدا کە پێویست نەبێت.

۳. جیاکردنەوەی سەتلی خاشاکی کاغەز و مقەبا، قوتوو، پلاستیک، خواردن، پیل و باتری و گەرانەنەویان بۆ کارگەکانی ریسایکلینگ.

۴. دانانی شوینی وەستاندن پاسبکی لەناو قوتابخانەکاندا وەک هاندانیک بۆ بەکارهێنانی پاسبکی لەلایەن قوتابیانەوه.

۵. کەمکردنەوەی بەکارهێنانی وزە بە دانانی سپنەسەری گۆپ و هەر رێکارێکی پێویستی تر.

۶. کارکردن لەسەر دروستکردنی وزە ناوخرۆی لە قوتابخانەکاندا لەرێژی وزە خۆرەوه بەپلانی کورت و درێژخایەن.

۷. کەمکردنەوەی بەفیرۆدانسی ئاو بە بەکارهێنانی سپنەسەر و بیریۆکی گەرانەنەوهی ئاو و بیریۆکە هاوشیۆهکان.

۸. زیادکردنی سەوزایی بەشێۆهیکە سەلانی و بەکارهێنانی زۆرتەری شوین وەک سەوزایی. ئەمەش بەبەشداری خۆیندکاران.

و هەر خاڵێکی دیکە پێویستی بۆ بە ژینگەدۆستکردن و بوونە مۆدێلی ژینگەدۆستی لە کوردستان و عێراقدا.

لە کۆتایدا دەمانوێت سوپاسی خۆبەخشانی گروپی ژینگەدۆستی بکەین بۆ هەول و ماندوو بوونیان و هاوکاریکردنمان لە ئامادەکردنی ئەم پلانی ستراتیژییە درێژخایەندا.

“کۆلیژەکانی یونایتد ساینس”

بۆ داھاتوێکی گەش



بەتە پارسەنی ژینگە و ژینگەدۆستی یەکیکە لە بابەتە گەرمەکانی کۆلیژەکانی یونایتد ساینس و لەمێژە هەنگاومان هەلنەوه لەو بوارەدا لە کۆلیژەکانماندا، ئیستاتش لە هەنگاویکی ناواری دیکەدا وەک یەکم ناوهندی پەروەردەیی لەسەر ئاستی کوردستان و عێراق پلانی ستراتیژی درێژخایەنمان دانا بۆ بەژینگەدۆستکردنی خۆیندنگەکانمان و پەروەردەکردنی نەوێهەکی ژینگەدۆست کە ئاشنایی تەواوی تیۆری و پراتیکی هەبێت لەسەر گشت بابەتە ژینگەییەکان وەهێوادارین کە بێنە نموونە بۆ گشت ناوهە پەروەردەییەکانی دیکە.

پلانی ستراتیژییە درێژخایەنەکەمان لەم چەند خاڵی خوارەوه پێکھاتوو کە دەمانوێت لە نزیکترین کاتدا و بەپێی توانا بتوانین لە گشت خۆیندنگەکانماندا پەڕەوی بکەین و هۆکاریک و ئامرازیک گەرمە بێن لە باری ژینگەدۆستیدا. هەر لە سەرەتای ئەمەسالی خۆیندەنەوه 2019-2020 یەکم هەنگاوی جەدی دەنێن لە جێبەجێکردنی پلانی کەماندا لە هەندیک لەخۆیندنگەکانمان وەک سەرەتایەک و ئامانجمانە کە لە داھاتوودا گشت خۆیندنگەکانمان بگێتەوه و بێنە خۆیندنگای ژینگەدۆست.

و هەر وەها لە ئیستادا پڕیارمانداوه و لە هەولێ ئەوێدەین کە بڕوانامی نیۆدەولەتی “خۆیندنگای ژینگەدۆست” وەرگیرین بۆ کۆلیژەکانمان کە لەسەر ئاستی جیھان بڕواییکراوه و بوون بە ئەندام لە گەرمەترین رێخەراوی جیھانی کە زیاتر لە 56 ولاتی جیھان تییدا ئەندامن.

ناوەرۆکی پلانی ستراتیژی کۆلیژەکانی یونایتد ساینس بریتییه لە:

۱. گەرمەدان بە باری ژینگە وەک باریکی سەرەکی و پەروەردەکردنی خۆیندکاران بۆ ئەوێ بێن نەوێهەکی ژینگەدۆست بە وانە تیۆری لەسەر کێشەکانی ژینگە لە ئیستادا و چالاکی پراکتیکی ژینگەدۆستی.

۲. کارکردن لەسەر کەمکردنەوهی خاشاکی بوارەکانی:

• پلاستیک، بە هاندانی قوتابیان بۆ بەکارهێنانی بوتلی خۆیان بۆ ئاوخواردنەوه و دانانی ویستگە پڕکردنەوهی ئاو.

• خۆراک: هەژمارکردنی بری خۆراکی فێردراو بە شێۆهیکە هەفتانە بۆ ئەوێ بەردەوام لەپێش چاوی بێت وەک هاندەرێک بۆ کەمکردنەوهی خاشاکی خۆراکی.

• دروستکردنی سەتلی کۆمپۆست لەناو قوتابخانەکاندا وەک چالاکییەکی خۆیندکاران.

• کاغەز. دانیابوونەوه لە بەکارهێنانی سەرچاوەی

Finding The Creator

Hemin Ahmed

US Colleges Boys' High School

Drawn by: Shady Talib

For there to be a God he must be unlimited in all ways; He must be unlimited to be able to create this unlimited yet limited universe and to be able to maintain all these orders from straying just by breaking only one fundamental rule the universe we know will cease to exist. A fragile being such ourselves whose limited in all ways could never grasp what infinity is.

As one goes deeper into smaller levels even below subatomic levels a perfect system can be observed that is full of the same harmony that even the slightest disorder will ruin everything. So all these perfections can never ever could happen by itself, any mind that accepts it all has happened randomly has a serious problem in their brain.

So if there is one why doesn't he show himself or why can't we see him? Let's answer this by asking some more questions, If He is unlimited why didn't he give us unlimited lives? If one has created everything in universe shouldn't He be able to give us everything unlimited? Well now let's go back to that perfect limited piece of tech, they all come with a user manual or include a help session or start up wizard, because sometimes you need help solving some issues. Like that there was some individuals through history who were telling people they have been sent to guide them to answer the most important question why they are here. And they have promised a life after this one which is unlimited. If they follow some rules and behave in this one. Just like a lecture has been given to humanity. And there is an exam in which answers are hidden will be revealed



after the exam and according to your answer which is your way of living your life you will be qualified to live a nice unlimited one or a very bad one. So one of the answers is to find God himself and accept that there must be one, otherwise everything you do in this life would be meaningless. Why would one even follow rules written by humans if there is no creator let alone following rules that is claimed to be needed for a good unlimited life?.

So First the perfect system from subatomic level to galactic levels must be accepted by One's mind, then the mind itself won't give this perfection to randomness, then second step would be accepting there must be one who created it and He must be unlimited. And third would be giving a meaning and aim to this life and world, and lastly would there is an unlimited life waiting for us and we must research and study well.



How Better Classroom Design Can Improve Learning

Samara Duishenova
US Girls' High School

Perhaps it's not surprising that teachers desire spacious classrooms. They prefer collaborative spaces that are flexible and open, which they believe to be more conducive to learning. As the use of technology increases, classroom accommodation becomes a larger issue.

Of course, the reality is that your private-independent school likely has limited facilities, and classroom expansion is problematic. However, if you do plan to remodel or enlarge your school—or perhaps even relocate to another facility—it would be wise to consider your classroom options.

A recent research project, "The Impact of Learning Spaces on Student Success," conducted by an education-focused marketing firm and the Education Market Association, sheds some light on how classroom design affects student achievement. Of those educators surveyed, %94 of the teachers indicated that a "positive environment" improves learning. The top five classroom features they believe contribute to classroom learning include:

- accommodations for different learning styles (%88)
- incorporation of technology (%87)
- space for "less sedentary behavior" and movement around the classroom (%85)
- manipulation of lighting (%81)
- outside views and natural light (%78)

Many teachers reconfigure their classrooms frequently throughout the school year to accommodate students—as well as for their own needs for better teaching. However, faculty members often find that, after a school

remodels classrooms, the new space still doesn't align with their pedagogical goals.

When your school plans for renovations or new physical spaces—and certainly before the Board sets aside funding in the strategic financial plan—ask the School Head to talk with the faculty about their classroom needs. A knowledgeable architect will also require educational specifications from the school. These specifications should:

- support the school's mission
- meet the needs of your program
- serve the students, faculty, and staff who use the facilities daily
- stay within your budget constraints

Whether your construction project involves a new building or renovations, educational specifications for each classroom space should address:

- instructional methods and special equipment used now and in the future
- the total number and age(s) of students, as well as the number of adults that must be accommodated
- required services and utilities
- projected hours of use
- storage needs

When classroom specifications are well-defined, your administration will be far better equipped to budget for the necessary costs. And your teachers and students will be happier for it!

We are always waiting for you to visit US Colleges to be our guest, and to examine the beautiful this kind of examples made in Sulaymaniyah and still used.

Dear my sweet school and my teachers

Muhammed Taha - US Colleges Boys' High School Graduate

I'm a graduate student who wants to thank my school and all the teachers for all the efforts and their incredible skills in preparing us for college...

I'm Muhammed Taha, I started primary school in these schools, later on, I finished high school here too, I've studied here for eleven years

I grew up in United Science, my second home, the place where I learned many useful things. The place where teachers are like parents, where they are always there to dedicate most of their free time for us, to help us plan our lives and prepare us to achieve our goals. They also taught us how to be successful people in the future. I have spent more than half of my life in these schools. United Science teachers taught us a lot. They taught us how to be respectful towards our elders, how to work hard in order to serve our country better, how to plan for a brighter future, how to be a successful person, how to help others and make them happy and they also taught us how to look after others...

United Science teachers are extraordinary and exceptional. They have incredible skills, they are all geniuses. They always care about their students, they check on their students as if they were their children. In United Science Schools relationship between the students and the teachers is like a strong friendship. They always have a smile on their faces and try to put a smile on everyone's face. We as students, were always glad to see them daily. They have lots of patience and they are calm towards the students. The teachers here always try to create a love relationship among the students and follow them daily to check

on them. They always make us calm and happy, literally they can't be defined. I am so thankful to god for giving me the chance to study in these schools and meet these people.

The teachers are unbelievably altruists. We always had weekly program with our teachers and friends, which they taught us many useful tips for the purpose of being a successful person in the future.

During class, the teachers are very loyal, they teach the subjects very special. Just participating once in their classes, everyone can notice the difference, the teachers prepare grade 12 students in a supreme way prior to graduation, they share most of the times with grade 12 students, to help them to understand the subjects, repeating them many times, in order to prepare the students to get in a good university, they always plan the best for us, may god will protect them and repay them back, We owe them a lot and we can never pay them back, but the only thing we can do is be grateful and try to be what they want us to be, a better human being. They are in my prayers and they will always be. Especially I want to thank my grade 12 teachers for their support and help in the previous year, they had my back, they did what they could with me, most importantly they helped me to get high scores. I apologise to all of them I know I made them all tired with me, but finally the result of my scores were excellent, I appreciate all these and I'll never forget all these, you are always in my heart, I love all of you guys and I will always visit you because I can never be far away from you my sweet teachers, you are undefined my loyal teachers, I hope the best for you, I hope may god protect you,

Good luck...Sincerely yours



تیاپه چه نجا فرمیسکه کانیمان بۆ سربوه، ئەم هه مووه قوتابیه بهم هه مووه جیاوازیه وه چ له بیرکردنه وه یا، چ له هه ستردن چ له رهفتار، سهیره کهم هه مووی دهسی کردوه به گریان، ئەنجا بۆم دهرکهوت که ئەم چه نساله خالی هاوبه شمان مهکتەب بووه.

به شیوه یهک نا که مهکتەب هه موومان به هه مان شتمان بێ پهبه خشی، به شیوه یهک که به هه ر یه کیکمان ئەوهی پێویستمانه ئەبیه خشی.

نازانم من پێویستم به چی بووبی پێی به خشی، کار له پێویستنا ئەما ته نانهت ئەو شتانهی به خه یالیشما نه ئەهات (زیاتر له پێویستبوونی بێ به خشی). پێویستم به هاوڕێ بوو دۆستی بێ به خشی، پێویستم به کاتی خۆشبوو به خته وه ری بێ به خشی، پێویستم به باوه ر بوو ئیمانی بێ به خشی، پێویستم به خۆشه و یستی بوو عه شقی بێ به خشی...

له م دنیا به پر کاره سات و ناره حه تیا پێی پيشاندام که هیشتا که سانیک هه ن هه مو وه ولێکی خۆیان ئەهه ن بۆ ئەوهی ژيان باشتەر که ن، پێی پيشاندام که هیشتا که سانیک هه ن سه ره راي قورسی ژيان لێویان له پیکه نین ناکه وێ، چه ن که سانیک بێ پيشاندام که نوqm بووبوون له ناو خۆشه و یستیان بۆ ئیشه که یان به شیوه یهک که فه رقی نییه بۆیان سه عات هه شتی به یانی بێ یان هه شتی ئێواره، له ولاتی خۆیان بێ یان ولاتی بیگانه، له هه ر شوێنی قوتابی لێ بێ ئەمانیشی لێیه جا ئیتر گه ر به جه سته بێ یا به دل یا به دوعا...

له سه ره ده میکا که ته نانهت په یوه ندی نێوان خێزانه کانیش کال بوونه ته وه ئێوه په یوه ندی هه کتان له گه لا دروسکردوین که هه یچ مه ودا به ک، هه یچ روداویک نه توانی کالی کاته وه، جا نازانم گه ر وه ک دایکیک، وه ک باوکیک، وه ک خوشکیک وه ک برایه ک رهفتار کردن له گه ل قوتابیا ئیشتی مامۆستا بیت، ته نها ئەوه نه ئەزانم که به راستی هه ر یه کیک له ئێوه زۆر تابه تن بۆمان، زۆر شتتان فێر کردین، واز له دهرس و عیلم و شت بێن ئێوه ژيانتان فێر کردین ژيان.

زۆر سوپاس بۆ هه موو شتی که پیتان به خشی به راستی ئەم یاده وه ریانهی که له م چه وت ساله یا دروسمان کرد ته نانهت ئەگه ر ته مه نمان "۱۰۰" سالیش بێ، به سن بۆ ئەوهی ژيانمان پر که نه وه.

"زۆر سوپاس بۆ بوونتان"

"خۆشمان دهوین"

"بۆلی 12C"

هه لبه ته هاتنی هه ر یه کیکمان بۆ ئەم خویندنگایه له به ر هۆکاریک بووه، یه کیک به زۆری دایک و باوکی هاتوه، یه کیک له به ر فێر بوونی زمانی تورکی، یه کیکیش هه روا. هۆکاری هاتنمان بۆ ئێره جیاوازه، به لام دلێام که هۆکاری مانه وه مان هه مان شته؛ ئەویش ئەوه یه که "خویندنگا که مان ژيانی بێ به خشی".

زۆر بیرم کردوه که چۆن ئەم هۆکاره روون بکه مه وه، به لام هه ر وشه یه کم ریز دهرکد، هه ر رسته یه کم به یه که وه ده نا، نه م ده توانی ئەوهی ئەم چه ن ساله ژیاوم بخه مه روو. وه چه ندیکیش باسی که م هیشتا هه ر که مه، چونکه ئەو شتانهی که من بینیوم له م خویندنگایه شتانیک نین به قسه بتوانی پت باسکرین.

له گه ل پۆله که مدا دانیشتی بووین باسی ئەوه مان دهرکد که چی بنوسم، یه کێ دهیوت "باسی ئەوه بکه که چۆن به یانیان له به ر ده م دهرگا که ده وه ستن و به یانی باشمان لێ ده که ن"، یه کیکێ تریش دهیوت "نا باسی ئەوه بکه که چۆن توانیمان له م خویندنگایه خۆمان بدۆزینه وه". مه به ستم له گێرانه وهی ئەمه ئەوه یه که ئەو شتانهی که پیتان به خشی بووین له بچوکتین شته وه تا گه وه ترینیان ئیتمه هه مووی هه ست پیده که یان و هه موویشی بۆ ئیتمه مانایه کی تابه تی هه یه".

زۆر جار که له گه ل هاوڕیکانماندا دا به دهنین پیکه وه بچین بۆ شوێنی پیت چوونمان بۆ ئەو شوێنه له مه کته ب کۆ ده بینه وه، یانیش هه نێ جار که دایک و باوکمان درهنگ بێن به شوێنمانا ئەهچین له مه کته ب چاوه رپیان ئەهه یان چونکه سه لامه تترین شوێن که پێی شک ئەبه یان مه کته به. چه ساسترین شت له مرۆقا سیقه کردنه، ته نانهت سیقه به نزیکترین که سه کانیشمان هه نێ جار قورسه، قوتابی وا ئەناسم که ئەلێ ته واو من سیقه به خه لکی ناکه م که چی ئەهینم هه ره هه موومان بێ جیاوازی ته نانهت بێ ئەوهی هه ست به خۆمان بکه یان هه موو سیقه یه کمان یا وه به مه کته ب، ئەمه به س له خۆمانا نایبینم به لکو ماله وه ش که پیتان ئەلێن له مه کته بین ئیتر ته واو خه میان نامیته.

رۆژی چوارشه مه ئاخ رۆژی مه کته بمان بوو، دیقه تی شتیکم یا که زۆر به لامه وه سه یه ر بوو، پۆلی ئیتمه، هه ر ته له به یه کمان زۆر له یه ک جیاوازی، هه ی وامان تیا به که ئەسه لهن هه سستی خۆی دهرنا بێ، هه ی وامان تیا به که زۆر به جوانی هه سستی خۆی دهرئه پێ، هه ی وامان تیا به که تا ئیسته فرمیسکیمان نه بینیوه که چی هیواشمان



Project-Based Learning in Math

Fevzi Hayder - United Science Colleges

In an important study, researchers compared three ways of teaching mathematics (Schwartz & Bransford, 1998). The first was: the teacher showed methods, the students then solved problems with them. In the second, the students were left to discover methods through exploration. The third was a reversal of the typical sequence: the students were first given applied problems to work on, even before they knew how to solve them; then they were shown methods. It was this third group of students who performed at significantly higher levels compared to the other two groups. According to this research, first, students should be confronted with a problem and then they should learn the necessary material in order to solve the problem.

One of the weaknesses of our modern education system is that content has become so siloed that students rarely see the connections between subjects or connections with their world. In particular, students do not show any engagement in studying Mathematics since they cannot see any relevance for their life. Integrated projects can break down these walls when students investigate authentic problems that cross subject lines.

United Science Colleges provide Project Based Learning for young learners. PBL, or Project Based Learning, is a teaching method that engages students actively in learning by asking them to investigate an interesting and complex question, problem, or challenge, and then to create something in response. The Board organizes a project olympiad named INPO once a year which is a great opportunity for young learners to exhibit their potential and knowledge. Moreover, the colleges encourage educators and students to join international project Olympiads. The colleges have accumulated hundreds of medals from the International Project Olympiads through all around the World.

In my teaching classes of United Science Secondary School, many students find statistics and probability complex and unrealizable, I have heard a lot about difficulties of teaching from colleagues as well. This gave me an idea of connecting these topics to real life throughout PBL.

Here are some examples;

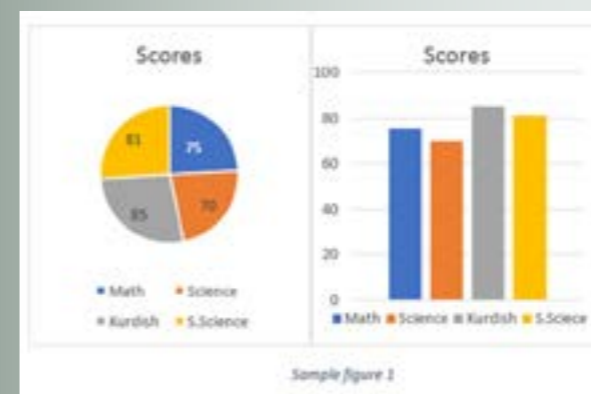
Displaying Data

Students make a bar graph and a circle graph of their four-subjects scores such as Math, Science, Kurdish and Social Science in the first term to compare the scores. (figure 1)

Students try to response following questions.

1. Which subject has the greatest score?
2. Which subject has the least score?
3. Which graph is the most appropriate to compare the subjects? Explain.

By comparison students realize which type of the graph is best to compare the quantities.



By this activity students gain that some people compile statistics and create graphs often present the results in a way that is favorable to their purpose.

Experimental Probability

Students make a plastic lid to make a spinner such as the one in figure 4. Color half of the lid red, one-fourth of the lid yellow and the other one-fourth green.



1. Students spin the spinner 20 times, and record the results in the table.
2. Write a ratio to compare the number of spins for each color to 20, the total number of spins.
3. Which color did have the largest ratio in question 2?

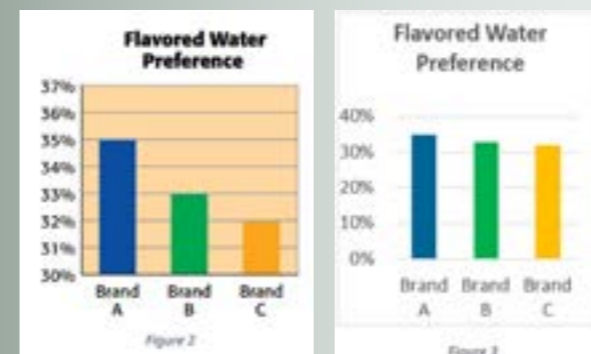
Color	Number of Spins
Red	
Yellow	
Green	

Misleading Graphs

Students make a graph of following graph (figure 2) in which the scale starts from zero (figure 3).

Learners try to find out answers to following questions.

1. Which brand is preferred most?
2. Why might someone want to display a graph like in figure 2 instead of figure 3



In summary, math is not only important for success in life; it is all around us. The laws of mathematics are evident throughout the world, including in nature, and the problem-solving skills obtained from completing math homework can help us tackle problems in other areas of life. While many may complain that math is boring or complicated, the truth is that a life devoid of math means that we go around experiencing the world on a much less interesting level than we could.



26 خويىندكارمان

له ريزبهىدى 10 يەكەمى ھەرىمى كوردستان

يەكەم و دووھەم و سىيەم لەسەر ئاستى ھەرىم لە كۆلىژەكانى يونايىتد ساينس



UNITED SCIENCE
COLLEGES

1997

0770 058 9009

بەرھەمى من

ميران عبدالحميد

بەرھەمى گشتى كۆلىژەكانى يونايىتد ساينس

ھاوپىشە بەرھەمى، خويىندكارانى خۆشەويست

دايك و باوكە ئازىزەكان

لە ھەيجان و خۆشى ئەنجامدانى پىشېرپىكەكى نوپىن بۇ شارى سلىمانى كە لە سالى ۱۹۹۷ ھەمە خزمەتى شارەكە دەكەين لە بوارى خويىندىن و فيركردندا.

لەو باوھەرداين ئەم چالاكىە زۆر كاريگەر دەبىت بۇ پايتەختى رۇشنىرى كوردستان لە سلىمانى يەكەم سالى چالاكىەكە لە ۲۰ ى نىسانى ۲۰۱۹ دا بەرھەمچو، لەم چالاكىەدا ئامانجى سەرەكىمان لەگەل پەرە پىدانى لايەنى كۆمەلايەتى خويىندكارانمان، لە ھەمان كاتدا ئامانجمان ناساندنى كلتورى سلىمانىيە. "بەرھەمى من" ھەر سالىك كار لەسەر بابەتلىكى جياواز دەكات. لە يەكەم سالىدا بابەتەكە برىتىي بوو لە "ھەموومان بەيەكەو ھەولى ناساندنى سلىمانى دەدەين". سەرى پىژ دادەنەوئىنم بۇ ھەموو ئەو خويىندكار و مامۇستايانەى ھەولى ئامادەكردنى نزيكەى ۲۰۰ پىژدەيان داوو.

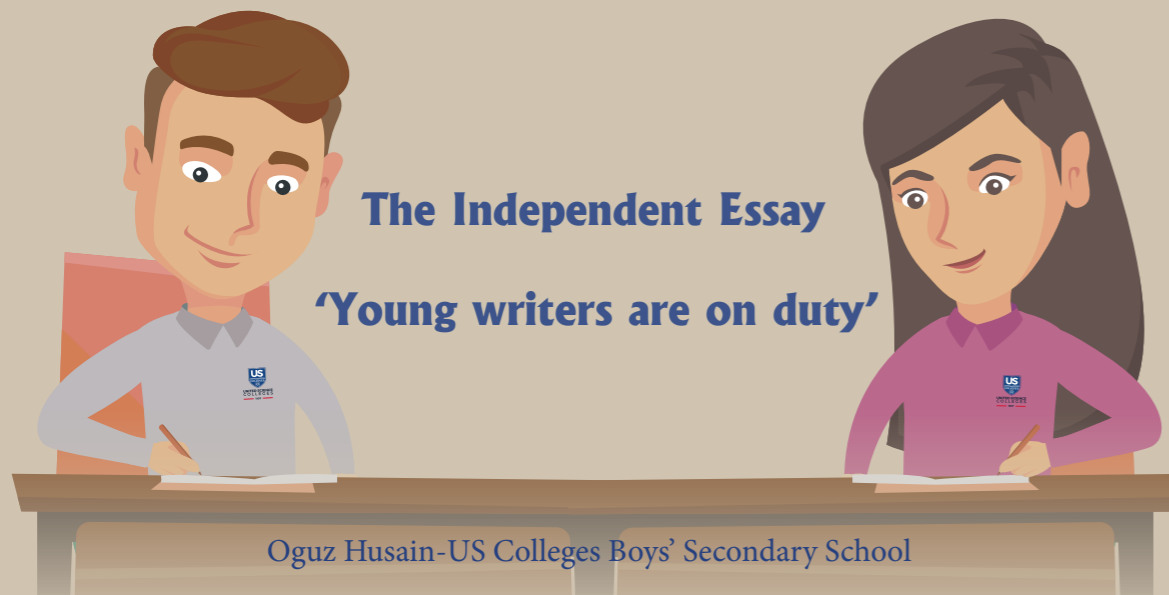
بەرھەمى من پىكھاتوو لە ھونەر، وەرزش، بابەتە كۆمەلايەتەكان، زمانى جياواز، ھونەرى خەت جوانى.. ھتد. بەم جۆرە لە بناغەيەكى پتەو پىكھاتوو. لىژەدا ئىمە لە ھەولى گەياندى پىژدە سەرەكەوتووكانداين بە پىشېرپىكى نىودەولەتتەكان.

كۆلىژەكانى يونايىتد ساينس رۆژ بە رۆژ لە ھەولى پىگەياندىن و بەرھەمچىش چوونە لە ھەموو لايەنەكەو، ھەك پىشېرپىكى زانستىيە نىودەولەتتەكان و تاقىكردەوھى نىشتىمانى و چەندەھا سەرچاوى تر كە ھەمووان دەتوانن سەرەكەوتنەكانىان تىياندا بسەلمىن.

يەكەم لەو ھەنگاھە سەرەكەوتنە ئەمسال (بەرھەمى من)، كە بناغەكەى لەسەر پىگەياندىنى خويىندكارانمان بە شىئەيەك ببىت بە رۆلەيەكى بە وەفا بۇ نىشتىمان و پىژ لە گەورەى بگىرەت و بچوكەكانى خۆشبووت و لەسەر ئەو بنەمايە ببىتە يەكەم لە دەرچوھەكانى كۆلىژەكانمان. دووبارە سوپاسى خۆم ئاراستەى ھەموو ئەو فيركارنە دەكەم كە بەيى ماندوو بوون ھەول دەدەن لەگەل خويىندكاران و ئەركىكى بى ئەندازەيان ھەيە لە پىگەياندىندا.

و خۆم بە قەرزارى ھەموو ئەو كەسانەى بەرھەمچىيەتەكان دەزانم كە لە ھەموو ھەنگاويكدا يارمەتيدەرمانن لە شارى سلىمانى ھەك (قايمقامىت، ئاسايش، بەرھەمچىيەتى رۇشنىرى، بەرھەمچىيەتى پەرورەدە و زانكۆكان...)، سوپاسيان دەكەين. ھەرودەھا بە شانازىيەو بەبەتەى ئەمسالى بەرھەمى منتان پىژ رادەگەيەنم كە لەسەر (۱۰ سالى تر كە سلىمانى چۆن دەبىت) وە خۆشحال دەبىن بە ھاتنتان و گەورەكردنمان شەرەفمەند دەبىن لە بەرھەمى من بۇ سالى ۲۰۲۰.





The Independent Essay

'Young writers are on duty'

Oguz Husain-US Colleges Boys' Secondary School

This corner has resulted after examining the results of essay writing found in an increasing number of students in the US Colleges.

In 1997, US Colleges began to teach ESL to students in Slemani, Kurdistan. Over the years, many of the students have participated in study abroad programs in The United States, Great Britain, Russia, Turkey and so on. These students needed to learn how to write papers in English to pass their academic subjects. Many of the classes for students in various European countries offered some of the lessons in English. Students that attended these programs had to work on projects and complete papers that required good writing skills.

Writing an academic essay is very important for the students that plan to take the international exams. Educational Testing Service the group that designs the test promotes research studies to maintain valid language assessment. They claim that the "potential success of a person to understand and use standard American English at a college and university level is evaluated by one of these exams. Numerous colleges and universities worldwide require that non-native applicants take this standardized test for acceptance to their institutions. Internships, businesses, government agencies and scholarship programs may also require individuals to take this test.

The students need to demonstrate their understanding of the correct format, organization and development of an academic essay in their writing. Learning how to write correctly and producing reasonably correct writing in a limited period of time is a valuable asset for all students because it will enable them to write their papers without hesitation for their subjects at the university. Writing provides opportunities for ESL students to improve their language skills.

One of the aims of this study was to increase the probabilities of the students' success on the essay writing section of the exam by making them more familiar with the organization and requirements as well as practicing the other sections of reading, listening and speaking needed for the test.

The students would benefit from combined activities that focused on the skills they lacked. The activities had to help them to improve their writing acquisition within a once a week one-semester school course.

Writing is not something that automatically happens. Students need practice and instruction. In order to improve their writing abilities and promote learner autonomy, it is necessary to have students focus on guided writing tasks, which should include activities directed at all learning styles.

United Science Colleges Teachers include mini-lessons with activities about writing conventions and writing skills. As a result of this research project, there has been an improvement in the overall quality of the students' writing. And this corner is the fruit of our students trust. The students are made more aware of pre-writing techniques to generate ideas and are encouraged to revise their written work. The more exposure and opportunities that the students have to practice their writing will increase their ability to generate, organize and make writing easier and faster for them also. Even the weakest student writer can improve with practice. It is necessary to increase adequate attention to classroom writing instruction and develop activities that cater to all learning styles. Although, we typed some of our students essay we offered the other parts directly to your regard. We believe that all these studies will be more cute with handwriting.



Freedom

Shakar Jamal

US Colleges Halabja Boys' School - Student

What is freedom? Is it an absolute right? We are born to become free. Freedom is defined from different aspects, and according to different cultures, freedom varies from culture to another. Some define freedom as a natural right; the human being is born with. Everyone wants to be free and independent from others. Freedom is the right to do what one wants, live where he wants, eat what he wants, learns what he wants, and chooses the religion in which he believes, without ignoring or harming other rights. How can we live free? From my point of view, we can live free by respecting others rights to live free too. We cannot ignore the rights of people with whom we live in the society. We cannot simply do what we want and ignore others. We must take other people rights into consideration. The idea behind freedom is to be respectful and useful to our society.

Freedom is important to everyone. If someone is derived from this innate right, he will definitely feel as if he is not a respected person. When freedom is guaranteed, I can think freely, go where I want, say my opinion without fear from people who would not like my opinion. Freedom of opinion is amongst the most important branches of freedom. In some societies where freedom of opinion is not guaranteed by the authority; the creativity of mind is killed and buried. Society is the largest and biggest loser from this lack of creativity.

Someone once said: "Freedom of opinion will never result in animosity among people if they respect each other". As I mentioned earlier, freedom is not an absolute right, and there are too

many constraints on it. Freedom is not absolute. Freedom must be limited. You cannot just do what you like and say "I am a free man". You cannot kill, smuggle drugs or violate the laws and rules for freedom sake. There should be respect to other people and their needs.

Freedom in the teen years is very important for building a good character and stable personality. Teens want to hang around with friends, do whatever they like, or do not like. They want to experience everything. If they are given freedom with no limits, they can go down to the base and may be lost. So we must watch their behavior, teach them to do what is right and leave what is wrong. Such supervision is, generally not considered a limit or constraint on freedom, it is important for protection of existence. Freedom alone may lead to bad actions and cause destruction in the society.

The most important thing that we must care about is enjoying our freedom without harming our security. In hard times, like terrorist attacks, constraints may be imposed on freedom for general protection of the existence of the community, but this is only a timed-condition that shall end soon after catastrophic condition ends. All in all, freedom is an innate right, humans are born with. Nothing should threaten our freedom, deprive us from our right. Also our right of freedom must never harm any other human being, directly or indirectly.

We must respect freedom of everyone in the society. This way we can enjoy our freedom through our life.

The midnight visitor

Idea Othman - US Colleges Halabja Girls' High School - Student

It was one afternoon day in December. I was on my way back home from school with my friend, Alison. We went to separate ways. When I arrived at home I opened the mailbox and saw a mail which was for me. It did not say who it was from. I walked into the kitchen, my heart was beating too fast. "Welcome back sweetie!" Mom said calmly. "Hi Mom" I responded then went to my room and closed the door behind myself. I opened the letter and began to read. It was early Christmas. Luna was lying on her bed. A thirteen years old girl. Her father knocked the door and came in. He came to carry her downstairs so they can enjoy their meal together. The thing was Luna couldn't walk! She sat on the table and began to eat without saying any word. "I wanna go back to my room" Her father carried her back to her room. She lied on her bed like always. "I'll be right here if you need anything" Her Dad sighed. Luna nodded back. "sleep well sweet heart" her Dad added. Then Luna closed her eyes. I heard a knock on my door before I open it, I put the letter under my pillow. "Get change and come downstairs, we have some works to do". I nodded and closed the door afterwards. I had a shimmery jar so I put the letter inside it. I was staring at the ceiling, thinking about the letter till I fell asleep. For the next morning I woke up before my parents so I can read in peace. She opened them again and saw a bright light shining in her room. She was scared to death "Don't be scared" she soothed. "Who are you?" Luna gasped. "I'm Ariel, an angel" Ariel answered. "Why did you show yourself" Luna asked "You looked gorgeous so I wanted to be your friend" Ariel answered. "And I gotta go because it's late for me" Ariel added and disappeared. Luna never been as delighted as that moment. Mom opened the door without any knocks I

hid the letter under my blanket "Come and eat your breakfast" Mom said. "All right" I answered. I changed my clothes, ate breakfast then I went to school. My mind was too busy and the last thing that I wanted was to finish reading the letter. The sun was nearly gone by the time I was heading back home. Later on I lied on my bed and started to read again. When Luna woke up she was looking around her room to see if anything has changed, but everything seemed normal, her eyes were welled up with tears then she started to read to forget what happened. Luna didn't breath a single word the whole day. She was too exhausted and upset. During night time she tried to sleep hoping to see Ariel again. A few minutes went by and Ariel was in front of her "let's go and have some fun" Ariel shouted and held Luna's hand then she stood up. They went for Ice skating then flying back home. Luna was thrilled, but tired too, she couldn't even open her eyes. The sound of voices downstairs woke Luna. Her Mom brought her breakfast, but that morning Luna couldn't eat anything besides her skin looked so pale. "I think I wanna sleep again... so goodbye for now" Luna sighed. Later when she woke up, no one was in her room, but Ariel was sitting on the edge of the window then Luna stood up "You came back again" Luna said. Ariel flew through the air without answering her then sat back again, afterwards Luna sat there too. When she looked at herself lying on her bed and the sun was hitting her "You are right, I do look gorgeous" That was it. I put the letter into the jar then I put on my floating shelf. I stood by the window for a long time. I was delighted, the smile on my face broadened. There was also a lot of snow outside, but now the sky is clear and I can see the stars, clearly...

CREATIVITY

Zhiwar Ibrahim

US Colleges Halabja Boys' School - Student

Creativity refers to the ability of a student to come up with ideas that can provide a deeper understanding of a particular concept. It could be the critical aspect of thinking that gives one a better understanding of a particular subject matter. In most instances, the students would have a deeper understanding of the content and be analytical in the approach that they are giving the particular topic. The question of whether school kills or promotes the creativity of the child depends on the changes that could be witnessed by the child in addressing the particular subject area.

Scientists are now challenging that idea; the education system does not address the contemporary issues about the educational curriculum. The Scientists provide evidence regarding doubt over the educational system and the way it fails to enhance the ability of the students to be creative in their thinking. In this argument, Scientists state that most of the artists who were not good in class work can perform well the moment they engage in other activities. Further, some people reiterate that they were able to build a legacy for themselves despite not being able to build the same while they were in school.

Comparing academic performance, most of the successful artists never excelled in their academics. What happened is that most of them were poor in class. However, when it came to the exploration of their talent, for instance in the music industry, many were able to build a legacy for themselves. The same cannot be a comparison of how they perform in their academic works. It is for the same reason that one would argue for the credibility of the school systems and the ability to make the students realize their fullest potential while in class.

This is a great problem and I hope one day it will be solved and make school a place for students which can find themselves in it.

دیهه دانا موستەفا

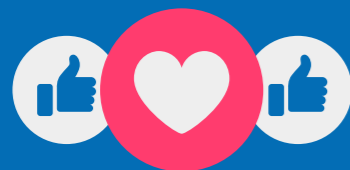
قوتابخانەى ناوەندی کچان



من کوردم ئالام ههیه
ئالای پاراوهه ههیه
چوار پهنگی جوانی ههیه
هەر یەک مانای خۆی ههیه
سهوز ههیمای ژیانه
سپى ئاشتیه و جوانه
سهوز خۆینى شههیدانه
زهرد خۆرى نیهشتیمانه
با ههموومان پیکهوه
ئالا بهرز بکهینهوه
پهمزى نیهشتیمان نوێ بکهینهوه
رۆچ و دلکهان ئاو بدهینهوه
ئالا کهمان شهکینهینهوه
کوردایهتى بروینهینهوه

“Don’t Forget to Like Me”

Sage Chen



Social media has become an important part of our lives. It has led a communication revolution, making it far easier for large, diverse groups of people to communicate. However, social media has also brought about many complications and psychological side-effects.

Facebook was the first big social media site. It’s been followed by Twitter, Instagram, WhatsApp, Snapchat, and so on. There are more than 60 social media platforms today, and all have added different layers and functions to our social media interactions.

Although other platforms have reached hundreds of millions of users, Facebook is the most popular: it is closing in on 2 billion users, as of 2017. In 2012, researchers in Norway published a psychological scale to measure Facebook addiction, and their findings confirm that social networking is a “modern” addiction. Here, I will focus on the case of Facebook and I want to examine the psychological consequences and implications of extensive social media use.

Facebook is the largest online entity with the capacity to have direct access to the most extensive and in-depth information about its members. Imagine a state that has the capacity to know what an ordinary person ate on a certain day; with whom he or she has recently become friends; what his or her likes and dislikes are; and what his or her views are on a wide spectrum of issues. A state with that much knowledge would be terrifying.

With the degree and content of data that Facebook has access to, it is awfully similar to this theoretical authoritarian “state.”

Through a systematic analysis of this large amount of data, one could professionally identify a member’s emotional and cognitive world and behavioral patterns, thereby gaining predictive leverage over his future preferences, reactions, and attitudes. All of these could be utilized by companies to access more information on their customers’ needs and desires, which could then translate to better advertisement and innovation. This could also be advantageous for security institutions, as such personal information including networks and relationships at the global level, these institutions believe, could help authorities contain and prevent violent terrorist activities. The implications – and potential implications – of widespread Facebook use on security, commerce, individuality, and privacy, are manifold.

Facebook is profoundly shaping our perception of reality. Since someone’s Facebook profile keeps track of his or her “post” history, it provides others with easy access to a brief “personal history.” Many of us develop first impressions about a person from their Facebook profile.

Human beings generally use cognitive shortcuts to figure out what a person is like; our first impressions are very unlikely to change. If someone has been put into a certain box or coded as having a certain type of personality by others, that rash and incomplete image is difficult to change without strong sensual information to the contrary. Even then, this opposing information may fail to change our mind: our brains tend to categorize such information as an exception, according to therapist Noah Rubenstein. The nature of Facebook use – the fact that people often choose to share what they want their friends to know about them (which happens to be the best parts of their lives) – also contributes to the construction of incomplete and distorted images of other people.

As the cliché goes, human psychology is very complicated and every human being is a different world of ideas, feelings, experiences,

fears, and hopes. The prevailing practice of getting to know someone through a short visit on his or her Facebook profile results in the consumption of people’s individuality in a way similar to how a commercial good gets consumed. Human beings are not and should not be treated as aggregated pieces of information. It is not healthy nor fair to form ideas and opinions about someone’s personality without observing how that individual’s behaviors and attitudes change under different conditions and with different individuals. As an overarching principle, saying and posting should not be weighted equally with actual doing. One should rather prefer to observe an individual’s behavioral patterns (repetitive actions) before forming any opinions about them. And this can only be achieved with a philosophy that views individuals as aggregates of behaviors rather than as aggregates of pieces of information.

Secondly, intense Facebook use (average time spent on Facebook by a user is 50 minutes a day) might cause one’s impulse to do things to be replaced by the desire to update his or her profile, informing one’s crowd of friends, on Facebook, about what is going on in their life. This deep urge to share the moment indeed harms our ability to live the moment. The logic of sharing on Facebook also fosters a set of standards in regards to potential reactions. For example, if someone’s posts are being liked by 40-30 people on average, this would automatically create a threshold for the acceptable level of appreciation and lead to the feelings of frustration when this level of appreciation is not constantly achieved. This greed for appreciation and affirmation often contributes to the development of a habit of trying to look like the person that our general crowd of friends on Facebook unconsciously and indirectly wants us to become through displaying differing reactions towards our posts on Facebook. By intentionally not being ourselves, or by becoming afraid of appearing as ourselves on Facebook, we are allowing our Facebook identity to be shaped on the basis of the likes and dislikes of an online

community and sacrificing our individual differences. This is like being a celebrity and being subjected to the pressure coming from presenting yourself in a way that is acceptable to the larger community. But the difference is that in this situation, the burden of being a celebrity is carried by ordinary people who don’t have access to the economic benefits of celebrity.

Thirdly, Facebook is changing the nature of our fundamental social interactions. For example, celebrating someone’s birthday turns out to be as simple as posting a happy birthday message on that person’s Facebook profile, as opposed to celebrating in a face to face interaction or making a phone call. Sharing someone’s grief is being reduced to adding an “I am really sorry” comment on that person’s Facebook post expressing grief for their loss.

According to Forbes magazine, only %7 of communication is based on the verbal word. That means that over %90 of communication is based on nonverbal cues such as body language, eye contact, and tone of voice. Social media interactions are not conducive to the exchange of these nonverbal cues that are essential for healthy communication.

Fourthly, active Facebook users occasionally suffer from an informational obesity as they constantly get exposed to unnecessary loads of information about their friends’ private and public lives. From an opposite angle, this leads to a situation where the modern individual who attaches a great level of importance on privacy and autonomy willingly becomes the provider of a great level of visual and verbal information on his or her private life to a mixed audience (people whom he or she just met a minute ago and people who are closest to him or her). This indicates the stark contradiction between the intentions and actions of the modern individual.

Finally, Facebook increases the risk of getting named and shamed in front of an online community if we change or contradict our previous behaviors or beliefs.



Should We Fear a Magnetic Pole Shift?

Sherif Muhammed - US Girls' High School

The Earth currently rotates in a counter-clockwise direction. This rotation, along with movement of iron particles inside the Earth's molten core, generates a magnetic field, which protects the Earth from solar winds. Since this magnetic field is determined by using the right-hand rule, its direction is from the magnetic North Pole (the geographic South Pole) towards the magnetic South Pole (the geographic North Pole). Yet, some scientists believe this "order" might be about to change. Research shows the positions of the magnetic poles shifting, with the magnetic north- and south poles moving at a rate of 10 miles per year – and they're moving towards each other. Simultaneously, the strength of Earth's magnetic field is rapidly decreasing. This decrease is growing faster – it has weakened %15 in the last 200 years. These two facts suggest that the Earth's magnetic poles could be preparing to reverse. In fact, the process has already started, and a magnetic pole reversal may happen over the course of a few hundred years.

At first glance, it sounds frightening that the Earth's magnetic poles are about to shift. But when we study geologic history, we'll see that such a shift has happened before – many times. When scientists study the direction of the Earth's core, it suggests that all sediment cores must have the same direction. But research shows that some sediment cores from the deepest parts of the ocean have the opposite direction. This helped scientists confirm that magnetic pole reversal is a natural event which happens, approximately,

every half a million years. Since the last one occurred 780,000 years ago (the Brunhes-Matuyama reversal), the Earth is overdue for another reversal.

Some scientists say that this upcoming reversal will be drastic. During a magnetic pole reversal, solar winds could punch holes in the ozone layer. This could damage power grids, and affect cancer rates and the climate. The aurora borealis, normally only visible in the extreme northern hemisphere, would be visible every night all over the world.

Such a magnetic pole shift is a physical rule, not the exception. Each reversal happens over hundreds or thousands of years; it is not a clean flip. Magnetic fields morph and push and pull at one another, with multiple poles emerging at odd latitudes throughout the process. Scientists estimate reversals have happened hundreds of times over the past three billion years. And while reversals have happened more frequently in "recent" years, when dinosaurs walked the Earth, a reversal was more likely to happen only once every one million years.

Many conspiracy theorists like to claim that a magnetic pole shift will mean doomsday. But according to scientists who have studied geologic history, such a pole shift is nothing to fear, as it has happened hundreds of times throughout the Earth's history. Though it could mean big changes for human civilization, we cannot be absolutely sure whether it will be the end of the Earth or not.

IRAQ KANGAROO MATH CONTEST



The Kangaroo Math Test is primarily an international effort to get students aged 18-7 engaged and excited in the subject of math.

Students from first through 12th grades are invited to participate in the annual event, which is given on the same day all around the world.

CATEGORY	GRADE
1	Primary 1-3
2	Primary 4-5
3	Primary 6
4	Secondary 7-8
5	Secondary 9 - High School 10
6	High School 11-12





Honorary Ambassador

Safiye Abdullah

US Colleges Girls' High School Graduate

My name is Safiye Sultan, I could say that I'm half Turkish and half Kurdish since I have spent more than half of my lifetime in Iraq/ Kurdistan regions. I was 9 years old (3rd grade) when we first came to Kurdistan. I didn't know English at all since the previous education system that I took was in French. I remember that most of the people were suggesting my parents to make me start from 2nd grade so it would be easier for me. Though it was only my class teacher who said that I could make it if I continue normally with my peers, the only difference is that I had to study twice as much as they were along with extra English classes after school. She believed in me and helped me a lot while I was at minus compared to my friends, but in less than a year, I was talking and understanding English as much as everyone else were. I'm still so thankful for that teacher of mine, whom I'm still in contact even after 11 years. From primary 3rd grade till high school 12th grade, I have completed my education in US Colleges' under the same relevance and quality of every single teacher that I had for each lesson subjects.

I have graduated last year; currently I'm a 2nd year medicine student of Alatoo International University in Bishkek/Kyrgyzstan. It wasn't only the subject lessons that those schools, teachers and the country made me good at but also my personality, knowledge and culture improved. The kindness, intelligence, tolerance and much other beautifulness of Kurdish people is something that I'm still talking about and telling to my new friends in the faculty. Kyrgyz people are just as kind and amazing; I didn't have any difficulties on adaptation neither to the country nor to the faculty. I'm satisfied with the education quality of my department, and I would like to thank each one of my primary, secondary and high school teachers along with my parents that always supported and helped me to come where I am right now. "Do something today that your future self will thank you for."



I can never forget Slemani.

The amazing people, my Kurdish friends, I could never forget them. Especially my school. Me, here becoming Sulaymaniyah's honorary ambassador. I am talking about all of the beautiful things I saw there to Kyrgyz people.

I love Slemani...



Where is Physics?

Younis Ali - US Colleges Boys' High School

It doesn't matter where you are, what you are doing and it does not matter what is going to happen, now have a look around yourself, what do you see? Do you feel nature, do you feel that there is a relation between you and nature?

In a very earlier time scientists and philosophers did this work, they made their questions and they tried to find out the answers to these questions, the answer to these questions became a very beautiful and powerful science now you are studying in your school, this science is called physics.

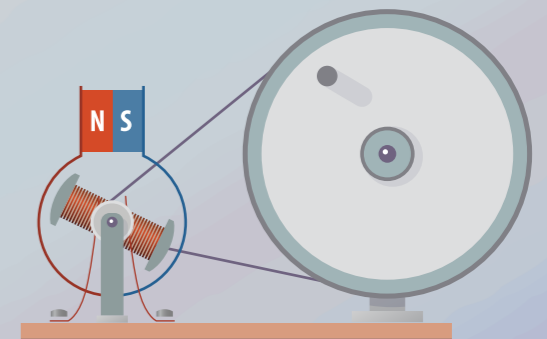
Now I claim you to do the work of one of the scientists, assume that in a very cold morning you wake up you would say that oh God I don't want to go to school because I love sunny day rather than a cold day but have you ever asked yourself why sometimes the weather is cold and sometimes is not. Do you know that there is no any coldness or hotness rather than the vibration of atoms? If you look at the atoms of a typical gas in atmosphere you would realize that the atoms have low vibration, summer is hot because the atoms are moving very fast. On a cold day you wear thick clothes, actually the clothes would not make you warm, it just prevent transfer of energy from your body to surrounding, then you will prepare yourself to go to school, you are going to drive your car but look at the tires you see that the tires are circle !!! Why are they not square or rectangular? Because rectangular tire needs more torque to rotate, but circular tire require less torque so easy to rotate by a small force.

Let's talk about something else what if there is no friction between the tires of your car and the ground so you could not drive your car, because friction is a force between the car's tire and ground that helps the car to go without friction you would never get started in motion and then if you can go you will never can stop the car will go forever.

Look at the side mirrors of the car if you ask someone about the mirrors they will response you without a mirror I can't drive my car, because mirrors can reflect the rays that come from the objects around the car so as the result you can be careful about what is going on around the car.

You have just arrived at the school, the teacher will start the lesson, have you ever asked yourself how can I hear the voice of the teacher, let me tell you how. Sound is a wave so it needs medium to propagate, the voice of your teacher makes a vibration to the atoms of air the particles of air will transfer this vibration until it reaches to your ears, finally your mind interprets it, do you know that if there is no air in the room you can't hear the voice of your teacher and also you can't breathe, time of school is going to be over.

Sun sets everyday. Have you ever thought that how does the sun set? Actually sun has not been set, the earth rotates around itself our country stands to the moon and back to the sun, do you know what moon looks like? It looks like an opaque mirror it reflects a little of those light rays which fall on it, gradually night is coming darkness replaces brightness, wait do you know what darkness is? Actually, darkness is nothing rather than none existence of light. Stop! Do you know what time it is? I leave this question for you actually answering this question is quite difficult, time is not only that ticks that pass, try to find out the answer. This is a very small example of physics life





Crazy Game: Triple Chess

Dana Rostam - US Colleges Boys' High School

If you're a fan of skill-based intelligence games, you probably like to play chess, which is a challenging but equally enjoyable game. If you think you've mastered enough in chess, try three-player chess.

The three-player chess was invented in 1972 by Robert Zubrin. The game is essentially similar to the classic chess game in which the third party is involved. The board is generally hexagonal, but other shapes are also available.

The movement of the pieces is the same as in the classic chess game. The only difference is that the shapes on the board are not square. The classic chess board has 64 squares, while the three-man chess has 96 squares. A movement you make on the board will therefore force you to move in a curved, not linear manner.

Rules of the game

One of the first questions that coming to mind is how the game will end and who will be your opponent.

In a two-player chess game, when one of the players checkmates the other, the game is over. But how will this happen in the three-player game?

Obviously we must admit that this game is really confusing and difficult.

This game will be over when one player takes down another. The first player to checkmate is first, the first to be in checkmate is last, and the other player comes second.

The biggest problem in the game is who you will attack, because each player has to take defense against two other players.

You also need to take into account the tactical situation between the other two players in each move. There is now a situation that is up to your individual skill and quick wit. You have to build your strategy against two players and according to their situation.

White always starts first in chess game. Therefore, players generally decide who will get to be white by chance or luck such as flipping a coin or having one player guess the color of the hidden pawn in the other player's hand. White then makes a move, followed by green, then black, then white again and so on until the end of the game

In the early 2000s, Russian chess player Ilshat Tagiev introduced the "rule of neutrality" this game. According to this rule, a player can only attack the enemy if he was attacked by that enemy in a previous move, or if the opponent was not attacked by the third player on its previous course. In this way, two players will avoid the hassle of running after a third.



Coffee or tea? Your preference may be written in your DNA

Miran Karim - US Colleges Boys' High School

Genetic variants may confer sensitivity to the flavor of caffeine or other bitter chemicals. Whether people prefer coffee or tea may boil down to a matter of taste genetics.

People with a version of a gene that increases sensitivity to the bitter flavor of caffeine tend to be coffee drinkers, researchers report online in *Scientific Reports*. Tea drinkers tended to be less sensitive to caffeine's bitter taste, but have versions of genes that increase sensitivity to the bitterness of other chemicals, the researchers found.

It's long been thought that people avoid eating bitter foods because bitterness is an indicator of poison. The coffee and tea findings help challenge that "overly simplistic 'bitter is always bad, let's avoid it'" view, researchers say.

In the new study, researchers examined DNA variants of genes involved in detecting the bitter taste of the chemicals caffeine, quinine — that bitter taste in tonic water — and propylthiouracil, or PROP, a synthetic chemical not naturally found in food or drink. Other bitter components naturally in coffee and tea may trigger the same taste responses as quinine and PROP do.

Researchers in different countries examined DNA from more than 400,000 participants in the UK Biobank, a repository of genetic data for medical research. Participants also reported other information about their health and lifestyle, including how much tea or coffee they drink each day.

The team added up each person's variants in the taste genes, creating a genetic score for how intensely the person tastes each of the bitter chemicals. The researchers then compared those scores to the people's reported beverage choices.

People who had the highest genetic score for detecting caffeine's bitterness were 20 percent more likely to be heavy coffee drinkers, downing four or more cups a day, than those without the increased sensitivity, the researchers calculate.

Researchers had thought that people who are genetically inclined to taste bitter more intensely might avoid bitter beverages. "In this case, it's strange how we're seeking caffeine," ?

Coffee drinkers may have learned to enjoy caffeine's bitterness because it's a sign of the buzz the chemical provides. But tea drinkers may not actually like the bitterness of PROP and quinine. Rather, people tend to stick with either coffee or tea, so the tea result may just be a rejection of coffee.

It's unclear how big of a role bitter taste genes play in determining whether someone chooses coffee or tea. Instead, genes involved in breaking down caffeine may play bigger role in determining how much coffee or tea people drink.

Resource:

<https://www.sciencenews.org/article/coffee-tea-preference-dna-chemical-sensitivity-taste>



YENİ BİR DİL ÖĞRENMENİN TEMEL İLKELERİ

Abdullah Yiğit | NEVLİSAN Yayınları - London, UK

Yeni bir dil öğrenimi, kimileri için yepyeni heyecanları beraberinde getirir de kimileri için başlı başına bir problem olabilir. Yabancı bir dili öğrenmede iki anahtar kelime çok önemlidir. Bu kelimeler "azim ve kararlılık"tır. Öncelikle özverisi olmayan ve özgüvenini yitirmiş insanların yeni bir dili öğrenebilmeleri çok zordur. Ancak özveri tek başına bir anlam ifade etmediği gibi akıl ve zekâ da tek başına bir şey ifade etmeyecektir. Her gün az da olsa yeni bir şey öğrenmiş olmak, çok zeki insanların "Ben bütün bunları bir günde ezberlerim." söylemine nispeten daha çok başarı getirecek ve daha uzun vadeli planların kapıları aralanmış olacaktır.

Peki, yeni bir dil öğrenmeye karar verdiyseniz nasıl başlamalı ve neler yapmalısınız?

1. Önceliklerinizi belirleyin

Uzun yıllar dil öğretim tecrübesi olan insanlardan istifade edin. Onlardan nelerin öğrenilip nelerin öğrenilemeyeceğini öğrenin. Dolayısıyla önceliklerinizi hedef tahtasına koyun. Öncelikli konuları öğrenmeye çalışmak, aşkınızı ve şevkinizi koruma adına önem arz etmektedir. Örneğin, bir dilin gramatik yapısının iş adamlarınca öğrenilmeye çalışılmasının bir öncelik olmadığı muhakkaktır. Bu durumdaki bir kişinin atacağı en önemli adım, uzmanıyla beraber kendine bir dil öğrenim haritası çıkarmaktır.

2. Bir kapsam aralığı belirleyin

Yabancı dil öğrenmede yaşın önemli bir etkisi vardır. Yetişkin bir birey için yabancı bir dili öğrenmek çok çaba gerektiren bir iştir ve nadiren kusursuz olarak öğrenilir. Belli bir yaştan sonra gramer kurallarından dil öğrenmeye başlamak, dil bilgisi merkezli bir metotla hareket etmek, bireyi tez zamanda yoracak ve öğrenmeyi sekete uğratacaktır. Amaç iletişim olduğuna göre dil bilgisi çalışması da ancak iletişime katkıda bulunduğu ölçüde yararlıdır. Kendi iş alanınız ile ilgili, günlük konuşma dilinde kullanılan temel dil yapılarına öncelik verin, daha ilerisini bunun üzerine bina edin. Dolayısıyla dil öğrenme ihtiyacınızı kendi pozisyonunuza göre kendiniz belirleyin. Kapsamı belirlenmiş alanda sık kullanılan kelime ve kavramlar ile bunların

cümle içerisindeki kullanımlarının öğrenilmesi daha etkili ve kalıcı öğrenme sağlayacaktır.

3. Dil öğrenmeye kendinizi tanımakla başlayın

Kendinizi kısa bir teste tabi tutun. Hangi metotlarla öğrenmek hoşunuza gider? Ne tür materyaller sizi sıkımsaz? Hangi ortamlarda dil öğrenmek sizi daha az yorar? Günde kaç kelime ezberleyebilirsiniz? Bu tür sorulara vereceğiniz cevaplar, kendinizi tanımanızı ve sağlam bir pusulayla yola çıkmanızı sağlar.

4. Tedriciliği başa alın ve her gün yeni bir şey öğrenmekte sebat edin

Günlük 20 dakika veya yarım saatlik periyotlar hâlinde yapılan çalışmalar, size ara sıra oturup saatlerinizi harcamaktan daha çok fayda verecektir. Fakat devamlı olmak şartıyla günü gününe çalışmak, dersin hemen arkasında da ödevler ve ezberler yapmak, motivasyonunuzu artırmada ve başarıya ulaşmanızda büyük rol oynayacaktır.

5. Günlük ezberler yapın

Bir dilin en temel taşlarından biri de kelimelerdir. Kelimeler ve kavramlar ezber ile öğrenilir. Dinleme, okuma, konuşma ve yazma etkinlikleriyle de pekiştirilir. Günde 10 kelime ezberlemek gibi küçük bir hedef, yılda 3650 kelime kadar büyük bir kazanç sağlayacaktır. Bu sayı, öğrendiğiniz dili rahatlıkla konuşmak için yeterli bir kelime sayısıdır.

6. Sözlükler her zaman en sıkı dostunuz olsun

Yalnızca yeni öğrendiğiniz kelimeler için değil, bazen çok emin olduğunuz kelimeler için de sözlükleri karıştırın. Böylece kelimelerin farklı anlamlarını öğrenecek ve kelimelerin ana dilinizdeki en uygun karşılıklarını keşfedeceksiniz.

7. Hedef dilde günlük tutun ya da anılarınızı yazın

Kaç kelime veya cümleden oluştuğu hiç önemli değil. Yeter ki mümkün olduğu kadar basit kelimelerle ve cümlelerle ifade etmeye çalışın. Günlük ezberlediğiniz kelimeleri ve kalıpları bir olay akışında kendi cümlelerinizde kullanın.

8. Kendi ana dilinizi iyi öğrenin

Dil bilgisi kavramlarını ve kendi dilinin kurallarını yeterince bilmeyen biri, yabancı bir dili gerektiği gibi öğrenemez. Dolayısıyla ana dilini iyi bilmek yabancı dil öğreniminde başarı sağlamaya yardımcı olur. Bu sayede kıyaslamalar yapılabilecek ve kalıcı öğrenme gerçekleşebilecektir.

9. Azimli olun, sürekli tekrar edin ve hiçbir zaman bırakmayın

Öğrenilen bir kelimenin unutulmaması ve günlük konuşmalarda kullanılması devamlılığa bağlıdır. Bir kelimenin şuurlu olarak kelime dağarcığına yerleştirilmesi aralıklı ve uygun zamanlarda yapılacak tekrarlarla mümkün olacaktır. Bunun için yeni derslere başlamadan önce daha önce öğrenilen kelimeleri hatırlamak için tekrar etme çalışmaları yapın.

10. Kendinize güvenin ve korkmayın

Dil öğrenmeye başlarken en büyük bariyer özgüven eksikliğidir. Bunu gidermenin tek yolu "Ağzınızı açmazsanız gelişme kaydedemezsiniz." kaidesine uymaktır. Yeni bir dilde konuşmak bir gramer testi değildir. Bir dili yeni öğrenmeye başlamışsanız; hiç kimse konuştuğunuzun yanlış olmasından dolayı sizi kınamayacaktır. Aksine hoşgörüsüyle yaklaşacak, sizi anlamaya ve size yardımcı olmaya çalışacaktır. Yeter ki ağzınızı açın, yani o dili konuşmaya çalışın. Yanlış yapma yahut hatalı kullanma endişesiyle öğrenilenleri pratiğe dökmekten korkmayın. Hayati bir risk olmaksızın, yapılabilecek ve sonrasında farkında olunan yanlışlıklar doğrunun öğrenilmesine katkı sağlayacaktır.

11. Sormaktan çekinmeyin

Bir dili öğrenmenin önemli adımlarından biri de meraktır. Merakı giderebilmenin ilk adımı

ise soru sormaktır. Bu yüzden ilim adamları arasında şu söz sıklıkla kullanılmaktadır: "Merak ilmin kapısıdır. Sorular ise o kapının anahtarıdır."

12. Yeni kelimeleri hemen satın

Yeni bu kelime duyar ya da görürseniz hemen bu kelimeyi not edin. Daha sonra onu çoktandır biliyormuş gibi fırsat buldukça konuşmalarınızda kullanmaya çalışın. Böylelikle yeni kelimeler hafızanızda pekişecektir.

13. Zihni egzersizler yapın

Öğrendiğiniz dilde düşünmeye çalışın. Örneğin, bir otobüste gidiyor olduğunuzu hayal ederek bu durumu o dilde ifade edin. Böylece hiçbir şey söylemeden içinizden o dilin pratiğini yapmış olursunuz.

14. Dil merkezlerinden ve öğretmenlerden faydalanın

Zaman zaman dil merkezlerinde dil öğrenmeye başlayanların daha sonra kendi kendilerine çalışabilecekleri vehmine kapılıp kayıtlarını sildirdiklerine ancak düzenli bir program tutturamadıklarından geriye dönüp baktıklarında hayıflandıklarına şahit olmaktayız. Günlük ders saati az da olsa, düzenli olarak bir kursa devam etmek, başarıyı tetikleyeceği gibi öğrenmenizi de sistematik hâle getirip kolaylaştıracaktır.

15. Sosyal bir çevre edinin

Bulduğunuz ülkelerde, spordan tiyatroya, kültürel etkinliklerden eğitim organizasyonlarına kadar öğrendiğiniz dili kullanabileceğiniz ne kadar aktivite varsa bunlara katılmaya çalışın, sosyal bir çevre edinin. Bu sayede öğrendiğiniz dili pekiştirmek için kendinize uygun bir saha bulacak ve dil öğrenme aşamasında hızla mesafe kat edeceksiniz.



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رۆژىك لەرۆژان پياويكى چاۋ كراۋە بە تىرمانەۋە تەماشاي گولدانىكى دەكرد كە لە جامخانەى دوكانىكىدا لەبەر جوانىيەكەى دانرابوو، لەبەر خۆيەۋە وتى:

ئەي گولدان! ئەم ھەموو جوانىيەت لە كوئو ھىناۋە؟ گولدانەكە ۋەك ئەۋەى بىتتە گۆ بەم شىۋازە ۋەلامى پياۋە چاۋكراۋەكەى داىەۋە:

ئەم جار بە دۇنيايىيەۋە دەبرۆيىم. لە پەنجەرەى فرنەكەۋە سەيرى ۋەستام دەكرد و لىنى دەپارامەۋە بەلام ئەۋ ھەر لەۋەلامدا دەيوت ”ھىشتا تەۋاۋ نەبوويت“. منىش بى ئومىدانە چاۋمەرىيى كۆتا ھەناسەكانى ژيان بووم.

لەو كاتانەدا ۋەستا لە فرنەكە دەريكردم، بە ھەناسەيەكى قولەۋە ھەسرەتى ھەۋاى فېنكىم دەردەكرد دواتر منى ھەلگرت و لەسەر رەفەيەكى بەرز داينام و وتى: ئىستىا بويت بەو شىۋازەى كە دەمويست، دەتەۋى سەيرىكى خۆت بەكەيت؟ منىش ۋەلامم داىەۋە و وتم ”بەلى“، ئاۋىتەيەكى خستە بەردەمم باۋەرپم بەخۆم نەكرد و چەند جارىك سەيرى ئاۋىتەكەم كەردەۋە و وتم ”ئەۋە من نىم، من تەنيا پارچە قورىكم“. ۋەستاي دەستەنگىن لە ۋەلامدا وتى ”بەلى ئەۋە تۆى، تۆ لەبەر ئەۋەى كەزۆر نارەھەتى و نازارت بىنى بۆيە بوويت بەم گولدانە زۆر جوانە“.

ئەي بەنى ئادەم! نەكەى بەھەلە بەگەى بەۋەى كە من بەئاسانى گەيشتووم بەم قەشەنگى و جوانىيە. لەبەرئەۋەى من لە پىشتا تەنھا قورىك بووم. ۋەستايەكى دەست رەنگىن ھاتوو منى خستە ژىر دەستى خۆيەۋە و باش منى شىلا، دواتر باش منى پان كەردەۋە، نەم تۋانى نارام لەسەر ئەم نارەھەتتايانە بگرم، ناچاربووم بە دەنگىكى بەرز ھاۋار بگەم و بلىم ”بەسە! تكات لىدەكەم ئىدى بەسە!“.

بەلام ۋەستاي دەست رەنگىن تەنھا بە زەردەخەنەيەكەۋە ۋەلامى دامەۋە و وتى ”ھىشتا تەۋاۋ نەبوويت“.

ئەگەر لەو كاتەى كە قور بوويت كارم لەسەر نەكرديتايە ئەۋا وشك دەبوويتەۋە و لەناۋ دەچوويت. ئەگەر نەم خستيتايە سەر تەختە سوراپەۋەكە ئەۋا ورد دەبوويت و ئەبوويت بە تۆز، ئەگەر تۆم ناخستايە ناۋ فرنە گەرمەكەۋە ئەۋا بە بچوكتىن بەرلىكەۋەتن تىكدەشكايەت. ئەگەر رەنگم نەكرديتايە ئەۋا ژيانت بى رەنگ دەبوو، بەلام دووم فرن تۆى گەيانە جوانىيەك و ھىزىكى بى وينە.

دواتر ھەلى گرتم و لەسەر تەختەيەك داينام، لىرە سوراپەۋە، زياتر سوراپەۋە، بەردەۋام لە سوراندەۋەدا بووم. كە دەسوراپەۋە سەرىشم دەسوراپەۋە. لە كۆتايدا ھاۋارم كەرد ”داۋات لىدەكەم لەسەر ئەم تەختەيە لام ببە و رزگارم كە، ئىتر نامەۋىت زياتر بسورپىم! بەلام ۋەستا ھەر بە زەردەخەنەۋە سەيرى دەكردم و دەيوت ”ھىشتا تەۋاۋ نەبوويت“.

منىش بە شەرمىكەۋە سوپاسم كەرد و پىم وت:

”ۋەستام! لەمن خۆش ببە كە باۋەرپم بەتۆ نەكرد! ۋامدەزانى كە دەتەۋى زەرەر لەمن دەيت. نەمزانى كەتۆ منت لە خۆم زياتر خۆش دەۋىت“.

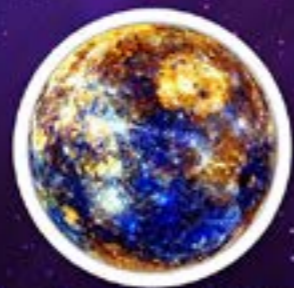
پياۋە چاۋكراۋەكە لەبەرخۆيەۋە وتى مادەم ۋەستايەك بۇ دروست كەردنى گولدانىكى جوان بەقور شىكلىك دروست دەكات و لەناۋ فرنا دايدەننى تا خۆى بگريت و بەرەنگەكانى شا ئەسەرىك دروست دەكات و بە جارىكى كە ئەم شىكە دەخاتەۋە ناۋ فرن و خىشلى لى دروست دەكات.

كەۋاتە پەرواردگارلىك بە پىدانى نارەھەتى و ئىش و نازار دەمانگەيەنيت بە كەمال. بى كۆلەن ناگەين بە كەمال. تەنھا گەر بىنۋانين بە ھىكمەتەۋە سەيرى ئىش و نازارەكانمان بگەين ئەۋ كاتە درك بە وتەى ”ھەم لوظفت خۆشە و ھەم قەھرىشت خۆش“ دەكەين.

دواتر منى ھەلگرت و منى خستە ناۋ فرنىك و گەرمى فرنەكەى بەرز كەردەۋە، فرن ھىۋاش ھىۋاش گەرم دەبوو دواتر دەرگاي فرنەكەى داخست و منىش لە پەنجەرەى فرنەكەۋە سەيرى ۋەستام دەكرد لەبەرخۆمەۋە دەموت ”ئەم ۋەستايە دەيەۋىت من بكوژىت. بۆيە لەترسا پەلەقاژەم دەكردو ھاۋارم دەكرد. بەلام لە پەنجەرەكەۋە تەماشاي دەكردم و بەزەردەخەنەۋە دەيوت ”ھىشتا تەۋاۋ نەبوويت“.

دۋاي كاتەمىرىك لە فرنەكە منى دەركرد و فلچەيەكى بۆيەى بەدەست گرت و ھىۋاش ھىۋاش بۆيەى كەردم و دواتر منى ھەلگرت و بەرەۋ فرنى بردم لەترسا خەرىكىۋو بمرم، ھاۋارم كەرد ”نەخىرا! تىكايە جارىكى كە نامەۋىت بخرىمە ناۋ فرن“.

ۋەستا فرنى كەردەۋە و منى ھاۋىشتە ناۋ فرنەكە دەرەجەى گەرمى دوو ھىندە كەرد، لەبەر خۆمەۋە وتم



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سو پاس و پیزانین

به ریژ (زانا جه میل عبدالأحد)

کارمهنده ماندوونenas و لیها تووه کمی (کۆلیژه کانی یونایتد ساینس)، ئیمه لای خۆمانه وهک به ریژه به رایه تی کۆلیژه کانی یونایتد ساینس سو پاس و پیزانینی خۆمان ئاراسته ی جه نابتان دهکین له بهرامبر (۲۲) سال خزمهتتان به کۆلیژه کانمان، که توانیوتانه لیها تووانه و ماندوونenas کار بکمن. له دوی رۆشتنیشان له کۆلیژه کانمان ئیمه به ئهمهک ده بین بهرامبر به ئه و فیداکاریانه ئه نامتان داوه، هیوای سه رکهوتن و سه رفرازیتان بو ده خوازین. له هر شوینیک بیت تو به شیکیت له ئیمه...

به ریژه به رایه تی کۆلیژه کانی یونایتد ساینس

workshops

Zhiano Hassan
US Colleges Girls' Secondary School

For the US Colleges traditional workshops... The aim of these Workshops is to offer experts, invited by the US Colleges administration, the opportunity to present recent research results, especially new methods, and to initiate future research projects.

Educational research mainly aims at the study of the structure and inner correlations of educational objects and at the development of more comprehensive theories. Many educational questions are consequences of the effort to describe nature in educational terms. The process of research leads to educational theorems, whose proofs are typically complicated. The final write-up of a proof can best be done at the home schools, but the development of an educational theory and, within such a theory, of a promising idea for a proof, is an extremely creative process depending very much on intuition and experience.

Improving the chances for progress is one of the main purposes of the research at the US Colleges. When getting to know the background of an important result during a talk, one can suddenly have a bright idea, perhaps leading to a considerable progress in one's own research activity.

Within discussions in small groups, when presenting fresh thoughts, one sometimes can find the right direction for further work with the help of the comments of colleagues. Often it also happens that two or three colleagues, during discussions, become aware that they, though coming from different backgrounds and with different motivations, are interested in similar problems and decide to unify their potential in order to establish a common research project.

All this happens nearly daily at these Workshops. A great number of important papers have been initiated at US Colleges in this manner. Contrary to the typically large conferences all over the world, US Colleges Workshops emphasize active research.

Participants of the meetings at US Colleges are invited personally by the US Colleges administration. Participation is subject to such an invitation. Researchers interested in participation, in particular junior researchers, can contact the administration of the US Colleges. Since the number of participants is restricted, not all those interested in participating can be invited. US Colleges Workshops are decided yearly at the meeting of the scientific board.



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