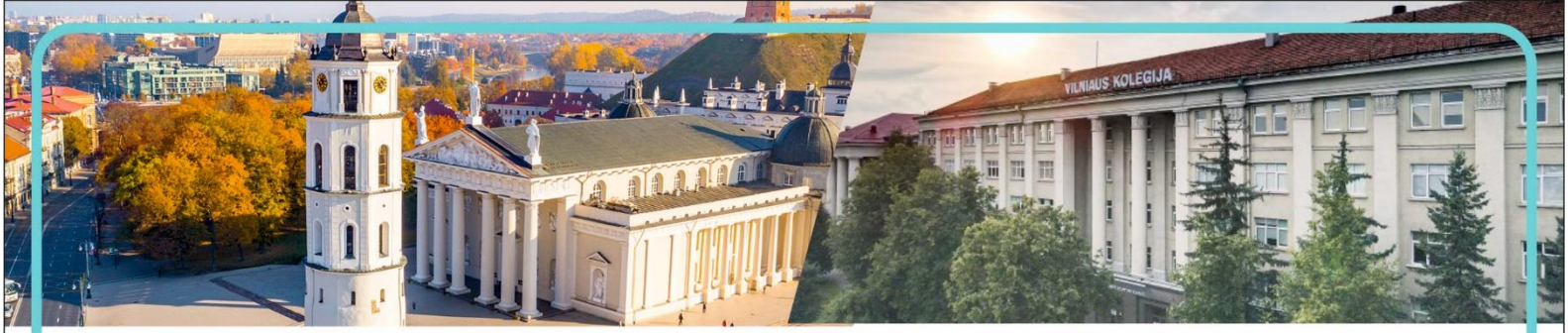

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STATISTICS ABOUT ECLSS 2023a

February 25 – 26, 2023 – Vilnius, Lithuania

The 15th edition of **Eurasian Conference on Language and Social Sciences (ECLSS2023),** Vilnius, Lithuania, February 25 – 26, 2023, was a great and exciting experience with all our distinguished guests, participants and listeners.

There were 89 papers presented during 12 plenary sessions (33 papers by participants from Turkey, and 56 by participants from other countries; **37,6 % Turkish, 62,4% International participants**). We had participants from 14 countries, listed in the table and visualized in the graph below.

Hope to meet you again in our upcoming conferences!

Thank you for your support and collaboration.

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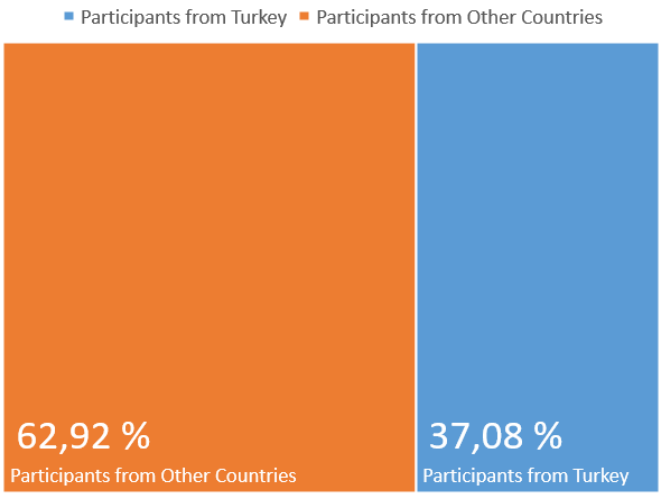
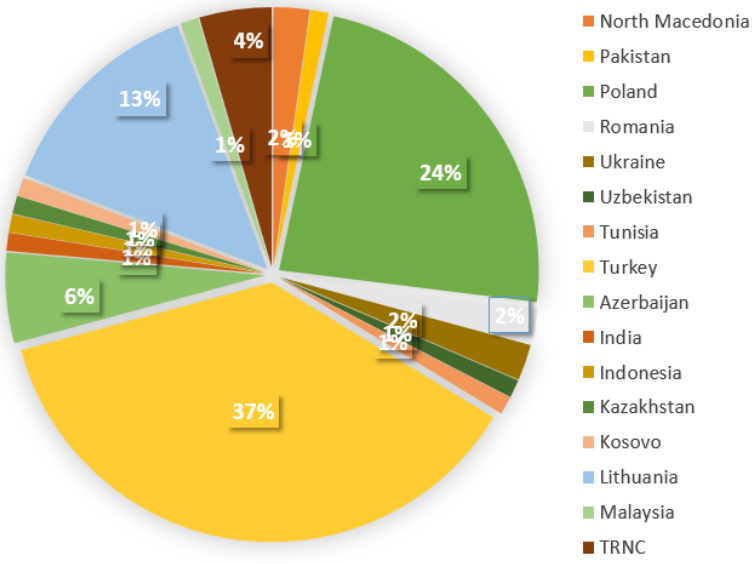
	No. of Papers	%
Participants from Turkey	33	37,08
Participants from Other Countries	56	62,92



Country	No. of Papers	%
North Macedonia	2	2,25
Pakistan	1	1,12
Poland	21	23,60
Romania	2	2,25
Ukraine	2	2,25
Uzbekistan	1	1,12
Tunisia	1	1,12
Turkey	33	37,08
Azerbaijan	5	5,62
India	1	1,12
Indonesia	1	1,12
Kazakhstan	1	1,12
Kosovo	1	1,12
Lithuania	12	13,48
Malaysia	1	1,12
TRNC	4	4,49
Total	**89**	



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Abstracts

Bildiri Özetleri

Higher Education System in Lithuania

Vaiva JUŠKIENĖ

Lecturer at Vilniaus kolegija | Higher Education Institution; PhD student of Mykolas Romeris University, Lithuania

The aim of the presentation is to introduce the Lithuanian higher education system, focusing on the network of higher education institutions and the offer of study programmes. More attention is paid to present Vilniaus kolegija|Higher Education Institution as one of the leading higher education institutions in Lithuania. Presentation of the study programmes offered by the Vilniaus kolegija|Higher Education Institution, scientific and project activities.

Havacılık Yönetiminde Yeşil Yolculuk: Sürdürülebilirlik ve Çevre Dostu Uygulamalar

Green Journey in Aviation Management: Sustainability and Environmentally Friendly Practices

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Öz

Bu makale, havacılık sektöründe sürdürülebilirlik ve yeşil iş uygulamalarının önemine odaklanmaktadır. Havacılık endüstrisi, çevresel etkileri olan bir sektör olup, çevresel sürdürülebilirlik konusunda önemli bir sorumluluk taşımaktadır. Havayolu işletmeleri, enerji ve yakıt verimliliği, atık yönetimi, karbon ayak izinin azaltılması ve yenilenebilir enerji kullanımı gibi uygulamaları benimseyerek çevresel etkilerini azaltmaya yönelik adımlar atmaktadır. Yeşil iş uygulamaları, havayolu işletmelerine enerji maliyetlerini azaltma, sürdürülebilirlik imajını güçlendirme, rekabet avantajı elde etme ve çevreye duyarlı bir marka imajı sunma gibi avantajlar sağlamaktadır. Havacılık sektöründe sürdürülebilirlik ve yeşil iş uygulamalarına odaklanmanın, çevresel etkilerin azaltılmasına ve sektörün gelecekteki sürdürülebilirliğine katkıda bulunacağı düşünülmektedir.

Anahtar Kelimeler: Havacılık Sektörü, Sürdürülebilirlik, Yeşil İş Uygulamaları, İklim Değişikliği

Abstract

This article focuses on the importance of sustainability and green business practices in the aviation industry. The aviation industry is a sector with environmental impacts and bears an important responsibility for environmental sustainability. Airlines take steps to reduce their environmental impact by adopting practices such as energy and fuel efficiency, waste management, reduction of carbon footprint and use of renewable energy. Green business practices provide airline companies with advantages such as reducing energy costs, strengthening the image of sustainability, gaining competitive advantage, and presenting an environmentally friendly brand image. It is thought that focusing on sustainability and green business practices in the aviation industry will contribute to the reduction of environmental impacts and the future sustainability of the industry.

Keywords: Aviation Sector, Sustainability, Green Business Practices, Climate Change

Okul Müdürlerinin Girişimci Liderlik Yaklaşımlarına İlişkin Görüşleri[1]

Tuğçe KAÇAR

Prof. Dr. Semiha ŞAHİN

Dokuz Eylul University, Turkey

Öz

Girişimci liderlik, "risk almaya istekli, yeni fırsatları fark edebilen, yeni fikirler üreten, yenilikçi düşünce tarzına sahip, vizyonunu diğerleriyle paylaşan, diğerlerini daha iyi performans gösterebilmeleri için etkileyen eşsiz bir liderlik tarzıdır" (De la Rey, 2018, s.19). Bu araştırmada okul müdürlerinin girişimci liderlik yaklaşımlarının incelenmesi amaçlanmıştır. Araştırmada nitel araştırma modellerinden biri olan olgu bilim tekniği kullanılmıştır. Araştırma çalışma grubunu 2021-2022 öğretim yılı İzmir ili merkez ilçelerinde görev yapmakta olan 45 okul müdürü oluşturmaktadır. Çalışmanın nitel veri toplama sürecinde amaçlı ve maksimum çeşitlilik örneklem yöntemi kullanılmıştır. Veri toplama aracı olarak girişimci liderlik yaklaşımları yarı yapılandırılmış görüşme formu ile "okul müdürlerinin girişimci liderlik yaklaşımlarına ilişkin görüşleri nelerdir?" sorusuna yanıt aranmıştır. Çalışma grubunun demografik özelliklerini (cinsiyet, medeni durum, yöneticilik kıdemi, eğitim durumu, okul kademesi, okul türü) belirlemeye yönelik 6 soru ve girişimci liderlik yaklaşımlarına ilişkin görüşlerinin belirlenmesine yönelik 7 yarı yapılandırılmış açık uçlu sorudan oluşan görüşme formu kullanılmıştır. Veriler içerik analiziyle alan yazına dayalı olarak belirlenmiş olan temalar, araştırmanın amaçları doğrultusunda temalar ve kodlar tanımlanarak analiz edilmiş ve bulgular sunulmuştur.

Araştırma sonucunda okul müdürlerinin girişimci liderlik kavramına ilişkin tanımlarında ve kendilerini girişimci lider olarak tanımlamalarının nedenleri arasında en sık ortak belirtilen özellikleri yeniliklere açık olmaları, fırsatları değerlendirebilmeleri ve ayrıca liderlik vasıflarının olmasıdır. Kendilerini girişimci lider olarak görmeyen müdürlerin nedenlerine ilişkin ifadeleri incelendiğinde mevcut şartların yetersizliği, sınırlılıkların olması, değişimi yönetmede eksiklik gibi nedenler yer almaktadır. Okul müdürlerinin fırsatları değerlendirmelerine ilişkin görüşlerinde karşılarına çıkan fırsatları değerlendirdikleri ve yeniliklere açık oldukları ifade edilmiştir. Okul müdürlerinin yenilikçi girişimlerine ilişkin görüşleri ise, okulun akademik gelişimine yönelik, sosyo-kültürel ve fiziki yapısına yönelik girişimlere ilişkin en sık görüş birliğine varılmıştır. Müdürlerin yenilikçi yaklaşım sergilememelerine ilişkin nedenleri ise okulun istenilen hedefe ulaştığı düşüncesidir. Okul müdürlerinin yaratıcı fikirleri konusunda ise kendisine gelen proje önerileri veya farklı fikirleri destekleyici bir role sahip oldukları daha fazla ifade edilmiştir. Okul müdürlerinin risk alma konusundaki görüşleri okulun akademik gelişimine yönelik ve sosyal etkinliklere yönelik daha fazla risk alındığı belirtilmiştir. Bazı müdürler okulda risk almanın gerekli olduğunu ancak risk alınmadığını, bazı müdürler ise sınırlılıklar nedeniyle risk alınmadığı belirtilmiştir. Okulda başarısız girişimlere karşı ve okulda oluşabilecek sorunlara karşı müdürlerin çoğunlukla proaktif davranış sergiledikleri sonucuna ulaşılmıştır. Okul müdürlerinin değişimi yönetme

[1] Bu çalışma Prof. Dr. Semiha Şahin'in danışmanlığında yürütülen doktora tezinden üretilmiştir.

yeterlilikleri konusunda, değişimin faydalarını öğretmenlere açıkladıklarını ve öğretmenlerin birbiriyle işbirliği içerisinde çalışmalarını sağlayarak yönetmeye çalıştıkları belirtilmiştir. Değişimi yönetme konusunda eksikliği bulunan bazı okul müdürlerinin değişime direnç gösteren öğretmenlere yönelik bir girişimde bulunamadıkları belirtilmiştir. Hizmet içi eğitim seminerlerinde müdürlerin girişimci liderlik yaklaşımlarını arttırıcı çalışmalara yer verilmesi önerilmiştir.

The changing of Cultural literacy concept

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Abstract

Relevance. Cultural literacy has not been widely studied in Lithuania. Schools still teach the rules of a world that no longer exists. We are taught to focus on ourselves and our achievements. They are taught to obey rather than to innovate and think for themselves. For many years, cultural literacy in Lithuania has been understood on the basis of Hirsch's notion that it is knowledge of an exhaustive list of facts, dates, authors and phenomena. Recently, the concept of cultural literacy has been expanding, but it is still undefined and often interpreted differently. There are scholars who are trying to expand the concept of cultural literacy. Increasingly, cultural literacy is being understood not only in terms of specific knowledge, but also in terms of the ability to communicate, to argue, etc. John Dewey's (2013) view that education should be child-centred and based on experiential learning contrasts with Hirsch's focus on knowledge and its replication.

This paper provides a theoretical overview of the changing conception of cultural literacy. The pioneer of the concept of cultural literacy is the philosopher of education E. D. Hirsch Jr. (1988), who argued that literacy is directly related to cultural literacy. He formulated the so-called 'canonical' knowledge, which consisted of 5 000 facts covering the arts, traditions, facts, dates, names of famous people, literary works and concepts that every American should know, in other words, the information that he considered essential for living in the modern world. Hirsch was convinced that literacy was determined by the possession of cultural knowledge, which he defined as "(not) having it". For him, it was important that knowledge be stable, traditional and reliable, that it be accessible to all.

At the end of the 20th and beginning of the 21st century, a changing notion of cultural literacy began to emerge. It is now understood as encompassing the attitudes and skills that help individuals to achieve sustainability in their daily lives. Empathy, which helps to better hear and understand the different perspectives and values of others, is becoming the basis of cultural literacy. In order to promote cooperation, individuals should value diversity, respect others, compromise and seek to eliminate prejudice (European Parliament, Council of the European Union, 2006).

Scholars have different understandings of cultural literacy. Nassimbeni and Desmond (2011) argue that 'cultural literacy is the knowledge of the history, contributions and attitudes of different cultural groups, including one's own group, that is necessary for understanding reading, writing and other media. Cultural literacy requires interaction with and reflection of culture'. In a changing global society, developing communication, acceptance and understanding requires a great deal of shared knowledge and its use. According to L. Duoblienė (2010), "cultural literacy is not only the knowledge of cultural phenomena and phenomena, the expression of ideas, but also the relationship with the subject matter". Lithuanian education policy makers, when developing general education programmes, stress that it includes "knowledge of art, music, literature and other arts of one's own country, formation of civic attitudes. This concept is too narrow in a global context, so it is important to present a broader concept and to disseminate it in the context of Lithuanian education.

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Kayıt Dışı Ekonomi Önlemleri: Vergi Denetimi

Informal Economy Measures: Tax Audit

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(Maliye Bilim Uzmanı-Gelir Uzmanı)

Öz

Mali literatürde vergi sistemlerinin adilliği üzerine yapılan tartışmalarda, dolaylı ve dolaysız vergilerin nispetlerine bakıldığı görülür. Vergi türlerinin tercihi önemli olmakla birlikte vergileme ilkeleri gözetilerek vergilerin hazineye sağlanmasında usul kanunlarının hayati öneme sahip olduğunu belirtmek gerekir. Bu bağlamda; devlet aygıtının ilmi dışında gerçekleşen iktisadi ve mali olayları kapsayan kayıt dışı ekonominin nedenleri ve önleme tedbirleri, vergi adaletinin göz önünde bulundurularak Vergi Usul Kanunu'nda mükellefin denetlenme yolları irdelenmiştir. Hazine ve Maliye Bakanlığı'nın denetim birimi Vergi Denetim Kurulu Başkanlığı ile Gelir İdaresi Başkanlığı'na ait faaliyet raporlarında istatistiki veriler incelenerek ve Antalya ilinde yapılan alan çalışması ile denetimin rolü ve üzerinde durulmuştur. Denetimin yetersiz olduğu ve vergi sisteminin istenilen düzeyde adil olmadığı sonucuna ulaşılmış, denetimin kayıt dışı ekonomi üzerinde etkin olabilmesi ve kayıt dışı ekonominin başta önlenmesi ve var olanı da azaltmak için öneriler geliştirilmiştir.

Anahtar kelimeler: Vergi Oranı, Kayıt dışı, Vergi kaçakçılığı ve Vergi denetimi

Abstract

In the discussions on the fairness of tax systems in the financial literature, it is seen that the proportions of indirect and direct taxes are looked at. Although the choice of tax types is important, it should be noted that procedural laws are of vital importance in the provision of taxes to the treasury by considering taxation principles. In this context; The reasons for the informal economy and prevention measures, which include economic and financial events that take place outside the science of the state apparatus, and the ways of auditing the taxpayer in the Tax Procedure Law, taking into account the tax justice. The role of auditing and the role of the audit were emphasized by examining the statistical data in the activity reports of the Tax Inspection Board, the audit unit of the Ministry of Treasury and Finance, and the Revenue Administration, and the field study in Antalya. It has been concluded that the audit is insufficient and the tax system is not fair at the desired level, and suggestions have been developed to enable the audit to be effective on the informal economy, to prevent the informal economy in the first place and to reduce the existing one.

Keywords: Tax Rate, Informality, Tax evasion and Tax audit

Çevrimiçi Öğrenme Ortamında Afet Eğitimine Bir Örnek: Dijital Afet Eğitimi [1]

An Example of Disaster Education in an Online Learning Environment: E-Disaster Education[2]

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Öz

Bu araştırmada öğretmen adaylarına afet eğitimine yönelik Web 2.0 destekli etkinlik tasarlama becerisi kazandırmak hedeflenmiştir. Bu çerçevede farklı disiplinler içinde ortak tema olan doğal afetler konusunda öğretmen adaylarının bilgi, deneyim ve işbirliklerinin artırılması planlanmıştır. Doğal afetler konusu ilkokul ve ortaokulda; fen bilgisi, sosyal bilgiler ve hayat bilgisi gibi derslerde farklı yönleriyle ele alınmaktadır. Bu sebeple araştırmada 8 sosyal bilgiler, 8 fen bilgisi ve 8 sınıf öğretmen adayı (toplam 24 öğretmen adayı) katılımcı ile çalışılmıştır. 5 günlük eğitim içeriğine sahip olan Dijital Afet Eğitimi, belirtilen amaçlar doğrultusunda 7 farklı üniversiteden 15 alan uzmanı rehberliğinde alt odalardaki etkinliklerle birlikte toplam 104 ders saati olarak uygulanmıştır. Öğretmen adayları deprem, heyelan, sel, taşkın, su baskını, erozyon, orman yangını, çığ, pandemi gibi meteorolojik/klimatik, jeolojik ve biyolojik kökenli doğal afetlerle ilgili grup çalışması şeklinde 16 Web 2.0 aracını uygulamalı olarak deneyimleme imkânı bulmuş, afet eğitimi kapsamında kendi öğretim materyallerini geliştirmişlerdir. Örneğin Web 2.0 araçlarından iMindMap ile kavram haritası, MapHub ile kişisel harita, Canva ile infografik, Tiki Toki ile tarih şeridi, Wizer.me ile çalışma yaprağı, Canva ile dijital Gazete, SmartDraw ile balık kılçığı, Pixton kavram karikatürü, Storyboardthat ile dijital öykü, Photostoryile öykü panosu, y2mate,

[1] Bu çalışma 1129B372200324 kodlu TÜBİTAK 2237 etkinlikleri kapsamında elde edilen verilerle hazırlanmıştır.
[2] *This study was prepared with the data obtained within the scope of TÜBİTAK 2237 activities with the code 1129B372200324.*

Audiocity ile ses indirme, düzenleme ve ekleme, Postermywall ile afiş, Kotobee ile E-Kitap, Artsteps ile Sanal Müze Padlet ile bülten tahtası oluşturulmuştur. Gruplar son gün, eğitmenler rehberliğinde geliştirdikleri Web 2.0 tabanlı afet eğitim eğitim materyallerini Dijital Afet Eğitimi E-Kitabı ve Dijital Afet Eğitimi Sanal Müzesi etkinlikleri adı altında sunmuşlar ve online olarak sergilemişlerdir. Dijital Afet Eğitimi'nde planlanan etkinlikler öğretmen adaylarının bilgi, beceri ve yeterliklerine katkı sağlanmış, bu çerçevede öğretmen adaylarının afet eğitimi kapsamında etkinlik geliştirirken afet okuryazarlık düzeylerini geliştirmiştir. BÖTE alan uzmanları ile Web 2.0 araçlarını tanımalarını sağlayarak dijital yeterliliklerini geliştirme, Sosyal Bilgiler, Fen Bilgisi, Sınıf Eğitimi ve BÖTE alan uzmanının ortak katılımı ile disiplinlerarası yapıda tematik olarak yapılan içerik planlaması ile disiplinlerarası algının geliştirilmesine katkı sağlanmıştır. Ayrıca disiplinlerarası işbirliği neticesinde öğretim programların sarmal yapısınına yatay/dikey ilişkilendirmeler sayesinde farkındalık oluşturmuştur. Dijital Afet Eğitimi ile afet eğitiminin öğretiminde kullanılabilecek Web 2.0 destekli materyaller üretilmiş ve kullanılmıştır. Yaratıcı drama ile süreçte hayal ve yaratıcılıklarını harekete geçirerek, eğlenerek öğrenmelerine katkıda bulunulmuştur. Düzenlenen çevrimiçi öğrenme ortamında takip edilen süreç disiplinler arası çevrimiçi çalışmalarda bulunacak diğer araştırmacılar için yol gösterici model olarak kullanılabilir. Bu tür eğitim ortamlarının tasarlanması hizmet öncesindeki öğretmen adaylarının hizmet içinde edindikleri bilgi ve becerileri sınıf ortamlarına yansıtmalarında temel oluşturacaktır. Dolayısıyla çevrimiçi veya yüz yüze yapılacak farklı bilimsel eğitim etkinliklerinde elde edilen eğitim çıktılarının fikir sahibi olmak isteyen herkese açık hale getirilmesi önerilebilir.

Anahtar Kelimeler: Dijital Afet Eğitimi, Çevrimiçi Öğrenme Ortamları, Öğretmen Adayları

Abstract

As part of this research, it aims to provide pre-service teachers with the capacity to design disaster education activities supported by Web 2.0. In this context, it is planned to increase the knowledge, experience and co-operation of teacher candidates on natural disasters, which is a common theme in various disciplines. The topic of natural disasters is in primary and secondary school; it is discussed in various aspects in classes such as science, social sciences and life studies. Therefore, 8 social science pre-service teachers, 8 science pre-service teachers and 8 primary school pre-service teachers (a total of 24) were studied in the study. E-Disaster Education, which has a 5-day training content, was applied as a total of 104 lesson hours with activities in the lower rooms under the supervision of 15 field experts from 7 different universities. Pre-service teachers had the opportunity to experience practically 16 Web 2.0 tools in the form of group work on meteorological/climatic, geological and biological origin natural disasters such as earthquakes, landslides, floods, erosion, forest fires, avalanches, and pandemics, developed their own teaching materials within the scope of disaster education as well. For example, from Web 2.0 tools, concept map with iMindMap, personal map with MapHub, infographic with Canva, history strip with Tiki Toki, worksheet with Wizer.me, Digital Newspaper with Canva, fishbone with SmartDraw, Pixton concept cartoon, Digital story with Storyboardthat, Storyboard was created with Photostory, sound download, editing and adding with Audiocity and y2mate, poster with Postermywall, E-Book with Kotobee, bulletin board with Padlet, Virtual Museum with Artsteps. On the last day, the groups presented the Web 2.0-based disaster education training materials they developed under the guidance of the trainers under the name of E-Disaster Education E-Book and E- Disaster Education Virtual Museum activities and exhibited them online. The activities planned in E-Disaster Education contributed to the knowledge, skills and competencies of teacher candidates, and within this framework, while developing activities within the scope of disaster education, they improved their disaster literacy level. It contributed to the development of interdisciplinary perception with thematic content planning in an interdisciplinary structure with the joint participation of Social Studies, Science, Primary School Education and

computer and instructional technologies field experts by enabling them to get to know Web 2.0 tools with computer and instructional technologies field experts. In addition, as a result of interdisciplinary cooperation, awareness has been created through horizontal/vertical associations to the spiral structure of the curriculum. With E- Disaster Education, Web 2.0 supported materials that can be used in the teaching of disaster education were produced and used. With creative drama, they contributed to their learning while having fun by activating their imagination and creativity in the process. The process followed in the organized online learning environment can be used as a guiding model for other researchers who will conduct interdisciplinary online studies. Designing such educational environments will form the basis for pre-service teachers to reflect the knowledge and skills they have acquired in-service to the classroom environment. Therefore, it can be suggested that the educational outputs obtained in different scientific education activities to be held online or face-to-face should be made available to anyone who wants to have an idea.

Keywords: E-disaster education, online learning environment, pre-service teachers

Regarding the layer of borrowed geographical names in Kazakhstan

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Abstract

Geographical names, along with the fulfillment of the address function as a geographical mark, are a cultural value with cognitive and cumulative value, which deeply intake the traditions, consciousness and mind, as well as manifestations of the spiritual life of the people, who inhabited that locality.

Existence and world outlook, ethnic culture and spiritual life of any nation are always reflected in a certain geographical space and are the result of certain historical eras. All life activity, all the centuries-old cultural and spiritual wealth, first of all, are imprinted with a pattern in the native language of people of this locality, and turning into an invaluable treasure, passes from one generation to another. All this is an objective regularity, a common feature inherent to all languages in the world, therefore ancient geographical names are considered as a kind of historical monuments, since they, as heritage of past centuries, clearly show us the image of certain eras of history, conditions of the terrain, material and spiritual geographic culture of states and nations.

The existence of language is a process, which is closely related to the social life of the native speaker that cannot exist without each other. Lands and settlements, rivers and lakes, mountains and rocks - just like language, are interconnected with man, all objects in the surrounding space are born with the ethnic and civil history of people of this locality, fuses with that period and this natural integrity is more often manifested not in the historical information, but in the richness of the language. This is related to the fact that historical information for various reasons may not be preserved, or be not completely reliable while preserving, while language, its information, no matter how many centuries and eras will pass, regardless of uninterrupted replenishment, countless updates and renewals, will remain undoubted proof of previous eras.

The immense Kazakh steppe was inhabited and settled by tribes and clans with different languages and religious beliefs and traditions in different historical periods, and relations with neighboring countries have also been maintained since ancient times. The historical and social layers and stages of the development of geographical names in the Kazakh language can be differentiated in the following layers: *ancient Turkic (common Turkic) layer, a native Kazakh words and layer of borrowed words*. Undoubtedly, in the regional toponymy, the geographic, economic features of that region are imprinted in the footsteps of this connection. In this regard, the report includes the theme of the borrowed layer of toponyms that can be found on the Kazakh land.

Keywords: ethnoculture, toponym, national toponymic space, toponymic system, etymology.

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Mediation as a Method of Conflict Resolution in the Work of a Teacher

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Abstract

Mediation is a worldwide alternative dispute resolution procedure that is not a substitute for a formal legal process, but is widely used alongside negotiation and arbitration. The main distinguishing feature of mediation is that the third party - the mediator - always participates in the resolution of the dispute between the parties, but, unlike in arbitration or court, does not make any decision that is binding on both parties.

The most important advantages of the mediation procedure: a) relations and reputation are preserved with the help of peaceful, non-adversarial negotiations; b) it is possible to resolve the dispute quickly, confidentially and informally; c) the decision is made by the negotiation participants themselves; d) saves time and reduces costs; e) the mediation procedure is flexible (it is carried out after coordinating the place and time with the disputing parties); f) information disclosed during mediation cannot be used in court.

In Lithuania, mediation is not yet widely used, there is no large legal base that would regulate this procedure in various areas of social life. Judicial and non-judicial mediation was introduced in our country in 2020. Currently, higher education institutions are already training lawyers, mediators and specialists in the field of mediation, widely implementing the possibilities of applying the mediation method in social work.

According to the way in which the mediation process is organized, various mediation styles are distinguished in theory. Although mediation is an alternative to traditional methods of legal conflict resolution, it is widely used in many European countries, but in Lithuania it is taking its first steps in such areas as family mediation, mediation in labor relations, mediation of business disputes, in the work of a teacher in educational institutions.

Today, there is no doubt that the successful management of conflicts arising in the work of a teacher depends on the combination of practical and theoretical knowledge of the teacher himself, and the competence they possess. The experience of European countries shows that by implementing a mediation system, it is possible to more effectively manage conflicts arising in society, restore relations between conflicting persons, avoid punishments, develop a culture of non-violent communication and improve the psychological climate of institutions.

The ability of modern society to resolve conflicts peacefully is extremely important. One of the most pressing problems in a teacher's work is conflicts and the inability to resolve them effectively. To resolve conflicts, educators choose various, often unconstructive, ways of solving them. Using the mediation method and process, the teacher aims to restore harmony and develop the ability of students to resolve conflicts arising in relationships through peaceful direct communication. A mediator - an educator is not a judge, he does not decide what is better for both conflicting parties. It only helps them to listen to each other's arguments, to understand the weak and strong sides of their position, to think about what is best for both of them, and to understand what will happen if they do not agree.

Analysis of Foreign Trade and Exports - Imports of Goods By Trimesters For 2022, The Case of Kosovo

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Abstract

Our paper focuses on an the analysis of foreign trade in Kosovo by quarters for 2022.

In the focus of this paper, we have analyzed how exports and imports of goods have changed by trimesters and how foreign trade has changed based on the Standard International Trade Classification (SITC), expressed in thousands of euros for the annual period of 2022 according to the respective quarters.

We've also analyzed the trade balance for 2022.

In addition we've provided the data from the Statistics Agency, Kosovo, on STJ foreign trade statistics, according to quarters, for the period 2022. The methodology of the work focuses on statistical comparative analysis expressed in percentages.

Also of particular importance in our work are the suggestions of some important government policies for the development of foreign trade.

Keywords: Foreign trade, trade balance, comparative analysis

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Zatrudnianie i pomoc socjalna dla obywateli Ukrainy w związku z konfliktem zbrojnym na terytorium tego państwa

Employment and social assistance of Ukrainian citizens in the face of an armed conflict on the territory of this state

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Słowa kluczowe: zatrudnienie, legalność pobytu, pomoc socjalna

Keywords: employment, legality of stay, social assistance

Abstrakt

Celem niniejszego artykułu jest przedstawienie bezpiecznych i legalnych zasad zatrudniania na terytorium Polski, oraz pomoc socjalna obywateli Ukrainy w obliczu konfliktu zbrojnego na terytorium tego państwa. Stanowi przyczynek do refleksji nad tym zagadnieniem. Poruszone zostały kwestie związane z procesami i uproszczonymi zasadami zatrudniania w związku z obowiązującymi przepisami specustawy. Uwagę poświęcono również tematyce związanej ze wsparciem humanitarnym i socjalnym dla osób przybywających z Ukrainy po 24.02.2022 r. W rozważanym kontekście szczególną uwagę zwrócono na wielopłaszczyznowe rozwiązania legislacyjne.

Abstract

The aim of this article is to present safe and legal principles of employing Ukrainian citizens within the territory of Poland, as well as social assistance in the face of an ongoing armed conflict in Ukraine. It is a contribution to reflect on this problem. The issues related to the processes and simplified rules of employment in connection with the applicable provisions of the Special Act were discussed. Attention was also paid to the subject related to humanitarian and social support for people arriving from Ukraine after February 24, 2022. In the considered context, special attention was paid to multifaceted legislative solutions.

Prezentowany artykuł poświęcony jest zagadnieniom związanym ze szczególnymi regulacjami dotyczącymi legalności pobytu, pracy i pomocy socjalnej obywateli Ukrainy, na terytorium RP w związku z konfliktem

zbrojnym na terytorium tego państwa. Uwagę zwrócono na kwestie związane z napływem na terytorium RP obywateli Ukrainy i uregulowanie w przepisach tych zagadnień. Usankcjonowano przepisy, których celem było umożliwienie wjazdu na terytorium RP, obywatelom Ukrainy w sytuacji zagrożenia życia na skutek działań wojennych na terytorium tego kraju. Inicjatywą polskiego ustawodawcy było, stworzenie bezpiecznych warunków funkcjonowania emigrantów na gruncie legislacyjnym RP. Stworzono regulacje prawne, dotyczące ewidencjonowania napływającej ludności ukraińskiej. Nie można zapominać, że aktualna międzynarodowa sytuacja nie jest standardowa. Agresja Federacji Rosyjskiej na Ukrainę, nie pozostała bez wpływu na sytuację prawną RP. Wschodnia granica RP, będąca równocześnie granicą Unii Europejskiej i NATO, stała się flanką, po której stronie trwa wojna. RP z uwagi na położenie geograficzne, stała się pierwszą destynacją dla uciekającej przed bestialstwem najeźdźcy, ludności cywilnej Ukrainy. Wybuch wojny i działania militarne na Ukrainie, zburzyły porządek międzynarodowy w zakresie unormowań prawnych. Koniecznym stało się dopasowanie przepisów do zaistniałych okoliczności. Ważnym, pozaprawnym aspektem okazało się wsparcie i solidarność z uciekającymi na terytorium RP obywatelami Ukrainy, zaangażowanie i mobilizacja tysięcy osób w pomoc w odnalezieniu się w tej trudnej sytuacji, zadbanie o pracowników z Ukrainy, ich rodzin w sferze finansowej, bytowej, psychologicznej, zniwelowanie stresu i lęku związanego z działaniami wojennymi. Ustawa z dnia 12.03.2022 r. o pomocy obywatelom Ukrainy w związku z konfliktem zbrojnym na terytorium tego państwa Dz.U.poz.583 zwana specustawą, wprowadziła rozwiązania ułatwiające legalizację zatrudnienia uchodźców z Ukrainy. Nowelizacja przedmiotowej ustawy z dnia 13.01.2023 r. Dz.U.poz. 185, doprecyzowała i dostosowała do obecnych realiów, uzyskane wcześniej uprawnienia. Prace legislacyjne były koniecznością, zdeterminowaną zmieniającą się sytuacją społeczną.

Jak bezpiecznie i legalnie zatrudnić obywateli Ukrainy? Jak opanować kryzys humanitarny związany z uchodźcami ukraińskimi? Jak zabezpieczyć rynek pracy? Takie pytania zadaje wielu polskich pracodawców. Aby legalnie zatrudnić obywatela Ukrainy na mocy obowiązujących przepisów, pracodawca zobligowany jest do weryfikacji, czy obywatel Ukrainy podlega pod przepisy scpecustawy i może być uznany za jej beneficjenta. Specustawa zawiera rozwiązania systemowe, określające szczególne zasady zalegalizowania pobytu obywateli Ukrainy, którzy przybyli na terytorium RP bezpośrednio z terytorium Ukrainy, w zawiązku z działaniami wojennymi prowadzonymi na terytorium tego państwa, oraz obywateli Ukrainy posiadających Kartę Polaka, którzy wraz z najbliższą rodziną z powodu tych działań wojennych, przybyli na terytorium RP w okresie od 24.02.2022 r. i deklarują zamiar pozostania na terytorium RP. Potwierdzeniem legalności przybycia obywatela Ukrainy do naszego kraju, od dnia 24.02.2022 r., może być stempel w paszporcie czy dokumencie podróży nadany przez polską Straż Graniczną. Obywatel Ukrainy, którego pobyt został uznany za legalny i który złożył w postaci papierowej wniosek opatrzony w łasnoręcznym podpisem w dowolnym organie wykonawczym gminy, nadaje się numer PESEL z prefiksem UKR. Usankcjonowanie legalnego pobytu obywatela Ukrainy na terytorium RP, następuje na jego wniosek, złożony nie później niż 30 dni od dnia wjazdu na terytorium RP. Legalność zatrudnienia jest spełniona, przy warunku powiadomienia właściwego urzędu pracy w terminie 14 dni, przez podmiot powierzający wykonywanie pracy. Praca jest powierzana, zgodnie ze złożonym powiadomieniem. Wielu pracodawców, stoi przed dylematem w jakim języku powinny być sporządzone dokumenty pracownicze związane z zatrudnieniem cudzoziemców. Rozważając ten obszar, wydaje się, że najlepszym rozwiązaniem, byłoby przygotowanie umów o pracę i dokumentów związanych z zatrudnieniem w dwóch wersjach językowych. Pod rozważenie należy poddać kwestię, czy dla wyeliminowania ryzyka, nie należałoby również, przekazać cudzoziemcowi przetłumaczonych wyciągów z obowiązujących dokumentów a w zakresie BHP, sugerowane byłoby, przedstawienie obywatelowi Ukrainy pełnego tłumaczenia, zarówno szkolenia jak i dokumentów z nim powiązanych. Ustawodawca polski nie pominął kwestii pomocowej związanej z edukacją . W celu zapewnienia kształcenia, wychowania i opieki nad dziećmi i uczniami będącymi obywatelami Ukrainy, których pobyt na terytorium RP jest uznawany za legalny, mogą być tworzone lokalizacje prowadzenia zajęć dydaktycznych, wychowawczych i opiekuńczych, podporządkowane organizacyjnie szkołom lub przedszkolom.

Wsparciem dla obywateli Ukrainy, spełniającym przesłanki art. 2 ust. 1 przedmiotowej ustawy, jest ustanowienie przysługującego prawa do uzyskania świadczeń rodzinnych i opiekuńczych, świadczenia wychowawczego, świadczenia dobry start, dofinansowania obniżenia opłaty rodzica za pobyt dziecka w żłobku, klubie dziecięcym czy u dziennego opiekuna. Zapewnienie dostępu do celowanej pomocy społecznej, stanowi w obliczu kryzysu humanitarnego na Ukrainie, ogromne wyzwanie dla ustawodawców RP. Obywatele Ukrainy otrzymali na terytorium RP pomoc humanitarną, socjalną a także psychologiczną. Dzięki sprawności legislacyjnej w obliczu presji czasu, stworzono i zbudowano szereg relacji pomocowych w celu zapewnienia kompleksowej pomocy, bezpieczeństwa i schronienia dla obywateli ukraińskich. Ważnym aspektem w procesie pomocowym jest, wsparcie psychologiczne przy jednoczesnym wsparciu socjalnym i materialnym.

Nowelizacja specustawy o zmianie ustawy o pomocy obywatelom Ukrainy w związku z konfliktem zbrojnym na terytorium tego państwa oraz niektórych innych ustaw, która weszła w życie z dniem 28.01.2023 r., usankcjonowała Diia.pl jako elektroniczny dokument uprawniający beneficjentów do przekraczania granicy oraz podróżowania w ramach UE. Dokument elektroniczny Diia.pl, obsługiwany w aplikacji mobilnej mObywatel, udostępniony jest dla beneficjentów spełniających równocześnie warunki zapisane w specustawie i posiadających numer PESEL UKR i z założonym profilem zaufanym.

Obywatele Ukrainy otrzymali również pomoc od organów administracji publicznej w zakresie zakwaterowania, zapewnienia całodziennego wyżywienia zbiorowego, zapewnienie transportu do miejsc zakwaterowania zgodnie z wytycznymi zapisanymi w specustawie, finansowanie przejazdów środkami transportu publicznego zgodnie z zapisami ustawowymi oraz zapewnieniu środków czystości i higieny osobistej jak również organizacji miejsc udzielania doraźnej pomocy medycznej.

Obywatelom Ukrainy będącym pracownikami z obszaru opieki medycznej, od dnia 24 lutego 2022 r. przez okres 18 miesięcy, niezależnie od trwania stanu zagrożenia epidemicznego lub stanu epidemii a którzy uzyskali kwalifikacje lekarza lub lekarza dentysty poza terytorium państw członkowskich UE, można udzielić zgody na wykonywanie albo na warunkowe wykonywanie zawodu lekarza albo zawodu lekarza dentysty. W ten sam sposób została unormowana sytuacja obywateli Ukrainy, którzy posiadają prawo wykonywania zawodu pielęgniarki albo położnej.

W świetle przeprowadzonej analizy, należy stwierdzić, że specustawa o pomocy obywatelom Ukrainy w związku z konfliktem zbrojnym na terytorium tego państwa a także jej nowelizacje, zawierają regulacje dostosowane do zaistniałej sytuacji geopolitycznej. Ustawy stanowią, uzupełnienie dopełniające przepisów ogólnych, omawiając kwestie specyficzne. Podsumowując rozważania, należy zauważyć, że zapisy znowelizowanej specustawy, przedłużają ważność dokumentów potwierdzających legalny pobyt obywateli Ukrainy do dnia 24.08.2023 r. Zapewnienie dostępu do odpowiedniej pomocy humanitarnej, społecznej, psychologicznej, zapewnienie schronienia, niezagrożonych warunków bytowych i dostępu do rynku pracy stanowi wsparcie dla obywateli Ukrainy, którzy uciekli na terytorium RP przed dramatycznymi wydarzeniami wojennymi w ich kraju. Nie można zapominać, że pomoc materialna czy finansowa jest równie ważna jak pomoc psychologiczna polegająca na stworzeniu bezpiecznej przestrzeni i wsparcia emocjonalnego. Szczególne rozwiązania przyjęte w ustawie stanowią porządek prawny, który wyniknął z aktualnej sytuacji międzynarodowej.

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Sekizinci Sınıf Öğrencilerinin Okul Dışı Öğrenme Ortamlarının Fen Öğretiminde Kullanılması İle İlgili Görüşlerinin Alınması

Assessing Eighth Grade Students' Views Regarding the Use of Out-of-School Learning Environments in Science Teaching

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Özet

Fen bilimleri derslerinin okul dışı öğrenme ortamlarında yürütülmesi, öğrencilerin derse karşı ilgi ve tutumlarını olumlu yönde etkileyerek günlük hayat ile fen bilimleri dersi konularının ilişkili olduğunu fark etmelerini sağlamaktadır. Bu noktadan hareket eden çalışmanın amacı sekizinci sınıf öğrencilerinin okul dışı öğrenme ortamlarının fen öğretiminde kullanılmasına dair görüşlerinin alınmasıdır. Bu çalışma bir durum çalışması olup, Doğu Karadeniz Bölgesinde yer alan bir devlet okulunun sekizinci sınıf düzeyinde öğrenim gören 34 öğrenciye uygulanmıştır. Çalışmada kullanılan veriler 20 tane çoktan seçmeli ve 1 tane açık uçlu sorudan oluşan anket formundan elde edilmiştir. Ankette yer alan çoktan seçmeli sorularda bir fen konusunun işlenebileceği okul dışı öğrenme ortamları yer alırken; açık uçlu soruda, öğrencilere dersi sınıf ortamında mı yoksa okul dışı öğrenme ortamlarında mı işlemek istedikleri sorulmuştur. Elde edilen veriler içerik analizi yapılarak çözümlenmiştir. Bulgular irdelendiğinde öğrencilerin en çok tercih ettikleri okul dışı öğrenme ortamları; beşinci sınıf fen bilimleri dersi Güneş, Dünya, Ay'ın birbirlerine göre hareketleri konusu için gözlemevi (öğrencilerin %61,7'si), yıkıcı doğa olayları ve korunma yolları konuları için Afet ve Acil Durum Yönetimi Başkanlığı (öğrencilerin %55,8'i); altıncı sınıf fen bilimleri dersi Güneş sistemi, gezegenler, meteor, gök taşı, asteroit konuları için astronomi müzesi (öğrencilerin % 73,5'i), sesin yalıtımı ve akustik konuları için cami (öğrencilerin %58,8'i); yedinci sınıf fen bilimleri dersi ayna çeşitleri ve kullanım alanları konuları için lunapark (öğrencilerin %55,8'i), bitki ve hayvanlardaki büyüme ve gelişme konuları için botanik bahçe (öğrencilerin %55,8'i), karışımlar ve karışımların

[1] Sorumlu yazar

ayrılması için kimya bölümü (öğrencilerin %55,8'i) ve sekizinci sınıf fen bilimleri dersi asit, baz, asit yağmuru konuları için kimya bölümü (öğrencilerin %52,9'u) şeklinde belirtmişlerdir. Ayrıca anket formundaki açık uçlu soruya verilen cevaplar incelendiğinde; çalışmaya katılan öğrencilerin 33'ünün (%97,1'i) fen bilimleri dersini okulda işlemenin sıkıcı olduğunu, derslerini okul dışı öğrenme ortamlarında işlemek istediklerini belirttikleri görülürken, bir öğrencinin (%2,9'u) ise okulda öğrenmenin daha kolay olduğunu söyleyerek okulda ders işlemek istediğini belirttiği görülmüştür. Sonuç olarak, öğrencilerin konuya uygun olarak seçilen okul dışı öğrenme ortamlarında derslerini yürütmek istedikleri söylenebilir.

Anahtar Kelimeler: Okul dışı öğrenme ortamı, Fen konuları, Öğrenci görüşü.

Abstract

Conducting science courses in out-of-school learning environments positively affects students' interests and attitudes towards the course, enabling them to realize that daily life and science courses' subjects are related. From this point of view, the aim of the study is to discover the views of eighth grade students about the use of out-of-school learning environments in science teaching. This study was a case study and was applied to 34 students studying at the eighth grade of a public school in the Eastern Black Sea Region. The data in the study were obtained from a questionnaire consisting of 20 multiple-choice and 1 open-ended questions. In the multiple-choice questions in the questionnaire, there are out-of-school learning environments where a science subject can be taught; in the open-ended question, students were asked whether they would like to teach the course in a classroom or out-of-school learning environment. The obtained data were analyzed by content analysis. When the results are examined, the students' most preferred out-of-school environments are in the fifth grade science course observatory (61.7% of students) for the subject of Sun, Earth, Moon relative to each other, Disaster and Emergency Management Presidency (55.8% of students) for the subject of destructive natural events and ways of protection; in the sixth grade science course astronomy museum (73.5% of students) for the subject of solar system, planets, meteor, meteorite, asteroid, mosque (58.8% of students) for the subject of sound insulation and acoustics; in the seventh grade science course amusement park (55.8% of students) for the subject of mirror types and areas of use, botanical garden (55.8% of students) for the subject of growth and development in plants and animals, chemistry department (55.8% of students) for the subject of mixtures and separation of mixtures and in the eighth grade science course chemistry department (52.9% of students) for the subject of acid, base, acid rain. In addition, when the answers given to the open-ended question in the questionnaire are examined; 33 (97.1%) of the students who participated in the study stated that it was boring to teach science at school and that they wanted to teach their courses in out-of-school learning environments, while one student (2.9%) stated that it was easier to learn at school. As a result, it can be said that the students prefer to learn their courses in out-of-school learning environments selected in accordance with the subject.

Keywords: Out-of-school learning environment, Science subjects, View of student.

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Türk Eğitim Sisteminde Öncelikli Bir Sorun Olarak Okul Terkleri ve Sosyo-ekonomik Sonuçları

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Öz

Bu araştırmada Türk eğitim sisteminde öncelikli bir sorun olarak okul terklerinin kavramsal çerçevesine ilişkin bilgi verildikten sonra sosyal sonuçlarının irdelenmesi amaçlanmıştır. Okul terki (school drop-out) ve okuldan/eğitimden erken ayrılma (early school leaving) kavramları tanım olarak; zorunlu örgün ortaöğretim çağında olmasına karşın, örgün bir ortaöğretim kurumuna devam etmeyen ve zorunlu eğitim yaşını doldurmasına karşın genel ya da mesleki lise öğrenimini tamamlamamış olan bireylerin durumunu belirtir. Okul terklerinin neden olduğu sosyal problemlere sorunlu aile içi ilişkiler, toplumsal uyum sorunları, okulu terk eden bireylere yapılan eğitimsel harcamaların boşa gitmesi ve bu bireylerin yeterli eğitimi almamaları nedeniyle ülkelerin ekonomilerine daha az katkı sağlamaları sayılabilir. Araştırma sonunda okul terki oranlarının azaltılması ve okul terklerinin sosyo ekonomik zararlarının minimize edilmesi için bir akım önerilere yer verilmiştir.

Anahtar kelimeler: Okul terkleri, Sosyo-ekonomi

Abstract

In this study, after giving information about the conceptual framework of school dropouts as a priority problem in the Turkish education system, it is aimed to examine its social consequences. The concepts of school drop-out and early school leaving is defined as; It indicates the situation of individuals who do not attend a formal secondary education institution despite being at the age of compulsory formal secondary education and who have not completed general or vocational high school education despite reaching the compulsory education age. The social problems caused by school dropouts include problematic family relationships, social cohesion problems, wasted educational expenditures on individuals who dropped out, and their contribution to the economies of countries less because these individuals do not receive adequate education. At the end of the research, some suggestions are given to reduce the dropout rates and to minimize the socio-economic damage of dropouts.

Keywords: School dropouts, Socioeconomics

Göstergelerarası Bir Kaynaklanma: Avni Arbaş'ın Bir Tablosu ve Nâzım Hikmet'in "Avni'nin Atları" Şiiri

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Öz

Nâzım Hikmet, Yenileşme Dönemi Türk Edebiyatının ikinci kuşağıyla başlayan, Ara Nesil'de ve Servet-i Fünûn'da süren tablo altı/resim altı şiir yazma geleneğine benzer şekilde kaynağını resimde bulan kimi şiirler yazar. Bunlardan biri olan "Avni'nin Atları" şiirinde ressam Avni Arbaş'ın "Kuva-yi Milliye" tablosunu şiirinin kaynağına dönüştürür. Kendisi de ressam olan Nâzım Hikmet, Avni Arbaş'ın tablosunun uyandırdığı duygularla cephe gerisinde başlangıcına tanık olduğu Kurtuluş Savaşı günlerine gider. "Avni'nin Atları"ndan yaklaşık on beş yıl kadar önce yazdığı *Kuvayi Milliye Destanı*'yla dil ve söyleyiş bakımından örtüşen, içerik bakımından ise yer yer ayrışan bir söylem geliştirir. Bu bildiride onun "Avni'nin Atları" adlı metni kaynaklanma, dil, söylem ve içerik bakımından çözümlenmeye çalışılacaktır.

Anahtar kelimeler: Nâzım Hikmet, "Kuvayi Milliye", "Avni'nin Atları", kaynaklanma.

Study of E-Filig Tax Application Acceptance in Yogyakarta During The Covid-19 Pandemic

Diana AIRAWATY

Wahyu WIDARJO

Rahmawati RAHMAWATI

Ari KUNCARA

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Abstract

Purpose - This exploratory research purpose is to determine tax-payers acceptance of e-filing tax system during Covid-19 pandemic in Indonesia.

Design/methodology/approach-The research was conducted on individual taxpayers who live in Yogyakarta for their personal tax reporting using the e-filing tax application. from December 2020 to January 2021 using the google form. The analytical tool used is Smart PLS and using Unified Theory of Acceptance and Use of Technology as a research model.

Finding – Performance Expectancy have significant effect on Behavior Intention meanwhile Effort Expectancy and Social Influence have no effect on the intention of using E-filing taxes for individual taxpayers in Yogyakarta. Surprisingly, Facilitating Condition has a positive and significant effect on the intention to use the tax E-filing for personal taxes report and also have a positive and significant effect on performance expectancy and effort expectancy, meanwhile social influence has no effect on effort expectancy.

Research limitation/implication-This study uses processed data from questionnaires. Differences in respondents' perceptions may occur when answering the questionnaire.

Originality - This study develops the UTAUT theory and provide evidence through empirical research to support the finding

Keywords - Tax E-filing, Personal Income Tax Report, UTAUT Model, Smart PLS

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Yeniden Çeviri Faaliyetini Johann Wolfgang Von Goethe'nin "Çeviri Üstüne" Başlıklı Metni Temelinde Yeniden Düşünmek

Rethinking The Retranslation Activity Based On Johann Wolfgang Von Goethe's Text Entitled "About Translation"

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Öz

Johann Wolfgang von Goethe, 1819 yılında ortaya koyduğu "Çeviri Üstüne" başlıklı yazısında, çeviri faaliyetinde üç usulün bulunduğunu -metaforik bir anlatım biçimiyle- belirtmektedir. İlk usul, erek kültürdeki mevcut anlayış çerçevesinde yabancı bir memleketi, dolayısıyla kaynak kültürü tanıtır. Akabinde ikinci bir dönem gelir; erek kitle, kaynak kültürü kendi şartlarında duyumsamaya çalışır. Ancak aslında yabancı bir algıyı benimseyip onu kendi algısıyla tekrar dile dökmeye uğraşır. Goethe'ye göre ne tastamam ne de natamam olan bir evrede uzun süre kalmak mümkün değildir; birbiri ardına dönüşümler gerçekleşmek zorundadır. Bunun sonucunda da en yücesi ve sonuncusu olan üçüncü evreye geçilir ve böylelikle erek metin, kaynak metne özdeş kılınmak istenerek kaynak metnin yerine geçmesi amaçlanır. Ona göre, döngü tamamlandığında, başka bir deyişle kaynak metinle özdeşlemeye uğraşan bir çeviri eylemi nihayetinde, kaynak kültürün alımlanması ve kaynak kültüre yakınlaşılması daha mümkün hale gelir. Yeniden çeviri faaliyetlerinin irdelendiği/araştırıldığı/ele alındığı çeviribilim alanındaki çalışmalarda göz ardı edilen Goethe'nin söz konusu metni, çalışmamız çerçevesinde yeniden çeviri eylemi bağlamında ele alınmıştır. "Çeviri Üstüne" yazısında Goethe, yeniden çeviri sürecini, erek kültürün kendi dinamiklerini göz önünde bulundurarak bir döngü ekseninde temellendirmiş ve çalışmamızda "yeniden çeviri faaliyeti", bu temellendirme doğrultusunda irdelenmiştir. Yeniden çeviri faaliyetlerinin ortaya çıkma gerekçeleri durum ve şartlara göre değişkenlik göstermektedir, zira söz konusu eylem, karmaşık bir yapıya sahiptir. Erek kültürde gerçekleştirilen yeniden çeviri faaliyetlerinin tümümün, örneğin "hakiki olana dönüş" amacı güttüğünü söylemek güçtür ve bu doğrultuda Goethe'nin belirttiği usulleri, faaliyetin içinde bulunduğu durum ve koşullara göre çeşitlendirmek pekâlâ mümkündür.

Anahtar Kelimeler: Yeniden Çeviri, Goethe, Çeviribilim.

Abstract

In his article titled “About Translation”, published in 1819, Johann Wolfgang von Goethe states that there are three translation methods -with a metaphorical expression-. The first method introduces a foreign country, hence the source culture, within the current understanding of the target culture. Then comes a second period; the target audience tries to sense the source culture on its terms. However, he adopts a foreign perception and tries to put it back into language with his perception. According to Goethe, it is impossible to stay long in a phase that is neither complete nor incomplete; one transformation after another must occur. As a result, the third phase, which is the highest and the last, is passed, and thus, the target text is aimed to be identified with the source text and to replace the source text. According to him, when the cycle, in other words, a translation action that tries to identify with the source text, is completed, it becomes possible to receive the source culture and get closer to the source culture. Goethe’s text mentioned above, which has been ignored in studies in the field of translation studies in which retranslation activities are examined/researched/discussed, is discussed in the context of the act of retranslation within the framework of our study. In his article “About Translation”, Goethe based the retranslation process on a cycle axis by considering the target culture’s dynamics. Our study examined “retranslation activity” in line with this justification. The reasons for the emergence of retranslation activities vary according to the situation and conditions because the action in question has a complex structure. It is difficult to say that all of the retranslation activities in the target culture, for example, aim at “returning to the genuine”. In this direction, it is quite possible to diversify the procedures stated by Goethe according to the situation and conditions of the activity.

Keywords: Retranslation, Goethe, Translation Studies.

Personal Space and Intercultural Relations

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Abstract

The concept of public space was analysed and imposed by J. Habermas. Habermas reconsiders the concept of public space within his studies, started decades ago, regarding the theory of systems and, in particular, on the pragmatics of communication. Soon, the public space will become for him an integral part of a perspective on communicative action, understood as a discursive negotiation of norms and values, based on intersubjectivity and linguistic and cultural competence. Communicative action and the type of rationality it is based on are different from strategic action and instrumental rationality and irreducible to it. Strategic action is goal-oriented and manipulative; communicative action aspires to mutual understanding, mutual trust and knowledge. Sociobiologists argue that we, humans, are – on an individual or social level – the products of millions of years of adaptation and survival strategies. A society can change in positive (adaptive) or negative (non-adaptive) ways, and these choices will seal its fate: thus, social assistance, affirmative action or spending that affects the budget deficit can be good for some, but bad for all the world. Social survival is the key to the consequences, if not the intentions of social change.

Keywords: intercultural communication, culture, socio-biology, linguistics.

The Deal between Turkish and Greek Cypriot Negotiators before 1974

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Abstract

Until today, Cyprus has been seen as an area which its problem cannot be solved. Cyprus problem started during the British colonial period when the Greek Cypriots aimed Enosis, the policy of uniting Cyprus with Greece. The Turkish Cypriots rejected the Greek Cypriots aspiration and began to organize themselves to prevent Enosis. The Turkish Cypriots did not accept the goal of the Greek Cypriots and would like to partition the island (Taksim) between Turkey and Greece. Finally in 1959, continued negotiations of the concerned parties produced an agreement on the establishment of the Republic of Cyprus. As the two communities in Cyprus continued their own national causes the new republic could not live long. The reason was President Makarios proposal, namely "the Thirteen Points" to change the Constitution. When the Turkey and Turkish Cypriots rejected the proposal the intercommunal strife started and the bicomunal Republic of Cyprus collapsed at late 1963. After the dissolution of the bicommunal Republic of Cyprus, the efforts to solve the Cyprus problem did not stop. The United Nations (UN) North Atlantic Treaty Organization (NATO) but mainly the United States (US) and the guarantor powers involved to the efforts to settle the problem. The Turkish and Greek representatives specifically tried to find a solution to Cyprus problem between 1964 and 1968. However when at the end of 1967, NATO's southeastern flank faced the threat of war and possible collapse because of the Cyprus problem, the US involved directly to the problem. Greece and Turkey agreed on the implementation of an agreement. Nevertheless, this time the negotiators would be the Turkish and Greek Cypriots who would tried to find a solution with the assistance of the outsiders. Rauf Denktaş and Glafkos Clerides appointed as negotiators and they work hard to make a deal. When they faced difficulties and then a deadlock Turkey and Greece gave assistance by their advisors. The efforts of the negotiators produced a deal but the deal could not be implemented. In this paper the efforts of the negotiators and the reasons of the failure of the negotiations will be explained.

Keywords: Cyprus problem, Cyprus negotiations, 1968-1972, Denktaş and Clerides.

The Power Of AI: Potential Use of AI-Generated Literature In ESL Classes

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Abstract

Artificial intelligence (AI) has made significant progress in recent years in generating written texts that are remarkably similar to those created by humans. Given the increasing prevalence of AI in various fields, it is not surprising that some educators are exploring the potential use of AI-generated literature in English as a Second Language (ESL) classrooms. AI-generated literature has the potential to engage students and encourage critical and creative thinking, expose students to different writing styles and techniques, and serve as a starting point for discussions and activities related to language and culture. However, there are some concerns about the depth and complexity of AI-generated texts and the potential for them to undermine the importance of human creativity and writing skills. In this article, the potential benefits and challenges of using AI-generated literature in ESL classes will be examined, and examples of ways to use AI-generated literature in the ESL classroom will be provided, including using it as a writing prompt, as a way to introduce new vocabulary and language concepts, and as a source of reading comprehension activities.

Keywords: artificial intelligence, literature, critical thinking, education

Learning Experience of Pedagogical Students by Interacting with the Tutor and Other Learners

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Abstract

Lithuanian and European Union regulations on education highlight to initiate multilateral interaction between learners, Tutor's support, and Peer support.

The goal of the study is to reveal the learning experience of pedagogical students. Participants (n = 231) – students of Pedagogy of Primary Education (n = 103) and Early Childhood Education (n = 103) studying in full -time and part-time form of study. Access to quantitative surveys was selected for the study. Methods of study: Analysis of scientific literature, survey, descriptive and inference statistics. Data of survey were processed using version 23 of the IBM SPSS Statistical Package for Social Sciences. The internal consistency of the survey questions was checked for the calculation of the Cronbach alpha coefficient (0.739). The data were analyzed according to 3 parameters: Interactivity; Tutor support; Peer support. The Mann Whitney and Kruskal–Wallis criteria were used for data that were not distributed according to the normal distribution. Study adhered to the fundamental principles of the European Code of Conduct for Study Ethics.

Results of the study. During their studies, students feel that other students respond to their ideas. In Early Childhood Education respondents this ability is stronger than Pedagogy of Primary Education. Full-time students "more explain their ideas to other students" than part-time students. This is mainly due to Peer support: other learners praise my contribution, other learners value my contribution, other learners empathize with my struggle to learn.

It was found that during the studies, students feel "the tutor encourages me to participate." Of Pedagogy of Primary Education students this ability is stronger than Early Childhood Education students. For no paying for studies students, Tutor support is more relevant than for those paying for studies students in two cases: the tutor encourages me to participate and the tutor models critical self-reflection.

First year students feel more than other year students that the tutor stimulates my thinking and the tutor model's good discourse. This is mainly influenced by the encouragement of Peer to actively participate in the study process and the student's ability to understand what the teacher says/writes. During the studies, students feel that other

students encourage their participation. This Peer support is stronger than those who pay for studies. For students who do not pay for their studies, this Peer support is stronger than students who pay for their studies. This is largely influenced by the tutor encourages students to participate.

The results of the study revealed the need for Tutor and Peer support in the pedagogical study process.

Keywords: Pedagogical studies students, Study methods, Relevance, Reflective thinking, Interactivity, Tutor support, Peer support.

Wojna o pamięć. Polityka historyczna w stosunkach Polsko-Rosyjskich

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Współczesne stosunki między Polską a Rosją kształtują się pod ogromnym wpływem doświadczeń historycznych. Dzieje tych dwóch państw łączy wielowiekowa i trudna przeszłość, w wyniku czego powstały między nimi liczne nierozwiązane do końca spory, obciążenia i mity, dające o sobie znać po dzisiejszy dzień. Napięcia jakie zaistniały w tych miejscach wspólnej pamięci, stały się źródłem obecnych konfliktów, w których obie strony odwołując się do swojej argumentacji historycznej, próbują narzucić własny punkt widzenia. Co istotne, podejmowane w tym zakresie działania zmierzające do rozwiązania takich zatargów, wpłynąć mogą na jeszcze większe ich umocnienie i zapętlenie. Jednym z takich obszarów stycznych (węzłów pamięci) ze wspólnych polsko-rosyjskich dziejów, który tak jak zdecydowana większość z nich ma charakter konfliktowy, jest kwestia krańcowo różnej interpretacji wydarzeń i procesów historycznych dotyczących II wojny światowej. Śmiało możemy powiedzieć, iż dzieje tego konfliktu są współcześnie głównym punktem zapalnym, biorąc pod uwagę istniejące obciążenia historyczne. Temat ten już od pierwszych chwil współczesnych relacji między tymi państwami wywoływał stałe napięcia i problemy. Wpływ na to miało odmienne podejście do przeszłości, inaczej rozumianej w Polsce i Rosji, co przyczyniało się do powstania na tym polu licznych nieporozumień i wzajemnych oskarżeń. Te poważne różnice natury „historycznej", utrudniały osiągnięcie wspólnego konsensusu i łagodzenie dawnych obciążeń. Analizując problematykę II wojny światowej z perspektywy Warszawy i Moskwy, zidentyfikować możemy trzy główne punkty zapalne, które w mniejszym lub większym stopniu oddziałują negatywnie na wzajemne relacje. Dotyczyły one sposobu postrzegania zbrodni katyńskiej (umniejszanie, minimalizowanie, usprawiedliwianie przez obecne władze Kremla odpowiedzialności Związku Radzieckiego za ten czyn); krańcowo różnej interpretacji roli jaką w początkowym okresie tego konfliktu odegrało ZSRR i – co za tym szło – oceny współpracy sowiecko-niemieckiej w latach 1939-1941 (kwestia postrzegania paktu Ribbentrop-Mołotow, sowieckiej agresji na Polskę 17 września 1939 r.) oraz podejścia do kwestii uregulowań jałtańsko-poczdamskich. Spory o tamte wydarzenia stały się we współczesnych czasach najważniejszym tematem polsko-rosyjskich debat w kwestiach historycznych i biorąc pod uwagę konflikt jaki one generują zapewne będzie tak także i w przyszłości.

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Professional and Pedagogical Competence of a Lecturer at a Medical University: Problems and Ways of Development

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Abstract

The article considers the issues related to the formation of professional and pedagogical competence of lecturers at medical universities. It has been shown that this issue is currently extremely relevant, because the vast majority of lecturers who provide the research and practical training of future doctors are medical professionals who have no pedagogical education, and their psychological and pedagogical competence is limited by knowledge, skills, and abilities, acquired during postgraduate studies. In this regard, the need to develop the professional and pedagogical competence of this category of lecturers is a problem that requires careful theoretical attention and the introduction of theoretical developments in the pedagogical practice. The authors emphasize that the formation of professional and pedagogical competence of lecturers at medical universities occurs in three main ways: by acquiring the second education – the pedagogical one; by forming this competence in terms of non-formal education – training, internships, participation in scientific and practical conferences, seminars, webinars, round tables, etc.; as well as through self-education. At the same time, according to the results of sociological research, it is quite natural that medical lecturers prefer the second and third ways of training. An important place in this process belongs to the educational environment at a medical university, which creates comprehensive opportunities to meet the needs of medical lecturers in professional and pedagogical development. According to the authors, a promising area is the organization of medical and pedagogical conferences at medical universities. As practice shows, medical lecturers, aware of certain gaps in the field of psychology and pedagogy of higher education are delighted to participate in such forums, actively acquiring pedagogical skills, and sharing their professional and pedagogical experience, which serves as proof that the level of professional and pedagogical competence depends not only on the available formal pedagogical education but on the desire for constant evolvement and self-development.

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Romantizm Geleneğinin Orta Doğu ve Yunanistan'daki Folklor Metinlerine Yansıması

Reflection of Romanticism Tradition in Folklore Texts in the Middle East and Greece

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Öz

Romantizmin kültürel ve edebi kaynakları ne kadar çeşitli olursa olsun, yaratıcı bir sanatçı ve okuyan ya da dinleyen bir izleyici kitlesi, türün ortaya çıkması için hayati önem taşıyan iki yerli güçtür. Bu nedenle, romantizm, "on ikinci yüzyıl Avrupa'sının hem seküler hem de dini yaşamını etkileyen büyük sosyal, entelektüel ve manevi değişimin yansıması olarak gelişmiştir. Orta çağ romantizmi birbiriyle yakından ilişkili iki form olan *sözlü ve yazılı edebiyat* formu olarak var olmuştur. Bilim adamlarının edebi ve halk bilmecelerinde, edebi ve halk masallarında gözlemledikleri yazarlık (anonime karşı birey) ve aktarım (yazılı ve sözlü anlatım) ikilikleri romantizme de uygulanmıştır. Bununla birlikte, Avrupa edebi romantizmi ile anonim olarak yazılmış halk romantizmi arasındaki farkların abartılmamasına dikkat edilmelidir. Çünkü iki geleneği form, doku ve içerik yapısı bakımından birbirine bağlayan çeşitli faktörler vardır. Roger Loomis'in belirttiği gibi*:* "Daha sonraki Orta Çağ'ın en sofistike yazarları, mütevazı selefleri tarafından sözlü biçimde denenmiş olanı yeniden şekillendirmekten, büyütmekten ve süslemekten büyük ölçüde memnundu". Yani, sözlü bir performans olarak halk romantizmi elbette hayatta kalmadı, ancak birkaç tarihi ve edebi referans, sözlü formun çeşitli bileşenlerinin edebi romantizmde hayatta kaldığını göstermiştir. Sözlü performansın kalıntılarını oluşturan çeşitli formüller, bireysel sanatçılar tarafından yazılan edebi romantizmlerde hala bulunabilmektedir. Aucassin ve Nicolette'in romantizmi, "Şimdi diyorlar, anlatıyorlar ve ilişki kuruyorlar" diyen bir formülle başlar ve ayet anlatımı nesre her geçtiğinde tekrarlanmıştır. Bu formülde "onlar" zamirine atıfta bulunulması, aynı ifadenin İran, Arap ve Türk romantizminde bir formülle var olduğunu bilmeyen orta çağcılar için bir sorun yaratmıştır; burada "onlar" geçmişin hikâye anlatıcılarına atıfta bulunmuş olsa da başka bir romantizmin başlangıcı bize, anlatıcının şüphesiz sözlü kökenli olan bireysel bir sözünü sunmuştur. Hem Türk hem de Yunan romantizmine yansıyan etnografik arka planlar ve hatta kullanılan kelime dağarcığı ve ifadeler, bazı durumlarda doğrudan bir dilden diğerine çevrilmiş gibi göründükleri ölçüde bile büyük benzerlik taşımaktadır. Bu da sözlü gelenek ürünlerine konu olan kültürel değer normlarının coğrafi konumdan bağımsız olarak ele alınamayacağını göstermektedir.

Anahtar Kelimeler: Romantizm, Yunanistan, Ortadoğu, Folklor, Sözlü Gelenek

Abstract

No matter how diverse the cultural and literary sources of romanticism are, a creative artist and an audience that reads or listens are two indigenous forces vital to the emergence of the genre. Thus, romanticism developed "as a reflection of the great social, intellectual, and spiritual change that affected both the secular and religious life of twelfth-century Europe. Medieval romanticism existed as a form of oral and written literature, two closely related forms. The dichotomies of authorship (anonymous versus individual) and transference (written and oral expression) they observed in literary and folk riddles, literary and folk tales have also been applied to romance.However, care should be taken not to overestimate the differences between European literary romanticism and anonymously written folk romance. There are several linking factors in form, texture, and content structure.As Roger Loomis puts it: "The most sophisticated writers of the later Middle Ages were largely content to reshape, amplify, and embellish what had been tried orally by their humble predecessors". Folk romance as an oral performance The i did not survive, of course, but several historical and literary references have shown that various components of the oral form have survived in literary romance. The various formulas that make up the remnants of oral performance can still be found in literary romances written by individual artists. Aucassin and Nicolette's romance begins with a formula that says, "Now they say, they tell, and they relate," and the verse narration is repeated each time it passes into the prose. The reference to the pronoun "they" in this formula posed a problem for medievalists who did not know that the same expression existed with a formula in Persian, Arabic, and Turkish romanticism; although "they" here refers to the storytellers of the past, the beginning of another romance presents us with an individual word of the narrator, which is undoubtedly of oral origin. The ethnographic backgrounds reflected in both Turkish and Greek romanticism, and even the vocabulary and expressions used, bear great resemblance to the extent that in some cases they seem to have been translated directly from one language to another. This shows that cultural value norms, which are the subject of oral tradition products, cannot be handled independently of geographical location.

Keywords: Romance, Greece, Middle East, Folklore, Oral Tradition

Cybersecurity in the Polish logistics industry

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Cybersecurity in the Polish logistics industry

Abstract

The article analyzes the role and importance of cybersecurity in the Polish logistics industry. The analysis focuses on the essence and scope of cybersecurity at the level of a logistics company and the ways of perceiving the role and importance of cyber risks and threats in management systems. The methods of dealing with incidents of cybersecurity breaches of companies, the methods used in companies to counteract these incidents and the methods used after the occurrence of such an incident in order to restore the routine functioning of the enterprise were analyzed.

The aim of the study was to diagnose current trends and approaches of logistics companies in Poland in the field of cybersecurity. The study was conducted by means of questionnaire interviews in small (companies employing up to 49 people) and medium-sized (companies employing 50-249 people) logistics companies, represented by persons responsible for managing the cybersecurity area (directors, presidents, board members, IT specialists). The study was conducted on a sample of 230 logistics organizations in the first half of 2022.

Cybersecurity in the Polish logistics industry

Introduction

The progressive digitization and automation in the logistics industry means that it has also become a target of cybercrime. The functioning of complex transport processes and a large number of entities handling goods on behalf of third parties make this sector particularly vulnerable to attacks from cyberspace. Unfortunately, the practice of operation of small and medium-sized logistics companies proves that the awareness of changes in the area of recognizing, estimating and minimizing the risk of cyberattacks in logistics companies is negligible.

What can be taken for granted is that the number of malware attacks and other security breaches in the logistics industry will increase, and that cybercriminals will constantly improve their criminal methods and will reach for more and more modern tools, such as artificial intelligence, which will lead to a further increase in the costs incurred by logistics companies as a result of their activities.

Cybersecurity in the Polish logistics industry

Digitization in the logistics industry

The digitization of the logistics industry is about creating new paradigms in the visualization and capitalization of system data and using this knowledge to build a more optimized and easy-to-maintain infrastructure. It should be noted that these processes are taking place throughout the TSL industry. While transport services have so far required physical delivery, digitalization is transforming the sector into transport supply chains and includes:

- vehicle/ship designs,
- infrastructure: roads, bridges, tunnels, railways, ports, terminals,
- transport operations (e.g. capacity allocation, cargo management, tracking and tracing of shipments, customer service, etc.),
- brokerage services,
- auxiliary services: storage, monitoring and inspection,
- maintenance and repair of transport equipment,
- transmission of information and documents between multiplayer players (shippers, shipping lines, port authorities, customs, terminal operators, etc.).

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Cybersecurity in the Polish logistics industry

Cybersecurity in the logistics industry

Cybersecurity is the application of technology, processes and controls to protect systems, networks, programs, devices and data against cyber attacks. The goal of cybersecurity is to reduce the risk of cyberattacks and protect against unauthorized use of systems, networks and technologies. In business terms, cybersecurity is a key element of the IT security strategy, which includes technology, procedures and other measures to protect systems, applications and devices that store and process company data. Cybersecurity can be divided into many elements:

- network security,
- information Safety,
- application security,
- business continuity planning/disaster recovery,
- leadership commitment,
- operational security,
- end-user education.

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Cybersecurity in the logistics industry

However, most often cybersecurity is equated with network security and application security. It is from these areas that the most important threats appear, such as: Malware (malicious software), ransomware, phishing, pharming, Denial of Service (DoS), DDoS (Distributed denial of service), DRDoS (Distributed reflected denial of service), Man in the middle (MitM), zero-day attacks. They are all the more dangerous when due to the COVID-19 pandemic the number of remote workers continues to increase and they are generally poorly protected. In 2020, cybercriminals realized that phishing is still an effective attack method and that employees are a gateway to company data, so it can be expected that attacks on remote workers will increase more numerous and more sophisticated, with more and more cybercriminals also seeking to gain access to business data and systems located in empty offices and data centers.

Cybersecurity in the Polish logistics industry

Cybersecurity in the logistics industry

The sphere of cyber threats is constantly evolving, and criminals act according to new scenarios, referring to changes in social reality. Thus, it is not surprising that in view of the awareness of the inadequacy of their own capabilities to real needs, the assessment of SMEs' potential as regards their own cyber resilience over the next 12 months remains low.
A factor that should also be raised regarding logistics companies in Poland is that Poland is among the 20 countries most at risk of cyberattacks. This is primarily due to the specific geopolitical location of Poland and the relatively low level of investment in securing IT infrastructure.

Museums and tourism in a shared heritage enjoyment

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Abstract

In contemporary times, museums play an important role in valuing cultural heritage and raising the values and traditions of human history. They are important for the tourist potential they represent for the territories, especially for their contribution to social development and economic growth. In this sense, museum institutions present themselves as a service to society, disseminating knowledge, preserving memory, conserving the museum's objects of study, and investigating, disseminating, and valuing each of the different types of cultural heritage (material and immaterial). The main objective of this study was to understand the degree of importance that tourists, their understanding, attribute as a priority in museums management, understand their degree of satisfaction when entering museums.

The strategy of this study was based on obtaining information about four museums with different typologies, through the analysis of comments referred to on TripAdvisor. For the analysis of comments, Excel software was used to categorize all valid comments, which were classified into primary categories, with secondary categories also being proposed. As a result, it was observed that visitors value the historical aspects of the collections, the internal space which includes cleanliness, the "smell" and the garden spaces, and the price. It was possible to verify that one of the most recurrent criticisms in the evaluations concerns the lack of friendliness and disinterest on the part of the employees. It should therefore be noted that the path taken by museums should enhance their work with increasingly demanding audiences. In the context of the museum-tourism relationship, it would be beneficial to work towards an offer that places shared enjoyment at the level of sensory experience, corresponding to a progressive empowerment of tourists, allowing them to have differentiating learning experiences and in spaces whose enjoyment complements each other in a pleasant and intense way.

Keywords: museum, museology, tourism, territorial development, cultural heritage

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Authentic Learning of English as a Foreign Language in Technology Enhanced Language Learning Environments for Deaf Learners in Cyprus

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Abstract

This research aims at teaching British sign language (BSL) to Deaf adult English learners in Cyprus. The research study will employ design-based research (DBR) approach, as proposed by Reeves (2006), to discover how Deaf people respond to learning BSL in authentic technology-enhanced language learning environment. This paper describes the first two phases of DBR on ADEL project with the purpose of indicating the languagelearning problems of Deaf people and discussing the potential of authentic learning approach when merged with technology.

Keywords: authentic e-learning, design-based research, Deaf learners, technology enhanced learning

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Abbâsî Halifesi Nâsır-Lidînillâh'ın Yayınladığı Fütüvvet Fermanı (1207) Üzerine Bir Değerlendirme

An Evaluation on the Decree of Futuvvet (1207) Published by the Abbasid Caliph Nasser-Lidinillah

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Öz

Abbasi halifesi Nâsır-Lidînillâh (1180-1225), fütüvvet teşkilatını devletin merkezi otoritesini güçlendirmek, nüfuzunu arttırmak, huzur barış ve refahı yeniden tesis etmek için yapılandırmış ve geliştirmiştir. Halife 1187 senesinde fütüvvet teşkilatına müdahil olmuş ve bu teşkilatı yeniden şekillendirerek bir takım yenilikler ve uygulamalarla bu kurumu baştan düzenlemiştir. O, kurmuş olduğu bu düzene karşı koymuş olduğu yeni kuralları, 1207 yılında yazılı bir metin haline getirterek bütün teşkilat üyelerine duyurmuştur. Bütün üyelerin uymak zorunda olduğu bu buyrultuda en çok dikkatimizi çeken ayrıntı, fütüvvetin kaynağı Hz. Ali olarak gösterilmiş ve onun örnek alınması yönünde vurgular yapılmıştır. Ayrıca fütüvvet kurallarını ihlal eden birini kasten öldürmek gibi suçlara karışan kimselerin şer'î hükümlere göre cezalandırılacakları ve fütüvvet teşkilatından çıkarılacakları da dile getirilmiştir. Ayrıca metinde "Kebir ve Refik" gibi unvanların kullanılması da fütüvvet teşkilatında hiyerarşik bir sistemin varlığını ortaya koymaktadır.

Anahtar Kelimeler: Abbâsî Devleti, Halife Nâsır-Lidînillâh, Fütüvvet Fermanı.

Abstract

The Abbasid caliph Nasser-Lidinillah (1180-1225) structured and developed the futuvvet organization in order to strengthen the central authority of the state, increase its influence, restore peace, peace and prosperity. The Caliph intervened in the futuvvet organization in 1187 and reshaped this organization and reorganized this institution with a number of innovations and practices. He made the new rules that he opposed to this order that he had established into a written text in 1207 and announced them to all the members of the organization. The detail that attracts our attention the most in this commandment that all members have to obey is the source of futuwwa, Hazrat. He was shown as Ali and emphasis was made on taking him as an example. It has also been stated that those who participate

in crimes such as intentionally killing someone who violates the rules of the futuvvet will be punished according to the provisions of the Sharia and will be removed from the futuvvet organization. In addition, the use of titles such as “Kebir and Refik” in the text also reveals the existence of a hierarchical system in the futuvvet organization.

Keywords: Abbasid State, Caliph Nasser-Lidinillah, Decree of Futuvvet

Multicultural Identification of Romanian Communities in Fife – United Kingdom

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Abstract

There are alternative approaches to examining cultural processes. One approach is to take a look at how a culture works from the inside. Using this approach, we are concerned with understanding the behavior of people in a culture from their point of view. Another approach would be to compare one culture with another. In this approach, predetermined categories are used to examine selected aspects of the culture under study. In other words, the goal is not to understand cultures as their members see them, but to determine how cultures can be compared by reference to a particular quality. The present paper offers an insight on the cultural identity of Romanians who emigrated in the region Fife of Scotland. The applied questionnaire covered some of the areas of Fife: St. Andrews, Kirckaldy, Cupar.

Keywords: immigration; cultural homogeneity; identity; globalization; lingua franca.

Türkçe 8. Sınıf Ders Kitabındaki Şiir Metinlerinin Biçimsel ve Anlamsal Özellikleri ve Kök Değerler Açısından İncelenmesi

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Öz

Bu araştırmada 8.sınıfta kullanılmış Türkçe öğretimi ders kitaplarındaki şiir metinleri biçim ve içerik bakımından incelenmiş ayrıca şiirlerdeki kök değerler bulunmaya çalışılmıştır. Bu bağlamda Türkçe öğretimi amacıyla kullanılan metinler ve bu metinlerin öğrencilerin sınıf seviyelerine uygunluğuna bakılmış ve metinler dil bilimin verileri ışığında değerlendirilmiştir. Türkçe öğretiminin öğretim amaçlarına uygun şekilde olabilmesi açısından şiir metinlerinin incelenmesi hedeflenmiştir. İncelenen beş şiir içerisinde dil bilim ögelerine baktığımız zaman en zayıf şiir olarak "Adam Olmak" şiiri görülmektedir. Bunun nedeni olarak şiirin İngiliz dilinden çeviri yoluyla dilimize kazandırılmış bir şiir olması söylenebilir. Dil bilimsel açıdan ele aldığımız başlıklar açısından en zengin şiir olarak da "Türküler Dolusu " şiiri ön plana çıktığı görülmüştür. Diğer üç şiir ise dil bilimin unsurları bakımından daha dengeli şiirlerdir. Türkçe öğretiminde incelenmesi gereken bir başka konu ise açık veya örtük şekillerde metinlerde yer alan kök değerlerdir. Kök değerlerin öğrencilere aktarımı Türkçe dersi öğretim kitaplarındaki metinler aracılığıyla gerçekleşmektedir. Türkçe ders kitaplarında yer alan şiir metinlerinin duyguyu aktarmadaki rolü nedeniyle şiir metinleri içerdikleri kök değerler bakımından incelenmiş. 2019 Türkçe öğretim programında "Değerlerimiz" başlığı altında yer alan kök değerler esas alınmıştır.

Anahtar Kelimeler: Türkçe öğretimi, dil bilim, şiir, değerler eğitimi, ders kitapları

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Fransız ve Azerbaycan masallarında kullanılan zoonim içeren anlatım birimlerinin yapısal-anlamsal analizi

Fransız və Azərbaycan Nağıllarında İşlənən Zoonim Tərkibli Frazeoloji Vahidlərin Leksik-Semantik Təhlili

Structural-semantic analysis of zoonym-containing phraseological units used in French and Azerbaijani fairy tales

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Öz

Fraseology, dilbilimin en yeni dallarından biri olarak kabul edilir, bu da onunla ilgili onlarca tartışmalı konu olduğu anlamına gelir. Uzun bir süre deyimbilim, bağımsız bir dilbilim alanı olarak ele alınmadı, ancak esas olarak sözlük içinde incelendi. Dilbilimcilerin deyimlere ilişkin yaklaşımları her zaman kesin olmamıştır. Deyimbilime dar ve ya geniş anlamda yaklaşıldı ve bu yaklaşıma dayanarak, çalışılan dil birimlerine - deyimbilimin araştırma nesnesi - yönelik tutum farklıydı. Çünkü deyim içinde yer alan dil birimleri özgünlükleri, anlam yapıları, üslup imkânları ile ayırt edilmekte ve kelime düzeyinden tümce düzeyine kadar geniş bir dil bilimi alanını kapsamaktadır.Fransız ve Azerice masallarında yüzlerce farklı deyim bulunmaktadır. Farklı konularda üniteler her iki halkın masallarındaki gelişimlerinin yoğunluğu da farklıdır.Makalede bu deyim birimlerinin sözcüksel-anlamsal tasnifi kapsamlı araştırmalara yer verilmiştir.

Araştırmayı yaparken Fransız ve Azerbaycan masallarında birçok zoophraseologism'in anlam olarak birbirine yakın olduğunu gözlemledik. Bu yakınlığın derecesi bazen farklı olsa da kavramı eşit derecede ifade edebilmektedir. Dilbilim literatüründe zoolojik sözlük araştırmalarında kullanılan terimlerden biri de "zoonym"dir. Bu çalışmalarda "zoonym", fauna için duygusal-anlamlı ve yalın adlardan oluşan geniş anlamlı bir terimler sistemini ifade eder. Zoonimler, soyut bir anlamı olan mecazi bir varyant olan genel bir kelime dağarcığı birimi olarak görülür, zoosemim - hayvanların isimleri, zoomorfizm - insanlara aktarılır. Zoonimlerin bu sözcüksel-anlamsal varyantları - zoosemizm ve zoomorfizmler - anlamlarına göre birleştirilir ve karşılaştırılır.

Zoonimler dilde çeşitli işlevleri yerine getirebilir - insan niteliklerinin, eylemlerinin, durumlarının karakterizasyonu, hitap ve küfür (küfür) işlevlerinin yerine getirilmesi vb. ve özel anlamsal güce sahiptir. Fransız ve Azerbaycan masallarındaki zoonimlerin işlevsel özelliklerinin incelenmesi araştırmanın ana konusunu

oluşturmaktadır.Yerli ve yabancı araştırmacılar - K.M. Musayev, O.B.Simakova, N.V.Solncheva, A.M.Gurbanov,Y.G. Sh.Balli, N. A. Klushin, M. Cousin, A. Dozat, J. Dubois, P. Guiraud, D. Leeman, A. Sauvageot, N. Ruwet ve diğerlerinin çalışmalarından yararlanılmıştır.

Ayrıca araştırmada Fransız ve Azerbaycan masallarındaki zoonimlerin sözlük sistemindeki yeri, hayvan adlarının oluşum özellikleri, somatik motiflere göre oluşturulmuş hayvan adları, etolojik motiflere göre oluşturulmuş hayvan adları, onomastik motiflere dayalı olarak oluşturulan hayvan adları, değerlendirme motiflerine dayalı olarak oluşturulmuş hayvan adları, ses taklidi motifleri Zoonimlere dayalı olarak oluşturulmuş hayvan adları, mecazlaştırma olanakları, zoonimlerin birincil ve ikincil mecazi anlamı, yöntem olarak metafor zoomorfik özelliklerin oluşumu, somut - bireysel zoomorfik özellikler, zoomorfizmlerin toplumsal yaşamdaki rolü, zoometaforizmaların anlatım özellikleri, zoomorfizmler aracılığıyla oluşturulan anlatım birimlerinin etno-özgü özellikleri incelenmiştir.

Anahtar kelimeler: Fraseology, Fransız, Azeri,masal,zoonim,motif

Abstract

Phraseology is considered to be one of the newest branches of linguistics, which means that there are dozens of controversial issues related to it. For a long time, phraseology was not accepted as an independent field of linguistics, but was mainly studied within the lexicon. Approaches of linguists regarding phraseology have not always been unambiguous. Phraseology was approached in a narrow or broad sense, and based on this approach, the attitude towards the studied language units - the research object of phraseology - was different. Because the language units included in phraseology are distinguished by their uniqueness, semantics, structure, and stylistic possibilities and include a wide field of linguistics, from the word level to the sentence level. There are hundreds of different phraseological units on different topics In French and Azerbaijani fairy tales. The intensity of their development in the tales of both peoples is also different. In the article, the lexical-semantic classification of these phraseological units is involved in extensive research.

While conducting the research, we observed that many zoophraseologisms are close in meaning to each other in French and Azerbaijani fairy tales. Although the degree of this proximity is sometimes different, it can express the concept equally. In the linguistic literature, "zoonym" is one of the terms used in research on zoological lexicon. In these studies, "zoonym" refers to a system of terms with a wide meaning, consisting of emotional-expressive and nominative names for fauna. Zoonyms are viewed as a general vocabulary unit, which is a metaphorical variant with an abstract meaning, zoosemism - the names of animals, zoomorphism - transferred to humans. These lexical-semantic variants of zoonyms - zoosemism and zoomorphisms - are combined and contrasted according to their meaning.

Zoonyms can perform various functions in the language - characterization of human qualities, actions, situations, fulfillment of address and invective (swearing) functions, etc. and have special semantic power. The study of the functional characteristics of zoonyms in French and Azerbaijani fairy tales is the main object of the research. Local and foreign researchers' - K.M. Musayev, O.B. Simakova, N.V. Solncheva, A.M. Gurbanov, Y.G. Yusifov, A.K. Hajiyeva, A.M. Sherbak, Z.F. Fanilova, Sh.Balli, N. The works of A. Klushin, M. Cousin, A. Dozat, J. Dubois, P. Guiraud, D. Leeman, A. Sauvageot, N. Ruwet and others works were used.

Also, in the research, the place of zoonyms in French and Azerbaijani fairy tales in the lexical system, the characteristics of the formation of animal names, animal names formed on the basis of somatic motives, animal names formed on the basis of ethological motives, animal names formed on the basis of onomastic motives, animal names formed on the basis of evaluation motives, voice imitation motives Animal names formed on the basis of

zoonyms, the possibilities of metaphoricization, the primary and secondary figurative meaning of zoonyms, metaphor as a method of formation of zoomorphic features, concrete - individual zoomorphic features, the role of zoomorphisms in social life, phraseological features of zoometaphorisms, ethno-specific features of phraseological units created through zoomorphisms were studied.

Keywords: Phraseology, French, Azerbaijani, fairy tales, zoonym,motives

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Fen Eğitiminde Okul Dışı Öğrenme Ortamlarının Kullanımı İle İlgili Ortaokul Öğrencilerinin Görüşleri

Secondary School Students' Opinions on the Use of Out-Of-School Learning Environments in Science Education

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Öz

Okullarda işlenen fen bilimleri dersine ait konular, günlük hayatımızda karşılaştığımız olayları ve bu olayların oluşum sürecini açıklamaktadır. Fen bilimleri dersinin hayatla bu denli ilişkili olmasına rağmen, öğrencilerin fen konularını anlamakta zorlandıkları ve günlük hayatla bağdaştıramadıkları görülmektedir. Bu durumun ortaya çıkmasında, fen konularının sadece okul ya da sınıf ortamında işlenmesi etkili olabilir. Bu noktada, literatürde yer alan çalışmalarda belirtildiği gibi, gerçek ortamında veya konuya dair gözlemin yapılabileceği herhangi bir okul dışı öğrenme ortamında öğretim faaliyetlerinin gerçekleştirilmesi öğrencilerin konuyu daha kolay öğrenmelerini sağlayabilir. Ayrıca, okul dışı öğrenme ortamlarındaki öğretim faaliyetlerini etkili bir şekilde planlanması için, öğrencilerin ilgi, istek ve ihtiyaçlarının dikkate alınması önem kazanmaktadır. Bu doğrultuda yapılan bu çalışmada sekizinci sınıf öğrencilerinin fen konuları için hangi okul dışı öğrenme ortamını (ODÖO) seçtiklerinin ve tercih etme nedenlerinin tespit edilmesi amaçlanmıştır. Çalışma durum çalışması çerçevesinde yürütülmüştür. Çalışmaya bir devlet okulunda öğrenim gören 33 sekizinci sınıf öğrencisi katılmıştır. Sekizinci sınıf öğrencilerine farklı sınıf seviyelerindeki fen bilimleri derslerinde yer alan konuları hangi ODÖO'da öğrenmek isteyecekleri hakkında hazırlanan 20 soruluk bir anket uygulanmıştır. Ayrıca her bir sorunun altında seçilen ODÖO'nun neden seçildiğini belirleyebilmek için açık uçlu bir soruya yer verilmiştir. Elde edilen veriler içerik analizi ile çözümlenmiştir. Bulgular incelendiğinde öğrenciler tarafından en fazla tercih edilen ODÖO'lar üniversitenin kimya bölümü ile TÜBİTAK gözlemevi iken, hiç seçilmeyen ODÖO ise oyun parkıdır. En fazla tercih edilen ODÖO konulara göre incelendiğinde; beşinci sınıf müfredatında olan 'Canlıların Benzerlik ve Farklılıkları'

[1] Sorumlu yazar

konusu için %51,5 ile hayvanat bahçesi ve 'Elektrik Devre Elemanları' konusu için %72,8 ile elektrik-elektronik mühendisliği bölümüdür. Altıncı sınıf müfredatında olan 'Güneş Sistemi' konusu için TÜBİTAK Gözlemevi (%66,6), 'Kan Grupları ve Kan Bağışı' konusu için Kızılay (%69,7), 'Dengelenmiş ve Dengelenmemiş Kuvvetler' konusu için Lunapark (%84,9) ve 'Organ Nakli' konusu için Türkiye Organ Nakli Vakfı (%81,9) ODÖO olarak tercih edilmiştir. Yedinci sınıf konuları için; öğrencilerin %69,7'si 'Karışımların Ayrılması' konusu için kimya bölümünü ve %54,5'i 'Evsel Atıklar ve Geri Dönüşüm' konusu için geri dönüşüm tesisini uygun ODÖO olarak belirtmiştir. ODÖO olarak sekizinci sınıf müfredatında olan 'Biyoteknoloji' konusu için öğrencilerin %87,9'u genetik ve biyomühendislik bölümünü ve 'Asitler ve Bazlar' konusu için öğrencilerin %66,6'sı kimya bölümünü tercih etmişlerdir. Ayrıca öğrenciler ODÖO'nun seçim nedenlerini genel olarak 'merak ediyorum', 'konuyu daha iyi anlarım', 'gözlem yapabilirim', 'dikkatimi çekiyor' ve 'eğlenceli olduğunu düşünüyorum' kodları altında açıklamışlardır. Öğrencilerin konuya uygun kendi ilgilerini çeken okul dışı öğrenme ortamlarında öğretim faaliyetlerinin tasarlanmasının, öğretim sürecini daha etkili hale getireceği düşünülmektedir.

Anahtar kelimeler: Fen eğitimi, Okul dışı öğrenme ortamı, Ortaokul öğrencisi

Abstract

The subjects of the science course taught in schools explain the events we encounter in our daily lives and the formation process of these events. Notwithstanding how closely the science course relates to daily life, it is evident that students struggle to comprehend science concepts and find it difficult to connect them to daily life. Only the teaching of science subjects in the school or classroom environment may be effective in this situation. At this point, as stated in the studies in the literature, performing teaching activities in a real environment or in any out-of-school learning environment where observations can be made on the subject can assist students to understand the subject more easily. In order to effectively arrange the teaching activities in out-of-school learning environments, it is also critical to take into account the interests, needs, and preferences of the students. The purpose of this study is to ascertain which eighth grade students choose the out-of-school learning environments (OSLEs) for science subjects and the reasons for their preference. The study was carried out as a case study and included 33 eighth-grade students from a public school. The eighth-grade students were given a questionnaire with 20 questions asking them about the OSLEs they would like to learn in the science classes. In order to ascertain the rationale behind the selection of the OSLEs, an open-ended question was included under each questions. The obtained data were analyzed by content analysis. When the results are analyzed, it is found that the university's chemistry department and the TUBITAK observatory are the OSLEs that students prefer most, whereas the playground is the OSLE that has never been chosen. Examining the most preferred OSLEs according to the subjects; in the fifth grade curriculum zoo with 51.5% for the subject of "Similarities and Differences of Living Beings" and electrical-electronics engineering department with 72.8% for the subject of "Electrical Circuit Elements". In the sixth grade curriculum, TUBITAK Observatory (66.6%) for 'Solar System', Red Crescent (69.7%) for 'Blood Groups and Blood Donation', Amusement Park (84.9%) for 'Balanced and Unbalanced Forces' and for the subject of 'Organ Transplantation', Turkish Organ Transplantation Foundation (81.9%) was chosen as OSLEs. For seventh grade subjects; 69.7% of the students stated the chemistry department for the subject of 'Separation of Mixtures' and 54.5% the students stated the recycling facility for the subject of 'Domestic Waste and Recycling'. In regard to the eighth-grade curriculum subject of "Biotechnology," 87.9% of the students selected the genetics and bioengineering department and, 66.6% of the students preferred the department of chemistry for the subject of 'Acids and Bases'. In addition, the reasons for the students' choice of OSLEs in general are under the codes of 'I wonder', 'I understand the subject better', 'I can observe', 'It draws my attention' and 'I think it's fun'. It

is thought that designing teaching activities in out-of-school learning environments that attract students' interest in the subject will improve teaching efficiency.

Keywords: Science education, Out-of-school learning environment, Secondary school student.

Impact of the European Integratıon Process on Kosovo's Economic Development

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Abstract

Integration into the European Union constitutes an essential goal for Kosovo without speed and difficulties that can be encountered during this process. Specifically, this work analyses existing mechanisms, capacities and policies pertaining to the EU integration process. Initially, the work analyses Kosovo's economic processes towards the EU, including MSA, meeting Copenhagen criteria as a prerequisite for EU membership, capacity to cope with competitive pressure and market forces within the EU, meeting European standards as well as sectoral policies. Economic integration can facilitate access to a larger consumer base, a larger group of skilled workers, additional funding sources and new technologies.

The concentrated effects of economic integration improve resource allocation efficiency and affect production and consumption. Dynamic effects have internal and exterior character and they increase efficiency due to increased market size. The trade turnaround in integrations is caused when the supply of levitating products from countries that are not members of the economic pact in those countries which are. Regional integration is easier than global integration, because it is easier to promote co-operation in smaller regional sizes.

One of the main goals of this paper is to present to all users the analysis of the existing state of knowledge of the impact of the European integration process on the economic development of Kosovo. The benefits of free trade and economic integration are achieved only if countries are willing to release something from their independence and autonomy.

Keywords: Kosovo, economic integration, european union, economic criteria

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Intellectual Property Crime in the New Era of Pakistan

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Abstract

In today's global economy, intellectual property is one of the most important rights. Due to the globalization and integration of the economy and the rapid development of information technology, serious violations of intellectual property rights such as the manufacture and distribution of counterfeit goods and piracy are increasing. The use of criminal legislation to defend and protect intellectual property rights will effectively improve the level of intellectual property protection. As a developing country, Pakistan's intellectual property and related laws are not yet perfect. The research on the criminal legislation of intellectual property rights in Pakistan and its defects will help to strengthen the criminal protection of intellectual property rights and promote the improvement of the legal system of intellectual property protection in Pakistan. It is recommended that Pakistan revise its IP criminal legislation and strengthen penalties for infringements. Legislatures also need rules refresher courses for investigators, prosecutors, jurists, and judges.

Keywords: Intellectual property rights; Criminal legislation, Implementation of Criminal legislation, Defects of legislation, FIA, Pakistan

The right of the child to contact his parents in times of crisis. Between theory and practice.

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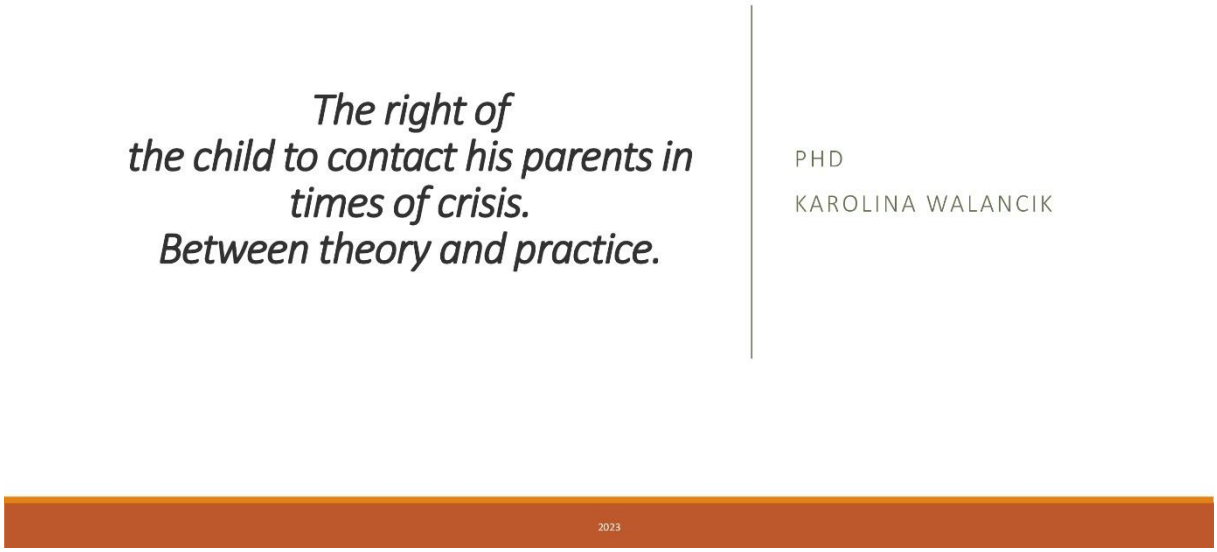

Family - parents

The family is **the first natural** care and educational environment of a human being.

The task of providing a child with appropriate care, safety, development and upbringing rests primarily with the parents.

A child's right to a family is the child's right to be brought up in the family.

2023

Convention on the Rights of the Child

The right to direct contact with parents is one of the fundamental rights of the child,

as laid down in the 1989 Convention on the Rights of the Child.

2023

Right to contact - rules

This right applies when the child and the parent live in the same country and in different countries.

Exception!

a situation contrary to the best interests of the child.

In cross-border situations where the child's parents live in different countries, the above right may also be limited in the event of extraordinary circumstances.

2023

Family and Guardianship code

Regardless of parental authority, parents and their children have the right and duty to maintain contact with each other.

Contact with the child includes in particular:

- being with the child (visits, meetings, taking the child away from his / her place of permanent residence)

- communicating directly with him,

-maintaining correspondence,

-using other means of distance communication, including means of electronic communication.

2023

RULES

If the child is permanently resident with one of the parents,

the method of maintaining contact with the child by the other parent is determined jointly by the parents, taking into account the best interests of the child and taking into account his reasonable wishes; in the event of a disagreement, the guardianship court decides.

2023

times of crisis and contacts with parents

FIRST !

Due to the Covid 19 pandemic,

SECOND !

Another crisis situation

parents who care for underage children are concerned about the child being left in contact with the parent for the sake of their health and life.

In this case of pandemic, health means, in particular, the physical aspect which is inextricably linked with well-being - no pain, no suffering, especially in the physical aspect related to the Covid-19 disease.

2023

times of crisis and contacts with parents

Is the refusal to perform contacts between the child and the parent, which were established by the court, justified?

In this case, in my opinion, there is an aspect of suffering in the mental sense - longing for the parent and in the physical aspect, especially in the case of young children - no physical presence of the parent - hugs, warmth, tenderness.

2023

Temporary settlement of contacts- in crisis situation

The best solution

an attempt to agree between the parents, in the face of a pandemic

or in the face of another crisis situation

regarding the regulation of contacts,

- temporarily for the duration of the threat of infection with Covid 19

- temporarily for the duration of the threat in connection with the crisis situation

2023

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National Education Policy 2020 in the Light of Dr. A. P. J. Abdul Kalam

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Abstract

Education is the key to accelerate development of individual as well as the nation. Indian education system has been evolved from the Rig-Vedic age to contemporary era with the contribution of so many eminent educationists like Swami Dayananda Saraswati, Shree Aurobinda Ghosh, Rabindra Nath Togore, Mohandas Karam Chand Gandhi, Jiddu Krishnamurthy, Dr. Jakir Husain, Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar, Swami Vivekananda and over and above Dr. Avul Pakir Jainulabdeen Abdul Kalam (popularly known as Dr. A. P. J. Abdul Kalam). After 1986, on 29th July 2020, the nation India adopted NEP 2020 approved by the Union Cabinet of India. This paper considered to identify the impact of Dr. A. P. J. Abdul Kalam on NEP 2020 in a qualitative study based on secondary data like books, journal, reports, articles, etc. Content analysis (Conceptual analysis and Relational analysis) and Philosophical analysis (Exploratory, Exegetical, Thought experiment and critical analysis) is used here. The vision of NEP (2020) is to develop is to develop research and enquiry, creativity and innovation and of use of high end technology and leadership quality. The major findings of the study are: Dr. A. P. J. Abdul Kalam has great impact on meaning of education, aims and objectives of education, curriculum of study, method of teaching, moral and youth education etc. The policy based on "Access, Equality, Quality and Affordability & Accountability" aim to transform nation India into a sustainable and vibrant society by providing skill based, orient high quality education. The study is limited into qualitative data. There is a huge scope to analyze the role of different educationists in NEP2020.

Keywords: NEP 2020, Job orient education, Skill based education.

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Treatment of minors in criminal procedure: the legal infrastructure provided by the justice system of the Republic of Kosovo

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Abstract

This paper is of a summary and research nature as it contains comparisons and researches in a critical way in most of it. So, it incorporates substantive and important psychological aspects of criminal acts which influence the minor person so that his acts are in conflict with the law. In a fundamental way, it has been achieved to include the comparative character of the actions of the relevant institutions that deal with this category of society in the criminal aspect, respectively the theoretical-practical aspect and the legal basis of these institutions.

Therefore, the purpose of this paper is to deal with the legal regulations and the most suitable methods for the declaration of minors in the criminal process, as well as to analyze the advantages, eventual deficiencies and inter-institutional cooperation to ensure quality treatment of this category of society. The importance and authenticity of this paper is enhanced by the active research activity, argued through questionnaires and interviews conducted with officials and leaders of the institutions that deal with the treatment of minors involved in a criminal process. Also, for securing the data, a theoretical method was used through which studies were consulted that refer to the legal treatment and procedural stages that are undertaken in a systematic way in the case of the development of the criminal procedure against minors. In addition, through this method, the legal acts were also consulted, which tax-wise provided for all the necessary acts of the institutions responsible for the development of the criminal process.

The paper highlights the advantages and difficulties that appear among the authoritative institutions for the treatment of minors in a criminal process, legal deficiencies and especially emphasizes the necessity of the participation and engagement of the social worker and the psychologist in an active way in the criminal procedure, which despite the reformation of legal infrastructure still remain outside the necessity of active involvement in the procedure that is developed for minors.

Keywords: Justice, Juvenile, Resocialization, Criminal process, Juvenile personality.

Reasons behind Code Switching from Albanian to English among Albanian Speakers

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Abstract

This research aimed to identify the reasons why Albanian speakers switch from their native language, Albanian, to English from time to time during a conversation. The hypothesis of the research was that Albanian speakers switch from Albanian to English generally because of the need for acceptance among peers. The study was conducted using a questionnaire that was offered to more than a hundred potential participants, all of them being bilinguals, in other words, Albanian speakers of English. The outcomes of the research disproved the hypothesis and, at the same time, revealed that the majority of respondents use English in casual Albanian conversations from time to time because it enables them to express themselves more easily. The second finding was that a considerable number of respondents switch to English without noticing, meaning they do so subconsciously. The final finding was that generally speaking most Albanian speakers do engage in code-switching between Albanian and English, and a very small minority claimed to never switch to English on purpose.

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Trends in Distance Education Research: A Content Analysis of Journals 2019-2023 related with Psychology

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Abstract

World consist of several paradises as well as disasters due to natural reasons or man-made causes which have great impact on students' school life. It is a universally accepted fact that individuals' mental health and wellbeing was affected during the school lockdown days due to Covid-19 Pandemic. Several economic conditions, ergonomic knowledge, social family stress, have great effect on children's mental and physical health. Learning environment especially on online courses (noise, light, decoration, learning equipment) may affect learning both positively and negatively. Following this necessity, more researches and more studies on this area is needed for an effective and successful delivery of distance education courses. In many areas as well as physiology discipline, distance courses are a must in this century. A research study with 1000 articles published between the years 2019 and 2023 and listed in Science Direct are analyzed. Descriptive analysis, content analysis and social network analysis was used to interpret the interrelationship between keywords indicated in these articles. Several themes were focused and the content of the articles in the selected journals were coded according and new trends were reported. The study summarized the mostly used Distance Education Teaching Methods (Text, Video, and Live), Physical Environments, Smart Devices, Learning Management Systems, Conference Systems, Social Media Groups, countries, age groups in distance education research. The findings obtained in this study may be useful in the exploration of potential research areas and identification of neglected areas in the field of distance education and physiology perspective.

Keywords: Distance Education, Content Analysis, Social Media, Ergonomics, Psychology

Vaikų Krıtınıo Mąstymo Ugdymas Taıkant Steam Metodo Elementus

Development of Children's Critical Thinking by Applying Elements of The Steam Method

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Jurgita JUREVIČIENĖ

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Critical thinking is a cognitive process that is related to a person's attitudes, values, the ability to think openly, to look for solutions based on assumptions. Critical thinking is a prerequisite for the formation of new cognitive perceptions, focused on the comprehensive development of a person's competencies.

In preschool age the development of critical thinking skills becomes especially important. From an early age, children's information search, selection and evaluation skills are developed. By participating in various activities in different contexts, children individually or in groups analyze situations and creatively search for solutions.

In celebration of Vilnius' 700th birthday, a project was held in Vilnius Santariškių kindergarten "Seven walks under the Vilnius STEAM step". The goal of the project is to develop children's critical thinking by getting to know their hometown, its objects, buildings, using elements of the STEAM method. Tasks of the project: to encourage 5-7 year old children to know and name the objects (buildings) of the residential area (Vilnius city); create conditions to be interested in the cultural monuments of one's native area, to get to know some of them, to be able to briefly describe them; promote children's critical thinking by actively creating, designing, modeling, constructing, building various buildings; encourage children to represent their ideas with drawings, photos, simple schemes, plans and present them to others; to use the knowledge accumulated during active experiential, meaningful activities to creatively celebrate the 700th birthday of the city of Vilnius.

The implementation of project ideas allowed 5-7-year-old children to find out the history of the city of Vilnius, to be interested in engineering solutions, to create actively, design, build, construct, research, plan, creatively solve problems through communication and cooperation. STEAM activities were integrated during the project activities:

S - SCIENCE

• Learned the history of the founding of Vilnius by participating in various educations while traveling and collecting information about cultural objects.

• Learned the process of building bridges, enriched the vocabulary with new concepts. Conducted a study to determine the strength of bridges. He found out that 13 bridges were built across the Neris River in Vilnius, and learned to name 4-5 of them.

• Learned about the tallest building in Vilnius, met his twin brother, watched the construction process of the TV tower with the help of IT.

• Learned the names of building materials, roof coverings, the most important stages of building construction.

• Learned that there were 3 castles in Vilnius which were initially built of wood, later of brick. Studied ancient and modern clay bricks.

T - TECHNOLOGIES

• Tested devices and tools for determining the level of the bridge (level, laser level, roulette, ruler).

• Photographed and filmed Vilnius objects with a mobile phone and camera while traveling around the city of Vilnius.

• Searched for information on the Internet.

• Watched various videos about Vilnius buildings.

• Created a rug with images of Vilnius for Beet Robot.

• Used calculators for calculations.

E - ENGINEERING

• Constructed bridges from various materials, built strong supports, beams, created bridge structures, measured their strength and smoothness.

• Tried various ways of creating layouts, designed, constructed in cooperation with families.

• Made a river bridge, explained what materials can be used to make the bottom of the river.

• Gediminas hill, castle was built from sand, gravel, stones and bricks. He found out the characteristics of dry and wet sand and gravel during construction.

• Produced kinetic sand for the construction of churches.

• Constructed a television tower, explained and critically assessed the features of tall building construction.

• Constructed houses, streets, buildings of various institutions (municipality, Mo Museum) in the old town of Vilnius.

• Constructed various structures (castle, bell tower, tower, barracks) from snow, natural materials.

A - ARTS

• He drew, painted, modeled and applied various buildings in Vilnius.

• Pictures of Vilnius buildings were supplemented with drawings.

• Played the legend about the founding of Vilnius with the help of the Shadow Theater.

• Played the legend of Basilisk - the monster of Vilnius.

• In various ways: with drawings, posters, moldings, 3D works, they presented their impressions and acquired knowledge.

M - MATHEMATICS

• Calculated, performed bridge strength measurements and completed research sheets by critically analyzing them.

• Calculated and measured measures and distances while building bridges from various materials.

• Collected information for construction with various measuring tools (ruler, roulette, spirit level).

METHODS AND TECHNIQUES USED IN THE PROJECT:

Active education/learning methods: group discussion, case analysis, brainstorming, creation of messages, debates on a specific activity topic (bridges, castles, churches, residential buildings), teaching others, creating thinking maps, educations, field trips, quizzes, brainstorming, experiments, field research in nature (structures made of snow, ice, natural material), creating maps, plans (for streets, bridges, towers), cooperative learning, working in pairs or groups

Traditional education/learning methods: conversation, storytelling, reading and discussing a literary work, drawing, painting, application, sculpting, construction activities.

At the end of the implemented project, a qualitative study was conducted: semi-structured interviews with the pedagogues who participated in it. The summarized results of the research data lead to the assumption that project-based experiential activities are a great way for children to get to know their city by exploring it and traveling; raising problematic questions and finding creative solutions; developing critical thinking to search for answers to questions of concern.

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İlk Aydınlanma Romanlarının Azerbaycan Çocuk Edebiyatının Oluşumundaki Etkisi (Zeynalabdin Maragayi'nin ”İbrahim Bey'in Seyahatnamesi ya da Bağnazlığın Felaketi” Adlı Romanının Düzleminde)

The Impact of The First Enlightenment Novels on The Formation of Azerbaijani Children's Literature (On The Basis of Zeynalabdin Maragayi's Novel "Ibrahim Bey's Travelogue or The Disaster of Bigotry")

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Öz

19. yüzyılın ikinci yarısından itibaren Azerbaycan'da aydınlanma fikirlerinin oluşum zeminine karşı ilerici-demokratik zihne ve milli ruha sahip bir aydınlar topluluğu yetişti. A.Bakıhanov, İ.Gutgaşınlı, M.F.Ahunzade, S.A.Şirvani, A.Talibov, Z.Maragayi, M.H.Rüşdiye, N.Nerimanov, S.M.Genizade, C.Mammedguluzade ve diğer edebi düşünürler halkın kültürel faaliyet potansiyelini artırma fikri etrafında birleştiler. Aydın-entelektüel kesim bu tarihi görevin gerçekleşmesini, ilk olarak, yeni kurulan çocuk ve gençlik edebiyatında ulusal ideolojinin başlıca önceliğe dönüşmesinde gördüler. Böylece edebi düşüncede ulusal öz-bilinç, şiirde olduğu kadar nesirde de önemli yer kapsadığını teyit eder.

Bu aşamaya kadar milli ruh kavramının edebi metinlere henüz girmediğini, karakterlerin lirik duygulardan millet ve vatan kaygılarına geçmediğini belirtmek gerekir. Böyle bir zamanda edebi düşünce ortaya çıkar. Vatan, Millet, Özgürlük üçlemi, Z.Maragayi'nin "İbrahim Bey'in Seyahatnamesi" adlı büyük ölçekli eserinde milli, toplumsal şuur ve ahlakın oluşmasında en önemli unsur olarak karşımıza çıkar. Bu eser, diğer aydınlatıcı romanlar gibi, 19. yüzyılın sonlarında ve 20. yüzyılın başlarında çocuk edebiyatının oluşumunu ve gelişimini etkiler. Makalede Zeynalabdin Maragayi, tüm yaratıcılığı boyunca eğitici bir amaç peşinde koşan bir sanatçı olarak önem taşır ve eserleri, genç neslin etik ve estetik eğitimine yön veren değerli bir sanat örneği olarak değerlendirilir.

İçeriği ve olaylar örgüsü, cesur fikirleri, simgesel çağrıları ve yüksek poetikasıyla öne çıkan "İbrahim Bey'in Seyahatnamesi" Azerbaycan edebiyatında bu türde yazılmış ilk eser olarak kabul edilir. Aslında, Z.Maragayi'nin Avrupa edebiyatına özgü bir türe başvurması, edebiyatı didaktizmden ve öğütten aydınlanmanın gerekliliklerine uyarlama girişiminden kaynaklanıyordu.

Bu girişimin arkasında özgür, büyük fikirler vardı. Yazarın mevcut sorunları yansıtmak için seçtiği sanatsal eleştiri, betimleme ve ifade araçları, seyahatname türü için seçtiği üslubuna daha uygun bir formdu. Seyahatnamenin bir diğer özelliği de sanatçının hayal gücünden geçen gerçeklerin burada kahramanın dili ile anlatılmasıdır. Böylece yazar kendi sanatsal karakterini oluşturarak kendi başına gelenleri onun diliyle anlatmaktadır.

Makalede, çeşitli edebi kaynaklardan yararlanılarak Azerbaycan çocuk edebiyatının gelişiminde önemli bir rol oynayan Zeynalabdin Maragayi'nin "İbrahim Bey'in Seyahatnamesi" adlı romanı, tarihi ve bilimsel kaynaklara atıfta bulunarak araştırmaya dahil edilmiş ve kapsamlı açıklama ile analiz edilmiştir. Aynı zamanda, yazarın aydınlanma fikirleri savunan romanı hakkında kısa bilgiler verilen makalede, bu eserin Azerbaycan çocuk edebiyatının tür ve üslup açısından zenginleşmesine etkisiyle ilgili geniş bir yazar yaklaşımı da yer aldmıştır.

Anahtar kelimeler: çocuk, genç, edebiyat, aydınlanma, roman, milli şuur, vatanseverlik, ideoloji, ulus, özgürlük

Abstract

Since the second half of the 19th century, a community of intellectuals with a progressive-democratic mind and national spirit has grown up in Azerbaijan against the ground of the formation of enlightenment ideas. A. Bakıkhanov, I. Gutgashili, M. F. Akhunzade, S. A. Shirvani, A. Talibov, Z. Maragayi, M. H. Rushdie, N. Narimanov, S. M. Genizade, J. Mammadguluzade and other literary thinkers united around the idea of increasing the cultural activity potential of the people. The intellectuals saw the realization of this historic task first, in the transformation of national ideology into the principal priority in the newly established literature of children and youth. Thus, it is confirmed that in literary thought national self-consciousness occupies as much importance in prose as in poetry.

It should be noted that up to this stage, the concept of national spirit has not yet entered literary texts, and the characters have not passed from lyrical feelings to concerns of the nation and homeland. At such a time, literary thought emerges. The trilogy of Homeland, Nation, Freedom appears as the most important elements in the formation of national, social consciousness and morality in Z. Maragayi's large-scale work titled "İbrahim Bey's Travelogue". This work, like other enlightening novels, influences the formation and development of children's literature in the late 19th and early 20th centuries. In the article, Zeynalabdin Maragayi is important as an artist who pursues an educational goal throughout his entire creativity, and his works are considered as a valuable example of art that guides the ethical and aesthetic education of the younger generation.

"Ibrahim Bey's Travelogue", which stands out with its content and plot, bold ideas, symbolic appeals and high poetics, is considered the first work of this genre in Azerbaijani literature. In fact, Z. Maragayi's appeal to a genre peculiar to European literature was due to an attempt to adapt literature from didacticism and exhortation to the requirements of enlightenment.

There were free, big ideas behind this initiative. The tools of artistic criticism, description, and expression that the author chose to reflect current problems were a form more suited to his chosen style for the genre of travelogue. Another feature of the travelogue is that the facts passing through the artist's imagination are told here in the language of the hero. Thus, the author creates his own artistic character and tells what happened to him in his language.

In the article, Zeynalabdin Maragayi's novel "Ibrahim Bey's Travelogue", which plays an important role in the development of Azerbaijani children's literature by using various literary sources, was included in the research by referring to historical and scientific sources and analysed with a comprehensive explanation. At the same time, brief information was given about the author's novel defending enlightenment ideas, and a broad writer's approach to the impact of this work on the enrichment of Azerbaijani children's literature in terms of genre and style was also included.

Keywords: child, youth, literature, enlightenment, novel, national consciousness, patriotism, ideology, nation, freedom

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Tasarım Odaklı Düşünme Modelinin Farklı Alanlarda Kullanımına Yönelik Bir İçerik Analizi Çalışması

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Öz

Tasarım odaklı düşünme (TOD) modeli endüstriyel tasarımdan eğitime kadar birçok farklı alanda kullanılan bir uygulama modeli olarak görülmektedir. Tasarım odaklı düşünme modeli, bireyleri konu içeriğini öğrenmeye ve yaratıcılığı teşvik edecek şekillerde yaratıcı çözümler bulmaya teşvik ettiğinden, son on yılda bilim, teknoloji, mühendislik ve matematik gibi alanlar için umut verici bir yaklaşım olarak görülmüştür. Günümüzde bireylerin 21. Yüzyıl becerileriyle donatılması amacıyla da bu model özellikle eğitim alanında kullanılmaktadır. Bu kapsamda, bu çalışmada tasarım odaklı düşünme modeli kullanılarak yürütülen akademik çalışmalar (makale ve tez çalışmaları) farklı değişkenler açısından incelenmiştir. Çalışmada, 2008-2022 tarihleri arasında yürütülen 40 makale ve 7 lisansüstü tez çalışması incelenmiştir. Veriler içerik analizi kullanılarak analiz edilmiştir. Elde edilen bulgulara göre, tasarım odaklı düşünme modeli temel alınarak yürütülen çalışmaların büyük bir kısmı (%67) eğitim alanında, daha az sayıda çalışma ise mühendislik, mimarlık ve sağlık, tıp alanlarında yer almaktadır. Çalışma kapsamında incelenen çalışmaların büyük çoğunluğuna (%74) uluslararası literatürde ulaşılmıştır. Gerçekleştirilen çalışmaların oldukça büyük bir kısmının 2019 yılı ve sonrasına ait olduğu görülmektedir. Çalışmalar tercih edilen araştırma yöntemi açısından değerlendirildiğinde ise çoğunlukla nitel araştırmaların olduğu ve literatür taraması şeklinde yürütülen çalışmaların izlediği görülmüştür. Veri toplama aracı olarak ise genellikle görüşme ve başarı testlerinden yararlanıldığı belirlenmiştir. Örneklem türü ve sayısı bakımından çalışmalar incelendiğinde çoğunlukla lisans öğrencilerinin ve ortaokul öğrencilerinin örneklem olarak tercih edildiği diğer taraftan çok büyük örneklem grupları ile çalışılmayıp 10 ile 50 kişi arası örneklem gruplarıyla çalışmaların yürütüldüğü tespit edilmiştir. Veri analiz teknikleri olarak nitel verilerin analizinde içerik analizi, nicel verilerin analizinde ise istatistiksel veri analiz tekniklerinden yararlanılmıştır. Tüm bulgular değerlendirildiğinde hem ulusal hem de uluslararası literatürde tasarım odaklı düşünme modelinin kullanıldığı çalışmaların son yıllarda artış gösterdiği, bu çalışmaların eğitim, mühendislik, sağlık, tıp gibi farklı alanlarda gerçekleştirildiği görülmüştür. Çalışmalardan elde edilen sonuçlara bakıldığında da özellikle eğitim alanında bu modelin tercih edilmesi ile bireylerin farklı becerilerinin (iletişim ve etkileşim becerileri, takım çalışması becerileri gibi) ve yeterliklerinin (bilgisayar programlama özyeterliği gibi) geliştiği belirlenmiştir. Tasarım odaklı düşünme modelinin gerçekleştirilen literatür çalışması kapsamında sık rastlanılmayan farklı disiplin, sınıf seviyesi ve örneklem grupları ile yürütülecek çalışmalara dahil edilmesinin ilgili alana katkı sağlayacağı düşünülmektedir.

Anahtar Kelimeler: Tasarım odaklı düşünme, literatür taraması, içerik analizi

Öğretmenlerin Afet Eğitiminde Disiplinlerarası Öğretim Ortamlarına Yönelik Beklentileri Ve Bu Beklentilerin Karşılanma Durumu[1]

Teachers' Expectations For Interdisciplinary Teaching Environments in Disaster Education and the State of Meeting These Expectations

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Öz

Doğal bir olguyu anlama ve açıklama süreci problemlere disiplinlerarası bir bakışla yaklaşmayı gerektirmektedir. Geçmişte olduğu gibi günümüzde de insanoğlunun gündeminde olan doğal afetler; açıklama, mücadele ve önlem alma bakımından disiplinlerarası işbirliği gerektiren konuların başında gelmektedir. "Afet Eğitiminde Yenilikçi Bir Yaklaşım: Disiplinlerarası Afet Eğitimi (DAFET)-II" isimli projede; öğretmenlerin, öğrenci rolüyle yer aldığı etkinlikler yoluyla, disiplinlerarası afet eğitim sürecinde etkin deneyimler yaşamaları sağlanmıştır. Bu çerçevede farklı disiplinlerin, doğal afetler teması etrafında bir araya getirilmesi konusunda öğretmenlerin afet eğitimine yönelik etkinlik tasarlama beceri ve deneyimlerinin de artırılması öngörülmüştür. Bu çalışmanın amacı, sürece katılan öğretmenlerin afet eğitiminde disiplinlerarası öğretim ortamlarına yönelik beklentileri ve bu beklentilerin karşılanma durumunu belirlemektir. Doğal afetler konusu ilkokul ve ortaokulda; fen bilgisi, sosyal bilgiler ve hayat bilgisi gibi derslerde farklı yönleriyle ele alınmaktadır. Bu sebeple projeye 12 sosyal bilgiler, 12 fen bilimleri ve 12 sınıf öğretmeni (toplam 36 öğretmen) katılımcı olarak kabul edilmiştir. 5 gün süren etkinlik döneminde

[*]Bu araştırma, 122B297 nolu TÜBİTAK (4005) projesi kapsamında elde edilen verilerle hazırlanmıştır.
This research has been prepared with the data obtained within the scope of TUBITAK (4005) project numbered 122B297.

katılımcılar; deprem, heyelan, sel, taşkın, su baskını, erozyon, orman yangını gibi doğal afetlerle ilgili; işbirlikli öğrenme, deney, modelleme, atölye çalışmaları, gezi-gözlem, kayaç/toprak analizleri, drama, kodlama, arttırılmış gerçeklik ve STEM Eğitimi uygulamalarını grup çalışması şeklinde deneyimleme imkânı bulmuşlardır. Bu çalışma nitel araştırma desenlerinden durum çalışması olarak yürütülmüştür. Veri toplama aracı olarak açık uçlu sorulardan oluşan formlar kullanılmıştır. Etkinlik dönemi sürecinde katılımcıların sürece ilişkin değerlendirmeleri "Katılımcı Beklenti Formu ve Beklenti Karşılama Formu" ile ortaya konulmaya çalışılmıştır. Veriler içerik analizi ile analiz edilmiştir. Öğretmenler proje uygulama sürecinde çoğunlukla afet sonrasında yardım bilgisi edinmeyi bu sebeple de kriz yönetim becerilerini geliştirmeyi beklemektedirler. Ayrıca etkinliklerin açık alanlarda yapılması yönünde beklenti oluşmuştur. Genel olarak etkinliklerin, uygulama destekli ve bilgilendirici bir süreçle birlikte beklentileri karşıladığı tespit edilmiştir. Ek olarak katılımcı öğretmenler tarafından özellikle ilk yardım becerisi kazanmaya yönelik beklentinin karşılandığı, verimli ve zengin etkinliklerle karşılaşıldığı belirtilmiştir. Etkinliklerin gerçekleştiği ortamlar uygun ve amaca hizmet eder nitelikte bulunmuştur. Çalışma sonunda, bu tarz etkinliklerin okullarda eğitim öğretim ortamında da yaygınlaştırılmasına yönelik çalışmaların gerekliliği ortaya çıkmaktadır.

Anahtar Kelimeler: Disiplinlerarası Yaklaşım, Afet Eğitimi, Öğretmenler

Abstract

In the process of understanding and explaining a natural phenomenon required to deal with the problems in an interdisciplinary perspective. Natural disasters that are on the agenda of human beings as in the past, it is one of the main issues that require interdisciplinary collaboration in terms of explanation, struggle and taking measures. In the project named "An Innovative Approach in Disaster Education: Interdisciplinary Disaster Education (DAFET)-II" is aimed that teachers have effective experiences in the interdisciplinary disaster education process through activities in which they are involved as students. In this context, it is envisaged to increase the skills and experience of teachers in designing activities for disaster education in order to bring different disciplines together around the theme of natural disasters. The aim of this study is to determine the expectations of the teachers participating in the process for interdisciplinary teaching environments in disaster education and the state of meeting these expectations. The subject of the natural disasters have been discussing with different aspects in science, social studies and life science courses at elementary and secondary school. Therefore, 12 social studies, 12 science and 12 primary school teachers were accepted as participants in the project. During the five-day activities, participants had the oppurtunity to experience cooperative learning, experiments, modeling, workshops, trip-observation, rock/soil analysis, drama, coding, augmented reality, and STEM applications related to natural disasters such as earthquake, landslide, flood, overflow, flooding, erosion and forest fire. This study was conducted as a case study from qualitative research designs. Forms consisting of open-ended questions were used as data collection tool. Participants' comments about the process were tried to be determined by "Participant Expectation Form and Expectation Meeting Form" during the activity period. The data were analyzed by content analysis. In the project implementation process, teachers mostly expect to acquire post-disaster aid information and therefore develop their crisis management skills. In addition, there is an expectation that the activities will be held in open areas. In general, it has been determined that the activities meet the expectations with an application-supported and informative process. In addition, it was stated by the participating teachers that the expectation for gaining first aid skills was met, and productive and rich activities were encountered. The environments where the activities took place were found to be suitable and serve the purpose. At the end of the study, the necessity of studies for the dissemination of such activities in the education and training environment in schools emerges.

Keywords: Interdisciplinary Approach, Disaster Education, Teachers

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Russian Minority Politics in the Post-Soviet Baltic and Central Asian States

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Abstract

In this paper, I will comparatively analyze the minority policies implemented by the nationalizing states to the Russian minorities in the context of Latvia, Estonia, Kazakhstan and Kyrgyzstan. Rogers Brubaker develops a framework on the nationality regimes of Latvia, Estonia, Kazakhstan and Ukraine in the concept of 'nationalizing states'. According to this approach, Brubaker claims that the idea that the state contains a 'core nation' or nationality, understood in ethno-cultural terms and distinguished from the citizenry or permanent resident population of the state as a whole in Post-Soviet Latvia, Estonia, Ukraine and Kazakhstan. Therefore, strengthening the core nation and applying affirmative action/ positive discrimination policies to the core nations has been adopted as a basic ethnicity policy in the nationalizing post-Soviet states. Due to the different ethnic composition, there are several differences with regard to ethnicity regimes of the nationalizing states. In this study, I will examine the policies faced by the Russian minorities in the nationalizing Baltic and Central Asian States, excluding Ukraine. I will mainly focus on the comparison of Latvia, Estonia, Kazakhstan and Kyrgyzstan. The findings of the study show that Estonian and Latvian states adopt exclusionary minority policies when they feel under high threat. As for Central Asian countries, although nationalism and post-Soviet nation building continue, it shows that a softer approach has been adopted towards the Russian minorities, especially in the context of Kyrgyzstan. Despite all strict discrimination and abolition of the Russianness from the public sphere in Latvia and Estonia, the Russian minorities living in the Baltics overwhelmingly did not prefer immigration to Russia. In Central Asia, in Kazakhstan and Kyrgyzstan, despite the low pressure against the Russian minorities, an intense level of immigration to Russia has been observed. Therefore, this paper argues that this seemingly contradictory situation in immigration should be sought based on the economic relations of the Russian minorities. In other words, the Russian minorities in the Baltic States has to focus on trade and trade connections of Russians with important cities of Russia, such as Saint Petersburg provided economic power to the Russian minorities. Therefore, the enrichment based on trade and rising living conditions have been observed among Russian minorities in the Baltics. This prevented the Russian minorities from immigrating to Russia despite discrimination.

Keywords: Baltics, Central Asia, Russian Minorities, Nationalizing States, Ethnicity Regimes

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Possibilities for developing students' career management competencies in the Social Work Study Program of Vilnius Higher Education Institution

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Abstract

The report "Possibilities for developing students' career management competencies in the Social Work Study Program of Vilnius Higher Education Institution" presents how career management competencies are currently being developed at Vilnius Higher Education Institution and what educational opportunities have not been used yet. It discusses what career management competencies students of the Social Work Study Program develop during their studies and what student education should be strengthened. Vilnius Higher Education Institution's personal experiential education and career management processes during lectures and practices are shared. It reviews the services provided by the Career Centre, the cooperation between the Career Centre Manager and the lecturer teaching in the study programme.

Keywords: career management competences for students, Social work study programme, education.

INTRODUCTION

Career management is the process of learning about oneself and one's career options, making career decisions, planning, integrating and implementing career paths. The main goal of career management is a successful career and its proper integration with other areas of life. (Valickas, Chomentauskas, Dereškevičiūtė, Žukauskaitė ir Navickienė, 2015).

During their studies, higher education students in Lithuania develop and strengthen these personal competences:

1. Reflects, analyses and assesses critically own professional activities and understands the importance of life-long learning;

2. Makes independent decisions when it is necessary to act in the defined situation, and applies the professional knowledge;

3. Endeavours at learning and improving own personality, improves professional qualification, spreads good practice, and creates an image of social work profession (Descriptor of the study field of social work, 2021).

Vilnius Higher Education Institution a A Career Centre Specialist advises students on career opportunities and employability, and conducts graduate surveys. The surveys are designed to find out how graduates are getting on in the labour market, how satisfied they are with their studies, their jobs and their careers.

The college studies are more directed to training of the competences needed for the field of social work. The specialists of social work are trained in the course of these studies for practical social work in various institutions providing social services and in communities (Descriptor of the study field of social work, 2021).

The subject "Introduction to studies and professional ethics" is taught in the "Social work" study program in the first semester. During it, the topic "Personal experiential education and career management" is taught. Experiential reflexive education is applied in the study subject.

The so-called circle of experience is usually used to describe the process of experiential reflexive education. According to Kolb and Fry, the circle of experience can start anywhere on the circle and continue as a qualitatively growing spiral, i.e. it is likely that each new application of the findings is a new, higher quality action based on a higher level of awareness (Fig. 1) (Deltuva and Godvardas, 2014).

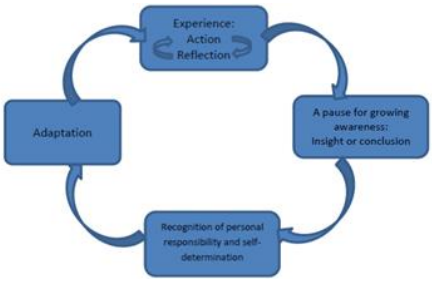

Fig. 1. Experiential Reflective Learning Process according to "Via Experientia"

Experience: action and reflection. Experience is not only the action (task, activity), but also the reflection and discussion of the action.

Growing awareness that encourages insight and conclusion. Increasing clarity promotes awareness and ultimately insight into certain patterns of our behaviour.

Taking personal responsibility, making a decision. It is important to take personal responsibility for your own transformation. It is important to be aware of and distinguish between what is happening to

me and what is happening to someone else, what I want (can) to change, what can (should) stay, what I have to accept as it is.

Adaptation. The application of findings can take place in a learning environment or in the context of everyday life (Fig. 1).

Experiential learning is based on three sources of knowledge:

- The student shares personal discoveries, insights, draws conclusions, makes decisions;
- All students share personal experiences, provide feedback, insights;
- Supervisor provides feedback and insights, observations, recommendations.

Students develop the following career management competences:

I. Career management competences:

1. Self-knowledge competences;
2. Competences for exploring career opportunities;
3. Career planning competences;
4. Career implementation competences.

II. Career exploration competences:

1. Collect, evaluate and use career information;
2. Research global trends in economic, social and technological development;
3. Explore employment opportunities;
4. Explore learning opportunities.

III. Career planning competences:

1. Developing a career vision;
2. Make career decisions;
3. Make a career plan.

IV. Career implementation competences:

1. Manage personal finances;
2. Manage the learning process;
3. Manage the job search process;
4. Getting settled in a job (Deltuva ir Godvardas, 2014).

The development of competences for career implementation is currently episodic. It should be strengthened.

The process of personal experiential learning and career management during lectures. The following topics are covered in lectures:

1. Self-knowledge. Self-knowledge helps students to assess their values, interests, competences, strengths and weaknesses, which are important in choosing their career path.

2. CVs and cover letters. A standardised CV format is provided, along with advice on completing it. Guidance on how to prepare a letter of application and a cover letter, examples are given.

3. Job interview. Training on how to prepare for a job interview. Simulating possible job interview scenarios.Karjeros galimybės.

4. Career opportunities. Students are taught how to explore career options; how to collect and analyse career information in order to manage their learning, work, and leisure time.

The teacher is responsible for organising the form of education, the activities, and the maintenance of the structure. Teacher:

1. Encourages students to reflect and analyze;

2. Asks students about the activity, reactions, emotions, expectations, difficulties, successful moments, observations;

3. Works on defensive reactions;

4. Leads and concludes the discussion, clarifies, elaborates, highlights facts, gathers material for summaries and conclusions at the end of the process.

Students are responsible for active participation, content, sharing experiences, feelings, doubts, insights. Students:

1. Discusses completed tasks, analyzes situations;

2. Reflects, analyses their experience: activities, reactions, emotions, expectations, complexities, successful moments, observations;

3. Being open and honest;

4. Follows group agreements.

The lectures include the following tasks: write an essay on 'A journey towards a choice of social work'; identify the general competences that can be transferred to the profession of social work; characterise

oneself as a person, identifying areas of interest and personal qualities; formulate a vision of one's professional career; prepare an education and career plan.

The process of personal experiential learning and career management during internships. At Vilnius Higher Education Institution, students take part in five internships to learn about the work of different types of institutions. They learn how to work with different types of clients: how to work with a single person, a family, a group. Internships are managed by internship managers, and students reflect on their educational and career process with a supervisor.

The internship manager formulates the internship tasks, advises, discusses and evaluates the completed tasks. Examples of career-related tasks include: analysing and justifying strengths and competences to be developed; formulating a career vision; educational and career planning; preparing a professional competences folder.

Supervisor:

1. Observes to get a general picture of how the education is going, what the emotional process of the group is.

2. Creates tension and supports. The group needs a certain tension that gives it vitality and energy, but it also needs a security that allows it to experiment, to open up, to explore.

3. Coordinates. The supervisor plays a coordinating role in the group.

4. Participates. The supervisor is almost on the same level as the participants and participates in all actions initiated by him/herself or by someone else based on his/her own feelings.

Students during supervision:

1. Actively participates in group practice case analysis exercises/supervisions;

2. Shares experience with other students;

3. Reflect critically on their practice process;

4. Reflect on changes in their educational and career management processes after the internship;

5. Draws conclusions and makes decisions.

Some students stay on to volunteer at the institution after their internship. Students take up opportunities when they are invited to work as assistant social workers, personal care workers, personal assistants after their internship.

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On Dakika Otuz Sekiz Saniye Romanında İnanç Sistemi ve Teolojik Açmaz

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Öz

Elif Şafak'ın 2019 yılında yayımlanan On Dakika Otuz Sekiz Saniye romanı, çocukluk yıllarından itibaren tacize uğrayan roman kişisinin karşılaştığı problemlere bağlı olarak iç dünyasında inanç sistemini ve Tanrı'yı tartışmaya açmasına yol açar. Altı yaşından itibaren amcası tarafından tacize uğrayan, on altı yaşında ise tecavüze maruz kalan roman kişisi, babasının yüklemek istediği dinî bilgilerin de etkisiyle deist anlayışa yaklaşan bakış açısıyla geleneğin getirdiği bilgiye başkaldırır. Babasının yüklemeye çalıştığı Tanrı'nın kullarının iyiliğini istediği, kötü davranışlar gösterenleri cezalandıracağı gibi bilgileri anlayamaz. Her şeye gücü yeten, iyiliği isteyen, kötülüğü cezalandıran Tanrı'nın kendisi güç durumda kaldığında niçin yardım etmediği sorusunu iç dünyasında derinleştirir. Bu noktadan itibaren roman, bir tarafıyla da iyilik ve kötülük probleminin tartışılmasına zemin hazırlar. Roman kişisinin içine sürüklendiği tartışma, bir tarafıyla kuşak çatışmasını yansıtırken bir tarafıyla da genç insanın başkaldırısını ifade eder. Fakat bu başkaldırı ve çatışma fazla derinleşmeden, felsefî boyut kazanmadan kalır. Bu çalışmada Elif Şafak'ın On Dakika Otuz Sekiz Saniye romanı, inanç sistemi ve teoloji, iyilik ve kötülük, gelenek ve yenilik, başkaldırı, deizm gibi kavramlar çevresinde değerlendirilecektir.

Anahtar kelimeler: Elif Şafak, On Dakika Otuz Sekiz Saniye, inanç sistemi, teoloji, iyilik, kötülük.

Digital Leadership Issues of School Leaders: An Initial Study in Bintulu, Sarawak, Malaysia

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Abstract

Technological development is constantly developing rapidly. These changes do not only involve communication, economy or health but also education. Therefore, school leaders need to be ready and prepare equip themselves with the knowledge in the digital field. The purpose of this study is to better understand the challenges faced by school leaders and the need to build a digital leadership model. In order to achieve the objectives of this study, the researcher has carried out a qualitative study. This study was conducted through semi-structured interviews in order to obtain more comprehensive data. This interview was conducted with participants who are school leaders in Bintulu, Sarawak. The researcher uses thematic analysis to analyse the data obtained and assigns codes to the selected study data to obtain the themes and results of the study. Based on the research conducted, it was found that the issues faced are lack of knowledge, not able to use the data to plan well, lack of computers and devices for learning and lack of personal involvement. These results can be used by stakeholders in the education system to improve the digital study leadership of school leaders in Malaysia.

Keywords: Issues; Leadership; Digital Leadership; School Leader

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The Importance of Integrated Learning and its Use in Language Education

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Abstract

Integrated learning is an approach to learning that deliberately links several aspects both within subjects and between subjects. With this integration, students can gain complete knowledge and skills so that learning becomes meaningful for students. Integrated learning has the characteristics of being child-centered, emphasizing the formation of understanding and meaning, learning through direct experience, paying more attention to processes rather than mere results, as well as requirements with related content. Integrated learning is learning that begins with a particular subject or theme that is linked to other language subjects, certain concepts are linked to other concepts, which are carried out spontaneously or planned, in one field of study or more, and with a variety of participants' learning experiences. In the study we aimed to determine applicability and feasibility of Integrated Learning in language education. We have the conclusion that Integrated Learning is of great importance for language education, especially in Primary School, Secondary School And High School. It was found that with integrated learning the students get academic achievement in language learning faster than with the other learning styles and models.

Keywords: Integrated learning, Language education, Education management, Educational technology

The Main Findings of Vb-Mapp Assessment's Cross-Linguistic and Cross-Cultural Adaptation

Eglė STEPONĖNIENĖ

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Abstract

The research (for example, Raudeliūnaitė and Steponėnienė, 2020) shows that teachers face different challenges in ensuring inclusive education for children with special needs. The latest empirically validated methods, assessments, and curricula, dedicated to the specific needs of children with autism spectrum disorder (ASD), are missing (Raudeliūnaitė and Steponėnienė, 2020). According to the International Classification of Diseases (IDC-10-AM), the main areas of issues that children with ASD are facing are social communication and related language issues, limited and repetitive interests, and behaviors (ebook.vlk.lt, n.d.). A strong emphasis should be put on early intervention in order to reduce these challenges.

The professionals lack valid instruments in the Lithuanian language dedicated to assessing the social communication and language skills of children with ASD functionally. „The Verbal Behavior Milestones Assessment and Placement Program: VB-MAPP"is implemented for this purpose by English-speaking countries and in the translations into other eight languages (Sundberg, 2014). As of 2020 this assessment has become available in the Lithuanian language (Sundberg, 2020). In order to check the reliability of the Lithuanian version of the VB-MAPP, the data of 75 children in the age range from 2 to 6 years, with the diagnosis of ASD were collected and quantified using Statistical Package for the Social Sciences (SPSS). The Cronbach's alpha based on all ten items' groups reached the value of 0.992. It allows us to conclude that removing any aspect of the assessment would not increase the Cronbach's alpha (internal consistency of the questionnaire), so there is no need to remove anything from the adapted Lithuanian VB-MAPP assessment and it's reliable.

Keywords: Inclusive education, autism spectrum disorder (ASD), social communication, language, assessment, quantitative study.

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A Borderlands Poetics of Healing: Negotiation of Trauma in Contemporary Chicana Writing

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Abstract

In the light of trauma studies, the present study examines three distinct contemporary texts of Chicana writing, which utilize folkloric, mythological, spiritual, oral and performance rituals to heal wounded female bodies and traumatic identities of rupture. The common denominator in these texts is the recurrent female prototype who is maimed psychologically and/or somatically due to the trauma caused by their liminal identity on the literal and metaphorical terrain that lies between Mexico and the United States of America, through an ongoing history of colonization, racism, sexism and cultural genocide. In the end though, these texts offer transformative attempts of curing the diseased individual, who initially remembers, and then reconstructs and finally works through her traumatic experiences, to create an invigorating perspective of healing, both at the individual and societal levels. By examining Ana Castillo's ***So Far From God*** (1993), Gloria Anzaldúa's ***Borderlands/La Frontera*** (1987), and Sandra Cisneros' ***The House on Mango Street*** (1983), the present study offers a history of the folkloric, oral and written strategies and recipes of remedies which these writers utilize as an act of liberating the female agency from her traumatic state, eventually offering alternative means towards wholeness. The transformative act of healing then becomes indistinguishable from a new refiguration of the borders that separate the hitherto normative paradigms of race, gender, history, language, body, and even the textual genre itself, seeking an answer to the vexing question: To what extend does the individual have the agency of narrating and acting his or her will to re-imagine liberatory tactics so as to transform the haunting memories into a liberatory vision of healing?

Keywords: Chicana Literature, Identity, Borderlands Writing, Trauma Studies, Cultural Studies.

Development of Managerial Competences in a Learning Healthcare Organization: Theoretical Assumptions

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Abstract

Managerial competencies of health sector specialists: professional, personal, social are helping them to integrate into the activities of the organization. While carrying out these activities, the aforementioned competences create prerequisites and opportunities for continuous professional development and on their basis foundations of other professional, personal, and social competences required for each medical profession are being formed and emerge during the continuous learning process. The provision of health care services in a modern organization affects the abilities and competencies of the medical worker and increases the need for highly qualified workers. Research on the development of managerial competence of employees in a learning organization is extremely important and relevant for the progress and further development of the health care area. In the health care sector, in order to meet constantly changing requirements, organizations must create education systems that are consistently focused on the development of competences of employees (Adamonienė, Ruibytė, 2010; Rekašienė, Sudnickas, 2014; Liukinevičienė, Buivydienė, 2016; Sharma, 2017; Stačinskaitė, Patrauskienė, 2018; Stringfellow, 2018; Biberhofer et al., 2018; Parker et al., 2019; D'Souza et al., 2019; Xue et al. et al., 2020; de la Cruz López et al., 2021). Due to the rapidly changing world, intensively developed technologies, which are creating high added value, the demand for high-level knowledge, skills and competences is growing rapidly in all spheres. The quality of services and the successful operation of the organization also depend on the qualifications, knowledge, and competence of the employees.

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The Emergence of Takfiri Groups in Egypt and Their Relations With Sayyed Qutb

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Abstract

After the abolition of the caliphate in 1924, the occupation movements of West in the Islamic lands led to the strengthening of the Islamic groups. The doctrine of *Jahiliyyah* presented by Sayyed Qutb in describing the Western system that adopted by Muslims at that time, attracted great interest in the Islamic world. This had drawn the attention of many Islamic groups, including the Muslim Brotherhood which was Egypt's largest Islamic community. At the same time, this doctrine attracted the attention of a group of soldiers called *Free Officers*, known as conservative soldiers in the Egyptian army. The alliance between Qutb and those Free Officers led to the overthrow of King Farouq in 1952. But, it was soon became clear to Qutb that the Free Officers' main goal was to take over the administration and they were collaborating with the Americans. Qutb took the same attitude to the new government as he did to the king, and as a result was imprisoned and executed in 1966. The Islamic groups that were deeply affected by Sayyed Qutb's execution added the idea of *Takfir* to the doctrine of *Jahiliyyah*. In this study, we went to the roots of the relationship between Qutb and the Takfiri groups and mentioned that Qutb was never a part of *Takfirism* and his doctrine of *Jahiliyyah* is different from the *Takfiri* thought. Then we discussed that the Islamic groups that emerged in Egypt after the execution of Qutb were the first nucleus of the Takfiri groups of our era. We hope that this paper helps in understanding the reasons of the emergence of Takfiri groups in our time, by mentioning how they appeared for the first time in Egypt and improved the idea of Tafkirism.

Keywords: Egypt, Muslim Brotherhood, Sayyed Qutb, Free Officers, Jahiliyyah, Takfiri Groups,

Nağı bəy Şeyxzamanlının " Azərbaycan istiqlal mücadiləsi xatirələri" kitabında tarixilik və bədiilik

Nagi Bey Şeyhzamanlı'nın "Azerbaycan İstiklal Mücadelesi Hatıraları" adlı kitabında tarihsellik ve sanat

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Öz

Makalede, ömrünün sonuna kadar Azerbaycancılık davası için özveriyle mücadele etmiş ve muhacir olarak yaşamak zorunda bırakılmış seçkin bir devlet adamı olan Nagi Bey Şeyhzamanlı'nın "Azerbaycan İstiklal Mücadelesinin Hatıraları" adlı kitabından bahsedilmektedir.

Azerbaycan İstiklal mücadelesinin tanınmış temsilcilerinden olan ve muhacir olarak yaşayan Nagy Bey, uzun süre "Müsavat" partisi saflarında kalmış ve M.A.Resulzade onlardan ayrılarak hassas bir milli duygu ve vatana derin bir bağlılıkla savaşçı görevine geri dönerek mukaddes görevini canı gönülden ve yorulmadan birinciler arasında yerine getirdi.derneğin Ankara ve İstanbul'daki faaliyetlerine coşkuyla katıldı. Genç yurttaşlar için bir şevk ve şevk kaynağıydı. Almanya ve Amerika'da bulunduğu süre boyunca Azerbaycan muhacirlerinin milli meseleleri ve hayatları ile yakından ilgilenmiş ve N. Şeyhzamanli "Azerbaycan"ın müdavim yazarlarından biriydi. dergi. Gelecek neslimize bir hatıra olarak bıraktığı canlı yazılarında, sömürücü Rus makamlarına karşı bir ölüm kalım savaşı başlatan ünlü partizan kahramanlarının anılarını, "Difai" mezhepinin faaliyetlerini ayrıntılı olarak anlattı. Nagi Bey bütün hatıralarını bir kitapta toplayarak çocuklarını detaylı bir şekilde anlatmış ve akrabalarının milli ruh içinde yetiştirilmesine büyük önem vermiş ve bu işe çok emek vermiştir.

Nagy Bey'in anıları tartışmalı iki önemli olayı aydınlatıyor: Gence Ayaklanması ve Kafkas İslam Ordusu'nun Azerbaycan'a getirilmesi. Bu bilgi aynı zamanda güncel olayların doğrudan katılımcısı olduğu için de değerlidir. Kitapta gerek tarihi kaynaklarda gerekse diğer muhacir yazarların eserlerinde farklı çelişkili yaklaşımlarla anılan Gence ayaklanması ile ilgili ilginç noktalara rastlıyoruz. Bilindiği üzere 19cu yüzyılın başlarında Rus çarlık emperyalizmi Azerbaycan hanlıklarını işgal etmeye başlamış ve bunu kademeli olarak gerçekleştirmiştir. Ancak Rusların en çetin mücadelesi Gence Hanlığı ile olmuştur. Rus ordularının komutanı General Sisianov ile Gence Hanı Cevad Han arasında geçen konuşma, özellikle Han'ın Ruslara verdiği öğretici cevap, tarihimizin en değerli sayfalarından biridir. Güçler eşit olmadığı için savaş yenilgiyle sonuçlanıyor, şehre giren Ruslar hiçbir canlıya merhamet göstermiyor, acımasızca öldürüyorlar. Naghi Bey kitabında Gence Ulu Camii'ndeki katliamı en ince ayrıntısına kadar ve şüphesiz yürek burkan bir şekilde anlatır.

Anahtar kelimeler: İşgal, istiklal, mücadele, müdafaa, savaş, milli mücadele, ayrımcılık, hafıza.

Abstract

The article talks about the book "Memories of the Azerbaijan Independence Struggle" by Nagi Bey Sheykhzamanli, an outstanding statesman who selflessly fought for the cause of Azerbaijanism until the end of his life and was forced to live as an emigrant.

Nagy Bey, one of the well-known representatives of the Azerbaijan Independence struggle and living as an emigrant, stayed in the ranks of the "Musavat" party for a long time and worked under the leadership of M.A. Rasulzadeh. After the Second World War, the fighter separated from them and returned to his position with a sensitive national feeling and deep attachment to the homeland returning, he fulfilled his holy duty wholeheartedly and tirelessly among the first. He participated enthusiastically in the activities of the association in Ankara and Istanbul. He was a source of enthusiasm and enthusiasm for young compatriots. During his stay in Germany and the United States, he was closely interested in national affairs and the life of the Azerbaijani emigrants and N. Sheykhzamanli was one of the regular authors of "Azerbaijan" magazine. In his vivid writings, which he left as a memory for our future generation, he described in detail the memories of the famous partisan heroes who started a life-and-death war against the exploitative Russian authorities, the activities of the "Difai" faction, and the creation of the National Movement in Ganja. Collecting all his memories in a book, Nagi Bey described his children in detail. and he attached great importance to educating his relatives in the national spirit and devoted a lot of work to this work.

Nagy Bey's memoirs clarify two important controversial events - the Ganja Uprising and the bringing of the Caucasian Islamic Army to Azerbaijan. This information is also valuable because he was a direct participant in the current events. In the book, we come across interesting points related to the Ganja uprising, which are remembered with different conflicting approaches, both in historical sources and in the works of other immigrant writers. As is known, at the beginning of the 19th century, Russian tsarist imperialism began to invade the Azerbaijani khanates and did so gradually. However, the most difficult struggle of the Russians was with the Ganja Khanate. The conversation between the commander of the Russian armies, General Sisianov, and the Khan of Ganja, Javad Khan, especially the Khan's instructive answer to the Russians, is one of the most valuable pages of our history. Because the forces are unequal, the battle ends in defeat, the Russians who enter the city show no mercy to any living being, they kill them mercilessly. In his book, Naghi Bey narrates the massacre in the great mosque of Ganja in all the details and, no doubt, with heartache.

Keywords: Occupation, independence, struggle, defense, war, national struggle, discrimination, memory.

Sınıfta (Öğretme- Öğrenme Ortamında) Öğretmenin Gözlem Ve Denetiminin Meslektaşları Aracılığıyla Yerine Getirilmesi

In Classroom Implementing the Teacher's Observation and Supervision (In Teaching- Learning Environment) Through Colleagues

Zübeyde ÇELİK

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Öz

Bu araştırmanın amacı çağdaş denetim uygulamalarından olan meslektaş denetimini incelemek, yönetici ve öğretmen görüşlerini alarak bu denetim modelini eğitim sistemlerinde, uygulanabilmesi için yapılacak çalışmaları belirlemektir. Ortaöğretim kurumlarında öğretmen gözlem ve denetiminin meslektaşları aracılığıyla nasıl yerine getirileceği" ile ilgili olarak yapılan bu araştırma bir durum çalışmasıdır. Veriler Düzce ili merkezinde bulunan 2021-2022 öğretim yılı içinde Düzce merkezde yer alan altı farklı okul türünden amaçlı örneklem yönteminden kolay anlaşılabilir durum örneklemi ile seçilen 18 öğretmenden görüşme yoluyla elde edilmiştir. Verilerin analizinde betimsel analiz tekniklerinden yararlanılmıştır. Araştırma kapsamında meslektaş gözetiminin öğretmenlerin mesleki gelişimlerine etkisi, öğretmen gözlemi ile öğretmenlerin birbirlerinin sağlıklı değerlendirip değerlendirmemeleri, meslektaş gözlemi sonrasında öğretmenlerin geri bildirim sürecindeki tutumları, öğretmen gözleminin nitelikli bir değerlendirme şekli olup olmadığı, meslektaş gözleminin okul müdürünün iş yüküne etkisi, öğretmenleri ortak bir amaçta buluşturma, okuldaki kararlara katılmalarına etkisi, öğretmenlerin motivasyon ve öz yeterliliklerine etkisi, işbirliği, hesap verme, iş doyumu, öğrenci öğrenmesinin niteliği ve okulların etkili hale gelmesi üzerine etkisi, meslektaş gözetiminin nasıl yapılması gerektiği üzerine sorulmuş sorulara verilen cevaplar üzerinden oluşturulan temalar ve bu temalara ait bulgu ve yorumlara yer verilmiştir. Araştırma sonucunda meslektaş gözleminin öğretmenlerin mesleki gelişimine katkı sağladığı görülmüştür. Meslektaş gözlem ve denetiminin gönüllülük esasına dayalı bir şekilde yapılması gerektiği, gözlemi yapacak meslektaşın tecrübeli ve gerekli yeterliliğe sahip olması durumunda yapılacak değerlendirme işleminin daha doğru olacağı sonucuna ulaşılmıştır. Gözlem sonrasında yapılacak olan değerlendirmelerde yapıcı geri bildirimlerin öğretmenler açısından kendilerini geliştirmeleri noktasında katkı sağlayacağı görülmektedir. Meslektaşların birbirlerine karşı tutum ve davranışları meslektaş gözetiminde önemli bir yer tuttuğu gözlemlenmiştir. Meslektaş gözleminin öğretmenler arasında iletişim, işbirliği ve etkileşimi artırtığı sonucuna ulaşılmıştır. Meslektaş gözlemiyle öğretmenlerin gözlem sonucunda kendi fikirlerini dile getirmeleri ve yapılan eleştirilerle öğretmenlerin karar verme sürecine dahil oldukları görülmektedir. Meslektaş gözlem ve denetiminin sağlıklı ve nitelikli bir şekilde gerçekleştiğinde müdürün iş yükünü azaltacağı fakat bunun yanında denetim ve değerlendirmenin öğretmen tarafından değil müdür tarafından yapılması gerektiği araştırma sonuçlarında görülmektedir. Meslektaş gözlemi ile öğretmenlerin

özgüveninin artacağı ve eğer karakterlerinde varsa liderlik potansiyellerinin gelişeceği görülmektedir. Araştırmada öğretmenlerin meslektaş gözetimi ile bilgi aktarımında bulunmaları, tecrübelerini paylaşmaları ve sağlıklı iletişimde bulunmaları nedeniyle motivasyon ve iş doyumlarının arttığı sonucuna ulaşılmıştır. Araştırmada öğretmenlerin eğitimin amacı ve öğrencilerin başarılı olmaları noktasında aynı amaçları taşıdıkları için meslektaş gözleminde öğretmenler arasında ortak vizyon ve değerlerin oluştuğu görülmüştür. Araştırma sonucunda katılımcılar meslektaş gözlemiyle hesap verebilirliğin hayata geçirilebileceği görüşünde oldukları görülmektedir. Araştırma sonuçlarından bir diğeri de meslektaş gözleminin hem okulun niteliğini artırma noktasında hem de öğrenci başarısını artırma noktasında katkı sağlamasıdır.

Anahtar Kavramlar: Öğretmen, meslektaş gözlemi ve denetimi

Abstract

The aim of this recearch is to examine peer supervision, which is one of the contemporary supervision practices, and to determine the studies to be done in the order to apply this supervision model in education systems by taking the opinions of administrators and teachers. This research on revealing how to carry out teacher observation and supervision through colleagues in secondary education institutions is a case study. The data were obtained through interviews from 18 teachers selected from six different school types in the city center of Düzce during the 2021-2022 academic year, using the easily accessible case sampling method which is one of the purpose sampling methods. Descriptive analysis techniques were used fort he analysis of the data. Within the scope of the research the following themes take place: the effect of peer supervision on the professional development of teachers, teacher observation and whether teachers evaluate each other properly, teachers' attitudes in the feedback process after peer observation, whether teacher observation is a qualified form of assessment the effect of peer observation on the workload of the school principal, bringing teachers together in a common purpose. These themes were created through the answers given to the questions asked about the effect of participating in the decisions at school, the effect of teachers' motivation and self-efficacy, cooperation, accountability, job satisfaction, the quality of student learning and the effectiveness of schools. The findings of these themes and comments of the paricipants werw also included. As a result of the research,it was seen that peer observation contributed to the professional development of teachers. It has been concluded that peer observation and supervision should be done on a voluntary basis, and if the colleague who will make the observation is experienced and has the necessary competence, the evaluation process will be more accurate. In the evaluations to be made after the observation, it is seen that constructive feedback will contribute to the teachers' self-development. It has been observed that the attitudes and behaviors of colleagues towards each other have an important place in the supervision of colleagues. It has been concluded that peer observation increases communication, cooperation and interaction among teachers. It is seen that the teachers are involved in the decision-making process with the observation of their colleagues, expressing their own ideas as a result of the observation and criticism. It is seen in the results of the research that when colleague observation and supervision is carried out in a healthy and qualified manner, the workload of the principal will decrease, but that supervision and evaluation should be done by the principal, not by the teacher. With peer observation, it is seen that teachers' self-confidence will increase and their leadership skills which they have potentially will develop. In the study, it was concluded that the motivation and job satisfaction of the teachers increased due to the fact that they transfer information under the supervision of their colleagues, share their experiences and communicate in a healthy way. In the study, it was observed that a common vision and values were formed among the teachers in the peer observation, since the teachers had the same goals in terms of the purpose of education and getting the success of the students. As a result of the research, it is seen that the

participants are of the opinion that accountability can be implemented through peer observation. Another result of the research is that peer observation contributes to both increasing the quality of the school and increasing student success.

Key Concepts; teacher, peer observation and supervision

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Öğretmenlerin Motivasyonlarını Azaltan ve Artıran Unsurların Süreç Kuramları Bağlamında Değerlendirilmesi ve Okul Yöneticisinin Bu Süreçteki Rolü

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Öz

Genellikle insanları doğası gereği bir şeyleri yapmaya yönlendiren enerji veya dürtü olarak görülen motivasyon eğitim, yönetim ve psikoloji alanlarında en çok araştırılan konulardan biri olarak karşımıza çıkmaktadır. Son yıllarda okulun gelişmesinde ve öğrencilerin akademik başarısını artırmada önemli aktörlerden biri olarak kabul edilen okul yöneticilerinin, öğretmenleri destekleyerek ve uygun koşullar oluşturarak öğrenmeyi etkilediği belirtilmiştir. Süreç kuramları ismiyle anılan motivasyon teorilerinin ağırlık merkezinde, iş görenlerin hangi amaçlarca ve nasıl motive edildikleri yer almaktadır. Bu teoriler "Klasik Şartlanma", "Beklenti Kuramı", "Eşitlik Teorisi" ve "Hedef belirleme Teorisi" dir. Bu araştırmada öğretmenlerin motivasyonlarını azaltan ve artıran unsurlar bu teoriler kapsamında tartışılmıştır.

Anahtar kelimeler: Motivasyon, Süreç kuramları

Abstract

Motivation, which is generally seen as the energy or impulse that naturally directs people to do something, is one of the most researched topics in the fields of education, management, and psychology. It has been stated that school administrators, who have been considered as one of the important actors in the development of schools and increasing the academic success of students in recent years, affect learning by supporting teachers and creating suitable conditions. At the centre of gravity of motivation theories, also known as process theories, is the purpose and how employees are motivated. These theories are "Classical Conditioning", "Expectancy Theory", "Equity Theory" and "Goal Setting Theory". In this research, the factors that reduce and increase teachers' motivation are discussed within the scope of these theories.

Keywords: Motivation, Process theories

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Lesson Plan and Activities for 6th Grade Mathematics Lesson According to the Theory of Multiple Intelligences

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Abstract

In the mathematics education process, it is important to prepare activities suitable for the dominant intelligence types that students have for teaching a subject in a lesson and to teach the lesson through these activities. Teaching the lessons in accordance with the intelligence types can be made possible by identifying the dominant intelligence types of the students and preparing the appropriate materials and course content for these intelligence types. In this context, it is planned to create activities suitable for activity-based teaching according to the theory of multiple intelligences on multipliers and multiples for middle school 6th-grade students. Five activities were developed based on the theory of multiple intelligences about multipliers and multiples according to the dominant intelligence types of the students. In order to ensure the validity of these developed activities, opinions were taken from mathematics teachers. Within this study's scope, it aims to be a guide for mathematics teachers by integrating the activities according to the multiple intelligence theory in the secondary school mathematics course on multipliers and multiples into the mathematics curriculum.

Keywords: Mathematics Education, Multipliers and Multiples, Theory of Multiple Intelligences, Activity.

Reflection and Interpretation of The Learning Process of Pedagogical Students: Analysis of Student Experience

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PhD. Inga BERTAŠIENĖ

Vilniaus kolegija / Higher Education Institution, Lithuania

Abstract

Lithuanian and European Union documents on education talk about the need to enable learners to feel the relevance of learning, to reflect and interpret the learning process, and to solve real-life problems. To successfully solve problems, it is important for the learner to understand the relevance of learning, to be able to reflect and interpret the learning experience.

The report reveals the experience of the students of Pedagogy of Primary Education (PPE) and Early Childhood Education (ECE) in reflection and interpretation the process of studying to understand the relevance of learning. A quantitative research approach was chosen to conduct the study. The group of subjects was selected using availability sampling. Participants of the research were part-time and full-times students of pedagogical studies. The sample size was 231. Of these, 103 were students of PPE and 128 were students of ECE. Research ethics principles were respected throughout the study. The value of Cronbach alpha is 0.739.

The analysis of the survey results shows that the focus on practical skills development encouraged students to choose to study at Vilniaus kolegija/Higher Education Institution. For PPE students, this motive was stronger than for ECE students.

The results of the research showed that the reflection and interpretation of the research process depends on the methods of study used and the tutor and Peer support. Students see relevance of learning, when what they learn is important for their professional practice and they learn how to improve their professional practice. It is important for learners when the tutor encourages to participate in the learning process. PPE respondents have this ability stronger than ECE. Students also identified the tutor model's critical self-reflection. First-year students feel more strongly than students in other courses that the tutor stimulates thinking and the tutor models' good discourse.

It has been found that the involvement of students of pedagogical studies in the learning process and its reflection enables them not only to see the meaning of their studies by creating, exploring, testing and verifying alternative solutions to problems that are relevant and understandable to students, to pursue not only subject-specific goals, but also to achieve reflective thinking, focusing on problem-solving, questioning, and reflection on the learning process as well as to develop a sense of responsibility, understanding the value of self-development and life-long learning.

The Change of Discourse Analysis in Kurdish Perception

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Abstract

This research is an analysis of the discourse revolving around Kurdish issues. Changing global trends naturally influences and changes the existing politics and the attitude towards the general situation. Understanding the discourse requires understanding the perceptions as well. The deeper understanding of the policy, economy, culture, the world order in terms of the specific circumstances is directly related with the utterances and thought which get mould in discourse analysis. As known, Kurds are accepted as the fourth biggest nation in Middle east, it is referred as the world's major nation without a state. While the last two or three decades were influential, the Syrian crisis, the outbreak of ISIS and post-pandemic traumas such as economy can be considered as the real change both in the discourse and in the culture regarding the social relations.

All these factors mentioned above (have) triggered a fragmentation in the opinions and attitudes of the people's understanding, which might have caused a harsh criticism language. The fragmentation might be seen in various levels of the society for instance, in different genders, age, education level, the influence of geography. The fragmentation concerned are generally observed on social media discussion platforms like twitter Spaces and clubhouse with the usage of nicknames. Most probably the next level is social gap which gives rise to more crises, arguments and conflicts. A part of the society discusses and criticizes the existing political movements, whereas the other parts might defend some concepts and causing some confusion and quick change of expressions. The general approach beyond the sentence level may not be obtained precisely, however, the reality might be strategical or tactical in all walks of life. The main points of cohesion and coherence of the remarks, utterances, expressions are of great importance in perspective of the whole framework as the expression used by academics, activists and/or political parties for shaping and directing the society, the parameters they use to manipulate the society.

Two main attitude is observed when the discourse is taken into account. The first discourse happening in pro-Kurdish groups and parties. The long period in the recent decades have made people witness great changes in discourse of some groups or organizations. The example of "*the leader of the nation*" is a remarkable one. However, it was changed into "*the leader of the people*". The transform of a word from "nation" to the "people" represent the whole change of the political approach. Furthermore, the second discourse is common in Turkish policy depending on the time that particularly when they are in need of Kurdish support as in the case of elections, building collaboration in all walks of life as the example of "Kurdish Expansion period".

It is linguistically fascinating to analyse the discourse in the slogans, in the books and in the utterances of the society. Moreover, the discourse might be seen as symbols like the traditional clothes, the posters of the leaders or the flag which is directly highly respected. The problem here is the vagueness of the future as the parties always might have the right or be in a position to change the mainstream according to the conditions of the daily or periodically agenda.

Utilizing Allegorical Literary Works in English Teaching[1]

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Abstract

This study aims to reveal how helpful and effective to utilize allegoric works in English teaching. It also aims to raise awareness among English language teachers by providing advantages and benefits of using allegoric works in English teaching. To enhance communicative competence of learners, a large number of methods, techniques and materials have been offered throughout the history. However, using literary works, allegoric ones in particular, has not caught enough attention. This study lends credibility to the beneficial effects of allegoric works on the subject to guide upcoming teachers.

This study surveys academic works which have been made up to now concerning using literary works in EFL and ESL classrooms. There have been some researches on using literary works in EFL/ESL courses, but almost none deals with allegorical ones. A similar research conducted by Benarba & Hadji, focuses specifically on "The Role of Using Allegories in Enhancing EFL

[1] This study has been adapted from the MA study named "A Research on Teachers' Views on Utilizing Allegorical Literary Works in English Teaching"

Learners Critical Reading Skills". This one specifically focuses on favorable aspects of allegoric works on communicative competence and conceptual fluency.

Keywords: Teaching English, Metaphorical Competence, Allegory, Literary Works

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Mokytojų profesinis tobulinimasis kaip imperatyvas švietimo politikos strategijų kontekste

[Professional development of teachers as an imperative within the context of educational policy strategies]

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Santrauka

Profesinių mokyklų mokytojų profesinis tobulinimas(is) (PT) suvokiamas kaip neatsiejama jų profesinės veiklos dalis. Atlikta nemažai tyrimų, kurių metu buvo išnagrinėtos ir įvertintos profesinio tobulinimo(si) veiklos formos ir strategijos, proceso efektyvumas įvairiuose kontekstuose, dažniausiai taikant kiekybinius tyrimo metodus. Šiame tyrime siekiama perteikti pačių mokytojų požiūrį ir suvokimą apie nacionalinių strategijų ir iniciatyvų kontekste vykstantį jų pačių tobulėjimą. Manoma, kad mokytojų mąstymo supratimas bei nuolatinis suvoktos ir patiriamos tikrovės prasmės suteikimo procesas leidžia geriau perprasti šiandien vykstančius procesus ir/ar jų nesėkmių priežastis. Pagrindinis tyrimo klausimas - kaip dabartinės švietimo politikos strategijos paremia profesijos mokytojų profesinį tobulėjimą? Atliktas kokybinis tyrimas, taikant pusiau struktūruotus grupės interviu su 48 profesijos mokytojais iš penkių Lietuvos profesinio mokymo įstaigų. Duomenų analizei atlikti taikyti grindžiamosios teorijos konstravimo etapai: atviras, ašinis, atrankinis kodavimai. Sukurta mokytojų „balso“ interpretacija išplaukia iš turimų empirinių duomenų, o ne primetant asmeninį tyrėjo požiūrį į tyrimo aplinką. Šio tyrimo prasminis vienetas – profesinis tobulinimasis kaip imperatyvas, yra atsakas į nuolatinį atsinaujinimo poreikį. Jį lemia tiek išorinės (technologijų ir darbo rinkos pažanga, mokytojų kartų kaita), tiek vidinės (motyvacinės paskatos) prielaidos. Tobulinimasis vyksta sudėtingo finansų paskirstymo, kruopštaus planavimo ir priežiūros kontekste, taikant įvairias PT priemones ir formas. Mokymosi strategijas įtakoja tokie įsiterpiantys veiksniai, kaip pasenę mokymo metodai ir PT proceso tęstinumo trūkumas. Pagrindinis profesijos mokytojų PT rezultatas – dalijimasis žiniomis ir pagalba kolegoms. Darbe išryškinamos mokytojų profesinio tobulinimosi ypatybės, kurios gali turėti prasmės švietimo politikos strategijų kūrimui ir įgyvendinimui.

Sustainable Logistics Concept as the Pillar of an Integrated Sustainability Management

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Abstract

A large number of definitions have been developed for the term logistics. Some of these are categorized under the headings of flow-oriented, lifecycle-oriented, and service-oriented definitions. A common one belonging to the flow-oriented group is the 4R definition, according to which logistics has to make sure that a receiving point is transported from a delivery point with the "right product", in the "right condition", to the "right one" according to its needs time, in the "right place" at the lowest possible cost. This definition has been frequently expanded and adapted to include a 7R definition. Due to its brevity and quick comprehensibility, Plowmann's Seven Rights definition has defined logistics as "ensuring the availability of the right goods, in the right quantity, in the right condition, in the right place, at the right time, for the right customer and at the right cost". Nonetheless, another addition is already being discussed here: the parallel delivery of the correct information should also be included as an eighth point in the goal definition. In order to present the concept of logistics and the characteristic decision-making problems in a little more detail, the phase-specific subsystems of logistics are presented as distribution logistics, procurement logistics, disposal logistics, production logistics, and traffic logistics, since only the integration of the subsystems represents the complete draft for the specifications of an integrated, sustainable logistics management. Upon mentioning green logistics, people usually mean classic freight transport logistics. However, the term logistics includes many more functional areas, as already explained above, but due to the importance of emissions and the negative perception of the topic "logistics" among the population, it should be shown how transportation logistics can become "greener" and thus a step more sustainable. The external measures, on the other hand, are all those that can be taken jointly with partners or other third parties. They, therefore, require a joint commitment to "green logistics". All internal and external measures include ecological and/or economic aspects of sustainability, while social aspects are completely ignored in this consideration, which is why the term "green logistics" is justified here. In order to set up sustainable logistics in a company or a group of companies, *i.e.* a supply chain, the "resource" human beings must also be taken into account. The social sustainability component in companies and thus the supplement to the explanations on green logistics includes fair pay, job security, part-time models, company health management, diversity management, appropriate communication, and all under the concept of corporate social responsibility, the social responsibility of companies. With the expanded understanding of the term "logistics" going beyond pure freight transport logistics, with the emphasis on the great

importance of information technology and the mandatory consideration of social aspects, including a change in values taking place in the population towards more sustainability, it becomes clear that this is a management issue is addressed. Without an appropriate corporate philosophy, strategy, and culture that takes sustainability aspects into account, companies are increasingly at risk. Sustainability management can be understood as proactive risk management and serves to create a long-term perspective for companies on the market. The importance of logistics within sustainability management is high because it includes or at least touches almost all functional areas. Not only efficient processes and green technologies are required, but also a basic attitude especially of the management, which includes all perspectives of sustainability and in particular the assumption of responsibility as an example and without claiming to be completed.

Keywords: Sustainable Logistics, Sustainability, Green Logistics, Sustainability Management.

JEL Classification: F10, M11, Q01.

Investment and Innovation Potential of The Republic of Uzbekistan as a Condition of Integration into The World Economic Space

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Abstract

Currently, activities in any area of the economy require a specialist to apply modern methods of work, knowledge of the achievements of world economic thought and understanding of the scientific language. In order to identify trends and patterns in the socio-economic development of phenomena, it is necessary to be able to quickly respond to any changes in the world economy. An analysis of the dynamics of socio-economic phenomena, the identification and characterization of the main development trend provide a basis for forecasting - determining the future size of the level of an economic phenomenon. This article provides a brief overview of research conducted by Doctor of Economics, Professor Karimov Narboy Ganievich. His invaluable contribution to the economic development of the country. The article gives a general idea of the world experience in the placement of securities, economic security, bank lending to investment projects, ways improving economic the effectiveness of investment projects with the participation of foreign investors, the role of commercial banks in the development of the country's economy.

Keywords: economics, credit policy, investment projects.

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The Typology of Lexical Borrowings from Classical Languages in the English and Spanish Anatomical Terminologies

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Abstract

Lexical borrowings constitute one of the main sources for vocabulary replenishment in the national languages. The present paper examines the types of lexical borrowings of classical origin (Greek and Latin) in modern English and Spanish anatomical terminologies. The objectives of the research are to examine to what extent Greek and Latin borrowings are widespread in the abovementioned sublanguages; to identify the common and distinctive features between English and Spanish in terms of assimilation of classical languages; to distinguish major groups of lexical borrowings in anatomical terminologies of these languages. The research relies on the corpus of terminological units from *The Dictionary of Medical Terms* and *Terminología Anatómica: Terminología Anatómica Internacional*, through the aid of comparative, typological, and structural techniques. After analysis, the terminological units under examination were divided into three main categories: (1) adapted (assimilated) Latin and latinized Greek terms that suffered certain alterations in modern English and Spanish; (2) non-adapted (non-assimilated) words that maintain the original form of ancient languages; and (3) "hybrid borrowings" as a unique blend of the first two types. According to the research, English typically retains its original (non-adapted) form, but modern Spanish has incorporated much fewer terminological units from classical languages. In both the English and Spanish medical sublanguages, terminological appropriations from classical languages make up a substantial layer of specialized vocabulary. The category of "hybrid borrowings" discussed in this paper needs additional in-depth research and is particularly interesting. According to the research, English typically retains its original (non-adapted) form, but modern Spanish has incorporated much fewer terminological units from classical languages. In both the English and Spanish medical sublanguages, terminological appropriations from classical languages make up a substantial layer of specialized vocabulary. The category of "hybrid borrowings" that this paper describes needs more in-depth research and is particularly interesting to linguists and terminology experts.

Keywords: medical terminology, lexical borrowings, calque, terminological unit, affix.

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Algı ve Örgütte Algı Yönetimi

Perception and Perception Management in the Organization

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Öz

İnsan davranışları ve örgütsel davranış açısından algı ile ilgili birçok soru sorulabilir. Örneğin; insanların davranışlarını belirleyen, etkileyen şeyler nelerdir? Algı nedir? Algı neden önemlidir? Örgütsel davranış açısından algı nedir? İnsanların aynı şeye bakıp veya aynı şeyleri yaşayıp, farklı şeyler algılaması nasıl açıklanabilir? Gerçekler izafi midir? Algıları neler şekillendirir? Neler algıyı çarpıtır? Algı gerçek değil, gerçeğe ait bakış açısı mıdır? Gibi. Kavramsal olarak ve örgütsel davranış açısından algı ile ilgili açıklamalara yer vermek ve nedenlerini, etkilerini, sonuçlarını ele almak gereklidir.

Anahtar Kavramlar; Algı, örgüt, yönetim

Abstract

Many questions can be asked about perception in terms of human behavior and organizational behavior. For example; What are the things that determine and influence people's behavior? What is perception? Why is perception important? What is perception in terms of organizational behavior? How can it be explained that people look at the same thing or experience the same things and perceive different things? Are facts relative? What shapes perceptions? What distorts perception? Is perception not reality, but the point of view of reality? Like. Conceptually and in terms of organizational behavior, it is necessary to include explanations about perception and to deal with its causes, effects and consequences

K**ey Concepts;** perception, organization, management

The Importance of Human Rights in the Life of a Person with a Disability

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Abstract

Disability has existed in all nations and societies since ancient times, but it is treated differently. The quality of life of a disabled person, his opportunities for socialization and becoming a member of that society directly depend on the prevailing attitude towards disability in society. In all societies, disabled people are considered one of the most vulnerable, socially isolated groups that have experienced various prohibitions and restrictions throughout the ages, due to historically formed attitudes towards disabled people, they have been discriminated against in various ways, it was believed that their opportunities are limited, lower than those of their "healthy" members. However, as citizens of their own country, disabled people must have equal rights with other members of society, they can participate in public life and make their own decisions and be responsible for them, they can also be useful members of society. Disability - deficiencies, difficulties in the field of human general abilities caused by a disorder (disability is expressed at the individual level).Compensation of disability with special, additional, rehabilitative education could be one of the priorities of the education system in order to implement the principle of humanism (social justice) declared by law. The concept of disability has historically changed over the centuries from denial and medical models to a social model. In this way, disabled people became full members of society from medical objects. The world is trying to create a universal definition of what disability is, but so far it has not been possible to do so.Today, each country interprets the word "disability" differently. For example, in Denmark, disability is not defined by statute and people with disabilities are not officially registered. However, in Germany it is necessary to obtain an assessment from a special medical commission and meet strict criteria. There is no common understanding of what disability is in Britain. They currently use three versions, each with its own representatives and criteria. The understanding of the word "disability" is defined in international documents.The chapter of the United Nations Convention on the Equality of Persons with Disabilities explains: "Disabled persons are those persons who have long-term physical, mental, intellectual or sensory impairments which, interacting with various barriers, may prevent such persons from fully and effectively participating in society on an equal basis with other persons" Valid rights Acts in Latvia define disability as a long-term or permanent limitation of physical or mental abilities independent of age-related changes, which limits a person's integration into society and the ability to take care of himself.The full inclusion of such people in society is not possible until we recognize that we have many physical and social barriers. The goal of the movement of people with disabilities in Europe and Latvia is the full inclusion of disabled people in society. It is based on international legal acts, which declare that every person has his rights and freedoms. There are several models that define disability. The two most popular are the medical and social models.These models help us understand two different understandings of disability. They also help to better assess society's laws, rules, structure and their impact on people with disabilities. in Lithuanian legal documents

(Conventions on the Rights of the Disabled, 2006; Social Law of Enterprises, 2004, etc.) disability is defined as the condition of a person determined by competent institutions, when a person, due to congenital or acquired physical or mental deficiencies, cannot fully or partially take care of his personal and social life, realize his rights and perform duties.A disability is a physical, mental, cognitive, or developmental condition that impairs, hinders, or limits a person's ability to perform certain tasks or activities or participate in normal daily activities (Merriam-Webster, 2017). The basic rights of the disabled are enshrined in the United Nations Convention on the Rights of Persons with Disabilities. The purpose of the Convention is to promote, protect and ensure the full and equal use of human rights and fundamental freedoms by all persons with disabilities and to respect their inherent dignity.Principles of the Convention: - respect for the natural dignity of the person, autonomy, including freedom of choice, and independence; - non-discrimination; - full and effective participation and inclusion in society; - respect for the differences of disabled persons and their recognition as part of human diversity and humanity; - equal opportunities; - availability; - equality between men and women; - respect for the developing abilities of disabled children and respect for the right of disabled children to preserve their identity. The Convention provides: According to the principle of participation and inclusion in society, disabled people have the right to education, the right to live independently and integrate into the community, the right to the development and rehabilitation of abilities and functions.

According to the principle of non-discrimination, as a basic principle of international human law, which includes direct and indirect discrimination, the focus of the Convention is precisely protection against discrimination.According to the principle of accessibility, he must be guaranteed the opportunity to apply to the court, live independently and integrate into the community, freedom of expression and freedom of opinion, access to information, education, health, training and rehabilitation of abilities and functions, work and employment, sufficient standard of living and social for protection, participation in political and social life, participation in cultural life, active recreation, leisure and sports. Accessibility must be guaranteed in various aspects: physical accessibility – buildings, transport, etc.; availability of information and communication technologies - e-accessibility, documents in sign language or Braille; designing buildings, websites, etc. The rights of the disabled, which are enshrined in the convention: • equality and non-discrimination; • the right to life, personal freedom and security; • equality before the law; • the right not to be tortured or subjected to cruel, inhuman or degrading treatment or punishment; • the freedom not to be exploited, not to suffer violence and coercion; • protection of personal integrity; • freedom of movement and citizenship; • living independently and integration into the community; the United Nations Committee on the Rights of Persons with Disabilities published its final conclusions for Lithuania. For the first time, the committee evaluated how Lithuania is doing in implementing the UN Convention on the Rights of Persons with Disabilities. In addition to the official state report, the Committee was presented with an alternative report prepared by organizations with disabilities, to which the Human Rights Monitoring Institute also contributed.The Committee singled out only three positive changes - it praised Lithuania for better informing the public about the rights of the disabled, proposals for electronic voting and the inclusion of disabled organizations in the preparation of the National Program for the Social Integration of the Disabled 2013-2019.

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Systemic Rationalization within the Context of Digitalization in Financial Services and Logistics

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Abstract

Digitalization, opening up established markets for new business models and new technology-driven players whose technological advances are threatening the very existence of entire traditional industries, makes technological developments possible that were unthinkable until recently. There is also talk of a disruptive development because large parts of the jobs that exist today and entire occupational fields could fall victim to digitalization and the new automation pushes that are possible with it. Admittedly, what can currently be observed in European companies is in stark contrast to this image of digitalization and its predicted effects: the real digitalization or transformation processes in large portions of European economies are conspicuously lagging behind the high-flying digitalization expectations and utopias, but also dystopias. But what does this discrepancy stand for? Is it, as much of the literature suggests, an expression of being not yet digitized? Does it point to the worrying technological backwardness of the majority of established companies in Europe, which do not have the strength to realize new innovation potential? Is it even a harbinger of an imminent decline in the local economy? Based on our own empirical research in logistics and the financial & insurance services industries, we conclude that we currently predominantly do not have to do with a general, technology-driven upheaval, but with industry-specific developments. We are thus building on earlier findings on the introduction of information and communication technologies (ICT) and the systemic rationalization strategies based on them. According to our study, the real driver of digitalization and the use of digital technologies for this purpose is the urge to control and optimize market relationships and competitive processes initially determined by the industries. The COVID-19 pandemic would not change this, even if some people declare it to be the new driver of digitalization. We want to indicate this using the example of the service sectors we examined – three sectors that are generally considered to be particularly affected by digitalization. As a first step, we critically examine some current interpretations in the digitalization discourse and develop our own approach from them. Then, we outline the digitalization development in the three service sectors on the basis of empirical findings. Finally, we combine our findings into cross-industry conclusions.

Keywords: Digitalization, Financial Services, Logistics, Systemic Rationalization

JEL Classification: F01, G2, O32

Possession of drugs in the light of the Act on Counteracting Drug Addiction of July 2005

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Abstract

In colloquial language, there are many terms describing psychoactive substances that act on the human central nervous system. *Narkōtikós* is the unofficial term of only some of them, namely those that are used for non-medical purposes (intoxication) and are controlled substances under the Act on Counteracting Drug Addiction of July 29, 2005.

Currently, the Act uses three terms related to "drugs": narcotic drugs, psychotropic substances and new psychoactive substances. Their characteristic features are, firstly, a specific effect on the human nervous system, and secondly - there are substances directly indicated in the provisions and recognized as controlled substances. There is no doubt that we encounter a number of substances legally used by people that cause perceptual disturbances and can lead to addiction, but in the public perception they are not considered "drugs". I am talking primarily about alcohol or nicotine, which are completely legal.

By making a short description, it should be noted that the act of possession of drugs is an intentional offense and is prosecuted on public prosecution. Anyone who possess the narcotic substances, regardless of whether it is a dealer or a drug consumer, will be subject to criminal liability. Unfortunately, such interpretation does not correspond to the *ratio legis* of the provision in question. Justifying the purpose of introducing the above regulation into the legal order, the legislator clearly indicated that the regulation is to help prosecute dealers already at the stage of owning drugs, even a small amount, intended for trade. In practice, it is, in most cases, rather impossible to distinguish the dealer from the consumer. So we have a new category of the offender - the owner (no matter what the actual purpose of such possession was). In the case, it is difficult to resist the impression that the law treated the criminal and his victim - a drug addict - in the same way.

Drug possession has no legal definition. Therefore, its interpretation is very difficult. Literature often distinguishes between two forms of ownership: consumer and commercial. The first possession is related to the immediate use of the remedy for one's own needs, the second - to giving it to another person. Both, according to the doctrine, are included in the regulation's disposition. There are also voices that consumer possession should be considered admissible and not punishable due to the fact that no law prohibits the use of the drug itself, and taking the drug cannot be completed without prior possession.

Another problem concerns the possession of the amount of drugs that generates criminal liability. This is an important issue as the possession of drugs gives rise to liability (given the amount is sufficient to allow for at least a single intoxication in a dose typical for this drug), while possession of a large amount – makes stricter responsibility, and possession of a small amount for personal use - gives the possibility of discontinuing the proceedings. In the jurisprudence it is assumed that the criteria determining whether the amount of drugs is

"significant", "insignificant" or "ordinary" is not only the weight (grams, kilograms), but also the number of intoxicating portions that can be prepared from a given amount to receive.

The 2018 Report on Drug Addiction in Poland shows that the most commonly used psychoactive substances are marijuana and hashish, followed by amphetamines and ecstasy, and to a lesser extent cocaine and LSD, and new drugs. Also, studies conducted among customers of the needle and syringe exchange program indicate that the most commonly used psychoactive substances were those from the benzodiazepine group, followed by methadone, marijuana, hashish, amphetamines, heroin and mephedrone. In addition to legal substances such as alcohol, classic drugs still use amphetamine and its derivatives, the amounts of which are very little compared to cannabis and its products, heroin, little cocaine (including crack) and hallucinogens, and a large remaining part is mainly new psychoactive drugs (this was declared by approx. 40% of respondents from Report).

To summarize: The government's pressure on a strict drug policy, and numerous amendments that tighten the criminal liability of the "holder", did not leave unnoticed the manner of court proceedings. This act is not considered in terms of a pathology requiring a non-penal approach. There is no doubt that a thorough knowledge of crime, in this case a drug-related crime, is essential for conducting a rational criminal policy. But the attitude to a number of social phenomena itself also requires rationalization. Drug use and the related possession of drugs should be considered only in the context of social pathologies and should not criminalize or penalize this type of behavior, but rather invest effort and money in prevention, information and harm reduction programs. The National Bureau for Drug Prevention, which monitors the implementation of such activities, recommends greater concentration in these areas. I have emphasized that criminal law is not able to protect people from harming themselves. Too much paternalism on the part of the state may be counterproductive. It is the demand for certain means that generates the supply, and it is the supply that has the full potential to effectively limit the tendency to use psychoactive substances.

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Okul Dışı Öğrenme Ortamlarında Matematiği Nasıl Öğretiriz?

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Öz

Okul bahçesinde, çevresinde ya da okul dışındaki mekanlarda gerçekleştirilen eğitim faaliyetlerine okul dışı öğrenme faaliyetleri denilmektedir. Bilim merkezleri, müzeler, hayvanat bahçeleri, kütüphaneler, botanik bahçeleri, üniversiteler gibi birçok okul dışı öğrenme ortamlarında fen, sosyal bilgiler, Türkçe, matematik ve daha birçok farklı disiplinin öğretimi gerçekleştirilebilmektedir. Bu çalışma kapsamında okul dışı öğrenme ortamlarında matematik öğretiminin nasıl planlanıp uygulanabileceğine dair öğretmen adaylarının görüşlerinin paylaşılması amaçlanmıştır. Çalışma kapsamında 2022-2023 eğitim-öğretim yılı içerisinde Eğitim Fakültesi Matematik Öğretmenliği 3. Sınıfta öğrenim görmekte olan ve meslek seçmeli dersi olarak yürütülen "Okul Dışı Öğrenme Ortamları" dersini alan 13 öğretmen adayının fikirleri alınmıştır. Araştırma için durum çalışması yöntemi tercih edilmiştir. Araştırmacılar öğretmen adaylarından, 12. sınıf konusu "Sayılar ve Cebir" ünitesindeki "12.1.3.2. Üstel ve logaritmik fonksiyonları gerçek yaşam durumlarının modellenmesinde kullanır." kazanımına yönelik gezi planı oluşturmalarını istemiştir. Bu konunun seçiminde Trabzon iline ait "Okul Dışı Öğrenme Ortamları Kılavuzu" dikkate alınmıştır. Ayrıca, sıklıkla gidilen mekanların başında gelen "alış-veriş merkezleri" okul dışı öğrenme ortamı olarak kabul edilip öğretmen adaylarından bu ortamda matematik öğretimi üzerine ne tür etkinlikler yapılabileceğini ilişkin önerilerini paylaşmaları istenmiştir. Öğretmen adaylarının etkinlik planları içerik analizine tabi tutulmuştur. Elde edilen bulgular, öğretmen adaylarının sayılar ve cebir ünitesinin öğretiminde, üniversite kimya ve biyoloji laboratuvarlarında ve araştırma merkezlerinde gerçekleştirebilecek etkinlik planlamaları yaptıklarını göstermiştir. Diğer taraftan, alış-veriş merkezlerinde kâr-zarar problemleri, kombinasyon, permütasyon ve oran-orantı konularının öğretilebileceği etkinlik planları ile ortaya koyulmuştur. Çalışma sonuçları, matematiğin farklı konu ve kavramlarının öğretiminde alışık olduğumuz öğrenme ortamlarının yanı sıra sıklıkla kullandığımız fakat öğrenme ortamı olarak pek fazla tercih etmediğimiz mekanların da kullanılabileceğini göstermiştir. Matematiğin çeşitli konu ve kavramlarının öğretimine yönelik uygulamalı etkinliklerin diğer okul dışı öğrenme ortamları dikkate alınarak planlamasının, uygulanmasının ve değerlendirilmesinin alana katkı sağlayabileceği düşünülmektedir.

Anahtar Kelimeler: Okul dışı öğrenme, okul dışı öğrenme ortamları, matematik öğretimi

The Use of Comparative Adjectives among Native Speakers of English

Kushtrim BERISHA

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Abstract

This study tackled the use of the comparative degree of adjectives among native speakers of English; in other words, it investigated whether these grammar rules are actually implemented in everyday English among native speakers. The study hypothesized that native speakers of English fail to implement the comparative degree of adjectives properly. The research employed a qualitative and quantitative approach to answering its hypothesis. Generally speaking, the results turned out to prove the main hypothesis made in the research, which is that natives do actually tend use comparative adjectives ungrammatically in colloquial conversations. An unpredicted conclusion extracted from the data is that these aberrational uses of comparative adjectives are more common in American English than British English.

Podcast as a work under copyright law

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RESEARCH BACKGROUND

- Doctoral dissertation:
  "Dissemination of works by streaming on a comparative law background"
- **Research areas:**
  audiovisual works, **musical works**, gaming (including e-sports)
- Laying the foundations allows you to move on
- **Musical works – musical works and works comprising text and music**
- Is that all?

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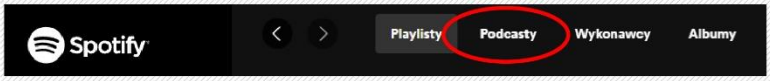
RELEVANCE OF RESEARCH

- Podcasts are in the **top three** preferred types of audio content worldwide now
- In **2021 55%** of **US citizens** have listened to a podcast
- **771,000 podcasts** in the Apple directory as of **November 2019**
- Poland – significant growth, popular podcasts - 100% recycled radio programs



Spotify, https://open.spotify.com/collection/playlists, access: 21.2.2023

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RESEARCH HYPOTHESIS

A podcast is a work in the sense of copyright law.

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METHODOLOGY

- **Research methods:**
  Textual analysis: linguistic, systemic, functional interpretation
  Content analysis
- **Research materials:**
  Primary research materials: legal acts, podcast material
  Accessory research materials: academic papers, case law, Internet articles, streaming services

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DEFINITION OF PODCAST

- A podcast is an **online** format that is traditionally presented as an **audio** program oriented around a selected **theme** of the entire program or a specific episode of it.
- Podcast is a format transmitted by **streaming**.

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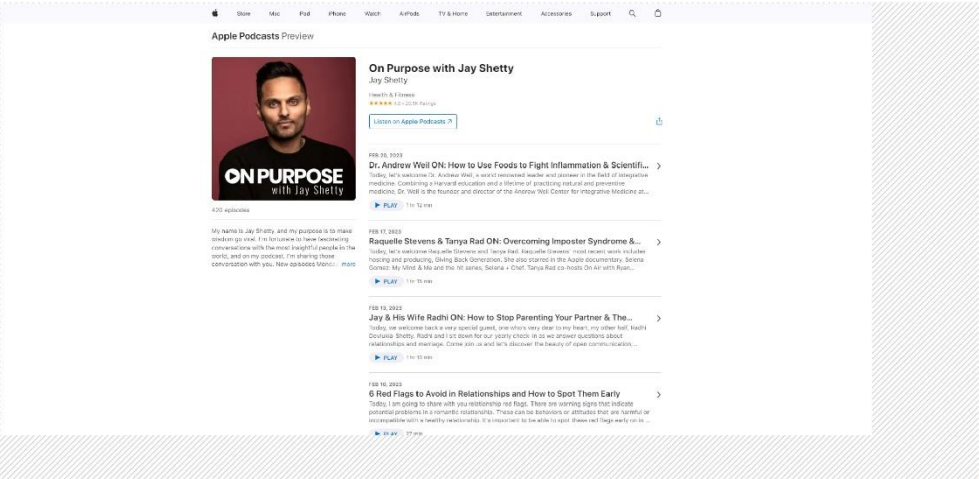
EXAMPLE OF PODCAST



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Jay Shetty, *On Purpose with Jay Shetty*, https://podcasts.apple.com/us/podcast/on-purpose-with-jay-shetty/id1450994021, access: 21.2.2023

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GENERAL TYPES OF PODCAST

Descriptive podcast

- describing a phenomenon/situation

BBC Radio, *6 Minute English*, https://open.spotify.com/show/3CF9ANEicXGxEROA3cOryE, access: 21.2.2023

Podcast – interview

- conducting an interview in the subject area of the podcast

Żurnalista, *Żurnalista - Rozmowy bez kompromisów*, https://open.spotify.com/show/2IaURnE3IsOifmReYREgho, access: 21.2.2023

Additional types: **audiovisual podcast**, copy of radio program, single/multiple (host), thematic (e.g., trivia, crime)

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PODCAST AS A GENERAL WORK

- **Berne Convention** – copyright protection extends to all literary, scientific and artistic works, whatever their mode or form of expression
- **Polish Copyright law** – the object of copyright is any manifestation of creative activity having an individual character, established in any form

- **Podcast as a work**:
- **manifestantion** (sequence of sounds),
- **creative** (elaborate the issue, lead the conversation according to own conception),
- **individual character** (script, editing),
- **established in any form** (the possibility to upload the recording to a server of a streaming portal to enable others to listen to it),
- **made by human** (if it is not created by AI).

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PODCAST AS A BROADCAST

- **Podcast can be covered by the term „broadcast" .**
- For example in Regulation (EU) 2017/1128 of 14 June 2017 on cross-border portability of online content services in the internal market EU has not limited the meaning of „broadcasts" to radio and TV programs only (Recital 8).
- **Radio program transfered into podcast** (e.g., polish program: „Radio ZET morning guest").
- **Radio techniques are used during the creation of the podcast**.
- **Copyright protection of radio broadcasts**.

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PODCAST AS AN AUDIOVISUAL WORK

- **Audiovisual podcast transformed into audio podcast**

Similarities between audio podcast and audiovisual works:

- a series of sounds giving the impression of a certain continuity / a series of images giving the impression of movement
- script / screenplay
- sound editing / video and sound editing

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HYPOTHESIS VALIDATION

A podcast is a work in the sense of copyright law because:

- it falls within the scope of the grounds for copyright protection;
- like musical works, it is a creative use of sounds;
- a podcast has the characteristics of a broadcast;
- a podcast has the characteristics of an audiovisual work (audio podcast)
  or it is an audiovisual work (audio-visual podcast).

Hypothesis confirmed.

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- Act of 4 February 1994 on Copyright and Related Rights (Journal of Laws 2022, item 2509);
- Act of 29 December 1992 on radio and television (Journal of Laws 2022, item 1722).

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- Judgment of the Supreme Court (Poland) of 6 March 2014, V CSK 202/13, LEX no. 1486990;

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Thank you for your attention!

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Okul Öncesi Öğretmenlerinin Uyum Haftası Boyunca Yaptığı Etkinlikler ve Uyum Haftası Hakkındaki Görüşleri

The Activities Applied During The Adaptation Week and Opinions of Preschools Teachers About The Adaptation Week

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Halil Özgür GÜLLÜ

Düzce University, Turkey

Öz

Okul öncesi eğitim kurumları örgün eğitimin ilk basamağı olarak karşımıza çıkmaktadır. 3-6 yaş arasındaki çocukların öz-bakım, dil, bilişsel, sosyal-duygusal ve motor gelişim alanlarında desteklenmelerini ve gelişmelerini sağlamaya çalışırlar. Tüm örgün eğitim kurumlarında olduğu gibi belirli bir program ve sistem içerisinde ilerlerler. Okul hayatının başlangıcı olarak kabul edilen bu dönem çocuklar için kritik bir öneme sahiptir. Çocuğun okula uyumu ve kendini iyi hissetmesi gelecek hayatını doğrudan etkileyecek durumlardan bir tanesidir. Uyum haftası boyunca öğretmene, okul idaresine ve aileye kısacası tüm paydaşlara görevler düşmektedir. Yaşanan uyum haftası ne kadar verimli bir şekilde geçirilirse çocuğun okula uyumu da o derecede başarılı bir şekilde sağlanmış olur. Araştırmanın amacı okul öncesi öğretmenlerinin uyum haftası boyunca yapmış olduğu etkinlikler ve uyum haftası hakkındaki görüşlerini almaktır. Çalışma kapsamında, Düzce ilinde yer alan Gümüşova Anaokulu ve Nasreddin Hoca Anaokulu öğretmenlerinin görüşlerine başvurulmuştur. Yapılan bu araştırmada nitel araştırma yöntemi kullanılmıştır. Nitel araştırma yöntemlerinden olgubilim ve durum çalışması deseni tercih edilmiştir. Veriler, nitel veri toplama araçlarından olan yarı yapılandırılmış görüşme formları yoluyla toplanmıştır. Veri analizinde betimsel analiz teknikleri kullanılmıştır. Çalışma bulgularına göre okul öncesi öğretmenleri uyum haftasında genellikle tanışma, oyun, sanat ve müzik etkinlikleri yapmışlardır. Ayrıca öğrencilerin okulu ve çevreyi tanıması adına alan gezileri düzenlemişlerdir. Milli Eğitim Bakanlığının yayınlamış olduğu okul öncesi eğitim okula uyum rehberini bütün öğretmenler incelemiş ve yayınlanmış olan birçok etkinliği sınıf içerisinde uyguladıklarını belirtmişlerdir. Öğretmenler, sürecin önemli bir parçası olan veliler ile uyum haftası boyunca iletişim halinde olmuşlardır. Uyum haftası süresince çocuğun bulunmuş olduğu yaş grubu, öğretmenin bilgi birikimi ve mesleki deneyimi gibi konuların da uyumu etkilediği ortaya çıkmıştır.

Anahtar Sözcükler: Okul, Okula Uyum, Öğretmen, Uyum

Abstract

Preschool educational institutions appear as the first step of formal education. they try to ensure that children between the ages of 3-6 are supported and develop in the areas of Decency, language, cognitive, social-emotional and motor development. As in all formal educational institutions, they progress within a certain program and system. This period, which is considered the beginning of school life, is of critical importance for children. The child's adaptation to school and feeling well is one of the situations that will directly affect his future life. During the compliance week, duties are assigned to the teacher, the school administration and the family, in short, to all stakeholders. The more efficiently the adaptation week is spent, the more successfully the child's adaptation to school will be ensured. The aim of the research is to get the opinions of preschool teachers about the activities they have done during the adaptation week and the adaptation week. Within the scope of the study, the opinions of Gümüşova Anaokulu and Nasreddin Hoca Anaokulu teachers located in Düzce province were applied. In this study, qualitative research method was used. Among the qualitative research methods, phenomenology and case study design were preferred. The data were collected through semi-structured interview forms, which are one of the qualitative data collection tools. Descriptive analysis techniques were used in the data analysis. According to the findings of the study, preschool teachers usually did dating, play, art and music activities during the adaptation week. They also organized field trips for the students to get to know the school and the environment. All teachers have examined the preschool education school adaptation guide published by the Ministry of National Education and stated that they have applied many activities that have been published in the classroom. The teachers have been in contact with the parents, which is an important part of the process, during the adjustment week. During the adaptation week, it was revealed that issues such as the age group of the child, the teacher's knowledge and professional experience also affect the adaptation.

Keywords: Adaptation, Adaptation to School, School, Teacher

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World Famous Scientist Lutfi Zade's Azerbaijan "Era " in the Context of History Philosophy

Dünyaca Ünlü Bilim Adamı Lütfi Zade'nin Azerbaycan "Dönemi" Tarih Felsefesi Bağlamında

World Famous Scientist Lutfi Zade's Azerbaijan "Era" in the Context of History Philosophy

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Öz

Dünya bilimine 6 keşif, geleneksel bilimsel düşünceye devrim niteliğinde yenilikler, matematik, mantık, uzay araştırmaları, sibernetik, felsefe, dilbilim vb. verdi. vesaire. bilimleri tazelemiş, genel olarak 96 yıllık uzun, faydalı ve örnek yaşamıyla gezegenin bilinç alanına anlam kazandırmıştır.

70 yıl bilime hizmet eden ve onu "yeryüzünden evrene" yükselten dahi bilim adamı Lütfi Zadeh'in zamanını, bakış açısını ve felsefi görüşlerini bilimsel ve toplumsal düşüncenin tarihsel felsefesi bağlamında araştırmak ve incelemek modern bilimin en önemli görevlerinden biridir. .

"Tarih Felsefesi Bağlamında Dünyaca Ünlü Bilim Adamı Lütfi Zadeh'in Azerbaycan Dönemi" başlıklı yazıda, Lütfi Zadeh'in Azerbaycan'da başlayıp sonsuzluğa Azerbaycan'da varmasıyla biten "dönemi" anlatılmaktadır. Bu makale, yazarın İngiltere'deki prestijli Cambridge Scholars Publishing (Lady Stephenson Library) ile imzalanan anlaşma kapsamında yayınlanacak olan "Lotfi A. Zadeh's Era, Gutlook and Philosophical Views" adlı monografisinin bir bölümüdür ve bu çok büyük bilim adamının anlayışı açısından önemli bir eserdir .

Makalede dahi bilim adamının "dönemi", onun zengin "dünyası" - anne ve babasını iki farklı ülkeden Azerbaycan'a getiren tarihi olaylar, onların bu ülkede eğitim gördükleri, kişilik olarak şekillendikleri, Lütfi Zadenin bir ömür içinde defalarca ülkeden ülkeye kaçmaya mahkum olan bu "kanatı-kırık" ebeveynin ailesinde dünyaya bir güneş olarak doğması ardındangeleceğin ünlü matematikçisi, "bulanık mantık"ın yaratıcısı Lutfi Zade'nin Bakü'deki 16 Nolu Rus okulunda 4 yıllık ilköğrenimi ve nihayet uzun bir aradan - 35 yıl sonra Azerbaycan'a dönüşü ve memleketindeki ebediyyete kovuşması bilimsel ve toplumsal düşüncenin tarih felsefesi bağlamında değerlendirilmektedir.

Anahtar kelimeler: *Azerbaycan, Lütfi Zade, dönem, qeyri-səlis məntiq, Azərbaycançılıq*

Abstract

6 discoveries science, revolutionary innovations to traditional scientific thought, mathematics, logic, space exploration, cybernetics, philosophy, linguistics, etc. It refreshed the sciences and gave meaning to the consciousness field of the planet with its long, beneficial and exemplary life of 96 years .

It is one of the most important tasks of modern science to research and examine the era, perspective and philosophical views of the genius scientist Lütfi Zadeh, who served science for 70 years and raised it "from earth to the universe" in the context of the historical philosophy.

The article titled "Azerbaijan Period of World Famous Scientist Lütfi Zadeh in the Context of Historical Philosophy" describes the "era" of Lütfi Zadeh, which started in Azerbaijan and ended with his eternity in Azerbaijan. This article is part monograph of the author of the article "Lotfi A. Zadeh's Era, Qutlook and Philosophical Views" which will be published under an agreement with the prestigious Cambridge Scholars Publishing (Lady Stephenson Library) in England, and important to the understanding of the scientist.

Of course, the main part of Lutfi Zade's "era" passed far away from Azerbaijan - in the United States. After a long break, in 1965, when he came to Russia for a conference, he made a short visit to Azerbaijan. The genius scientist's first and last live visit to Azerbaijan took place in 2008, which the author of the article called this visit "21st century. The peak of Lutfi Zade's Azerbaijan and Azerbaijanism "era". And the last - a genius scientist - returned to his native land once and for all when he died in 2017 at the age of 96. This full period is evaluated in the context of the philosophy of history in the article.

Keywords: *Azerbaijan, Lütfi Zade, period, qeyri-səlis məntiq, Azərbaycançılıq*

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The Significance of the Quality Criteria of Preventive Activities in Assessing the Efficiency of Preventive Activities

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Abstract

As noted by many authors (see e.g. Biglan, Ogden, 2008; Nickerson, Brock, 2011), there is an attitude in the science of educology, that while evaluating the effectiveness of interventions related to prevention, the main and most suitable methods are experimental studies and especially controlled studies based on randomized samples. This approach is named by using a special term (formulated by the cited authors) and is called the "evidence-based practice" concept/movement. Based on this concept, only experimental evaluations should be used to show whether implemented programs and the practice of their application lead to positive consequences and influence the psychological state of the addressees of preventive activities to a larger extent, as well as their behavioural functioning on a larger scale (Biglan, Ogden, 2008). Considering this aspect, effectiveness and efficiency are considered to be the most important elements of the above-mentioned concept.

(Non)-criminal tendencies in the criminal law enactment and application - reality or illusion? Reflections on the background of Polish criminal law

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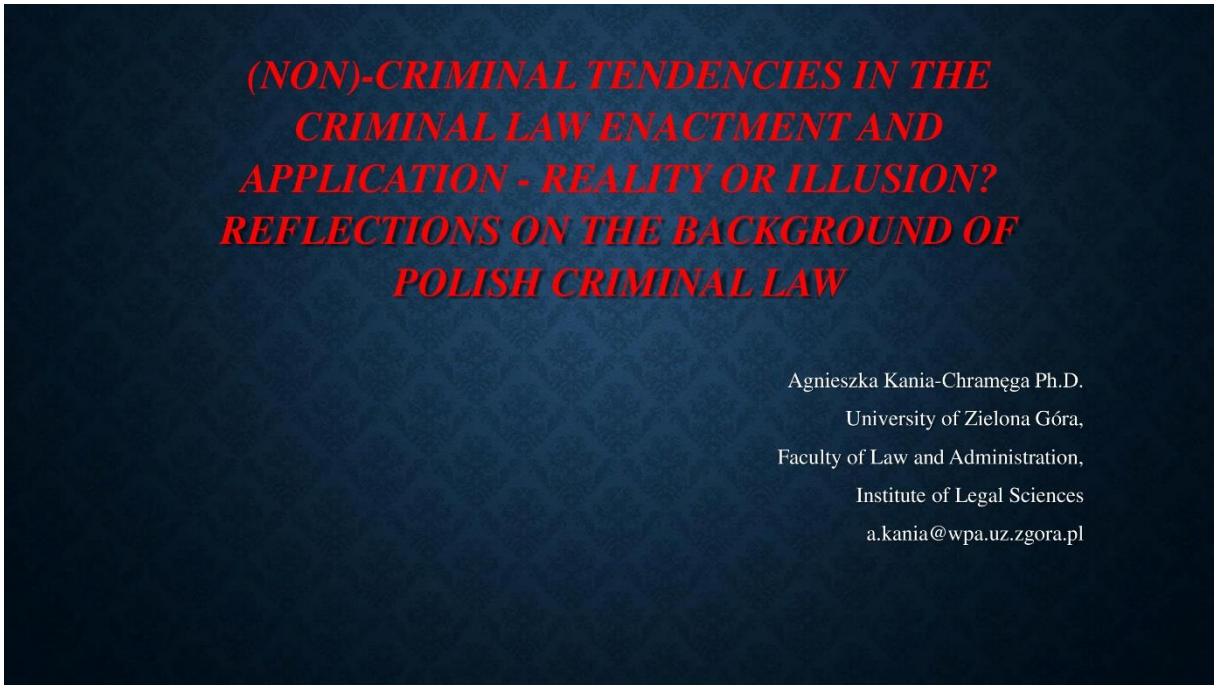

THE PREFIX "(NON)-CRIMINAL" MEANS AN EXPRESSION OF NEGATION (IN ITS MOST EXTREME CONCEPTUALIZATION), AND (IN ACCORDANCE TO A SLIGHTLY MORE BENIGN CONCEPTUALIZATION THEREOF) A SYMBOL OF AN INVERSE OR AN OPPOSITE ELEMENT VIS-À-VIS A TYPICALLY CRIMINAL ASPECT OF THE SUBSTANCE OF CRIMINAL LAW.

THE PURPOSE OF THE PAPER IS THE PRESENTATION OF COMMONLY OBSERVABLE ALTERATIONS, SPECIFIC COMPROMISES, IN THE NAME OF WHICH THE PUBLIC-LAW IDENTITY OF THE CRIMINAL LAW MAY, ALTHOUGH A PRIORI DOES NOT HAVE TO, LOSE ITS PRIMARY CLARITY. THE TITLE NON-CRIMINALITY OF THE CRIMINAL LAW (WHICH IN CERTAIN SITUATIONS MAY TURN OUT TO BE ONLY THE *PRIMA FACIE* NON-CRIMINALITY) SERVES IN FACT TO HIGHLIGHT THE EXISTENCE OF THE SCEPTICAL VIEWS ON CERTAIN TRENDS THAT MAY BE CURRENTLY OBSERVED IN THE PROCESS OF THE „CLASSICAL" CRIMINAL LAW ENACTMENT AND APPLICATION.

DELIBERATIONS TAKEN UP WITHIN THIS PAPER HAVE AN OBJECTIVE OF FINDING WHETHER A CERTAIN INTERRUPTION OF "CLASSICAL" CONSTRUCTION OF CRIMINAL LAW AND ITS INSTITUTIONS REQUIRES, *A PRIORI*, ALLOCATING A NEGATIVE ASSESSMENT TO TRENDS OF THAT KIND – AND THEREFORE ATTRIBUTING A QUALITY OF "NON-CRIMINALITY"– OR WHETHER THE TRENDS THUS INDICATED THREATEN CRIMINAL LAW AS TO ITS THE IDENTITY AND ITS QUALITY OF BEING A DISTINCT FIELD OF LAW, AND AS A CONSEQUENCE, THREATEN ITS DEGREE OF "CRIMINALITY"?

THE HIGHLIGHTED NON-CRIMINALITY DEPICTS GENERALLY OBSERVABLE ALTERATIONS, NOT NECESSARILY CONSTRUED IN AN UNEQUIVOCALLY POSITIVE MANNER, TO WHICH "CLASSIC" CRIMINAL LAW IS SUBJECT. HOWEVER, WHILE USING THE TERN "CLASSIC", IT NEEDS TO BE ADDED HERE FOR THE PURPOSES OF AVOIDING CERTAIN CONTROVERSY, THAT SUCH A DENOTATION NEEDS TO BE READ IN ACCORDANCE TO ITS LEXICAL UNDERSTANDING. IN ITS CORE MEANING, "CLASSIC" DENOTES THE ONE WHO WITHSTOOD THE TRIALS OF TIME AND, IN HIS OR HER UNQUESTIONABLE FORM, STILL ALLOWS, *EXEMPLI GRATIA*, FOR STATING THAT CLASSICAL GEOMETRY COMES FROM PYTHAGORAS, AND THAT REPRESENTATIVES OF CLASSICAL PHILOSOPHY ARE E.G. ARISTOTLE AND SOCRATES.

TRANSPLANTING THAT EXPLANATION ONTO THE INSTITUTIONAL PLANE OF CRIMINAL LAW, IT WOULD BE TRYING NOT TO NOTICE CERTAIN DIFFICULTIES IN ITS PRACTICAL IMPLEMENTATION. IT MAY NOT BE OMITTED THAT THE UNCOMPROMISINGLY SOUNDING REQUIREMENTS WHICH REFER TO LEGISLATING AND APPLYING *IUS PUNIENDI*, UNDERWENT A CERTAIN "WATERING-DOWN" – IN ESSENCE, "DE-CLASSIFICATION" OVER THE AGES, MARKEDLY LOSING ITS ORIGINAL, SUBSTANTIVE RIGOUR. AGAINST THAT BACKGROUND, THERE IS A QUESTION WHETHER THE TENDENCIES OF THAT KIND ARE A MANIFESTATION OF UNACCEPTABLE NON-CRIMINALITY, OR WHETHER THEY (AT LEAST SOME OF THEM) SERVE AS A CONSTRUCTIVE REMINDER THAT THE FORMER VIEW ON PUBLIC-LAW DIMENSION OF CRIMINAL LAW, ITS TRAITS AND INSTITUTIONS PARTICULAR THERETO SHOULD BE SUBJECTED TO CERTAIN, AND AT TIMES SUBSTANTIAL, CORRECTION – WHERE SAID CORRECTION, WHILE DOING AWAY WITH THE "TATTOO OF YORE", WOULD ALLOW ITS FURTHER EXISTENCE.

AN ATTEMPT AT AN ANSWER TO THE ABOVE QUESTION WOULD REQUIRE AN INSIGHTFUL CONSIDERATION OF SEVERAL KEY CONCEPTUAL ISSUES.

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Düzce Üniversitesi'nde 2022-2023 Eğitim Öğretim Yılında Öğrenim Gören Uluslararası Öğrencilerin Yaşayabilecekleri Kültür Şoku ve Kültür Şokunun Yönetilmesine Yönelik Oryantasyon Faaliyetleri

Tuğba COZOĞLU

Prof. Dr. Süleyman GÖKSOY

Düzce University, Turkey

Öz

Araştırmamız uluslararası öğrencilerin yaşadıkları kültür şokunu ve toplumsal uyum süreçlerini ele almaktadır. Araştırmada nitel araştırma yaklaşımıyla ele alınan fenomenolojik desen kullanılmıştır. Bu çalışma sonucunda görüşme yapılan öğrencilerin uyum sürecinde hangi konularda sorun yaşadıkları ortaya çıkmıştır. Bu sorunlar ile başa çıkma konusunda kimlere başvurduklarını ve bu kimselerin sorunları çözme konusunda yardımcı olup olmadığı anlaşılmıştır. Araştırma, 2022-2023 eğitim öğretim yılında Düzce Üniversitesi'nde öğrenim gören 20 uluslararası öğrenci ile yapılan görüşmeler doğrultusunda gerçekleştirilmiştir. Çalışmanın amacı Düzce Üniversitesi'nde öğrenim gören uluslararası öğrencilerin içinde bulundukları yeni kültüre uyum sürecinde yaşadıkları çevresel, sosyal, akademik ve yönetsel sorunları belirlemek ve bu sorunların çözümü için alınabilecek gerekli önlemleri tartışmaktır. Uluslararası öğrencilerin yaşayabilecekleri olası sorunları ortaya koyarak bunlar hakkında bilgi sahibi olmaları ve gerekli tedbirleri önceden almalarının sağlanması hedeflenmiştir.

Anahtar Kelimeler: Kültür, Uluslararası Öğrenciler, Kültür Şoku, Kültürel Oryantasyon, Toplumsal Değişim

Abstract

The research deals with the culture shock and social adaptation processes experienced by international students. In the research, the phenomenological design, which was handled with a qualitative research approach, was used. As a result of this study, it was revealed in which subjects the students had problems in the adaptation process. It was understood who they consulted to cope with these problems and whether these people helped in solving the problems. The research was carried out in line with the interviews with 20 international students studying at Düzce University in the 2022-2023 academic year. The aim of the study is to determine the environmental, social, academic and administrative problems experienced by international students studying at Düzce University in the process of adapting to the new culture they are in and to discuss the necessary measures that can be taken to solve these problems. It is aimed to reveal the possible problems that international students may experience and to ensure that they are informed about them and take the necessary precautions in advance.

Keywords: Culture, International Students, Culture Shock, Cultural Orientation, Social Change.

Sociology and the dialectical relationship between language and society

Dr. Mahfoudh SAIDI

University of Kairouan - Tunisia

Abstract

The universal and radical importance of language in the life and continuty of societies is what calls us today to think about the relationship of language to society according to sociology. To think about this problem, which I will write a summary about, I will work systematically on the following elements:

1-**Justifications and motives that legislate for us today to think in the social sciences about the problem of the dialectical relationship between language and society:**

-Because language is a social phenomenon, and that social sciences study social phenomena, it is very reasonable for these sciences to study language and sociolinguistic phenomena.

-The sociolinguistic phenomenon is a very important topic for social sciences

-Social sciences investigate the relationship of society to social phenomena such as language

-Language has a major and essential role in building society, and in achieving communication between members of society, and between societies in the world

-Language is a social need. We show here that man is a socio-linguistic being, and that society is a group of linguistic beings.

Language is a social tool

2- conceptualization: In this research and thinking framework, I will define the meanings of the concepts and terms that make up this sociological problem:

dialectical relationship:

We will show here the difference between the oppositional relationship and the dialectical relationship. The dialectical relationship is one in which language is a component of society and at the same time in which society is a component of language. Language builds the meaning and value of society and is the basis for the formation of social communication, but also that society is the one that creates language and it is the framework that language is established and established

~Language: Language is a national and universal social phenomenon: It is impossible to imagine the existence of a society without language

~Society:

3-Sociology of the relationship between language and society :

~ We will explain the characteristics of the dialectical linguistic relations, facts and phenomena: We will present here examples from the sociology of Dirkheim, Boudon and Durfur, and we will say that the condition for building society is language.

-Society expresses its social, economic and political needs in language

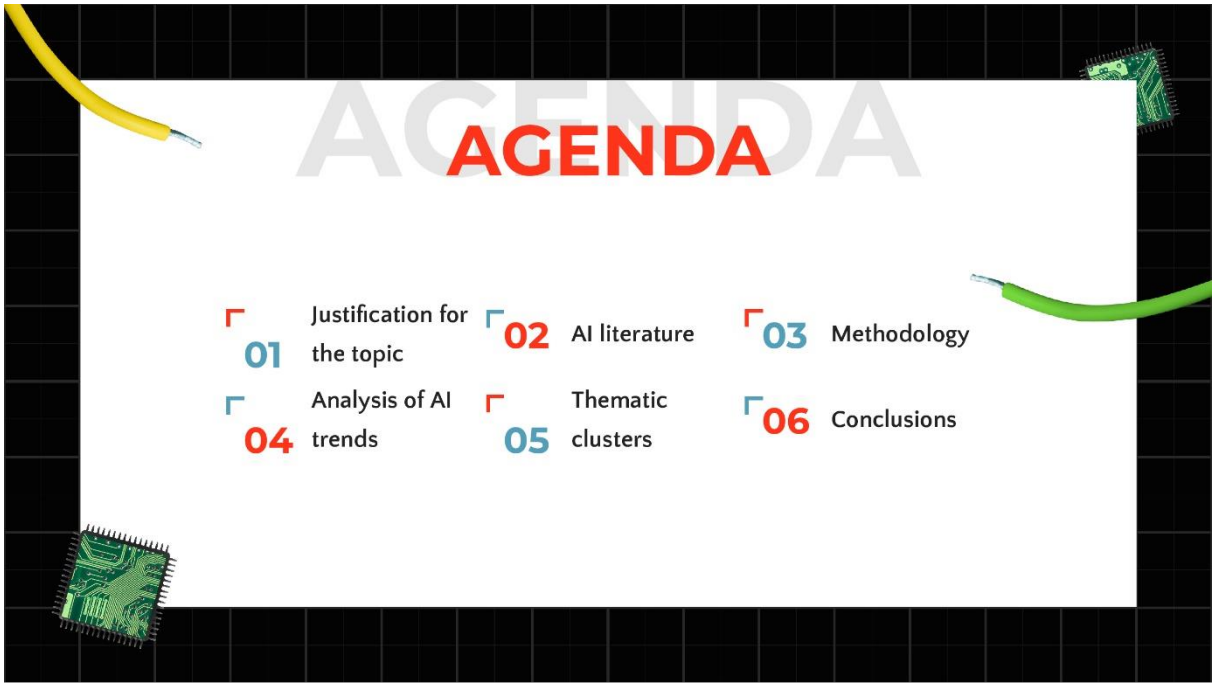
-Language contributes to the formation and manufacture of the customs and traditions of society, and it is what builds the identity of society and its culture, and it expresses its peculiarities, and it is by means of it that society is distinguished from other societies, and then communication and life in society are conditional on language

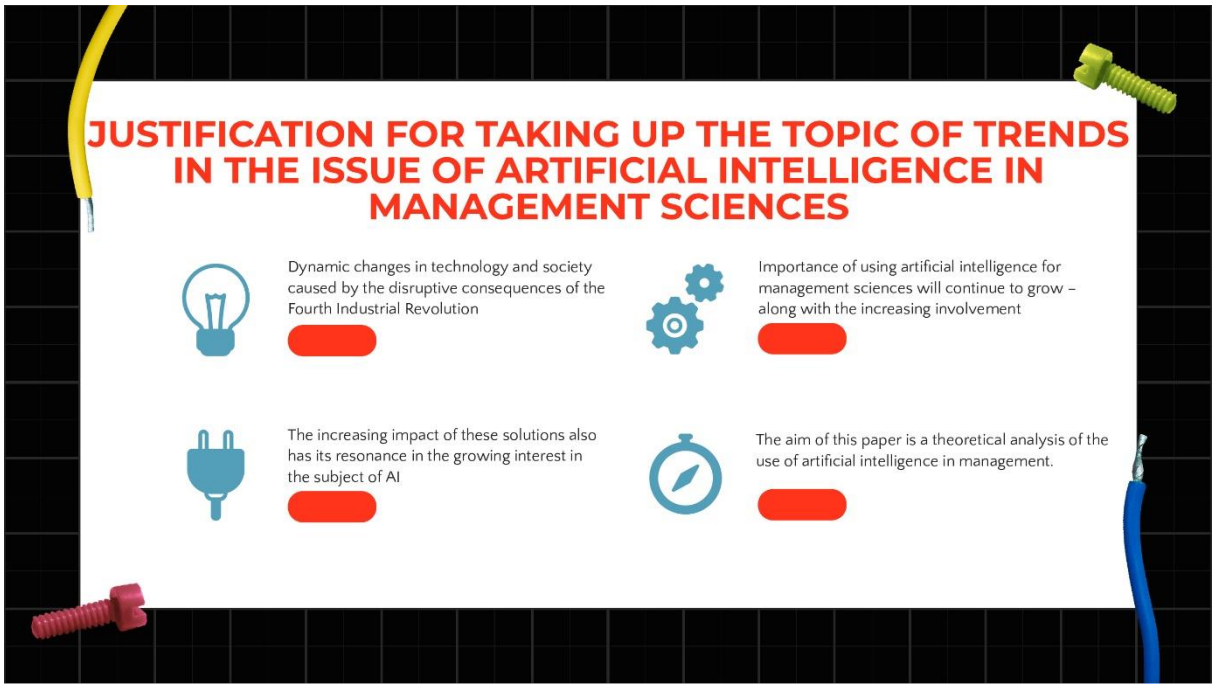
4-A critical sociological Approch of the value of the sociological study of the relationship of language to society:

Artificial Intelligence – the agenda for management sciences

Szymon Jarosz

Kraków University of Economics, Poland

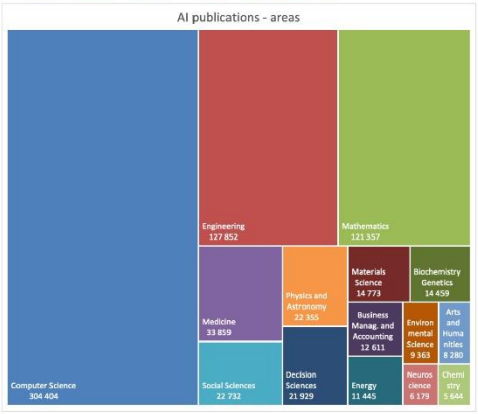

AGENDA
AGENDA
01 Justification for the topic
02 AI literature
03 Methodology
04 Analysis of AI trends
05 Thematic clusters
06 Conclusions


JUSTIFICATION FOR TAKING UP THE TOPIC OF TRENDS IN THE ISSUE OF ARTIFICIAL INTELLIGENCE IN MANAGEMENT SCIENCES
Dynamic changes in technology and society caused by the disruptive consequences of the Fourth Industrial Revolution
Importance of using artificial intelligence for management sciences will continue to grow – along with the increasing involvement
The increasing impact of these solutions also has its resonance in the growing interest in the subject of AI
The aim of this paper is a theoretical analysis of the use of artificial intelligence in management.

AI LITERATURE

COMPARISON BETWEEN AREAS

A compilation of data about AI publication shows that there is a research gap in the description of the issue of the impact of AI on social sciences, especially on management issues in organizations. A very interesting analysis of the total number of publications and the number of publications in the field of management is the fact that the topic of AI reached this area with a kind of delay.



METHODOLOGY OF TREND RESEARCH

A SYSTEMATIC LITERATURE REVIEW WAS CONDUCTED TO PRESENT RESEARCH ON THE DESCRIPTION OF THE USE AND IMPACT OF AI TECHNOLOGY ON MANAGEMENT SCIENCE.

On February 12, 2022, the following search was carried out in the Scopus database:

TITLE-ABS-KEY (artificial AND intelligence) AND (EXCLUDE (PUBYEAR , 2022)) AND (LIMIT-TO (SUBJAREA , "BUSI"))

In the titles, keywords and abstracts, the phrase artificial intelligence was searched. The search was limited to the field of Business Management and Accounting. It should be mentioned that the year 2022 was excluded because during the research process, 2022 was not yet over.

ANALYSIS OF AI TRENDS IN MANAGEMENT

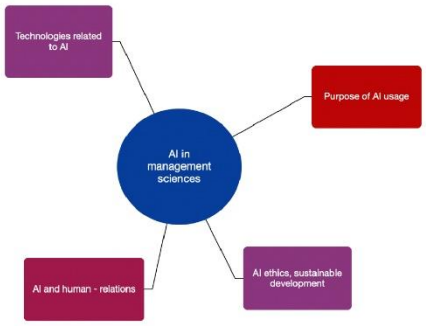
KEYWORD ANALYSIS

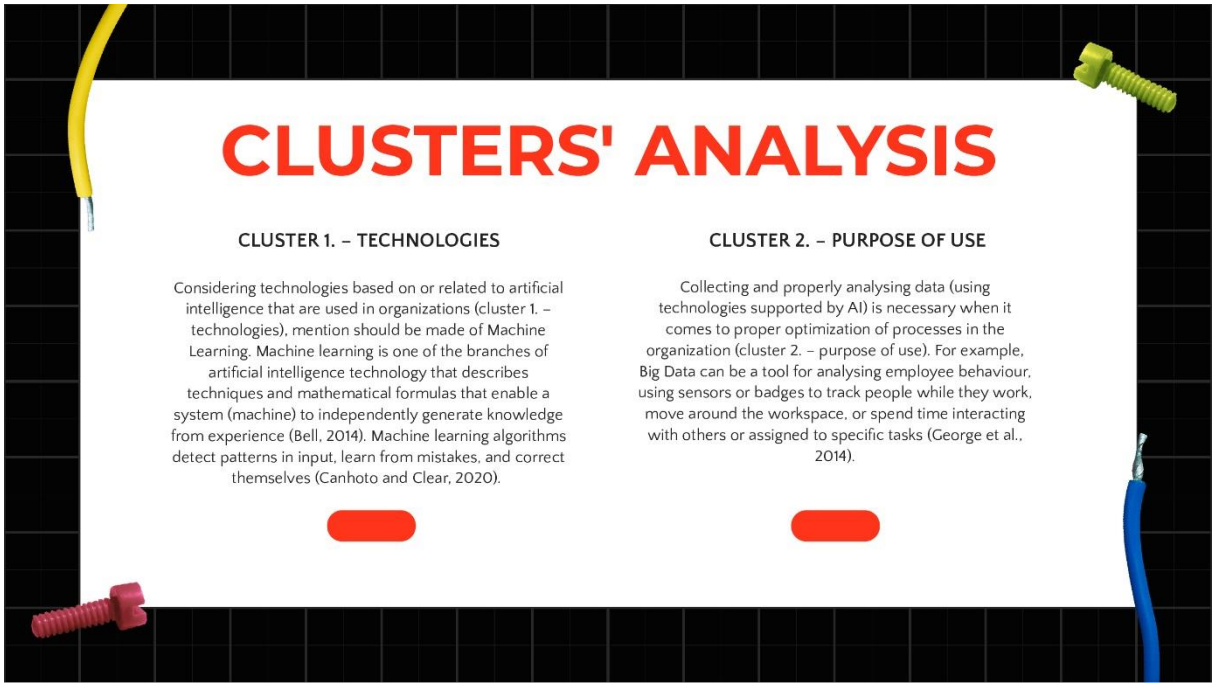
Keyword analysis has made it possible to determine the trends that prevail among scientists when it comes to broadly understood artificial intelligence in management sciences. The bibliographic analysis of the literature allowed to extract 24,038 different keywords from the Scopus database. The next step in the bibliographic analysis was to determine the keywords with the highest incidence.

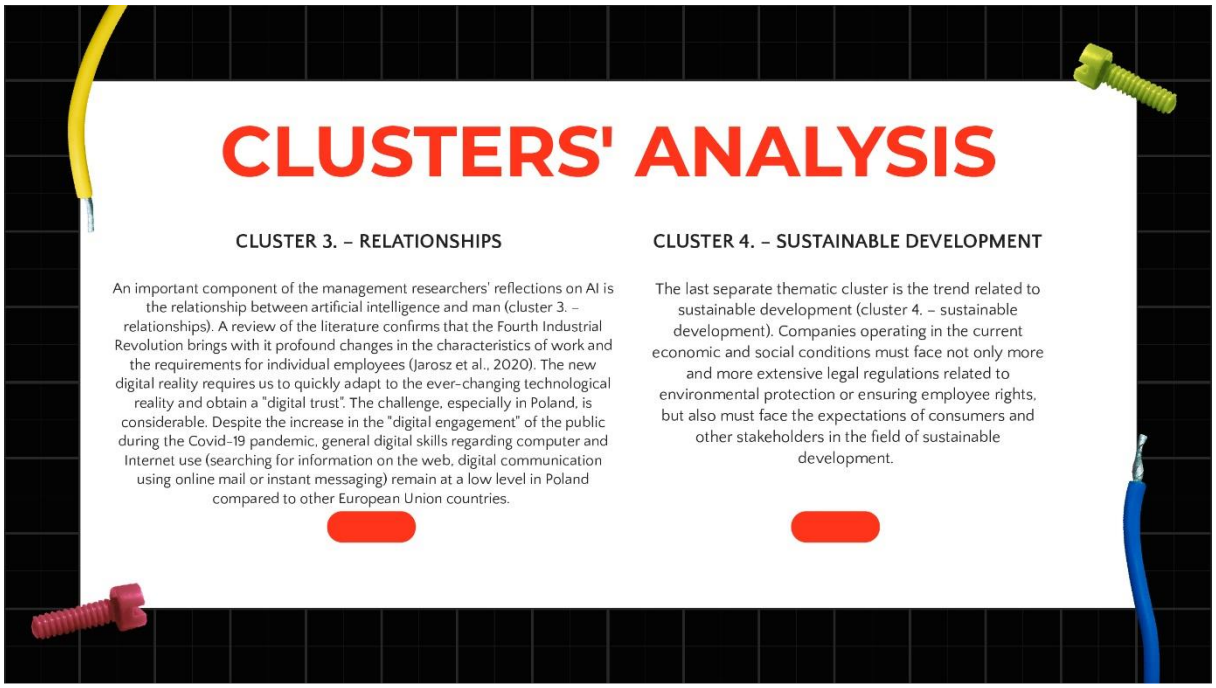
Keyword	Occurrences	Keyword	Occurrences	Keyword	Occurrences	Keyword	Occurrences	Keyword	Occurrences
Machine Learning	731	Deep Learning	153	Blockchain	96	Natural Language Processing	76	Cloud Computing	65
Decision Support Systems	692	Simulation	137	Optimization	94	Innovation	75	Supply Chain Management	64
Big Data	237	Industry 4.0	129	Decision Making	88	Forecasting	72	Covid-19	57
Neural Networks	196	Expert Systems	125	Sustainability	82	Digital Transformation	72	Social Media	56
Internet of Things	185	Knowledge Management	100	Ethics	80	Active Learning	72	Scheduling	55
Data Mining	155	Automation	98	Digitalization	77	Robotics	70	Artificial Neural Network	55
								Trust	52

AI IN MANAGEMENT SCIENCES – THEMATIC CLUSTERS

Analysis of the most popular keywords in individual years shows that in all years the key topics related to AI are the issue of machine learning or decision support system. In earlier years, trends that can be called strictly technical dominated. Only the following years saw the emergence of the social side of the changes caused by artificial intelligence. The next stage of the literature analysis was the author's clustering of individual trends into similar thematic classes, and then an in-depth analysis of selected texts included in individual clusters.




CLUSTERS' ANALYSIS
CLUSTER 1. – TECHNOLOGIES
Considering technologies based on or related to artificial intelligence that are used in organizations (cluster 1. – technologies), mention should be made of Machine Learning. Machine learning is one of the branches of artificial intelligence technology that describes techniques and mathematical formulas that enable a system (machine) to independently generate knowledge from experience (Bell, 2014). Machine learning algorithms detect patterns in input, learn from mistakes, and correct themselves (Canhoto and Clear, 2020).
CLUSTER 2. – PURPOSE OF USE
Collecting and properly analysing data (using technologies supported by AI) is necessary when it comes to proper optimization of processes in the organization (cluster 2. – purpose of use). For example, Big Data can be a tool for analysing employee behaviour, using sensors or badges to track people while they work, move around the workspace, or spend time interacting with others or assigned to specific tasks (George et al., 2014).


CLUSTERS' ANALYSIS
CLUSTER 3. – RELATIONSHIPS
An important component of the management researchers' reflections on AI is the relationship between artificial intelligence and man (cluster 3. – relationships). A review of the literature confirms that the Fourth Industrial Revolution brings with it profound changes in the characteristics of work and the requirements for individual employees (Jarosz et al., 2020). The new digital reality requires us to quickly adapt to the ever-changing technological reality and obtain a "digital trust". The challenge, especially in Poland, is considerable. Despite the increase in the "digital engagement" of the public during the Covid-19 pandemic, general digital skills regarding computer and Internet use (searching for information on the web, digital communication using online mail or instant messaging) remain at a low level in Poland compared to other European Union countries.
CLUSTER 4. – SUSTAINABLE DEVELOPMENT
The last separate thematic cluster is the trend related to sustainable development (cluster 4. – sustainable development). Companies operating in the current economic and social conditions must face not only more and more extensive legal regulations related to environmental protection or ensuring employee rights, but also must face the expectations of consumers and other stakeholders in the field of sustainable development.

CONCLUSIONS

AI literature analysis

A bibliographic analysis of AI in management sciences for this paper has shown that this topic is a relatively new topic for management sciences but is developing at a rapid pace. During the bibliographic analysis, an agenda for the issue of AI in management sciences was also proposed, which consists of thematic clusters related to technologies based on AI and complementary to them, goals of using AI in organizations, human-AI relations and issues related to ethics and sustainable development.

Summarizing the above considerations and research on trends in the description of the AI issue in management sciences, it should be stated that works on this subject are characterized by a large thematic range and variability over time.

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Okul Müdürlerinin Duygusal Zekâlarına İlişkin Görüşleri[1]

Tuğçe KAÇAR

Prof. Dr. Semiha ŞAHİN

Dokuz Eylul University, Turkey

Öz

Duygusal zekâ, "kişinin kendi duygularının farkına varması, başkalarının duygularını da fark etmesi ve kişinin bunları iş ve sosyal yaşamında etkili olarak kullanabilmesidir" (Şen, 2010, s.37). Bu araştırmada okul müdürlerinin duygusal zekâlarının incelenmesi amaçlanmıştır. Araştırmada nitel araştırma modellerinden biri olan olgu bilim tekniği kullanılmıştır. Araştırma çalışma grubunu 2021-2022 öğretim yılı İzmir ili merkez ilçelerinde görev yapmakta olan 45 okul müdürü oluşturmaktadır. Çalışmanın nitel veri toplama sürecinde amaçlı ve maksimum çeşitlilik örneklem yöntemi kullanılmıştır. Veri toplama aracı olarak duygusal zekâ yarı yapılandırılmış görüşme formu ile "okul müdürlerinin duygusal zekâlarına ilişkin görüşleri nelerdir?" sorusuna yanıt aranmıştır. Çalışma grubunun demografik özelliklerini (cinsiyet, medeni durum, yöneticilik kıdemi, eğitim durumu, okul kademesi, okul türü) belirlemeye yönelik 6 soru ve duygusal zekâlarına ilişkin görüşlerinin belirlenmesine yönelik 5 yarı yapılandırılmış açık uçlu sorudan oluşan görüşme formu kullanılmıştır. Veriler içerik analiziyle alan yazına dayalı olarak belirlenmiş olan temalar, araştırmanın amaçları doğrultusunda temalar ve kodlar tanımlanarak analiz edilmiş ve bulgular sunulmuştur.

Araştırma sonucunda okul müdürlerinin olumlu ve olumsuz duygularını tanımlamalarına ilişkin görüşleri incelendiğinde kendi duygularının farkında oldukları, duygularını yönetebildikleri ve empati gösterdikleri konusunda en sık görüş birliğine varılmıştır. Okul müdürlerin olumsuz duyguları hakkındaki ifadeleri incelendiğinde duygularını yönetme eksikliği, sosyal beceri eksikliği ve duygularını tanımada eksiklik olması nedeniyle olumsuz görüş belirtilmiştir. Okul müdürlerinin çoğunluğunun okulda kendi duygularını yeterince yönetebildiklerine ilişkin en sık görüş birliğine varılmıştır ancak bazı okul müdürleri okulda duygularını yönetmeleri konusunda kendilerini yetersiz gördüklerini ifade edilmiştir. Okul müdürlerinin kendilerini nasıl motive ettikleri konusunda ifadeleri incelendiğinde sosyal ilişkileri güçlendirerek ve kendi ilgi alanlarına yönelerek motivasyonlarını sağladıklarına ilişkin en fazla görüş birliğine varılmıştır. Bazı okul müdürleri ise yüksek motivasyona sahip olduklarını ifade edilmiştir. Müdürlerin öğretmenleri nasıl motive ettiklerine ilişkin görüşleri incelendiğinde sosyal ilişkileri güçlendirerek ve öğretmenlere motive edici dil kullanarak motivasyonlarını sağladıkları konusunda en sık görüş birliğine varılmıştır. Müdürlerin, öğretmenlerin duygularını anlamalarına ilişkin görüşleri incelendiğinde en sık görüş birliğine varılan temalar öğretmenlere empati gösterdikleri ve sosyal beceriye sahip olmalarıdır. Bazı okul müdürlerinin öğretmenlerin duygularını anlamada kendilerini yetersiz gördüklerine ilişkin ifadeleri incelendiğinde kendi duygularını yönetmeleri konusunda güçlük yaşamaları ve yetersiz empati göstermeleri nedeninden kaynaklandığı ifade edilmiştir. Okul müdürlerinin sosyal

[1] Bu çalışma Prof. Dr. Semiha Şahin'in danışmanlığında yürütülen doktora tezinden üretilmiştir.

ilişkileri nasıl geliştirdiklerine ilişkin görüşleri incelendiğinde sosyal ilişkileri geliştirmeye yönelik çeşitli etkinlikler düzenledikleri konusunda en sık görüş birliğine varılmıştır. Hizmet içi eğitim seminerlerinde müdürlerin, öğretmenlerin ve öğrencilerin duygusal zekâlarını geliştirici uygulamalara yer verilmeli ve duygusal zekâ farkındalığını arttırıcı çalışmalar yapılması önerilmiştir.

XIX əsrin sonu- XX əsrin əvvəllərində Gəncəbasarda dəmirçilik və misgərlik sənətinin inkişafı

The development of blacksmithing and coppersmithing in Ganjabasar at the end of the 19th century and the beginning of the 20th century

19. yüzyılın sonu ve 20. yüzyılın başında Gencebasar'da demircilik ve bakırcılığın gelişimi

Doç. Dr. Vüsala VEYSALOVA

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Öz

Zengin tarihi ile Azerbaycan'ın kadim ve zengin kültür merkezlerinden biri olan Gencebasar, kültürün beşiği, Doğu'nun ticaret, zanaat, bilim ve kültür merkezlerinden biriydi. Gencebasar topraklarında yapılan arkeolojik kazılar sonucunda maddi kültüre ait sayısız örnek zaman içinde bulunmuştur. Bu bölgede el sanatları eski zamanlardan beri var olmuştur. Büyük gelişim gösteren bazı sanat dalları, Orta Çağ'da neredeyse lider konuma sahip sanat dalları olarak kabul edildi. Elverişli iklim koşulları, zengin doğal kaynaklar, tarım ve hayvancılık ürünleri tarihin ilk çağlarından beri Gencebasar'da el sanatlarının oluşması ve gelişmesi için verimli koşullar yaratmıştır. Toplumun sürekli gelişmesi ve halkın zanaat ürünlerine artan talebi, zanaatın diğer ekonomik alanlardan ayrılmasını ve bağımsız bir alan olarak gelişmesini zorunlu kılmıştır. düşünme, özel bir yer işgal etti. Yukarıda belirtilen zanaatlarla uğraşan zanaatkarlar, yüksek kaliteli ürünler yapmışlar ve halkın bu ürünlere olan talebinin karşılanmasında önemli rol oynamışlardır. Esnafın ürettiği ürünler sadece ülke içinde değil, dış ticaret ilişkilerinde de önemli olmuştur. Gencebasarlı zanaatkarların yaptığı bir takım ürünler bu topraklara gelen seyyahların, tüccarların, bilim adamlarının ve devlet adamlarının ilgisini çekmiştir.

Gencebasar topraklarında eski çağlardan beri demir, bakır, altın, gümüş vb. metallerden çeşitli ev ve mücevher eşyaları yapılır. Demircilik ve bakırcılık sanatı bölgenin gelişmesinde önemli rol oynamıştır. Çeşitli bakır kaplar ve metal objelerin günümüze kadar ulaşmış olması, bu sanatların bu alanlarda geliştiğini göstermektedir.

19. yüzyılın sonu ve 20. yüzyılın başında zanaat, Gencebasar halkının ekonomik yaşamında önemli bir rol oynadı. Halkın ihtiyaçlarının karşılanmasında önemli rol oynayan Gencebasar esnafının yaptığı ürünlerle ilgili yazıda, zanaatkarlığın ekonominin gelişmesinde ve ticari ilişkilerin genişlemesindeki rolüne de değinildi.

Gencebasar'da demircilik ve bakırcılık sanatı, bazı istisnalar dışında, araştırmacılar tarafından neredeyse yok sayılmış ve sistemli araştırmaların nesnesi haline gelmemiştir. Bu açıdan bakıldığında, bu zanaat dallarının derinlemesine incelenmesi, tarih ve kültür kaynağımız olarak incelenmesi tarihçiliğimizin karşı karşıya olduğu asıl

sorunlardan biridir. Gencebasar'da demircilik ve bakırcılıkla ilgili araştırma, tez ve monograflarda yer almamış, düzeyde çalışılmamıştır. Bu noktadan hareketle Gencebasar yöresinde faaliyet gösteren demircilik ve bakırcılık sanatlarının özellikleri araştırmaya dahil edilmiştir.

Anahtar kelimeler: demircilik, bakırcılık, Gencebasar, ticaret, zanaat, ürünler, kültür

Abstract

Ganjabasar, one of the ancient and rich cultural centers of Azerbaijan, with its rich history, was the cradle of civilization, one of the trade, craft, science and culture centers of the East. As a result of archaeological excavations in the territory of Ganjabasar, countless examples of material culture have been found over time. In this region, crafts have existed since ancient times. A number of art forms, which have undergone great development, were considered to be art fields with an almost leading position during the Middle Ages. Favorable climatic conditions, rich natural resources, agricultural and livestock products have created fertile conditions for the creation and development of handicrafts in Ganjabasar since the early ages of history. The constant development of the society and the growing demand for craft products of the population necessitated the separation of craft from other economic fields and its development as an independent field. Among them, blacksmithing and coppersmithing, which reflect the people's everyday life and national-spiritual thinking, occupied a special place. Artisans engaged in the above-mentioned crafts made high-quality products and played an important role in satisfying the population's demand for these products. Products produced by artisans have been important not only in the country, but also in foreign trade relations. A number of products made by Ganjabasar artisans have attracted the attention of travelers, merchants, scientists and statesmen who came to this land.

In the territory of Ganjabasar, iron, copper, gold, silver, etc. have been used since ancient times various household and jewelry items are made from metals. The art of blacksmithing and coppersmithing played an important role in the development of the region. The survival of various copper vessels and metal objects to this day indicates the development of these arts in these areas.

At the end of the 19th century and the beginning of the 20th century, crafts played an important role in the economic life of the population of Ganjabasar. In the article about the products made by Ganjabasar artisans, which play an important role in meeting the needs of the people, the role of craftsmanship in the development of the economy and the expansion of trade relations was also mentioned.

Blacksmithing and coppersmithing arts in Ganjabasar, with some exceptions, were almost ignored by researchers and did not become the object of systematic research. From this point of view, the in-depth study of these craft fields, their study as a source of our history and culture is one of the actual problems facing our historiography. Except for individual articles and superficial mention in some monographs, the history of blacksmithing and coppersmithing in Ganjabasar has not been involved in research, dissertations and monographs. level has not been studied. From this point of view, the characteristics of blacksmithing and coppersmithing arts operating in Ganjabasar region were involved in the research.

Keywords: blacksmithing, coppersmithing, Ganjabasar, trade, crafts, products, culture

Translanguaging and Language Teaching

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Abstract

The concept of multiliteracies, articulated by the New London Group, seeks precisely to point out, through the prefix “multi”, to two types of multiples, on the one hand, the multiplicity of languages, semioses and media involved in the creation of meaning for contemporary multimodal texts and, on the other hand, the cultural plurality and diversity brought by contemporary authors/readers to this creation of meaning. Today's societies have a multi-ethnic, multi-cultural and multilingual appearance compared to the past. According to UNESCO data, more than half of the world's population is bilingual. Migration, the development of communication opportunities, the desire to get to know different cultures and access information resources, and the increasing commercial and diplomatic contacts between states can be counted among the main reasons for this situation. In addition, marriages, wars and colonialism are among the important factors that lead to cultural encounters. According to historical sources, multilingualism is an ancient phenomenon. This study addresses the application of translanguaging in classroom environments and how the adoption of pedagogical translanguaging can facilitate language learning.

Keywords: Translanguaging, Language teaching, pedagogy.

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Fundamental Dynamics of Exchange Rate

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Abstract

Exchange; the concepts of macroeconomic indicator and target macro variable play an important role in the evaluation of the economic policies of the countries and in the determination of these policies. Exchange rate is an important factor that closely affects many macroeconomic indicators. Because, fluctuations in exchange rates can cause serious crises by negatively affecting economic activities. Therefore, the successful implementation of exchange rate policies is very important in ensuring economic stability. Since exchange rates have the potential to closely affect many macroeconomic dimensions in countries, relevant policies need to be designed effectively. In this context, a comprehensive examination of the dynamics affecting the exchange rate level is essential. Since it is an effective macro variable, the exchange rate has important consequences on the domestic and foreign economic balance. Therefore, countries are very sensitive in this regard, considering that the choice of exchange rate regime and the exchange rate policies they implement may affect other economic variables either directly or indirectly.

In the study; the basic concepts and theories about foreign exchange economy and policy are explained. Then, basic economic instruments; policy, market, investment and problems in the context of graphics, tables and numerical examples are explained by examining.

Keywords: Exchange Rate, Macroeconomic Indicator, Target Macro Variable, Foreign Exchange Economy and Policy, Basic Economic Instruments.

Environmental costs in accounting - examples of application

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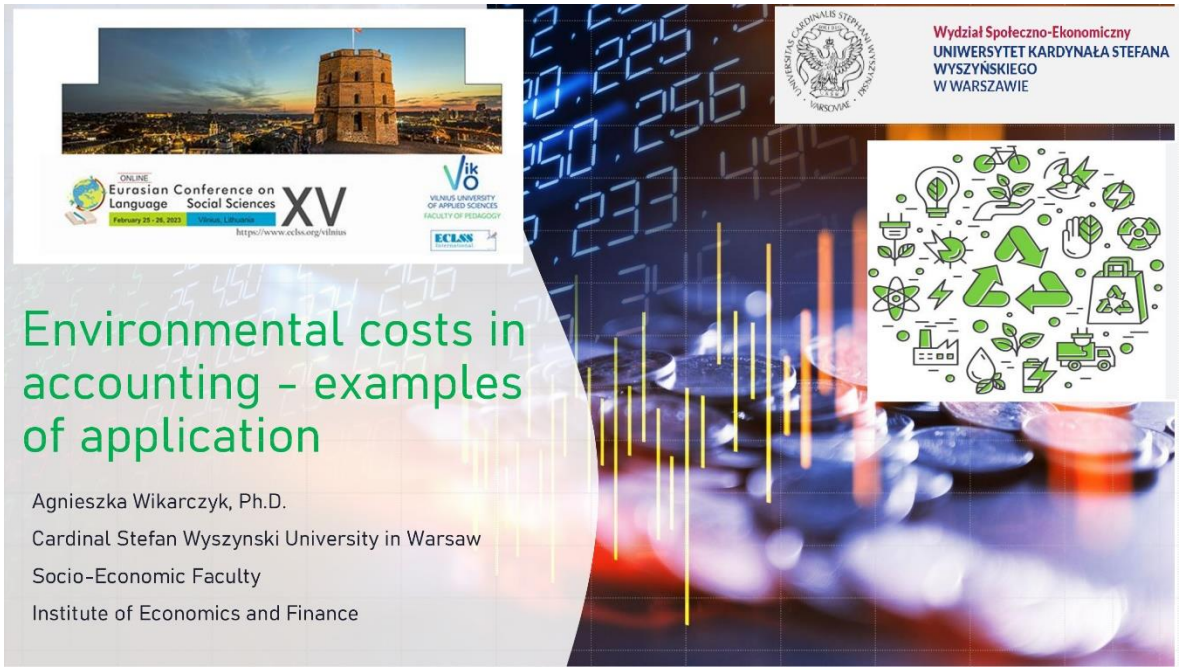

Costs are defined - in the literature - as resources expressed in money (goods and services) used to achieve current or future benefits. Pursuant to the Accounting Act, costs are understood as: "(...) probable decreases in economic benefits in the reporting period, of a reliably determined value, in the form of a decrease in the value of assets or an increase in the value of liabilities and provisions that will lead to a decrease in equity or an increase in its shortfall other than withdrawal of funds by shareholders or owners (...)".

Environmental costs are the consumption of resources (goods and services) expressed in money in order to achieve current or future benefits related to environmental protection, which will allow the use of environmental resources today and in the future, thus ensuring the possibility of doing business without a time limit [Stępień, 2003, p. 238].
Therefore, environmental costs are the conscious use of material resources, labor and external services expressed in money in order to maintain environmental balance. Thus, these are the costs counteracting the actual or potential deterioration of natural values caused by economic activity, as well as non-economic human activity...

Research objective:

- The main purpose of the research is to indicate the possibility of using financial and management accounting tools – on examples - to show the flexibility of this reporting system in relation to environmental costs (on example of an integrated account of environmental protection costs).

Research methods:

- *method of analysis and criticism of literature* (getting to know about the circular economy and environmental costs definitions, their types and application of accounting tools),
- *document research* (getting to know e.g. about structure of environmental costs).

Circular economy

is an umbrella term for all activities that reduce, reuse and recycle materials in production, distribution and consumption processes. At the root of this approach is the idea that has long been referred to in environmental circles as the "economy of moderation", in circles of social activists as "inclusive economy", and in scientific circles as "economy of sustainable development" (GOZ, 2022).

The circular economy concept eliminates both the traditional concepts of the end of product life and the category of waste that gains value by becoming a resource again. The resource efficiency of the circular economy results not only from the departure from wasting resources thrown away as waste, but also from their more effective use (also in connection with extending the life of products and creating new cycles), switching to renewable resources and conscious consumption. All activities preceding the generation of waste at earlier stages of a product or service's life are to ensure that waste becomes secondary raw materials, if it has to be generated. The essence of the circular economy is a new way of looking at the relationships between markets, customers and resources (Jastrzębska, 2017, p. 225; Zhelyazkova 2018b, p. 88).

The effective use of materials can be one of the components affecting the competitiveness of enterprises and the added value they generate (Godlewska-Majkowska et al., 2016).

Environmental costs

„(...) The process of environmental protection itself includes: the use of environmental resources, the prevention of hazards (preventive activity), the reduction of hazard emissions (reduction activity), the repair of damage (restitution) and the management of this activity. Actions for environmental protection require: consumption of material and financial resources, labor resources, use of external services, which results in appropriate material and financial results (...)" (Małecki & Urbaniec, 2014, p. 89).

These are environmental costs divided internally into costs (Hellich & Klonowska, 2007, p. 171; Stepien 2003, p. 238):

- *environmental protection* - these are economic and social costs incurred in order to implement projects to protect or shape the environment and
- *economic protection* of the environment - these are labor and materialized labor expenditures used for all kinds of environmental protection projects, such as:

✓ investment expenditures incurred for the construction of environmental protection facilities;

✓ related to the introduction of changes in environmentally friendly technological processes;

✓ operating costs, i.e. costs of depreciation, maintenance and repairs, energy supply, operation of environmental protection devices, operation of technology that is more environmentally friendly and fees for the use of the environment (emission fees).

Environmental costs:

Internal costs (these are costs that directly impact on the income statement of a company), for example:

- improved systems and checks in order to avoid penalties/fines
- waste disposal costs
- product take back costs
- regulatory costs such as taxes
- upfront costs such as obtaining permits
- back-end costs such as decommissioning costs on project completion

External costs (these are costs that are imposed on society at large, but not borne by the company that generates the cost in the first instance), for example:

- carbon emissions
- usage of energy and water
- forest degradation
- health care costs
- social welfare costs

Environmental costs

Financial accounting:

classification breakdowns:

- mainly costs of core activity (costs by type) included in additional (analytical) accounts: consumption of materials, energy, outsourced services (transport, repair and maintenance, disposal, garbage collection, ISO consultation), taxes and fees, employee benefits (training)
- activities in the field of environmental protection according to the scope criterion: (prevention, limitation, maintaining, the achieved level of protection, restitution, preferably from the environment, research, environmental education, monitoring)
- activities in the field of environmental protection according to the directional criterion: (water, sewage, air emissions, waste, land surface, noise, electromagnetic radiation, integrated impact)

Management accounting:

- strategic management accounting (including, e.g.: target costing, product life cycle costing, quality costing, strategic scorecard, benchmarking);
- operational management accounting (as, for example, activity-based costing, budgeting), building socially responsible accounting (visible mainly in non-financial reporting, and called environmental accounting).

Table 1. Environmental cost assessment scheme (examples)

Environmental media / Environmental cost/expenditure categories	Air+climate	Waste water	Wwaste	Soil+ground water	Noise+vibration	Biodiversity+ landscape	Radiation	Other	Total
1. Waste and emission treatment									
1.1.Depreciation for related equipment									
1.2. Maintenance and operating materials and services									
1.3. Related personnel costs									
1.4. Fees, taxes, charges									
1.5. Fines and penalties									
1.6. Insurance for environmental liabilities									
1.7. Provisions for clean up costs, remediation									
2. Prevention and environmental management									
2.1.External services for environmental management									
2.2. Personnel for general environmental management activities									
2.3. Research and development									
2.4. Extra expenditure for cleaner technologies [...]									
3. Material purchase value of non-product output									
3.1. Raw materials									
3.2. Packaging									
3.3. Auxiliary materials									
3.4. Operating materials									
3.5. Energy									
3.6. Water									
4.Processing costs of non-product output									
Σ Environmental expenditures									
5.Environmental Revenues									
5.1.Subsidies, grants									
5.2.Other earnings									
Σ Environmental Revenues									

Source: Bennett i in. 2004, s. 45.

Type of environmental cost
1. Materials Costs of Product Outputs Include the *purchase costs* of natural resources such as water and other materials that are converted into products, by-products, and packaging.
2. Materials Costs of Non-Product Outputs (NPO) Include the purchase (and sometimes processing) costs of energy, water, and other materials that become Non-Product Output (Waste and Emissions).
3. Waste and Emission Control Costs Include costs for: handling, treatment, and disposal of Waste and Emissions; remediation and compensation costs related to environmental damage; and any control-related regulatory compliance costs.
4. Prevention and Other Environmental Management Costs Include the costs of preventive environmental management activities such as cleaner production projects. Those also include costs for other environmental management activities, such as environmental planning and systems, environmental measurement, environmental communication, and any other relevant activities.
5. Research and Development Costs Include the costs for Research and Development projects related to environmental issues.
6. Less Tangible Costs Include both internal and external costs related to less tangible issues. Examples include liability, future regulations, productivity, company image, stakeholder relations, and externalities.

Source: International Federation of Accountants (IFAC) (2005).

Cost accounting:

- Is defined as: "(...) all activities aimed at reflecting the processes taking place in the enterprise (e.g. supply, production and sale of products) by including, grouping and interpreting in specific sections the costs of production and sales of products measured quantitatively and in value for a certain period in order to obtain information needed to determine the results and manage the company or its team (...)" (Jaruga et al., 2014, p. 112) - based on it, enterprises can, for example:
  - ✓ learn about the costs incurred in different sections and times,
  - ✓ create the basis for pricing,
  - ✓ ensure control the course of business processes and the amount of costs incurred by comparing them with the revenues obtained (Gabrusewicz et al., 1998, p. 77).

Target costing – it's a system that leads to the determination of the assumed (target) cost of the product at the pre-production stage in order to reduce all cost components of a given product throughout its life cycle, taking into account data on costs from the research and development department, through the design, production and marketing departments until the product is withdrawn from the market. Aspects of research, development, design of products and technological processes, production phases, marketing, distribution, and customer service are systematically assessed (this is the so-called value analysis). The result may be, for example, streamlining production, changing the used materials to cheaper or reusable ones (Jaruga et al. 2014, pp. 619-624)

the Life Circle Costing (LCC) It's a calculus that allows you to take a comprehensive look at the product (Stanford, 2005, p. 3). The increasingly frequent shortening of the market life cycle of products, the increase in research expenditures and the desire to ensure a satisfactory level of profit result in an increase in the importance of cost management at the pre-production stage (Biernacki, 2011, p. 366). It should also not be forgotten that customers expect, and sometimes even demand, that producers deliver products that are least harmful to the natural environment. Then, the amount of all costs is determined, including those related to the costs of decommissioning the product (e.g. removal, recycling, renovation and liquidation) after its end of use (Jaruga et al., 2014, pp. 611-613; IISD, 2009, p. 1; RICS, 2016, pp. 6-7).

Activity-based costing is a comprehensive approach to the observation, recording and settlement of common indirect costs (essentially fixed, i.e. independent of the production volume) related to the production and sale of finished products (it gives the possibility not only to determine the cost of an activity or process, but also the unit cost of a product) (Mokrzycka, 2018, pp. 109-110; Januszewski, 2005, p. 35). It allows for effective implementation of the planning and control process (including production in progress and after its completion) in production enterprises, takes into account the formation of costs at the level of performing specific, but main activities, allows to settle the costs of materials and processes (Table 3) (Piosik, 2006, p. 288).

the Quality Cost Account is based on the noticeable correlation of profitability with quality and the assessment of the product by its buyer. In the long term, it is assumed that the economic benefits from quality should be greater than the expenditure incurred on its provision and maintenance. "(...) It was created in response to the increase in competition, the search for new methods that could contribute to solving many problems: reducing the company's own costs, rational use of resources or improving the efficiency of processes or the entire management (...)" [Kister 2021, p. 235]. It is used by enterprises that have implemented a quality management system, because it allows to determine the sources of costs and plan their removal

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Havacılık Endüstrisinde Toplam Kalite Yönetimi Uygulamaları

Total Quality Management Practices in Aviation Industry

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Öz

Kalite, müşterilerine sundukları ürün ve hizmetler açısından işletmeler açısından hayati öneme sahip bir unsurdur. Kalite, müşterilerin ihtiyaç ve beklentilerinde bir paradigma değişimi yaşamış ve toplam kalite yönetimine (TKY) doğru evrilmiştir. Nitekim, rakiplerinden daha iyi olmak ve dolayısıyla rekabet avantajı elde etmek için çaba sarf eden işletmelerin toplam kalite yönetimi uygulamalarını benimsemesi gereklilik arz etmiştir. Özellikle yüksek kalite standartlarına sahip olması gereken kritik bir sektör olan havacılık endüstrisinde kritik öneme sahiptir. Buradan hareketle bu çalışma, havacılık işletmelerinin kalite yönetim süreçlerini iyileştirmelerine, müşteri memnuniyetini artırmalarına ve rekabet avantajı elde etmelerine yardımcı olmayı hedeflemektedir. Bu amaç doğrultusunda çalışmada kalite kavramı, TKY'nin tanımı ve temel prensipleri detaylı bir şekilde açıklanmış; havacılık endüstrisinde TKY'nin önemi vurgulanarak başarılı bir TKY uygulamasının sağlayabileceği faydalar özetlenmiştir.

Anahtar Kelimeler: Havacılık Sektörü, Hizmet, Kalite, Toplam Kalite Yönetimi

Abstract

Quality is a crucial factor for businesses regarding the products and services they offer their customers. Quality has undergone a paradigm shift in customers' needs and expectations and has evolved towards total quality management (TQM). Indeed, businesses striving to outperform their competitors and gain competitive advantage have found it necessary to embrace TQM practices. This is especially critical in the aviation industry, where high-quality standards are required. Based on this premise, this study aims to assist aviation businesses in improving their quality management processes, enhancing customer satisfaction, and gaining a competitive advantage. To achieve this goal, the study provides a detailed explanation of the concept of quality, the definition of TQM, and its fundamental principles. The importance of TQM in the aviation industry is emphasized, and the benefits that a successful TQM implementation can bring are summarized.

Keywords: Aviation Sector, Service, Quality, Total Quality Management

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