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9

Katılımcıların Ülkelere Göre Dağılımı

Distribution of Participants by Country

Country	Number of Participants	Country	Number of Participants
Albania	13	Poland	1
Azerbaijan	13	Portugal	1
Bosnia and Herzegovina	3	Somalia	6
Iraq	3	Ukraine	16
Kazakhstan	12	United Kingdom	2
Kyrgyzstan	1	U.S.A.	1
Luxembourg	2	Uzbekistan	1
North Macedonia	5	Yemen	1
Palestine	1	Türkiye	46
Total Participant 128			

17 Yabancı Ülkeden **54**, Türkiye'den ise **40** bildiri kabul edilmiştir.

SUNUŞ

Türk Kooperatifçilik Kurumu 1944 yılından bugüne kadar bu kongre ile beraber 25 Milletlerarası Kooperatifçilik Kongresi düzenlemiştir. Bugüne kadar gerçekleştirilen Türk Kooperatifçilik Kurumu tarafından düzenlenen Milletlerarası Kooperatifçilik Kongrelerin ana temaları, tarihleri ve düzenlendiği yerler şöyle sıralanabilir:

1. Milletlerarası Türk Kooperatifçilik Kongresi: "KOOPERATİFLERİN MAHİYETİ VE EKONOMİDEKİ ROLÜ" 21-25 Aralık 1944, Ankara

2. Milletlerarası Türk Kooperatifçilik Kongresi: "TÜRK KOOPERATİFLERİ KANUN TASARISI", 21-25 Aralık 1947, Ankara

3. Milletlerarası Türk Kooperatifçilik Kongresi: "KOOPERATİFLERİN KANUN TASARISI VE VERGİ MEVZUATI", 21-25 Aralık 1950, Ankara

4. Milletlerarası Türk Kooperatifçilik Kongresi: "KOOPERATİFLER VE HAYAT PAHALILIĞI", 21-23 Aralık 1953, Ankara

5. Milletlerarası Türk Kooperatifçilik Kongresi: "KOOPERATİFLER VE DEVLET" 11-13 Ocak 1963, Ankara

6. Milletlerarası Türk Kooperatifçilik Kongresi: "TARIMSAL KALKINMADA KOOPERATİFÇİLİK", 21-24 Aralık 1966, Ankara

7. Milletlerarası Türk Kooperatifçilik Kongresi: "1163 SAYILI KOOPERATİFLER KANUNU", 21-25 Aralık 1970, Ankara

8. Milletlerarası Türk Kooperatifçilik Kongresi: "KOOPERATİFLERİN EKONOMİK VE SOSYAL KALKINMADAKİ ROLÜ", 20-23 Aralık 1966, Ankara

9. Milletlerarası Türk Kooperatifçilik Kongresi: "EKONOMİK VE SOSYAL GELİŞMELER VE KOOPERATİFÇİLİK", 19-22 Aralık 1979, Ankara

10. Milletlerarası Türk Kooperatifçilik Kongresi: "KOOPERATİFÇİLİKTEN BEKLENEN GELİŞMELER", 21-23 Aralık 1981, Ankara

11. Milletlerarası Türk Kooperatifçilik Kongresi: "GÜNÜMÜZ SORUNLARININ ÇÖZÜMÜNDE KOOPERATİFLER", 19-21 Aralık 1984, Ankara

12. Milletlerarası Türk Kooperatifçilik Kongresi: "KONUT KOOPERATİFLERİ, PAZARLAMA, ORTAK PAZAR İLİŞKİLERİ", 15-17 Aralık 1987, Ankara

13. Milletlerarası Türk Kooperatifçilik Kongresi: "DÜNYA KOOPERATİFÇİLİĞİNDE GELİŞMELER VE TÜRKİYE", 08-10 Kasım 1990, Ankara

14. Milletlerarası Türk Kooperatifçilik Kongresi: "21. YÜZYILA DOĞRU KOOPERATİFÇİLİK", 03-06 Kasım 1993, Ankara

15. Milletlerarası Türk Kooperatifçilik Kongresi: "DÜNYADA KOOPERATİFÇİLİĞİN YAPILANMASI VE TÜRKİYE", 06-09 Kasım 1996, Ankara

16. Milletlerarası Türk Kooperatifçilik Kongresi: "3. SEKTÖR OLARAK 2000'Lİ YILLARDA KOOPERATİFÇİLİK", 03-06 Kasım 1999, Ankara

17. Milletlerarası Türk Kooperatifçilik Kongresi: "21. YÜZYILDA KOOPERATİFÇİLİK", 31 Ekim-02 Kasım 2002, Ankara

18. Milletlerarası Türk Kooperatifçilik Kongresi: "KOOPERATİFÇİLİĞİN SORUNLARI, ÇÖZÜMLER-FIRSATLAR", 29-30 Eylül 2005, Ankara

19. Milletlerarası Türk Kooperatifçilik Kongresi: "KOOPERATİFLERDE DEĞİŞİM VE DÖNÜŞÜM İHTİYACI" 09-12 Ekim 2008, Ankara

20. Milletlerarası Türk Kooperatifçilik Kongresi: "EKONOMİK KRİZLERİN ÖNLENMESİNDE SOSYAL EKONOMİK POLİTİKALARIN ROLÜ VE ÖNEMİ", 06-07 Ekim 2011, Ankara

21. Milletlerarası Türk Kooperatifçilik Kongresi: "KÜRESELLEŞME SÜRECİNDE EKONOMİ-SİYASET-TOPLUM VE KOOPERATİFÇİLİK ", 14-15 Mayıs 2015, Karabük

22. Milletlerarası Türk Kooperatifçilik Kongresi: "SOSYAL EKONOMİK AĞLAR: KÜRESEL DEĞİŞİM İÇİN İŞ BİRLİĞİ" 5-7 Ekim 2017, Nevşehir/Kapadokya

23. Milletlerarası Türk Kooperatifçilik Kongresi: "DİJİTAL DÖNÜŞÜM VE KOOPERATİFLER" 26-28 Eylül 2019, Kiev/UKRAYNA

24. Milletlerarası Türk Kooperatifçilik Kongresi: "YENİ EKONOMİK TRENDLER İNOVASYON YÖNETİMİ VE KOOPERATİFLER" 19-21 Ekim 2022, Girne /KKTC

25. Milletlerarası Türk Kooperatifçilik Kongresi: "CUMHURİYETİN 100. YILINDA TÜRK KOOPERATİFÇİLİĞİ" 9-10 Ekim 2023, Belek /Antalya

Türkiye Cumhuriyeti'nin İkinci Yüzyılı anısına Türk Kooperatifçilik Kurumu tarafından düzenlenen **26. Milletlerarası Türk Kooperatifçilik Kongresi** *Sürdürülebilirlik ve Kooperatifçilik* ana temasıyla 23-25 Eylül 2024 tarihlerinde İspanya/Madrid'de gerçekleştirilmiştir. Kongre 10 tanesi paralel, toplam 13 adet oturum ile gerçekleştirilmiştir.

Kongreye Türkiye dışından 17 farklı ülkeden katılım sağlanmıştır. Toplam 128 katılımcının 82'si yabancı, 46'sı Türk bilim insanlarından oluşmaktadır. Türkiye dışından 54, Türkiye'den ise 40 adet bildiri kabul edilmiştir. Katılımcılar "Kooperatifçilik", "Kadın Kooperatifleri", "Dijitalleşme ve Kooperatifçilik", " Tarım Kooperatifleri", "Sürdürülebilir kalkınma", "Sürdürülebilir Çevre", "Sürdürülebilir Eğitim", "Mustafa Kemal ATATÜRK ve Kooperatifçilik", "Pazarlama", "Uluslararası İlişkiler", "Sigortacılık", "Bankacılık", "Akdeniz Çalışmaları", "Jeopolitik", "Sosyal Hizmet", "Dil ve Edebiyat", "Turizm", "Coğrafya" ile "Eğitim" konularında iki gün boyunca bilgi alışverişinde bulunmuşlardır.

Kongre açılışında, düzenleme kurulu Başkanı **Prof. Dr. Turhan ÇETİN** konuşmasında sürdürülebilir bir dünya için herkesin görevi vardır. İnsanoğlu dünyanın tüm zenginliklerini hızlı bir şekilde tüketmek için değil, gelecek nesillere bu zenginlikleri doğal ve kültürel miras olarak aktarmak için çalışılması gerektiğini belirtti. Tüm insanlık barış ve iyiliğe odaklanması gerektiğini ve bir an önce savaşların (Ukrayna- Rusya ve diğerleri), soykırımların (Doğu Türkistan-Çin, Gazze/Filistin-İsrail ve diğerleri) ve çatışmaların sona ermesini diliyorum dedi. Bütün Dünyanın gözü önünde çocuk, kadın, yaşlı sivil insanları katleden İsrail'i esefle kınıyorum bu bağlamda Filistin'e destek olan İspanya Başbakanı Pedro Sanchez ve Birleşmiş Milletler Genel Sekreteri Antonio Guterres başta olmak üzere onurlu duruş sergileyen kişileri/ülkeleri tebrik etti.

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UNDERSTANDING STUDENT PERCEPTIONS OF COOPERATIVE LEARNING IN ONLINE EDUCATION: A QUALITATIVE STUDY

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Abstract

Humanity has progressed through several epochs of civilisation, each recognised by unique and distinguishing methods of communication. Notable characteristics include a prevalence of hearing-based perception in collective contexts, a prevalence of sight-based perception in solitary environments, and a blend of both collective and solitary lifestyles with an overwhelming percentage of visual perception. Former epochs restricted communication to within a specific culture or its surrounding civilisations. Unrestricted intercultural contact characterizes the modern era. Technology and the internet, two extraordinary inventions of humanity, have facilitated nonverbal communication, particularly in media communication, whether done privately or publicly. Emoticons, gifs, short videos, and other comparable visual media formats facilitate this communication. The difficulty of nonverbal communication stems from its inherent cultural distinctiveness (Pearson, Nelson, Titsworth, & Hosek, 2017). With a focus on cultural differences, this research aims to examine the use and understanding of emoticons in public communication via mediated platforms. We conducted a thorough investigation on the frequency and type of emoticon use in online public interactions of Albanians and individuals from other cultures. The public engagement was observed for around five weeks, mostly on the platforms of Instagram, Facebook, and Whatsapp. Following the observation period, a questionnaire was administered to 20 Albanian participants to gather information on the cultural usage and interpretation of emoticons. The results revealed intriguing insights into the culture-specific character of emoticons and the level of knowledge among their respective users.

Keywords: intercultural communication, emoticons, mediated communication, intercultural communication awareness

INTRODUCTION

In recent years, online education has become an essential mode of learning, particularly in the wake of the global COVID-19 pandemic, which accelerated the transition to remote and online learning environments. This shift has highlighted the growing need for effective pedagogical strategies that maintain student engagement, collaboration, and interaction in virtual settings (Ivone et al., 2020). One such strategy is cooperative learning (CL), a structured form of group work where students work together to achieve shared goals. Research has shown that CL not only enhances academic performance but also fosters a sense of community among learners, an essential aspect of online education.

Despite its many advantages, the implementation of cooperative learning in online education presents several unique challenges. One of the most significant challenges is overcoming the sense of isolation that students often experience in virtual environments. According to Malan (2021) students in fully online courses frequently report feeling disconnected from their peers and instructors, which can hinder their ability to engage fully in collaborative activities. Similarly, Ivone et al. (2020) point out that online platforms need to be carefully chosen and structured to foster positive interdependence and collaboration, ensuring that all students can participate effectively. However, studies have also shown that when cooperative learning is well-designed and supported by appropriate technology, it can lead to improved academic outcomes and skill development. Malan's (2021) research comparing group and individual assignments in an online accounting module found that students working in groups achieved higher overall grades due to the collaborative problem-solving and peer support that cooperative learning encourages.

These findings suggest that, despite the challenges, the benefits of CL in fostering engagement, improving performance, and developing critical skills can be substantial when the learning environment is designed to support it.

Cooperative learning presents a promising solution to some of the key challenges inherent in online education, particularly those related to student engagement and isolation. The shift to online education, especially during and after the COVID-19 pandemic, has brought to light the difficulties students face in maintaining connections with peers and engaging meaningfully with course content. CL, with its emphasis on collaboration and shared responsibility, offers a way to foster a sense of community in virtual settings. As Ivone et al. (2020) note, one of the primary advantages of CL is its ability to increase student-student interaction, which is essential for maintaining engagement and fostering a community-driven learning environment in online education.

Moreover, Malan (2021) emphasizes that CL plays a critical role in mitigating the sense of isolation commonly experienced by students in online courses. By creating opportunities for peer interaction through structured group tasks, CL encourages students to actively participate and engage with both the content and their peers, leading to improved academic performance. Jacobs & Ivone (2020) further support this by highlighting that CL, through the promotion of shared responsibility and collaborative

skills, can engage students in both synchronous and asynchronous environments, helping them feel more connected even in distance learning settings.

While cooperative learning has been widely studied in traditional classroom settings, its application in fully online environments remains underexplored. Most existing research focuses on quantitative outcomes, such as academic performance, with limited attention to the qualitative experiences and perceptions of students in online cooperative learning. This study aims to address this gap by examining how CL strategies can enhance student engagement and foster a sense of community in virtual education settings. By investigating students' experiences and perceptions of structured group interactions, this research will provide valuable insights into how CL can be adapted to overcome challenges like isolation and disengagement in online learning environments.

This study aims to answer the following research questions:

How do students perceive cooperative learning activities in online education settings?

What are students' experiences of collaboration and interaction in online cooperative learning?

How do students feel that cooperative learning impacts their sense of community in virtual courses?

What challenges and benefits do students associate with participating in cooperative learning in online education?

This study is significant because it addresses a critical gap in the literature by focusing on the **qualitative experiences** and **perceptions of students** engaged in cooperative learning within online education environments. As online learning continues to expand, understanding how CL strategies impact student engagement, collaboration, and community-building is essential for educators and institutions looking to improve remote learning experiences. By providing insights into how students experience cooperative learning in virtual settings, this research offers valuable recommendations for designing more effective online courses that foster meaningful interaction and combat the sense of isolation often associated with distance education. Moreover, the findings of this study can guide the development of instructional strategies that enhance both learning outcomes and student satisfaction in online education.

1. LITERATURE REVIEW

As online education becomes increasingly prevalent, the need for effective instructional strategies to foster engagement and collaboration has grown. One such strategy is **cooperative learning**, a pedagogical approach that has been widely studied in both traditional and online settings. This literature review explores the development and implementation of cooperative learning in educational environments, focusing on its core principles and its application in online education. Additionally, it examines the benefits and challenges of CL, particularly in virtual learning contexts, and highlights gaps in the existing research, providing the foundation for the current study.

Acikgoz (2003) defines cooperative learning as a strategy in which students support one another in small groups, helping each other throughout the learning process. Rather than relying solely on verbal instruction, cooperative learning is a hands-on approach where students work together toward a shared objective, producing a final result while developing important group collaboration skills. This strategy is based on the principle of positive interdependence, a concept introduced by Deutsch

(1962), who argued that students' individual goals can only be achieved when their peers also meet their goals. Johnson & Johnson (1999) further expand on this, describing cooperative learning as a method that arises when students unite to reach a common goal, with the success of each group member depending on the collective success of the group as a whole.

Social Interdependence Theory plays a central role in the foundation of cooperative learning. Developed by **Johnson & Johnson** (1999)**,** this theory emphasizes that in a cooperative learning environment, individuals work together to achieve shared goals, and the success of each group member is closely tied to the success of the others. This concept of **positive interdependence** fosters collaboration by encouraging students to support and motivate each other, ensuring that the entire group succeeds as a unit. Through this mutual dependency, cooperative learning promotes higher engagement and improved outcomes, as each member is accountable not only for their own performance but also for contributing to the success of the group.

Another theoretical foundation for cooperative learning is **Behavioral Learning Theory**, which highlights the role of reinforcement and rewards in shaping group behavior. Rooted in **Skinner's work** (1985), this theory suggests that students are more likely to participate actively and cooperatively in group tasks when their positive behavior is reinforced, either through peer approval or external rewards. Additionally, **Bandura's Social Learning Theory** complements this by focusing on the importance of modeling and imitation. In cooperative learning, students often learn from observing and interacting with peers, which helps to reinforce desired behaviors and learning outcomes (Altun, 2015).

Vygotsky's (2011) **Zone of Proximal Development** provides another important theoretical basis for cooperative learning. Vygotsky argued that students learn more effectively when they collaborate with peers or mentors who offer guidance just beyond their current level of understanding. This interaction allows learners to bridge the gap between what they can do independently and what they can achieve with assistance. Cooperative learning taps into this theory by encouraging peer collaboration, where more knowledgeable students support their peers, helping the group reach higher levels of understanding and performance.

The terms cooperative and collaborative learning have been debated extensively. Barkley et al. (2014) distinguished the two by educational level, labeling K-12 group learning as cooperative and higher education group learning as collaborative. Bruffee (1999) argued they are fundamentally different, while others view cooperative learning as a structured subset of collaborative learning (Millis & Cottell Jr, 1997). Several key elements unique to cooperative learning have been identified by researchers as reported by (Weidman & Bishop, 2009). The four common elements:

Positive interdependence – Students rely on and feel accountable for the success of their group members.

Individual accountability – Each student is evaluated based on their own contributions.

Promotive, ideally face-to-face, interaction – Students actively collaborate and support each other's learning rather than working separately and combining results later.

Social skills development – Students not only grasp the academic content but also acquire teamwork and communication skills.

Collaboration is a key element in fostering student engagement and improving learning outcomes, particularly within the framework of cooperative learning. When students collaborate, they actively engage with both the material and their peers, which enhances their understanding and retention of knowledge. Research has shown that collaborative activities promote critical thinking, problem-solving, and communication skills, all of which are essential for academic success. By working together toward shared goals, students become more motivated and invested in their learning, as they take responsibility not only for their own success but also for the success of their peers. This collective effort leads to deeper engagement and more meaningful learning experiences. In educational contexts, students benefit not only from acquiring technical knowledge but also from developing essential soft skills, such as teamwork, communication, and interpersonal skills, which are increasingly emphasized as critical components of learning strategies (Abdillahi & Kazaz, 2022) .

Altun (2015) identifies several key benefits of cooperative learning in traditional classroom settings, including improvements in **academic achievement**, **social skills**, and **critical thinking**. By working in small groups, students engage more deeply with the material, leading to higher academic performance. Cooperative learning also enhances students' communication and teamwork abilities, as they collaborate to solve problems and achieve shared goals. Additionally, the interactive nature of CL encourages critical thinking by prompting students to analyze issues from multiple perspectives, fostering a dynamic and supportive learning environment in face-to-face classrooms.

Similarly, the review of cooperative learning within the context of Vygotsky's theories further supports these benefits by emphasizing the importance of **social interaction** in learning. A study by Erbil (2020) highlights that cooperative learning fosters academic achievement and also strengthens the **cognitive development** of students by allowing them to collaborate with peers who offer different perspectives and knowledge levels. This aligns with Vygotsky's **Zone of Proximal Development**, where students benefit from working with more knowledgeable peers, allowing them to achieve tasks they couldn't complete independently. Moreover, combining cooperative learning with modern teaching approaches like the **flipped classroom** creates an even more engaging learning environment, where students actively build on each other's strengths while enhancing their **critical thinking** and **problem-solving** abilities. This synthesis of traditional and modern cooperative methods provides a robust framework for improving both individual and group learning outcomes in the classroom.

The effectiveness of cooperative learning as a teaching method in English as a Foreign Language (EFL) classrooms has been explored by Chen (2021). The research highlighted that CL improves academic performance, promotes positive attitudes toward learning, and helps reduce anxiety among students. Researchers found that CL activities significantly enhanced students' oral fluency, vocabulary acquisition, and overall language skills. Additionally, CL was shown to encourage social interaction and collaboration, which are essential for language learning. However, the paper also notes challenges in implementing CL, particularly in classrooms where traditional teaching methods, competition, and individual learning still dominate. Despite these obstacles, the review strongly recommends the use of CL to improve student outcomes in EFL settings.

Beyond traditional classroom settings, the implementation of cooperative learning across diverse cultural contexts also reveals both its strengths and challenges. In a study done to explore the advantages and challenges of cooperative learning in university classrooms in Iran and Australia, Keramati and Gillies, (2021) found that CL creates an interactive, safe, and supportive learning environment in both cultural contexts. Benefits included improved deep learning, problem-solving,

and the development of critical thinking skills. However, challenges such as time constraints, difficulties in assessing group work, and cultural resistance to collaboration were noted. Instructors in both settings struggled with classroom management and implementing CL effectively, particularly in terms of balancing individual accountability with group work. The study concluded that while CL offers significant benefits for student engagement and learning, more professional development for instructors and better curricular design are needed to overcome the challenges.

While cooperative learning has been widely researched and proven to enhance academic performance in traditional classroom settings, its application extends to other educational domains, such as physical education. A systematic review by Bores-García (2021) found similar benefits, including improvements in **social skills**, **motivation**, and **group cohesion**. These studies emphasized that CL fosters positive peer interactions, encourages collaboration, and helps build a supportive learning environment, much like its impact in academic settings. However, the review also noted that many of these interventions were short-term, making it difficult to measure the long-term benefits of CL. Nonetheless, CL has been shown to positively impact cognitive skills as well as **physical and motor skills**, as it encourages inclusive participation and active engagement in physical tasks. These findings highlight the versatility of CL as a pedagogical strategy that can enhance learning across various subjects and educational contexts.

The literature highlights the effectiveness of cooperative learning in fostering engagement, academic success, and social skills across different educational contexts. CL emphasizes collaboration, shared responsibility, and mutual support among learners. However, while CL is well-established in traditional classrooms, its application in online education presents unique challenges, such as maintaining meaningful peer interaction and addressing student isolation.

Despite evidence of CL's potential in virtual environments, existing research largely focuses on quantitative outcomes, leaving gaps in understanding students' qualitative experiences and perceptions. As online learning continues to grow, further investigation into how students experience and engage with CL in virtual settings is essential. This study seeks to explore these dimensions, providing insights that can inform more effective instructional practices and support student engagement and community-building in online education.

2. METHODOLOGY

This study employed a **descriptive qualitative design**, guided by a **phenomenological approach**, to investigate student perceptions of cooperative learning in online education. This design was deemed suitable as it aims to explore and gain a deeper understanding of participants' lived experiences and perspectives on a specific phenomenon (Cresswell, 2013).

A **purposive sample** of 12 postgraduate students, enrolled in courses incorporating cooperative learning strategies, was selected based on convenience. Participants were chosen from those who were available at the time of data collection. The students were in their first or second year of online postgraduate programs, which followed an instructor-led model of education. These programs utilized ZOOM for live lectures and a Moodle platform for course materials, homework submission, and examinations. Additionally, moderated WhatsApp groups were used for instant notifications and peer discussions.

Data collection was conducted through semi-structured interviews, carried out online using ZOOM. Each interview lasted approximately **45 minutes** and focused on exploring the students' experiences with cooperative learning, particularly in areas such as engagement, collaboration, peer support, and overall learning outcomes in an online environment. All interviews were recorded, transcribed verbatim, and then subjected to **thematic analysis**. The coding process was conducted manually, with initial codes being grouped into broader themes to identify recurring patterns. This approach aimed to provide in-depth insights into how students perceive and experience cooperative learning in virtual classrooms.

Informed consent was obtained from all participants, and the anonymity and confidentiality of participants were strictly maintained throughout the research process. While the qualitative nature of the study offers rich, detailed data, the **limited sample size** and focus on only two institutions may restrict the generalizability of the findings to other educational contexts.

3. RESULTS

The study involved 12 participants, comprising 4 females and 8 males, aged between 24 and 35 years. As illustrated in Figure 4.1, both genders were represented across different age groups; however, male participants exhibited a broader age distribution, spanning all three brackets: 24-27, 28-31, and 32-35. In contrast, female participants were concentrated in the 24-27 and 28-31 age ranges, with no females in the 32-35 group.
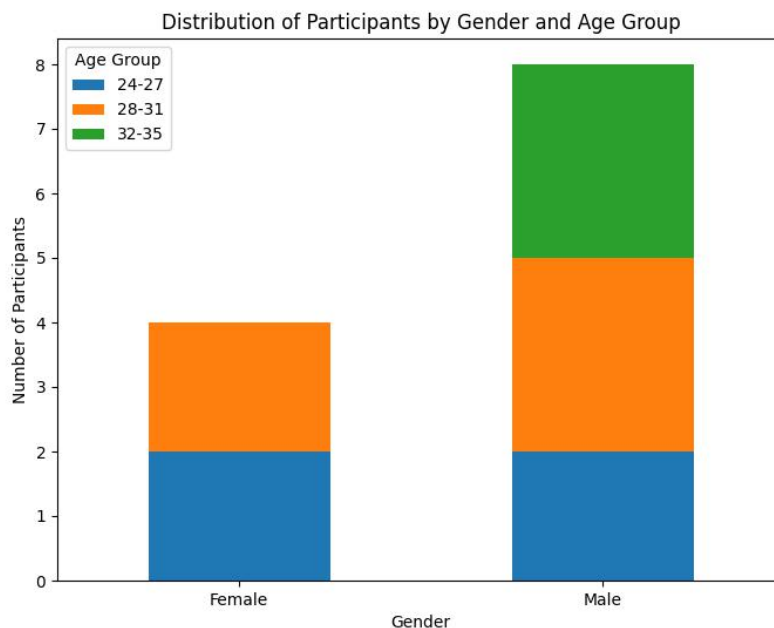
Figure 3.1. Participants' Distribution by Age and Gender

The participants were enrolled in postgraduate programs across two higher education institutions: five participants from Institution 1 and seven from Institution 2. The sample included students pursuing master's degree programs and postgraduate diploma programs, ensuring diversity in both academic background and educational experiences. Among the participants, five were in their first year of study, while seven were in their second year.

The second-year students had more extensive experience with cooperative learning, having previously participated in group projects and collaborative activities throughout their coursework. In contrast, first-year students had only limited exposure to cooperative learning, though they still demonstrated some familiarity with collaborative activities in online environments. Additionally, all participants had prior experience with online or distance learning, which enriched the study by providing insights from students who had navigated various virtual learning environments before enrolling in their current programs.
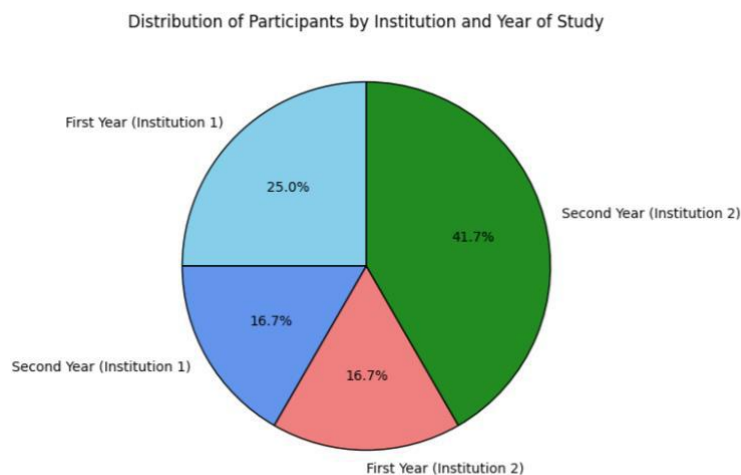
Figure 3.2. Participants' Distribution by Institution and Year of Study

This demographic distribution offers a diverse perspective, capturing insights from students at different stages of their academic journeys with varying degrees of experience in cooperative learning.

The participants used a range of digital platforms to facilitate cooperative learning activities. ZOOM was employed for lectures, with all participants having previous experience using Google Meet and other platforms during earlier online education experiences. Moodle served as the primary platform for accessing course materials, submitting assignments, and participating in group discussions, while WhatsApp was actively used for real-time communication and peer collaboration. Some participants also reported using Telegram during earlier online learning experiences.

These digital tools played a critical role in enabling interaction and supporting cooperative learning in the virtual environment. At the time of data collection, each participant was enrolled in a single course, covering both theoretical and practical content essential to their postgraduate studies. The diverse nature of these courses required participants to engage in various forms of collaborative learning, enhancing their ability to work effectively in online group settings.

This paper explores students' perceptions of cooperative learning in online environments, highlighting both the benefits and challenges they encountered. Participants' experiences were shaped by factors such as their familiarity with group work, technological skills, and the dynamics of virtual collaboration. Additionally, students' ability to navigate digital platforms influenced their engagement and interaction, with some facing technical difficulties that hindered effective collaboration. Despite these challenges, several participants acknowledged the opportunities for deeper peer interaction and

greater flexibility that online cooperative learning provided, though feelings of isolation were also common.

3.1. Perceptions of Cooperative Learning in Online Settings

Students expressed a range of perceptions about their experiences with cooperative learning in the online environment. While some found the structure beneficial for enhancing interaction and engagement, others faced challenges that affected their overall learning experience. The majority of the second-year students, who had prior exposure to cooperative learning, reported a smoother transition into the online format. One student mentioned,

"Having worked on group projects before, I knew what to expect and how to handle the dynamics in the virtual setting. It wasn't that overwhelming for me because I was already familiar with coordinating tasks and keeping up with group communication, even though the task in hand was new to me. I naturally took on a leadership role in our group, which made it easier to organize people and get the tasks done efficiently." (S7)

However, some of the first-year students faced greater difficulties adapting to the expectations of cooperative learning, especially within the online environment. A first-year student shared,

"It was overwhelming at first, managing the expectations of group work when I was still figuring out how to navigate online learning itself. I struggled with understanding how to contribute meaningfully to the group while also learning to use the platforms. There were moments where I felt lost because I was trying to balance both the technology and the group dynamics at the same time" (S3).

The perception of online cooperative learning was also influenced by students' familiarity with digital tools. Several students felt that their limited technological skills hindered their ability to fully engage in group tasks. One student expressed, "*I wasn't very comfortable with the platforms we used. It took time to get used to things like WhatsApp chat rooms and managing group discussions online*" (S5). Despite these challenges, some students acknowledged that online cooperative learning provided opportunities for deeper peer interaction. A first year student highlighted, "*In some ways, the online format forced us to be more intentional in communicating and working together. We had to make an effort to keep each other accountable*" (S11).

However, feelings of disconnection and isolation were common among the participants, particularly for those with less experience in online group activities. Many reported struggling to build the same level of rapport with peers as they would in face-to-face settings. This sense of detachment was further exacerbated by technical issues, such as unstable internet connections in some areas and difficulties with online communication tools. Another participant shared:

"We had times when group meetings would be cut short because of internet problems in some regions where our groupmates were. It was really frustrating because we'd lose momentum on our project and sometimes had to reschedule meetings, which slowed down our progress. It was hard to stay connected and on track with the project when technical issues kept interrupting our discussions and deadlines" (S4)

In contrast, some students felt that the online cooperative learning experience, particularly through peer tutoring, allowed for greater flexibility in coordinating sessions, as they could meet virtually outside of scheduled class hours. One participant shared: "*We could organize tutoring sessions*

whenever it worked for us, even in the weekends, which made it easier to fit into our work schedules"
(S1). This flexibility was seen as one of the key advantages of the online format, especially for students
balancing other responsibilities, such as work and family. The ability to set their own time for activities
like peer tutoring allowed students to support each other's learning without the constraints of formal
class times. Overall, perceptions of cooperative learning in the online setting were mixed, with some
students benefiting from the increased interaction and others facing significant challenges related to
technology, communication, and building connections with their peers.

3.2. Collaboration and Peer Interaction

The experiences of collaboration and peer interaction in the online cooperative learning environment
varied significantly across participants, reflecting both the strengths and challenges of virtual
teamwork. For some students, the transition to online collaboration was relatively seamless. S7, for
instance, found that her prior experience in group settings allowed her to naturally assume a
leadership role, which helped her coordinate tasks effectively. She described the process as structured
and efficient, noting:

*"Coordinating tasks came naturally to me, even in an online setting. I enjoyed taking charge of dividing
work among the group members. The challenge was getting everyone to stay on the same page
virtually, but overall, it worked because we had a clear structure" (S7).*

Her familiarity with group dynamics meant that, even in a virtual setting, she could navigate the
leadership challenges without significant disruption. However, other students faced substantial
difficulties in maintaining effective peer interactions. S6, for example, expressed that the virtual
environment itself was intimidating, particularly in the context of group discussions. His struggle was
compounded by technical issues and the fast pace of conversations, which often left him feeling
disconnected from the collaborative process. He shared, "*I tried contributing more during our group
meetings, but it was difficult to communicate what I wanted to say. By the time I managed to unmute
myself or get the technology working properly, the conversation had usually moved on. It felt like I was
always one step behind*" (S6). This highlights how technological barriers not only affect communication
but also impair students' confidence and ability to contribute in a timely manner.

For other students, like S5, the challenge was less about technology and more about the platforms
themselves. Communication through platforms like WhatsApp and ZOOM felt fragmented, making
collaboration feel disjointed. S5 explained, "*When we tried to collaborate through WhatsApp groups
created for the task, it felt like we were all working separately and then just putting things together at
the end. It didn't feel like true collaboration*" (S5). This sense of fragmented interaction points to a
broader issue in online learning—while digital tools enable cooperation, they can also reduce the
cohesiveness of group work, leaving students feeling more like individual contributors than part of a
collaborative whole.

Despite these challenges, there were students who found ways to make online collaboration work.
S11, for example, recognized that the key to successful online group work was proactive planning. He
observed that clear role allocation and setting expectations early on were crucial for smoother
cooperation.

*"I realized that online group work needs more planning than face-to-face interactions. You have to be
proactive in setting meetings, making sure everyone knows their role, and checking in regularly. It's not*

like in-person settings where you can quickly clarify things in real-time. If someone is unclear about their task or doesn't attend the meetings, it can slow everyone down. But when we took the time to assign roles clearly and made sure everyone knew what they had to do, things moved much more smoothly"

His comment reflects the potential of online cooperative learning to foster better organizational skills among students, though it also underscores that without clear planning, the process can easily falter.

Interestingly, for some students, such as S1, the cooperative learning format became a source of motivation and discipline. Although he initially felt unsure about how to interact with his peers in an online setting, he soon found that the group dynamics pushed him to be more accountable. *"At first, I wasn't sure how to interact in the group. But over time, I realized that working together kept me more disciplined. Knowing that others depended on me pushed me to stay on top of my work"* (S1). His experience illustrates how, for some students, peer interaction can foster personal growth and time management skills, even in a virtual environment.

In summary, collaboration and peer interaction in online cooperative learning were marked by both positive and negative experiences. While some students adapted well, finding leadership opportunities or discipline through the process, others struggled with technological barriers, fragmented communication, and disrupted group momentum. The virtual setting introduced new complexities, requiring students to navigate both digital tools and interpersonal dynamics in novel ways.

3.3. Sense of Community and Belonging

The sense of community and belonging in online cooperative learning varied significantly among the participants, with some students reporting feelings of isolation, while others felt connected through shared tasks and group interaction. The absence of face-to-face contact presented challenges for many, as the virtual environment lacked the natural social exchanges often experienced in traditional classrooms.

Students who had struggled with technology and group dynamics, found it difficult to establish a sense of community. "*It's hard to feel like part of a group when you never meet in person,*" she shared. "*I felt disconnected most of the time, like I was working with strangers. It's difficult to build trust when all we do is communicate through screens*" (S3). Her experience reflects a common struggle in online learning—forming meaningful social bonds when interactions are largely transactional and task-oriented.

Similarly, S5 expressed that the lack of physical presence made it difficult to feel truly part of a community. He noted,

"*In a normal [offline] classroom, you can have quick conversations with classmates before or after the lesson, but online it feels like we only talk about the lesson and assignments and project and then log off. There's no real chance to get to know each other*" (S9).

This lack of informal social interaction contributed to a feeling of detachment and made it harder for her to engage fully with her peers.

On the other hand, some students found that, despite the virtual setting, working on cooperative tasks helped them develop a sense of connection with peers.

"It wasn't the same as being in a classroom, but we were all working toward the same goal, and that created a real sense of unity. What made it even more interesting was working with people from different places and locations. Over time, you start to rely on each other, and that builds a bond, one that feels strong despite the physical distance. It made me realize that a shared purpose can overcome any distance". (S12)

His experience highlights how cooperative learning tasks can foster a sense of belonging, even in a virtual space, when group members collaborate consistently and rely on each other to complete shared objectives.

Overall, while some students were able to form connections and experience a sense of community through shared goals and frequent collaboration, others found the virtual setting isolating and struggled to establish meaningful bonds. The combination of technological barriers and the lack of in-person interaction often contributed to feelings of detachment, though for some, consistent communication and a shared sense of purpose allowed them to feel more connected to their peers.

3.4. Challenges and Benefits of Cooperative Learning

The participants reported a range of challenges and benefits in their experiences with cooperative learning in an online environment. While many acknowledged the positive aspects of collaborative tasks, the difficulties posed by the virtual setting were equally prominent. One of the primary challenges identified by students was the issue of unequal participation. Several students felt that not all group members contributed equally to the tasks. S5 explained,

"There were times when I felt like I was doing most of the work. Some [group] members wouldn't show up for meetings or contribute to discussions, and it was frustrating because the workload wasn't evenly distributed. Since we're in a postgraduate program, most of my peers work full-time, and they struggled to find time for group work. A lot of meetings had fewer participants, with some students missing them altogether, citing how busy they were with other commitments"

This sentiment was echoed by other participants who struggled with maintaining accountability in the virtual environment, where it was harder to ensure everyone remained engaged.

Additionally, technical difficulties were a recurring issue that hindered the effectiveness of cooperative learning. S4, for instance, highlighted the persistent problems caused by internet disruptions. "*We had a lot of problems with internet connections. Some group members would drop out in the middle of discussions, and it really slowed down our progress. It was hard to keep momentum going when people were constantly getting disconnected*" (S4). This technical challenge not only interrupted the flow of discussions but also affected the overall collaboration, as students had to continuously reschedule meetings or redo tasks.

Despite these obstacles, students also identified several benefits of cooperative learning. One of the most frequently mentioned advantages was the development of communication and teamwork skills. S11 noted,

"The biggest benefit of working in a group is that you really have to improve your communication. We had to figure out how to explain things clearly to each other, and that's a skill I'm going to use beyond this course. I also felt more relaxed since most of the time it was only us and no teacher was present, which gave me the confidence to speak up more freely and contribute without feeling pressured" (S11).

This underscores how cooperative learning, even in a virtual format, encourages students to engage in dialogue, develop interpersonal skills, and learn to articulate ideas effectively.

Another benefit was the diversity of perspectives that came from working with peers from different backgrounds. S12 mentioned,

"One of the best parts of working in a group was hearing different ideas and approaches to the same problem. It opened my eyes to other ways of thinking, and I learned things I wouldn't have thought of on my own. Since my classmates are all experienced, and some have been working in the field for quite a while, they have insights that are eye-opening for me. I always learn something new from peer work and projects with my classmates" (S12).

Cooperative learning in an online setting allowed students to engage with a more diverse group of peers than they might have encountered in a traditional classroom, broadening their understanding of course material and collaborative problem-solving.

Interestingly, some students, found that the flexibility of online cooperative learning was a key benefit. "*We could set up meetings whenever it worked for everyone, even outside of class hours. That flexibility made it easier to fit group work into our schedules, especially for those of us who had other responsibilities like work or family*" (S3). This flexibility allowed students to collaborate in a way that accommodated their varied schedules and commitments, making it easier to engage in group work despite their personal circumstances.

In summary, while the challenges of cooperative learning in an online environment included technical difficulties, unequal participation, and the lack of personal connection, the benefits were notable in terms of developing communication skills, embracing diverse perspectives, and offering flexibility. For many students, the overall experience was a mix of both positive outcomes and significant hurdles

4. CONCLUSION AND RECOMMENDATIONS

This study explored the perceptions of postgraduate students engaged in cooperative learning (CL) within online education settings, offering insights into the strengths and challenges of using CL to foster engagement, collaboration, and peer interaction. The findings highlight that, while CL has significant potential for enhancing student participation and interaction, the online setting introduces new complexities that require thoughtful design and delivery.

A key takeaway from this study is the critical role of **prior experience** with cooperative learning in shaping students' ability to adapt to online group work. Students with previous exposure to collaborative tasks experienced smoother transitions and greater confidence in managing group dynamics. These findings align with earlier research, which suggests that cooperative learning strategies can help students learn at their own pace (Suliman et al., 2021). However, students with limited experience struggled to balance the dual demands of learning new digital tools and engaging effectively with peers in a virtual space. This underscores the importance of **structured support systems** to help students acclimate to both online platforms and collaborative learning environments.

The study also emphasizes the pivotal role of **digital tools** in either facilitating or hindering online cooperative learning. While platforms such as Zoom, Moodle, and WhatsApp enabled students to communicate and collaborate, technical difficulties—such as unstable internet connections—often disrupted group momentum and exacerbated feelings of isolation. Some participants also found that

online collaboration lacked the spontaneity and cohesion of in-person interactions. These challenges point to the need for **intentional design strategies** that foster community and minimize the fragmented nature of virtual group work. It is essential that digital tools be carefully selected to align with students' needs and learning objectives (Jacobs & Ivone, 2020).

In conclusion, while cooperative learning in online education presents distinct challenges, it also offers valuable opportunities for **deeper engagement, skill development, and flexibility** in coordinating tasks. To fully leverage the benefits of CL, educators and institutions must address the challenges identified in this study by providing **clear role definitions, technical support, and spaces for informal interaction** to strengthen peer connections. Future research should continue to explore innovative ways to enhance students' sense of connection and community in virtual learning environments, contributing to the development of more effective cooperative learning practices in online education.

To enhance the effectiveness of cooperative learning in online education, institutions should prioritize developing structured support mechanisms that help students navigate both the digital platforms and collaborative frameworks. Educators can integrate training sessions that familiarize students with online tools and provide guidance on managing group dynamics, especially for those with limited experience in CL. This will ease students' transition into virtual cooperative tasks and foster smoother collaboration.

Additionally, intentional course design is crucial for mitigating the challenges of online CL. Institutions should carefully select digital tools that align with the course objectives and ensure reliable access to these platforms to minimize technical disruptions. Incorporating spaces for informal peer interaction, such as virtual lounges or discussion boards, can help build a sense of community among students, reducing the isolation that often accompanies online learning.

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COMMUNICATION COMPETENCE IN FOREIGN LANGUAGE CLASSES

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Abstract

This paper modestly aims to raise hypotheses on the causes of the problems encountered in the development of the competence of communication and expression among Albanian students and to offer suggestions for their possible solution.

The efficient development of this competence is a necessity not only for anyone studying foreign languages, but for anyone seeking to use them for professional development in the future anywhere.

In our context in which we operate, we verify that in the streams that come to us in the first years at the Faculty of Foreign Languages, there are problems related to this competence, especially in language, which from the instrumental side have a smaller impact, although not always. The problems that are noticed are of different natures for different languages as the contact or motivation related to them is different, so for this reason we thought of doing a research in the field in order to really verify what are the problems carried by the school secondary in order to efficiently intervene in the arrival of students at the Faculty to accommodate them as much as possible.

If the fact that the school will really be based on the efficient application of a curriculum based on teaching based on competences, we can say that this would be the right solution because it responds to a new need for training young people, who in the future will be increasingly motivated to find, select and organize the knowledge needed to solve problems in their personal and professional lives. But how effectively is it implemented? Firs year students in most cases prove the opposite.

The development of this competence, which is basically decomposed into other competences such as: linguistic, sociolinguistic, socio-pragmatic competence, where each of them implies other competences which continue to be further decomposed into other competences that are the foundation of the competence of communication and expression, require the foreign language teacher to offer in the classes in which he/she operates teaching methodology, techniques and to apply efficient strategies, necessary for the formation of this competence.

Keywords: competence, express, communication, foreign language, student, teacher

Jel Codes: Z00, Z13

INTRODUCTION

The importance of communicative competence in foreign language learning.

The term 'communicative competence' was formulated by Hymes (1972) reacting against the perceived lack of Chomcky's contrast between performance and competence (Mores, 2020), (Vorweg, 2015: 294). Hymes presents the concept of communication competence as "the ability of the speaker to express judgment about personal discourse and to choose among all the linguistic forms available to him those that adequately reflect the social norms governing behavior in specific situations" (Hymes, 1972: 270).

Hymes (1972) introduced the term communicative competence, highlighting a significant shift in scholarly focus on language. This concept encompasses the understanding of grammatical rules alongside the appropriate use of language in specific contexts. (Cetinavci, 2012: 3445). One of the most important aspects of language learning is undoubtedly the development of communication competence (Parupalli, 2019: 19). Essentially, communication competence is about the ability to use language appropriately and successfully in a variety of communicative contexts, in addition to the ability to understand and construct semantically and grammatically correct sentences, in order to succeed in communication and to succeed in different communication contexts, an individual must possess a mixture of linguistic, sociolinguistic, discourse and strategic skills, etc., (Tarvin, 2014). In learning a foreign language, it is important to use that language in different contexts to achieve our objectives and goals, especially professional ones for the future. In fact, this competence has also changed its perspective regarding the concept of communication, as it goes beyond learning the grammar rules and vocabulary of a foreign language, as we already know that communication in a foreign language is not limited to these two cognitive aspects. , as it includes the knowledge of a number of other skills and knowledge that are combined with this competence. Therefore, the importance in the development of this competence in the framework of a foreign language learning curriculum based on competences takes on a much broader and more specific meaning.

The importance of this competence is closely related to the fact that the development of this competence provides students with the necessary tools to express themselves, to present their thoughts and represent ideas, to process meanings, cultural aspects of language and, of course, to create social connection. All these are those uses of language in communication that are often quite critical in daily interactions and that often create objective or subjective obstacles for the realization and interaction in a communicative situation (Valev et al., 2020).

It is well known that this competence is essential in real-world interactions, but for interaction to be efficient it requires the development of this competence by developing the ability to carry out meaningful communications, to understand nuances and sub-nuances in meaning and to modify the use of language. based on the relevant context. Thus, when an individual possesses a high communicative competence, he is aware of the appropriate use of idiomatic expressions, this in the case when he will have to use formal versus informal language, and he succeeds in correctly interpreting non-verbal communication signals. (Buarqoub, 2019: 64). Beyond what is taught in a textbook, or the various simulations that are carried out in the classroom in order to develop this competence, real life situations such as attending social events or business management meetings require a higher level of fluency. In these situations, communicative competence is important because

it can help close the gap between theory and practice, which makes language learning a more integrated and useful process (Richards, 2006).

Context and the Problem

For the above and recognizing the importance of the development of communication competence in foreign language learning and seeing the problems that we as teachers encounter in relation to this competence, especially among first year students, this for languages that have a character small instrumental, it was thought to do a search near secondary schools in the territory of Albania. This research was done in the framework of a project of AKKSHI [1]'The impact of the "Competence-based teaching" curriculum on the development of communicative competence and expressive language skills of high school students in Albania', which was designed and will continue its research for further intervene with the strategies by offering suggestions and possible solutions.

Research Objectives

The research aimed to:

Evidence of problems related to the development of communication competence;

Evidence of the causes related to these problems;

Analyzing the materials and techniques used in order to develop this competence.

1. RESEARCH, POPULATION AND DATA COLLECTION PROCEDURE

The research was conducted in several high schools and included 344 students, of which 187 were female and 157 were male. The distribution of the questionnaires was done manually to avoid ambiguity regarding the questionnaires, to support each student in case of doubt. However, during the distribution and completion of the questionnaires, some problems were encountered as follows:

questions related to the techniques used by the language teacher;

questions related to the strategies used by the teacher;

questions related to the materials used;

lack of motivation for completing questionnaires;

lack of motivation during the lesson;

FAQ

A. The questionnaires were built in several question sections:

general: age, class, gender, background, language of study;

interest in the languages they know; following questions with alternatives, open and closed that were closely related to aspects related to the object of study; expression of personal evaluative opinion on specific aspects.

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[1] AKKSHI - National Agency for Scientific Research and Innovation (NASRI)

B. Structure of questions:

A total of 15 questions where the last column where personal opinion is requested is composed of 10 points where the answers are on a rating scale from 1 - 6 in ascending scale (1- Not agree at all, 2- Very little, 3- A little, 4- Sufficient but with reservations, 5 Agree but not 100%, 6- Completely agree);

questions with alternatives: a), b), c), d), etc.;

Scala Lickert type questions

Open questions

Closed questions

2. RESULTS, ANALYSIS AND DISCUSSION

In this paper, it is not possible to present all the results of the research, but some of them will be forwarded to understand some of the problems encountered. Among them as follows;

1. Regarding the skills listed below, in which of them do you encounter the most difficulties?

a) Hearing; b) Reading; d) Communication; c) Writing.
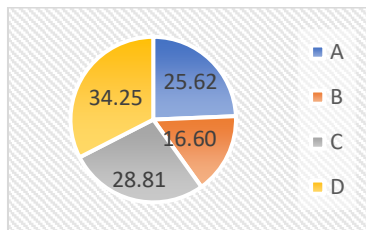
Graph 1

As can be seen from the graph, it is found that in comparison to other skills, writing is ranked as the most problematic at 34.25%, followed by communication skills at 28.81%. From here we understand that this ability presents problems which it is necessary to understand where they mainly lie in order to intervene as it should.

2. Where do you encounter the biggest problems related to communication competence:

a) Themes; b) non-verbal communication; c) speed; d) intonation; e) lexicon.
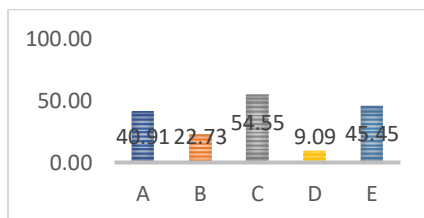
Graph 2

Based on graph 2, we notice that the biggest problems for students are related to 54.55% speed in communication, 45.45% to the lexicon and 40.91% to the topic of communication, which means that it is necessary to intervene in this aspect. In terms of communication speed, it is important for students to develop receptive and understanding skills, as only in this way will they be able to successfully deal

with communicative situations in a foreign language in the future. Also, in terms of the lexical aspect, it is necessary for the teacher to offer in the classroom topics according to level and age and varied such that they provide the students with the appropriate motivation to express themselves and participate in different situations communicative (Milton and Hopwood, 2022). As for the lexicon, the typology of related exercises like spidergrams, listening to texts for context clues, writing and using words in sentences, etc. (Praveen's Innaci, 2017:39).

In fact, these problems are exactly what we notice during our work among first-year students and not only. This clearly shows us where to intervene in high school so that these problems do not fossilize and become insurmountable in the future. How can this be accomplished? This is where the role of the teacher comes into play as it largely depends on him what methodology, strategies and techniques he uses to develop this skill inside and outside the classroom.

When you have difficulty understanding, ask to: a) repeat b) slow down c) simplify:
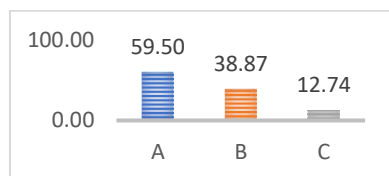
Graph 3

The repetition as a request in chart 3 with 59.50% makes us understand that such a strategy turns out to be efficient for the majority of students who consider it valuable in case of misunderstanding during communication. This shows us that the teacher should exercise it from time to time as a strategy, but its exercise should be such that it does not bring annoyance and monotony as it demotivates the students, but he should use it as a strategy, for example. to use an expression or sentence again in a different form using in this case paraphrasing so that it serves as a model for a form of communication for students in the future.

Are the activities you develop in class related to this competence sufficient?
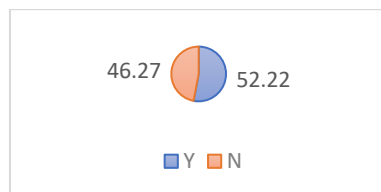
Graph 4

Although the difference between the two groups of responses is small, it means that 52.22% think that the activities in the classroom are insufficient, which since it is more than half is a sufficient indicator to understand the need to add these type of activities in the classroom to fill the gap that a foreign language creates due to its little use outside the school environment, except for some languages such as English, which is not only an instrumental language, but its constant presence, becoming part of communication, especially young people who use that place without a place, that despite the positive

sides of this mode of use, it brings problems of other natures but that this paper does not aim to analyze.

Are the competence development activities varied?
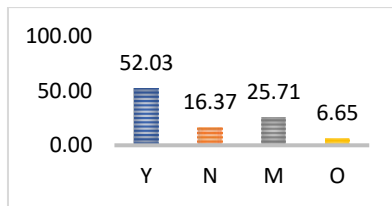
Graph 5

In relation to this question, the need for a greater variety of activities for the development of this competence stands out, which means that students are already used to the typology of activities that take place and by repeating them they certainly become demotivated, so the teacher's task is the provision of various activities that include such work groups that promote interaction, socialization, self-esteem, such as: cooperative learning, PBLL.

When you carry out communication activities in the classroom, do you need preliminary information about the topic?
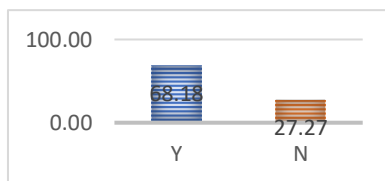
Graph 6

Graph 6 shows us with 68.18%, that preliminary information on a certain topic is necessary for an efficient development of a communicative situation, especially at the initial levels, since it allows the student enough time to recall any information related to it. and prepare him psychologically for the role he will have in that communication situation.

What kind of activities are used in the classroom related to this competence:

a) Simulations role play, taking, making; b) Dramatization; c) Chain dialogue; d) Open Dialogue.
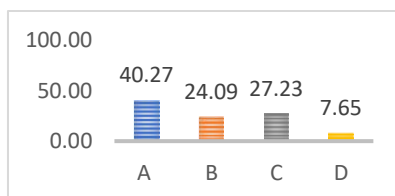
Graph 7

According to the graph, it results that the most frequently used technique is that of Role Play with 40.27%, which is actually an efficient technique that promotes the development of this competence, but despite its dominance, in the open questions it turns out that it is difficult to use frequent use of these techniques due to:

Large number of students in the class;

Little time, such as 45 minutes of lessons in total, available for their continuous and efficient application;

Demotivation of the rest of the class who have to listen to the product of their friends;

Physical distances in the classroom: first, second and last bank;

Ambient noises that come from the impatience of students who have to wait for their turn to speak;

Faint themes, not stimulating at all.

3. APPROACH, METHODOLOGY AND TECHNIQUES FOR THE DEVELOPMENT OF COMMUNICATION COMPETENCE

In order to mitigate the problems and to develop communication competence, an efficient use of techniques that have already been clarified by many researchers is necessary, which we summarize as follows:

Use of meaningful and interactive activities is an efficient strategy in developing classroom communication. They stimulate interest and motivate students. They should not be long in time and should include all students. Here, the teacher plays an important role, who must offer a diverse range of activities and topics, but such as to suit the interest, language level and specifics of the class and of the students in particular (Ferguson's Night, 1995).

Use of activities in pairs is a technique that encourages student participation, becoming an efficient learning strategy, as supported by their peers, students can practice speaking in a less imposing environment and feel free try out a new language in these collaborative activities (Johnson, et al., 1999: 67–73). Students' confidence and fluency can be greatly increased by assigning a simple task such as speaking about a final class topic in pairs or small groups. Simulations: by simulating conversations from everyday life, these exchanges help students acquire and use language structures more naturally (Calderón, et al., 1999: 66).

Use of group activities in language classrooms has been demonstrated to increase the volume of students' conversation, the complexity of language production and the possibilities of meaningful negotiation (Long and Porter, 1985:207–228), so despite the difficulties that may be encountered in managing or the progress of these activities, the teacher must be capable of monitoring and the positive progress of these activities since they affect many aspects that are not necessarily related only to language learning but also from a personal perspective, since the student feels involved, identifies with a group, receives support and is freed from shyness or the inability to express oneself.

Use of role-playing games and simulations. Role playing and simulations are two of the most productive learning strategies for improving communication competence and speaking fluency (Long and Porter, 1985: 207–228). These techniques place students in authentic situations where they must speak prompted by the communication event. From simple role-playing such as going shopping or to the doctor to more complex simulations such as negotiating a business deal or debating a contentious issue, role-playing can take many forms (Paulston & British, 1995). By adapting their language use to the roles they play, role-playing students not only practice linguistic elements, but also develop sociolinguistic, sociopragmatic, relational skills. Jones (1987), noted that role play improves students'

ability to use language functionally and interactively, preparing them for authentic communication outside the classroom, this technique is particularly useful in helping students improve their interactive skills.

Use of cooperative learning methodology is also an efficient strategy in the development of communication and interaction where each member must perform his specific duties in function of the realism of the group's objectives (Johnson and Johnson, 1999).

Using task-based methodology (TBLT) is also another effective strategy for improving communication skills (Rod E. 2003). TBLT is different from traditional methods as it emphasizes using the target language to complete meaningful tasks rather than simply practicing grammar and vocabulary exercises. These tasks simulate real-world tasks such as giving a presentation, taking a survey, or organizing a trip (Ellis, 2018)

Based on TBLT, communication takes precedence over accuracy, which relieves students of the stress of producing perfect language and encourages them to use it more freely. For example, when given the task of organizing a class activity, students try to convey the message by using language appropriately in collaboration with peers to negotiate ideas, discuss and make decisions. TBLT promotes deeper language processing and retention, in addition to improving fluency by making students actively participate in meaningful communication, which proves the effectiveness of the approach (Ellis, 2003).

4.   THE ROLE OF THE TEACHER IN RELATION TO COMMUNICATION

It is now a well-known fact that in the classroom, teachers are crucial in fostering communication and improving fluency. Teaching in a supportive environment that encourages and supports students' use of the target language is one of the main tasks of the teacher. The environment plays an important role in reducing the affective filter, a very important factor in student motivation (Lightbown and Spada 2013: 43). It is essential to create a classroom environment that rewards striving for excellence and promotes risk-taking. Teachers can achieve this by being approachable, empathetic and cultivating positive relationships. To ensure that students are not discouraged by the fear of making mistakes, a teacher can, for example, establish a "no criticism" policy during speaking exercises. According to research by Dörnyei and Csizér (1998), students' willingness to communicate increases greatly in a supportive classroom environment, which results in higher participation and better fluency.

To develop their communication competence, the teacher should also provide constructive criticism. Early targeted feedback that highlights both areas for growth and strengths is essential. Good feedback goes beyond fixing bugs; helps students learn from their mistakes and develop strategies to improve performance. (Bourne For example, a teacher might offer alternatives to passages where students had difficulty and emphasize the correct use of particular phrases or expressions after a speaking exercise. This method builds students' confidence while helping them to become more proficient language users Constructive feedback benefits students' self-regulation and inspires them to pursue continuous improvement This has a substantial effect on learning outcomes (Hattie & Timperley 2007). The use of interesting exercises is also crucial for stimulating dialogue in the classroom. Meaningful, interest-related, and active-participation activities are what make them engage with students. To maintain student engagement and motivation, educators can use a variety of interactive exercises, including

debates, discussions, games, and projects. Students can engage in persuasive communication practice and be encouraged to think critically by participating in a debate about a current issue.

Similarly, role play techniques can make learning fun and competitive, which encourages students to speak the language naturally. Engaging and varied activities keep students interested while also giving them plenty of opportunities to use real language, which is essential for developing fluency (Saville & Troike 2006).

5. CHALLENGES IN DEVELOPING COMMUNICATIVE COMPETENCE

Both teachers and students must overcome multiple obstacles to achieve communicative competence. Overcoming language anxiety is a major obstacle that can seriously impair a student's ability to communicate effectively. Fear of making mistakes, fear of getting a bad grade and performance pressure are common causes of language anxiety. It can manifest as a variety of behaviors, including avoiding speaking opportunities, hyperventilating during oral interactions, and physical manifestations such as shaking or sweating. To address language anxiety, educators must provide a safe, accepting classroom environment where students can express themselves freely. (Horvitz et al. 1986).

Anxiety and the affective filter can be reduced by using strategies in which educators provide encouragement and support gradually. Building confidence can be achieved gradually, for example, starting with basic level exercises such as pair discussions, before progressing to whole class presentations. According to the studies carried out, the increase in communication skills and general language competences undoubtedly require a reduction in language anxiety. (Horwitz 1986).

Managing different skill levels in a single classroom presents another difficulty. Mixed ability groups present a special set of challenges and are often found in language learning settings. Conversations may be dominated by students who are more able, while those who are less able may feel excluded and reluctant to contribute. Differentiated instruction, which involves designing activities to accommodate different skill levels, is a strategy that teachers can use to address this problem (Anderson 2007: 49). Assigning roles based on student strengths during group activities can ensure meaningful contributions from all participants. Additionally, the dynamic can be balanced by using flexible grouping techniques, in which students alternate between working in mixed groups and with peers of a similar skill level. (Rytivaara, 2011). Differentiated teaching is very effective in meeting the needs of all students and increasing their engagement (Tomlinson, 2001).

Another essential obstacle to developing communicative competence is achieving a balance between accuracy and fluency. Accuracy emphasizes the correct use of language, while fluency focuses on the ease and flow of communication. Students' willingness to speak can be hindered by an excessive focus on accuracy because they can become overly cautious and aware of making mistakes. () On the other hand, putting speed before accuracy can result in incorrect use of form becoming second nature and hinder language acquisition. Achieving balance requires combining efforts that address both aspects. For example, accuracy-focused exercises such as grammar exercises or error-correction exercises can be combined with fluency-focused tasks such as storytelling or open-ended discussion sessions. A balanced approach enables students to progressively increase their linguistic accuracy while also developing a natural flow in their speaking (Willis, 2006).

6. CONCLUSIONS

In conclusion, developing communicative competence in the classroom is a multifaceted endeavor that extends beyond the boundaries of traditional language teaching. The importance of communicative competence lies in its ability to enable students to navigate effectively in different communicative contexts, bridging the gap between theoretical knowledge and practical application. This competency not only benefits personal and immediate interactions, but also opens doors to broader academic and professional opportunities.

Developing fluency through interactive classroom activities such as pair and group work, role-playing, and task-based language learning provides students with meaningful practice that reflects real-life scenarios. These activities foster confidence, creativity and adaptability, essential components of communicative competence. The teacher's role in facilitating communication is critical, including providing a supportive environment, constructive feedback, and designing engaging activities that actively motivate and involve students.

However, developing communicative competence is not easy. Capturing language anxiety, addressing varying proficiency levels, and balancing fluency with accuracy are significant hurdles that require thoughtful and innovative approaches. By creating a supportive classroom environment, using differentiated instruction, and striking a balance between fluency and accuracy, educators can help students overcome these challenges and improve their communication skills.

Learning and developing communicative competence is continuous and dynamic, requiring constant effort, adaptation and practice. Through a combination of supportive teaching practices, interactive activities and a focus on meaningful communication, students can develop the fluency and confidence needed to engage effectively in a variety of communicative contexts. The goal is for students to become competent and confident communicators, able to navigate the complexities of using language in the real world in any context and subject of the communicative event.

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ENGAGING IN INTERCULTURAL COMMUNICATION USING EMOTICONS. AN INVESTIGATION ON CULTURAL USE AND INTERPRETATION OF EMOTICONS IN PLATFORMS OF MEDIATED COMMUNICATION

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Abstract

Humanity has progressed through several epochs of civilisation, each recognised by unique and distinguishing methods of communication. Notable characteristics include a prevalence of hearing-based perception in collective contexts, a prevalence of sight-based perception in solitary environments, and a blend of both collective and solitary lifestyles with an overwhelming percentage of visual perception. Former epochs restricted communication to a specific culture or its surrounding civilizations. Unrestricted intercultural contact characterises the modern era. Technology and the internet, two extraordinary human inventions, have facilitated nonverbal communication, particularly in the media, whether done privately or publicly. Emoticons, gifs, short videos, and other comparable visual media formats facilitate this communication. The difficulty of nonverbal communication stems from its inherent cultural distinctiveness (Pearson, Nelson, Titsworth, & Hosek, 2017). With a focus on cultural differences, this research aims to examine the use and understanding of emoticons in public communication via mediated platforms. We conducted a thorough investigation on the frequency and type of emoticon use in online public interactions of Albanians and individuals from other cultures. We observed the public engagement for approximately five weeks, primarily on the platforms of Instagram, Facebook, Email, and WhatsApp. After the observation period, we administered a questionnaire to Albanian participants to collect data on the cultural usage and interpretation of emoticons. The results revealed intriguing insights into the culture-specific character of emoticons and the level of knowledge among their respective users.

Keywords: intercultural communication, emoticons, mediated communication, intercultural communication awareness

INTRODUCTION

Contemporary communication exemplifies McLuhan's (1962) concept of a global community. The emergence of the Internet and social media has brought people and cultures together while simultaneously estranged relatives. Today, almost everyone engages in two concurrent domains of communication: the real and the virtual, with the latter increasingly dominating due to factors such as speed of communication, navigation possibilities, and entertainment, among others. Humans rely on verbal and nonverbal communication to express thoughts and emotions in the real world. Still, in the virtual environment, language is the primary medium for conveying thoughts, ideas, and feelings. Social media encourages short, emotive conversations, and words don't always appear to be enough to convey feelings. Language cannot communicate various suprasegmental cues like tone, emphasis, pitch, rhythm, enunciation, and pronunciation, or nonverbal elements like hand gestures, facial expressions, eye contact, and closeness, which significantly influence message perception Archer (1977). The emergence of emoticons, followed by the enhanced animated variants known as emojis, fulfils the need to convey emotions that words alone could not express. Studies (Daantje Derks 2007 ; Paradice 2007) demonstrate that their use significantly improves the quality of communication between sender and receiver.

This paper examines emoticons and their multicultural use across several social media platforms, like email, Instagram, Facebook, and Twitter. Like all other paralinguistic forms, emoticons adhere to the intercultural characteristics of nonverbal communication. Same as for other nonverbal clues, emoticons' absence of standardised grammatical norms and explanatory dictionaries complicates their precise interpretation. Cultural differences foster misconception and misunderstanding during communication and affect the use and interpretation of emoticons. This study intends to investigate the use and comprehension of emoticons in public communication across mediated platforms, emphasising cultural variations. Initially, we examined several theoretical approaches to emoticons' formation, definition, and international characteristics. We later performed a comprehensive analysis of the prevalence and categories of emoticon use in the online public contacts of Albanians with people from other cultures. We monitored the public involvement for approximately five weeks, primarily on Instagram, Facebook, email, and WhatsApp. We sent a questionnaire to Albanian participants after the observation session to gather data on the cultural use and interpretation of emoticons.

1. THEORETICAL BACKGROUND

Carlsson and Miller (2012) assert that visual art has been using text characters for thousands of years and appears to be gaining momentum. Digital media, through programming languages and protocols, maintains a tight connection with text characters such as ASCII and Unicode. Kittler (1986) gives the first and the utmost credit to the typewriter for art creation through "a highly limited set of characters." Carlsson and Miller (2012) consider the typewriter a key symbolic medium that paved the way for the computer keyboard.

Emoticon is a short character that uses punctuation symbols on text messages (Novak *et al*., 2015). For the first time in 1982, Professor Fallman of Carnegie Mellon University in the United States used an emoticon (online), an abstract version obtained by rotating 90 degrees counter-clockwise with the combination of the characters in ASCII code, which can express simple emotions (Cao 2021). Since then, Western and Eastern cultures have exchanged influences, therefore enriching nonverbal communication with nuances from their own traditions. According to Stark and Crawford (2015),

"These symbols do considerable work to underscore tone, introduce humour, and give individuals a quick, efficient way to bring some colour and personality into otherwise monochrome networked spaces of text."

The emergence and use of emoticons stemmed from the inadequacy of language alone to convey emotional nuances effectively to the recipient in mediated contexts. Mediated communication settings encompass all mediums that do not involve face-to-face interaction. This category includes books, letters, and all forms of written material. The study of emoticon creation and interpretation appears to concentrate more on computer-mediated communication and online media due to the faster interpersonal contact between sender and receiver, which incorporates more variables in the communication model, such as response. Email, an asynchronous communication channel, was the first to introduce emoticons into Western society. Subsequently, it proliferated across several platforms, including Twitter, WhatsApp, Facebook, and others. Emoticons initially appeared in the East in the 1980s on ASCII Net, an online service in Japan. Later, it developed into other services like WeChat, leading to the establishment of Biaoqingbao (Cao 2021).

Using emoticons, whether in conjunction with text or alone, is contingent upon culture, country, language, and media. In the West, emoticons often elucidate specific text. While they may exist independently, this is rare, contrasting with Eastern users who like communicating only via emoticons. Some nations, such as China (Teh C 2021), regulate media channels to impose political restrictions on the use of emoticons. Twitter promotes concise text messages, sometimes accompanied by emoticons that enhance the emotional impact of the content. One distinctive feature of emoticons is their formation using a combination of punctuation symbols. They became particularly significant, especially in situations involving emotions like irony, satire, or rhetorical questions. Emoticon generators use their creativity to effectively communicate emotions through symbols. Despite some standardisation, expressing one's feelings does not follow strict rules. The same applies to the interpretation on the receiver's side. In terms of culture and co-culture, the likelihood of an appropriate interpretation increases with proximity between the sender and recipient. Cultures farther apart can interpret emoticons differently. Studies (Nisbett 2004, Yuki et al., 2007, McCullouch 2020) indicate that the West and East have established distinct patterns for developing and understanding emoticons. Other cultural patterns contribute to the use of emoticons even at a smaller scale, like region, language, and country differences (Barbieri et al. 2016a; Roele et al. 2020). Emoticons possess a characteristic that is not universally applicable to nonverbal signals. The sender consistently produces them intentionally, and they always represent the genuine feelings and sentiments they intend for viewers to see and experience. This does not imply that the sender harbours such emotions. This does not mean either that the recipient's emotions will align with the sender's.

Depending on their originating cultures, we can classify emojis into two primary types: Eastern and Western. They emerged almost independently from one another, influenced by the characteristics of two distinct civilizations. In the west, the codes were inscribed horizontally with a ninety-degree counterclock rotation: :-), :-(, :-0, :-((. The text emphasises the mouth as a means of expressing emotions, a concept elucidated by Western psychological perspectives that prioritise this feature. The Eastern culture inscribed the codes vertically. The codes altered the eyes, symbolising the Eastern culture's reverence for the eyes as a reflection of the soul (Yuki et al., 2007). (^.^) (*^.^*)(❋'‿'❋). Compared to the Eastern style, which requires the recipient to engage more deeply in interpretation, the emoticons produced in the West are more straightforward, and their meanings are more easily

discernible. The generation of emoticons intrinsically connects these cultures' cognitive and expressive modalities. People perceive Westerners as clearer, while Easterners are more intricate, revealing secondary information before the primary one (Shang et al., 2019). During that era, cultural characteristics influenced most emoticon creation, but people also appreciated minor interactions, leading to the emergence of specific combinations between Eastern and Western emoticons. Additional factors that influenced the development of emoticons were co-cultures, diverse languages, and nationality. In every instance, the objective was to articulate feelings with utmost clarity and freely constrain the creativity to society's rules and standards.

2. METHODOLOGY AND FINDINGS

The research aims to identify the most frequently used emoticons by Albanians observed in prominent East and West civilizations. It will also clarify the elements that control and influence usage frequency. We monitored public talks on popular platforms like WhatsApp, Twitter, Instagram, Facebook, and email for five weeks to achieve this goal. We distributed the questionnaire to 150 individuals using a Google Form. 137 answered, and 98 were suitable for the study's objectives. The participants' ages ranged from 15 to 37, with a mean age of 20.9. We questioned the participants about their emoticon usage style and frequency. We also enquired about the platform they primarily utilise for emoticons. Additional enquiries pertained to their emotions as both senders and recipients of texts with emoticons. We set aside a segment for their comments on emoticons. We urged the participants to openly express their thoughts on emoticons. As previously said, emoticons succeed where words and language falter, conveying emotional nuance within the message. Most of the time, people use emoticons, created by combining punctuation marks and unique characters, to represent basic emotions like happiness, laughter, astonishment, sorrow, affection, humour, wrath, and disgust. The use of emoticons varied depending on demographics and gender. Research indicates that younger individuals and women use emoticons more frequently in their communications than older individuals and males. According to studies conducted by Olezkiewicz et al., (2017), and Prada et al., (2018), the use of emoticons in communications is more common among young individuals and women. The results corroborated prior research about the frequency associated with the sender's gender. Studies (Quina, Wingard, & Bates, 1987; Baron, 2004; Oleszkiewicz et al., 2017; Rosen et al., 2010; Wolf, 2000) have shown that women express themselves more emotionally and use emoticons twice as often as men. Concerning the intricate emoticons like shrugging ¯_(ツ)_/¯, surprise ⎠°o° ;⎞ , or confused looking ⊙_⊙, their usage is infrequent and often limited to those who have a penchant for emoticon invention and utilisation. In the discussion, recipients frequently misinterpreted such emoticons, necessitating clarification. Users also use the same basic emoticon several times when expressing stronger emotions.

The results indicated that all participants had knowledge and used emoticons. 7.4% of the participants knew less than ten types of emoticons, 37% knew more than ten but fewer than fifty varieties, and the remaining 55.6% knew more than fifty types. The most often used emoticons pertained to positive feelings. They mostly referenced **<3**, **:)**, **;)**, **:D**, as well as **:p** to express happy emotions, while only a limited number, such as **:(**, **;(**, and **;{**, were used to convey grief and distress. According to Burgoon & Bacue (2003), "the face is particularly important in judging positivity because receivers associate the smile with positivity, a link that has no analogue in the body and voice."

When asked about their use of emoticons, 66.7% of respondents asserted that emoticons enabled a more effective articulation of their thoughts, 40% reported regular usage, 37% believed they improved the conveyance of their emotions, another 33.3% employed emoticons for self-expression, and 22.2% viewed them as a modern communication method or considered them more comprehensible to the message recipient. Importantly, respondents in this area had multiple options to choose from. The majority of respondents, 92.6%, indicated a preference for placing the emoticon towards the conclusion of the message, the remaining individuals at the beginning of the communication. They stated they didn't use emoticons inside the message body. 74.1% also expressed preferences and expertise regarding Western-style emoticons. Only a select number were enthusiastic about Eastern style, associating it with their fondness for anime. All the respondents used emoticons in Instagram, followed by 7.4% on Twitter and 3.7% on Facebook. The results reveal the dominant patterns and platforms for youth.

3. DISCUSSION AND CONCLUSION

The research aimed to provide a cultural perspective on the usage and interpretation of emoticons from the viewpoint of the Albanian people. Criteria for the type and frequency of emoticons were defined based on the theoretical foundations of prior research and definitions. The findings indicated that most Albanian online platform users and respondents to the questionnaire preferred the vertical Western style of emoticons. A limited group of youth mostly favoured the horizontal Eastern emoticons and used particularly intricate emoticons. The use of English, the second most significant language after Albanian, promotes these options from a theoretical perspective. The research characterised the emoticons used in dialogues as primarily representing the basic emotions of pleasure, happiness, love, sadness, wrath, and weeping. In certain situations, individuals in small groups within the same culture used intricate emotions from both cultures. Participants noted in their comments that emoticons serve both symbolic and artistic purposes in profiles. They also underscored the informal nature of their use. Despite the prevalence of animated emojis and keyboards' automated conversion of emoticons, emoticons will remain relevant. They exhibit more creativity and personalisation, necessitating wit and memory for their generation. The feelings they evoke reveal more about the message's sender, and 77.8% of the participants agree on that. Emoticons are not created unconsciously. The authenticity of the emotions conveyed by the emoticon's creator and user is inherently not entirely sincere. The emotions the emoticon conveys reflect the sentiments the sender intends to communicate.

Some receivers interpret these signals as indicators of the sender's emotions (77.8%), while others reflect these emotions onto themselves. One of the study's limitations is the need for further research on these findings. The internet and technology facilitate the dynamic nature of co-cultures within a vast context, causing periodic alterations. In communication, creativity is limitless, constrained only by societal standards, norms, and laws. Emoticon enthusiasts have created websites (see bibliography) where users can discover and use intricate and imaginative emoticons. They provide potential interpretations for each, allowing users to engage with the meanings imaginatively. They serve not just to convey emotions in messages but also for artistic objectives, akin to their initial generation via typewriters.

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AESTHETIC LIMITS OF GRAPHIC NOVELS: EXAMINING COMICS IN LITERATURE - HARM OR VALUE ADDITION?

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Abstract

This study examines the intersection of graphic novels, specifically exploring the question of whether the incorporation of comics into literary works enhances or diminishes their aesthetic value. Focusing on the comic novels of Ernest Hemingway, distinguished for their short prose and vivid imaginary vision, this research aims to provide a complex understanding of how comics affect classic literature.

By analyzing the adaptation of Hemingway's works into graphic novels, such as "The Old Man and the Sea", this study investigates how visual storytelling techniques impact the narrative depth of these literary masterpieces.

Through critical analysis and comparison, this research seeks to illuminate the ways in which graphic novels both enrich and challenge traditional literary forms, contributing to a broader dialogue on the evolving nature of storytelling and artistic expression.

Keywords: graphic novels, comics in literature, hemingway, visual storytelling techniques

Jel Codes: Z00, Z13

INTRODUCTION

The evolution of graphic novels as a respected art form represents a significant development in both visual and literary storytelling. Historically, sequential art, a precursor to modern graphic novels, dates back to ancient civilizations, but the graphic novel as we know it began to take shape in the 20th century. The combination of visual elements with rich, layered narratives opened up new ways of telling stories, offering readers both aesthetic pleasure and intellectual engagement.

Ernest Hemingway, though not directly associated with graphic novels, significantly influenced 20th-century literature through his minimalist style, known as the "Iceberg Theory," which emphasizes the power of omission and indirect communication (Benson, 1989). Hemingway's spare, concise prose shares key elements with graphic novels, where much is communicated through suggestion and imagery rather than explicit description. His works, such as *The Old Man and the Sea* (1952), reveal an attention to simplicity and economy of words, much like the best graphic novels, which use imagery to convey meaning without over-explaining. Hemingway's thematic focus on universal human struggles, courage, and the limits of endurance aligns well with the moral complexity often explored in graphic novels, making his literary style indirectly influential on the genre's development.

Given the literary depth and visual artistry of graphic novels, the incorporation of comics into traditional literary works raises an intriguing research question: *Does the incorporation of comics into literary works enhance or diminish their aesthetic value?* On one hand, the combination of visual and textual elements can enrich the storytelling experience, offering multiple layers of interpretation and engagement. On the other hand, critics argue that the presence of visuals may limit the imaginative scope of the reader or detract from the sophistication of the prose. This research seeks to examine this tension by exploring whether comics and visual elements, when integrated into literary works, serve to amplify or diminish the aesthetic and intellectual value of the narrative.

1. HISTORICAL DEVELOPMENT AND SIGNIFICANCE OF GRAPHIC NOVELS

A powerful medium that combines literary storytelling with visual beauty, graphic novels offer a distinct narrative form that goes beyond comic books. Early examples of sequential art, such as those found in medieval tapestries and ancient Egyptian hieroglyphs, can be linked to their historical development (McCloud, 1993). However, Will Eisner's A Contract with God, published in 1978, is frequently cited as the first modern graphic book and is considered to be the origin of the modern concept of graphic novels (Eisner, 1985). This work was a turning point in comics' history, transforming them from a source of entertainment to a prestigious literary art form that could examine difficult subjects and societal concerns.

The value of graphic novels goes beyond just amusement; they provide a unique means of conveying concepts, especially through the blending of verbal and visual components, which enriches the story. They are a universal medium for expression because of their visual nature, which enables an immersive, multi- layered approach that can connect with readers of all ages and cultural backgrounds (Chute, 2010). Graphic novels have emerged as a significant literary form in the modern period, influencing narrative and bridging the divide between popular culture and scholarly research.

2. ERNEST HEMINGWAY'S LITERARY STYLE AND SIGNIFICANCE IN CLASSIC LITERATURE

One of the most notable writers of American literature of the 20th century, Ernest Hemingway is recognized for his distinctive style of writing and significant impact on modern fiction. His writing is defined by its precision, simplicity, and economy of words. Hemingway's minimalistic writing style, referred to as the "Iceberg Theory" or the "Theory of Omission," communicates simple ideas while hinting at deeper meanings beneath the surface (Benson, 1989). By encouraging readers to understand his works' subtext, this strategy makes his narratives more mysterious and captivating than they first seem.

Hemingway's experience as a journalist, where he learnt to write concisely and simply, have been suggested as the inspiration of his simple, plain style. In order to highlight character and plot, his writing style avoids employing long descriptions and complicated phrases in favor of action and dialogue (Nagel, 1996). The stoic, distant demeanor of many of his protagonists—who frequently appear to be struggling with existential issues in a world characterized by violence, grief, and conflict—is also reflected in this minimalist style (Bloom, 2005).

Hemingway examined universal themes like human endurance, masculinity, heroism, and mortality. His characters frequently deal with psychological and physical challenges in his works, exemplifying his view of "grace under pressure." A Farewell to Arms (1929), For Whom the Bell Tolls (1940), and The Old Man and the Sea (1952) are among of his best-known works that demonstrate this focus on existential issues and the human condition and have cemented his place in the literary canon (Baker, 1972).

Hemingway's influence on later generations of writers is just as significant for literature as his avant-garde writing style. His work has been seen as a response to the ornate style of literature from the 19th century, which influenced modernist fiction. He is an inspiration for writers who desire to convey depths through simplicity because of his ability to simplify complicated emotional and thematic facts into brief, powerful narratives (Oliver, 1999). When Hemingway won the Nobel Prize in Literature in 1954 for The Old Man and the Sea, it was a testimonial to his mastery of narrative form and subject study and acknowledged his contribution to American and global literary culture (Meyers, 1985).

3. METHODOLOGY

The graphic novel version of Ernest Hemingway's The Old Man and the Sea is examined in this study utilizing a combination of methods, with particular attention paid to literary style characteristics, visual components, and a comparison with the original text.

In order to figure out how graphic components enhance or violate Hemingway's unique narrative style, language use, tone, and general structure, the literary stylistic analysis first attempts to look into these aspects. The straightforward vocabulary used in Hemingway's writing is a crucial component of this study. The study will look at how the graphics in the graphic versions either enhance or diminish the characteristic of concise, precise sentences. In order to determine if the inclusion of speech bubbles and visual components improves or reduces the language, the dialogue in these adaptations will also be compared to the original text. Furthermore, Hemingway's work's symbolism and subtext will be investigated, alongside whether its visual elements enhance or obscure the complex themes included in the original story.

A visual study that evaluates how the graphic novels' illustrations either reinforce or undermine the topics, themes, tone, and atmosphere of the source works constitutes the second part of the process. This involves analyzing the drawings' artistic approach and how it either adds or reduces from Hemingway's tone. Whether the visual representation enriches or decreases the narrative quality of the original text will be explored in the analysis. The story's flow and pace will also be thoroughly investigated, considering how graphic components could change the narrative's cadence and either increase or decrease the reader's interest. In order to obtain our findings, the study will get examples from the original novel "The Old Man and the Sea" and the graphic novel by Corbin Wilkin.

4. FINDINGS

An Extract of the text: Santiago's Clash with the fish

Hemingway conveys Santiago's emotional struggle with the marlin using simple language and precise language. Readers might experience the emotional weight of the conflict due to to the concise yet dramatic descriptions. Hemingway, for example, says ***"He was an old man who fished alone in a skiff in the Gulf Stream and he had gone eighty-four days now without taking a fish"*** (Hemingway, 1952).

On the other hand, Wilkin's adaptation uses powerful images to illustrate Santiago's physical suffering and his respect for the fish. Through the use of details of Santiago's anxious expressions and the fish's powerful movements during their battle the graphic novel successfully portrays simultaneously the aesthetic of the fish and Santiago's exhaustion. With dynamic panels, the illustration is vivid and reveals the physical nature of the conflict. (Wilkin, 2014, p. 58)

Comparative Table 1:

Aspect	Original Text (Hemingway)	Graphic Novel Adaptation	Analysis: Harm or Value Addition
Language and Dialogue	Simple, sparse descriptions create tension	Visuals replace text with intense images of the struggle	**Value Addition:** Imagery enhances immediate tension
Narrative Tone	Subtle internal reflection through Santiago's thoughts	Action-focused, externalizes the struggle	**Harm:** Internal reflection is somewhat lost
Symbolism and Themes	The struggle symbolizes human perseverance	Visual metaphors make symbolism explicit (e.g., noble marlin)	**Value Addition:** Visuals clarify and enhance themes
Character Presentation	Santiago is portrayed as weathered yet determined	Visual depiction aligns with text, showing aged endurance	**Neutral:** Faithful representation of Santiago
Setting and Atmosphere	The vast, empty sea is described minimally	The sea is rendered visually expansive and detailed	**Value Addition:** Enhances the sense of isolation

Pacing and Flow	Slow pace allows contemplation of struggle	Faster pacing due to dynamic action sequences	**Harm:** Reflective pace is diminished
Emotional Impact	Emotion is subtle, inferred through perseverance	Visual emotions are explicit, with close-ups on faces	**Harm:** Loss of emotional subtlety inherent in text

Selected Content: The Relationship of Santiago and nature

Original Text: Hemingway combines a reflection and appealing language to demonstrate Santiago's relationship with the sea through his prose. In his thoughts on the ocean's beauty and its creatures, he depicts nature as both a powerful partner and an aggressive enemy. ***"The sea was calm, and the fish swam just below the surface."***

(Hemingway, 1952, p. 63)

Adaptation of Graphic Novel: With detailed depictions of marine life and changing weather, pictures effectively convey the magnificence of the ocean. Through the adoption of color and composition, these pictures portray Santiago's affection and appreciation for the world around him. (Wilkin, 2014, p. 42)

Comparative Table 2:

Aspect	Original Text (Hemingway)	Graphic Novel Adaptation	Analysis: Harm or Value Addition
Language and Imagery	Rich, descriptive language that evokes sensory experiences	Visual representation of the sea and its creatures	Value Addition: Visuals enhance sensory engagement
Narrative Tone	Reflective and contemplative	Action-oriented with dynamic visuals	Neutral: Maintains respect for nature
Symbolism and Themes	The sea as a symbol of life and struggle	Visuals make the sea's duality explicit	Value Addition: Enhances understanding of themes
Character Presentation	Santiago as a humble yet proud figure	Visuals highlight Santiago's connection with nature	Value Addition: Deepens characterization
Setting and Atmosphere	Nature described through emotional and philosophical lens	Detailed visuals create a vibrant, immersive environment	Value Addition: Enhances atmospheric depth
Pacing and Flow	Slow, allowing for contemplation	Faster pace due to visual storytelling	Harm: Reflective pace diminished

Emotional Impact	Subtle emotions conveyed through internal thoughts	Emotions expressed through dramatic visuals	Harm: Subtlety of emotion is lessened

There is a complex association between visual storytelling and narrative depth when compared Hemingway's original text to Wilkin's graphic variant. The graphic novel loses some of the meditative and emotive nuance which characterize Hemingway's style, although it improves the visual symbolism and the urgency of action. Even though the graphic novel's vivid images reinforce some of its topics, it could divert attention away the book's less rapid more philosophical pace, allowing readers to become familiar with Santiago's inner struggles.

In the second comparison, the graphic adaptation's vivid imagery effectively improves readers' sensory engagement. It would nevertheless lose part of the honest element that distinguishes Hemingway's original text. The pace that shifts could steer attention from the deeper emotional and philosophical deepest parts that exist in Hemingway's writing, while the visuals enrich the way we understand of the subjects and how characters interact with nature.

5. CONCLUSION

A complex relationship between visual storytelling and the complexity of narrative interpretation is revealed through contrasting Wilkin's graphic novel adaptation of The Old Man and the Sea to Hemingway's original. Hemingway's narrative style, that is characterized by its plain but compelling language, leads readers on an introspective journey through Santiago's obstacles. He utilizes restraint to communicate themes of honor, determination, and the naked struggle between man and nature. The sea appears as both a severe enemy and a beautiful careless companion in this limited vocabulary, which additionally increases Santiago's emotional and physical conflict with the fish. Hemingway's rich descriptions help readers sympathize with Santiago's inner struggles and to engage with the magnificence of the sea in a therapeutic, almost spiritual sense.

On the distinct other hand, Wilkin's graphic modifications highlight the raw, physical element of Santiago's endurance through vibrant colors and powerful imagery, that boosts the feeling of excitement of his struggle. The illustrations offer an intriguing experience of sensation that improves the battle's emotional impact by effectively showing Santiago's exhaustion and the marlin's majesty. The graphic novel intensifies Santiago's connection to nature and his admiration for the fish by communicating emotions that are suggested in the original text using close-up shots and panel a framework.

Nevertheless, Hemingway's work lacks some of its self-reflective tempo as a consequence of this visual emphasis, although it increases accessibility and thematic clarity. The pace becomes quicker by shifting away minimalist language to energetic visuals, which could lead out of the original text's meditative style by switching the focus from Santiago's philosophical reflections to the actual and physical conflict.

The study additionally demonstrates how Santiago's relationship with nature appears differently in each medium. By carefully balancing Santiago's admiration and dispute with the sea, Hemingway's vocabulary offers readers with a philosophical and emotional evaluation of man's place in environment. The graphic adaptation increases a reader's perception and understanding of Santiago's environment by offering the sea's beauty and danger to life with complex, appealing pictures that

clearly convey the symbolic duality of nature. Despite visually appealing, that comprehensive portrayal of the setting at times removes from the reflecting that marks Hemingway's language and might have included an impact on the reader's capacity to connect to the protagonist's more fundamental existential struggle.

In the conclusion of it, Wilkin's adaptation increases conceptual attractiveness and accessibility, especially to readers who are attracted to visual media, and enriches sensory engagement through detailed creative rendering. However, by shifting the meditative tone to one which feels more immediate and action- oriented, it additionally reshapes the narrative experience. According to this comparison, graphic adaptations may inevitably diminish the level of reflective and emotional involvement that textual narratives provide, even while they might enhance thematic understanding through visual symbolism. As a consequence, the graphic novel emotions with the contemplative pace and sophisticated connection to emotion that are crucial for Hemingway's narrative style whilst yet succeeds in improve visual qualities and symbolic clarity.

6. RECOMMENDATIONS

First, it would be helpful to look into in future research whether additional narrative media, such as interactive media, graphic novels, or films impact reader' commitment with the concepts of the original text. This comparison approach, that might involve readers' evaluations or cognitive studies, might offer significant insights into how different narrative approaches effect thematic understanding, empathy, and emotional attachment.

Further research ought to investigate how particular symbolic elements—like its very nature, conflict, or isolation—are transformed across various mediums, as visual modifications have the capacity to either reinforce or shift symbolism. Understanding how different kinds of art (color, panel design, composition) alter conventional symbols and increase thematic resonance could be a method to accomplish this. Given that internal monologue is a defining feature of Hemingway's literature and is frequently minimized in comic books, a deeper examination could look at the ways in which visual adaptations effectively communicate inner emotions and thoughts. For instance, to maintain the level of internal conflict, future editions may take into consideration new approaches like symbolic color schemes or visual metaphors.

It could be reasonable to narrow the gap between the sensory impact of visuals and the introspective depth that writing provides by combining text and visual storytelling elements (such as illustrated novels or multimedia formats). Studying on hybrid forms could offer novel ideas to maintaining the dynamic storytelling components and philosophical foundations, offering an enjoyable experience that honors the prior material.

Understanding the variety ethnic or educational settings respond to adaptations of outstanding works, like The Old Man and the Sea, may assist us comprehend how the media choices affect comprehension and engagement. Further studies might focus on presenting the basics of complicated concepts through visual adaptations in educational environments, that may assist an increased number of audiences understanding literary analysis.

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THE ROLE OF WOMEN'S COOPERATIVES IN THE SUSTAINABILITY OF CULTURAL HERITAGE: THE CASE OF KÜTAHYA WOMEN'S COOPERATIVES

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Abstract

Women's cooperatives play a pivotal role in facilitating the economic empowerment of women who face challenges in attaining independence due to gender-based inequalities. The activities of women's cooperatives are primarily focused on the utilisation of existing skillsets for the generation of income, a process which is commonly referred to as 'women's work'. In this context, it is observed that women's cooperatives typically produce labour-intensive and handicraft-intensive products utilising traditional production methods. The objective of this study is to ascertain the contribution of women's cooperatives established in Kütahya (N=13) to the survival and protection of cultural heritage through the products they produce. The research was conducted using the case study technique, one of the qualitative research methods. In order to collect data, a search was made on search engines about the cooperatives using the document analysis method. Additionally, the Instagram and Facebook accounts of the cooperatives were subjected to descriptive analysis according to the determined criteria. The research findings indicate that only 10 of the 13 women's enterprise production and enterprise cooperatives established in Kütahya between 2017 and 2024 continue their activities. All of these 10 cooperatives produce handicraft-intensive products. An evaluation of the products in question reveals that five cooperatives are engaged in tile making, ceramics, hand embroidery and needlepoint, which are considered traditional handicrafts of Kütahya. Additionally, seven cooperatives are involved in the production of tarhana, cimcik, baklava, tosunum, gozleme and tirit, which are included in Kütahya's culinary culture. It has been observed that three of these cooperatives contribute to the survival of both intangible cultural heritage elements. It can be argued that women, who are at a disadvantage in terms of acquiring work-related skills, education and economic independence due to gender inequalities, make a significant contribution to the survival and protection of cultural heritage in the form of traditional arts and traditional culinary culture. This ensures the sustainability of cultural practices.

Keywords: women's cooperatives, cooperatives, cultural heritage, cultural sustainability, gender

Jel Codes: J16, J54, L31, Q01

INTRODUCTION

Cooperatives can be defined as "partnerships established by individuals to meet their economic, social, and cultural needs in cooperation with others or to protect their mutual economic interests" (KEİG, 2018, p.7). Women's cooperatives, on the other hand, are defined as "a type of cooperative established and operated by women" (KEİG, 2018, p.7). Although women's cooperatives are subject to the Cooperatives Law No. 1163, like other types of cooperatives (KEİG, 2018, p.7), they differ from others in their activities (Duguid, Durutaş, & Wodzicki, 2015, p.49).

Women's cooperatives generally operate in areas such as handicrafts, traditional and home-based food production, catering, and social services (elderly, disabled, and child care, etc.) (KEİG, 2015, p.15). At this point, it can be said that women's cooperatives are established not only for economic purposes but also for significant social objectives (KEİG, 2018, p.9).

Operating primarily in areas often labeled as "women's work" (Duguid et al., 2015, p.90), women's cooperatives produce labor-intensive and craft-based products using traditional production methods. Therefore, it is difficult to evaluate their activities and purposes of establishment separately from the concept of gender.

While the characteristics of women's cooperatives (transforming existing skills into production, operating in areas labeled as "women's work," producing labor-intensive and handcrafted products, etc.) are often described in the literature as "insufficient and in need of development" (e.g., Adar, Dedeoğlu, & Kurtuluş, 2023; Köse & Akbulut, 2023; KEİG, 2018), they may also fill a gap in another overlooked area. Based on this premise, this study aims to determine the contributions of women's entrepreneurial production and operation cooperatives (N=13) established in Kütahya to the preservation and sustainability of cultural heritage through the products they produce.

1. THE RELATIONSHIP BETWEEN WOMEN'S COOPERATIVES AND CULTURAL SUSTAINABILITY

Income-generating activities and production in women's cooperatives focus on handcrafted products, textiles, food, agricultural and animal products, soaps, and souvenirs (KEİG, 2018, p.22; Adar et al., 2023). It has been observed that women usually designate products they already know how to make as income-generating activities (Duguid et al., 2015, p.129). For example, considering tarhana production (see Kütahya Provincial Directorate of Culture and Tourism, 2024a), the process is labor-intensive and time-consuming. Learning the recipe often involves knowledge transfer from mother to daughter or mother-in-law to daughter-in-law, reflecting cultural continuity. Consequently, the resulting product represents cultural value (KEİG, 2018, p.16).

Cultural heritage is defined as "values that recount the shared history of a society, strengthen a sense of solidarity and unity, and ensure the continuity of traditions and experiences accumulated throughout history" (İSMEP Guidebooks, 2014). While cultural heritage is categorized in various ways, it can generally be examined under two main headings. The first is "tangible cultural heritage," which includes historic cities, cultural landscapes, monumental structures, and archaeological sites (Kuşçuoğlu & Taş, 2017). The second is "intangible cultural heritage," which comprises language, traditions, dance, music, rituals, crafts, cuisine, cooking techniques, and attire (Kuşçuoğlu & Taş, 2017).

Examining the intangible cultural heritage products of Kütahya, ceramics, lacework, embroidery, and diamond craftsmanship are notable. For instance, in 2016, ceramic art was included in UNESCO's "Intangible Cultural Heritage of Humanity" list (Kütahya Provincial Directorate of Culture and Tourism, 2024b). Additionally, the region's culinary culture features tarhana, cranberry tarhana, tosunum, cimcik, poppy seed pita, poppy seed delight, baklava, and similar products (Kütahya Provincial Directorate of Culture and Tourism, 2024a).

2. METHODOLOGY

As part of this study, the Kütahya Directorate of Trade was contacted to obtain a list of active/inactive women's cooperatives in Kütahya. Once the research universe was determined, the study employed case study techniques, a qualitative research method. Document analysis was used to collect data (Yıldırım & Şimşek, 2008, p.197). Searches were conducted using search engines, and the Instagram and Facebook accounts of cooperatives were subjected to descriptive analysis.

Between August 6-9, 2024, searches were conducted using the full names of the cooperatives, local newspaper reports were reviewed, and their social media posts (if any) were examined. The products identified through these searches, alongside those listed by the Directorate of Trade, were evaluated in terms of the sustainability of cultural heritage.

3. FINDINGS

Between 2017-2024, a total of 13 women's entrepreneurial production and operation cooperatives were established in Kütahya, three of which have been dissolved. Among the active cooperatives, three are based in the city center, six in districts, and one in a village. An analysis of their products reveals that they mainly produce labor-intensive handcrafted items, food products, agricultural products, and souvenirs (see Table 1).

Table 1 lists the women's cooperatives obtained from the Kütahya Directorate of Trade. It includes details on their establishment years, current status, and activity areas.

Table 2 classifies the products produced by these cooperatives as either traditional arts or culinary culture. It indicates that five cooperatives (K1, K2, K3, K5, and K9) contribute to traditional arts such as ceramics, embroidery, and lacework, while seven cooperatives (K1, K2, K3, K4, K6, K7, and K8) contribute to the sustainability of Kütahya's culinary culture through the production of traditional food items.

4. DISCUSSION AND CONCLUSION

Women's cooperatives have carved out a distinct area for themselves in cooperative studies due to their activities and purposes of establishment. They are often criticized for reinforcing traditional gender roles through activities such as converting existing skills into production, operating in areas identified as "women's work," and producing easily imitated handcrafted products. These features are frequently described in the literature as "insufficient and in need of development."

However, this study approaches these features as having the potential to fill a gap in another overlooked area. Therefore, it aimed to identify the contributions of women's entrepreneurial production and operation cooperatives in Kütahya to the preservation and sustainability of cultural heritage through their products.

The study found that 13 women's cooperatives were established in Kütahya between 2017-2024, with 10 still active. These cooperatives predominantly produce labor-intensive items described as "women's work." Most of these products are intangible cultural heritage elements. Seven cooperatives contribute to the sustainability of the region's culinary culture, while five support the continuity of its traditional arts and crafts.

In conclusion, women, disadvantaged in areas such as acquiring job skills, education, and economic independence due to gender inequalities, actively contribute to preserving and sustaining cultural heritage by engaging in traditional arts and culinary culture through cooperatives. Thus, women's cooperatives play a critical role in ensuring cultural sustainability.

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EVALUATION OF THE CENTURY OF TÜRKİYE EDUCATION MODEL SOCIAL STUDIES CURRICULUM IN TERMS OF SUSTAINABLE DEVELOPMENT GOALS

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Abstract

In the Sustainable Development Program (UNDP) organized by the member states of the United Nations in 2015, which is a continuation of the Millennium Development Goals, 17 sustainable development goals were adopted to eradicate poverty in all its dimensions and create prosperity for all humanity. Today, the UN 2030 sustainable development goals have started to have an impact on countries' education policiesDetermining the place of these goals in curricula is important in terms of revealing the compatibility of education and sustainability goals. In this study, it is aimed to reveal how compatible the Century of Türkiye Education Model Social Studies Curriculum adopted in 2024 is with the United Nations (UN) 2030 sustainable development goals. Document analysis method was used in the study. The data obtained by examining the 2024 Social Studies Curriculum were subjected to content analysis. When examined in terms of the UN 2030 sustainable development goals, it was found that the 2024 Social Studies Curriculum included sustainable development goals in both the introduction and learning outcomes and explanations. The 2024 Social Studies Curriculum includes the concept of "sustainability" as a concept and the skill of "sustainability literacy" as literacy skills. However, as a result of the analysis, it was concluded that sustainable development goals were insufficiently included in the learning outcomes and explanations (23 learning outcomes). The learning outcomes in the 2024 Social Studies Curriculum are most aligned with the objective of "sustainable cities and communities" (7 learning outcomes). In terms of grade level, it was found that learning outcomes for sustainable development goals were included in the curriculum mostly in the 5th grade and 4th grade learning outcomes. n general, it can be said that the 2024 Social Studies Curriculum stands out more in terms of "social sustainability".

Keywords: sustainable development, sustainability, social studies curriculum

INTRODUCTION

At the Sustainable Development Summit of the United Nations (UN) held in 2015, the performance of the Millennium Development Goal adopted in 2000 was evaluated on a global scale and the performance of the Millennium Development Goal adopted in 2000 was declared insufficient in terms of achieving these goals. At the summit, it was decided to determine new sustainable development goals based on the experiences gained from the sustainable development process. With the signatures of 193 member countries, including Turkey, the "2030 Sustainable Development Goals" (SDG 2030), consisting of 17 main goals and 169 targets related to them, were adopted (Peşkircioğlu, 2016; UNDP, 2015). The sustainable development goals have emerged as universal goals that aim to support inclusive practices, combat inequalities, and the importance of cooperation (Garcia, et al., 2017).

Training programs have an important place in raising awareness of individuals about global problems, having innovative, creative and critical thinking skills towards nature, and having the necessary knowledge and skills to fulfill their responsibility as local and global citizens. In this respect, it can be said that education programs and sustainable development education are closely related to each other (Bulut and Çakmak, 2018). When the studies are examined, it is seen that the achievements in the primary education programs include the achievements to develop knowledge and attitudes towards sustainable development. In general, it can be said that primary education programs are mostly prepared for the understanding of protecting the environment we live in, rather than sustainable environmental education (Tanrıverdi, 2010). The social studies course draws attention as a course that has an important place in providing students with sustainable development goals at the primary education level. In order to achieve the sustainable development goals, it is important to train effective citizens. Therefore, it can be said that social studies course and sustainable development are closely related (Aktaş, Özgür and Yılmaz, 2020; Azraq, 2022).

After 2005, the curriculum in Turkey has entered a different process of change in parallel with the change in the philosophy of education. In this context, the curricula were updated in 2015, 2017 and 2018 according to the changing conditions. In 2024, the Ministry of National Education (MEB) changed pre-school, primary, secondary and secondary education programs under the name of "Turkish Century Maarif Model" (Tosun and Gökçe, 2024). Education model by the Ministry of National Education; "*a holistic model consisting of student profile, skills framework, virtue-value-action model, system literacy, knowledge sets of the field*" and with this model, it is aimed to combine universal developments and national elements (MEB, 2024a, p.3). One of the curricula that has changed in 2024 is the curriculum of social sciences. It is assumed that this research, which examines the relationship between the 2024 Social Studies curriculum and sustainable development goals, will fill an important gap in the literature.

When the literature is examined, it is seen that different studies have been carried out that establish the relationship between sustainable development goals and social studies teaching. These; in which the curriculum is evaluated in general (Bekiroğlu and Güllühan, 2023; Hacat and Demir, 2019; Kaya and Tomal, 2011; Yalçın, 2022), teacher and student opinions were taken (Aydoğan, 2010; Azraq, 2022; Dinç and Acun, 2017), in which textbooks were examined (Bayram and Çengelci Köse, 2023; Taş and Özkaral, 2016), taxonomically examining the curriculum (Kardaş İşler, 2023), examining the awareness levels of pre-service teachers (Değirmenci and Gül, 2024; Demirbaş, 2015) and comparing the 2018 curriculum with the 2024 curriculum (Tosun and Gökçe, 2024). Among the studies, a study examining the relationship between sustainable development goals and the 2024 Social Studies Curriculum

(Tosun and Gökçe, 2024) was found. In this study, the 2024 Social Studies Curriculum was compared with the 2018 Social Studies Curriculum in terms of sustainable development goals.

The aim of this study is to reveal how compatible the Turkish Century Maarif Model Social Studies Curriculum, which was adopted in 2024, with the United Nations (UN) 2030 sustainable development goals. Based on the idea that the primary education level is very important in providing individuals with basic skills and awareness in the education system, that it would be more beneficial to teach students by making interdisciplinary associations within the primary education level, and that the UN sustainable development goals and objectives are closely related to the Social Studies curriculum, the study was found worthy of study in terms of both due diligence and contribution to the literature. Therefore, it is assumed that sustainable development goals will contribute to the acquisition of skills that have a key role in social studies teaching. Within the framework of the main purpose of the research, answers to the following sub-problems were sought.

How are sustainable development goals included in the introduction of the 2024 Social Studies curriculum?

How are sustainable development goals and objectives included in the learning outcomes of the 2024 Social Studies Curriculum?

What is the distribution of learning outcomes for sustainable development goals in the 2024 Social Studies Curriculum by grade level?

What is the distribution of learning outcomes for sustainable development goals in the 2024 Social Studies Curriculum according to learning areas?

How are the types of sustainability distributed in the learning outcomes of the 2024 Social Studies Curriculum?

1. METHODOLOGY

1.1. Design of the Study

In this study, in which the relationship between the Turkish Century Maarif Model Social Studies Curriculum and sustainable development goals was tried to be established, document analysis design, one of the qualitative research methods, was used. Document analysis includes the analysis of printed, written or electronic sources containing information about the facts and events to be investigated (Yıldırım and Şimşek, 2016). Document analysis is carried out to determine the existing situation by accessing, interpreting and synthesizing the information produced by the researchers and authors on the research subject. With this method, information related to the researched subject can be accessed in a shorter time and at less cost (Karasar, 2016).

1.2. Data Collection Tools of the Study

The data source of the research is the Turkish Century Maarif Model Social Studies Course Curriculum, which was adopted in 2024. In the selection of documents that can be used as data sources in the document analysis method, it is important that the problem is solved and closely related to it. In research on education; textbooks, program instructions, in-school and out-of-school correspondence, student records, meeting minutes, student guidance records and files, student and teacher handbooks, etc. can be used as data sources (Bogdan and Biklen, 1992). The curriculum was selected from the

curriculum on the website of the Board of Education and Discipline and updated in 2024, and the Social Studies Course curriculum was accessed from the relevant tab.

1.3. Analysis of Data

The data obtained after the data collection process were analyzed by descriptive analysis. According to Yıldırım and Şimşek (2016); In descriptive analysis, data are systematically and clearly processed into themes within a pre-established framework, and then some results are obtained in the context of cause and effect relationships. The analyzes made during the data analysis process were carried out in three stages. First, the introductory part (specific objectives, skills, values, etc.) and the content part (learning areas, learning outcomes and explanations, etc.) of the 2024 Social Studies Curriculum were analyzed in terms of sustainable development goals. Secondly, the compatibility of the learning outcomes related to sustainable development dimensions with the 17 main sustainable development goals and objectives adopted by the United Nations has been revealed. Finally, the current status of the curriculum in terms of grade level, learning area, and sustainability types was determined and the data were presented in graphs.

2. FINDINGS

In this section, the findings obtained as a result of the analysis of the Turkish Century Maarif Model Social Studies Curriculum, which was adopted in 2024, in terms of the United Nations (UN) 2030 sustainable development goals are included. The findings are given both in figure and in table form and explained below.

In this study, the 2024 Social Studies Curriculum was examined in two parts. Accordingly; The introductory part of the program (specific objectives and implementation principles) and the content part (learning areas, learning outcomes, skills and values) were evaluated separately in terms of sustainable development goals. In the introductory part of the curriculum, it has been determined that the concepts of "sustainability" and "sustainability literacy" skills are included in the sections of "Basic Approach and Special Objectives of the Social Studies Course" and "Principles Regarding the Implementation of the Social Studies Curriculum". In the Basic Approach and Special Objectives of the Social Studies Course, the concept of sustainability is mentioned while listing literacy skills. In addition, a sustainable life was emphasized in the special purpose of "With *the Social Studies Course Curriculum, it is aimed for students to question the interaction of human beings with the natural and human environment from local to global for a sustainable life*" (MEB, 2024b, p. 4).

In the 2024 Social Studies Curriculum, the concept of sustainability is included in literacy skills at the 4th and 5th grade levels as a skill. Learning areas where sustainability literacy takes place; Our Common Heritage, The Economy in Our Lives, and The World Our Home have been identified as learning areas. At the 6th and 7th grade levels of the 2024 Social Studies Curriculum, explanations for environmental and economic sustainability are included in the "Learning-Teaching Practices" sections. The findings of the document analysis in terms of the relationship between the 2024 Social Studies Curriculum and the United Nations (UN) 2030 sustainable development goals and objectives are shown in the figures below.

Graph 1: Inclusion of sustainable development goals in learning outcomes
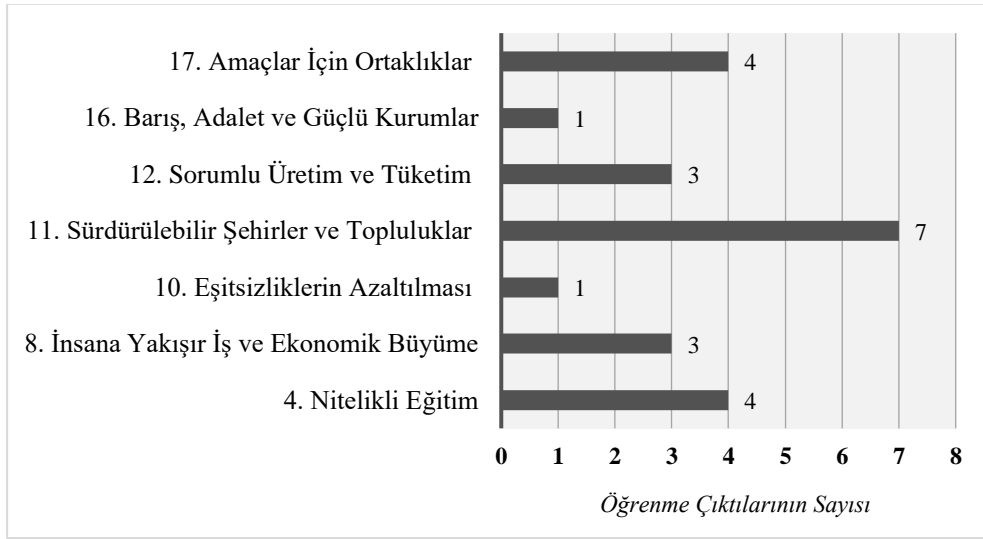
Graph 1 shows the inclusion of sustainable development goals in the learning outcomes in the 2024 Social Studies Curriculum. Accordingly, it has been determined that only 7 goals out of 17 sustainable development goals are related to the learning outcomes of the 2024 Social Studies Curriculum. These; *Quality Education* (Season 4) Purpose), *Decent Work and Economic Growth* (8. Objective), *Reducing Inequalities* (10. Purpose), *Sustainable Cities and Communities* (11. Purpose), *Responsible Production and Consumption* (12. Purpose), *Peace, Justice and Strong Institutions* (16. Purpose) and *Partnerships for the Purposes* (17. Purpose) is their purpose. Among these objectives, the objectives that are most related to learning outcome are; "Sustainable Cities and Communities" (7 learning outcomes), "Quality Education" (4 learning outcomes) and "Partnerships for the Goals" (4 learning outcomes). In the 2024 Social Studies Curriculum, the number of learning outcomes that are directly related to the sustainable development goals is 23. Therefore, it can be said that the 7 sustainable development goals are directly related to the 23 learning outcomes in the social studies curriculum.

It has been determined that 10 goals from the sustainable development goals are not related to the learning outcomes of the 2024 Social Studies Curriculum. These purposes are; *Zero Poverty* (Season 1) Purpose), *End Hunger* (Season 2) Purpose), *Health and Well-Being* (3. Objective), *Gender Equality* (5. Objective), *Clean Water and Sanitation* (6. Purpose), *Affordable and Clean Energy* (7. Purpose), *Industry, Innovation and Infrastructure* (9. Purpose), *Climate Action* (13. Purpose), *Life Below Water* (14. Purpose) and *Terrestrial Life (15. Purpose).*

Graph 2: Inclusion of sustainable development goals in social studies curriculum learning outcomes by grade level
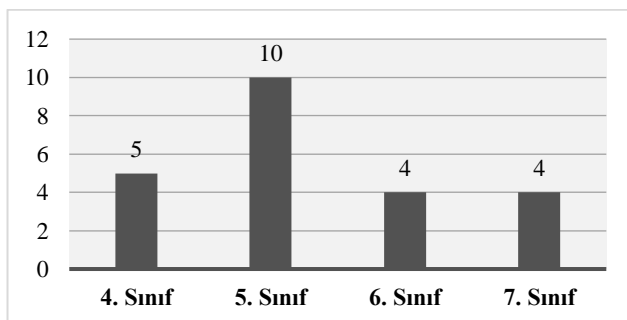
Graph 2 shows the inclusion of sustainable development goals in learning outcomes according to grade level in the 2024 Social Studies Curriculum. Accordingly, it is seen that there is a maximum of 5th grade level (f:10) learning outcomes for sustainable development goals. It was determined that at least at the 6th grade and 7th grade levels (f:4) there was a learning outcome for sustainable development goals. The status of sustainable development goals in the social studies curriculum according to learning areas is shown in the graph below.

Graph 3: The status of sustainable development goals in the social studies curriculum according to learning areas

Graph 3 shows the inclusion of sustainable development goals in learning outcomes according to the learning areas in the 2024 Social Studies Curriculum. Accordingly, it is seen that the learning outcomes for sustainable development goals are mostly included in the learning areas of "*Economy in Our Lives*" (f:6) and "*Technology and Social Sciences*" (f:5). At least, it was *determined that learning outcomes for sustainable development goals were included in the "Our Home is the World" (f:2) learning area.*

Graph 4: The status of sustainable development goals in social studies curriculum learning outcomes according to sustainability types
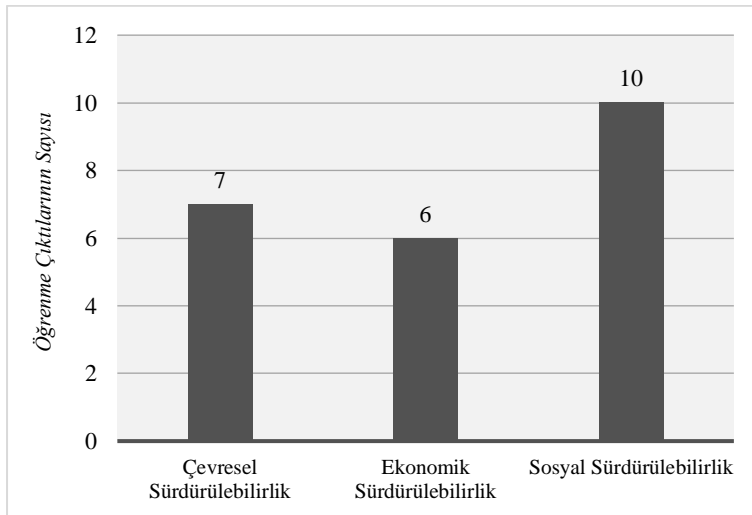
Graph 4 shows the status of the sustainable development goals in the learning outcomes of the 2024 Social Studies Curriculum according to their sustainability types. Accordingly; it is seen that the most common types of "*social sustainability*" (f: 10) and "*environmental sustainability*" (f: 7) include learning

outcomes for sustainable development goals. At least, it was *determined that learning outcomes for sustainable development goals were included in the type of "economic sustainability" (f:6).*

In the 2024 Social Studies Course Curriculum, the learning outcomes that are directly related to the sustainable development goals are shown in the figures below according to the sustainable development goals.

Figure 1: Learning outcomes for the purpose of quality education*

Hedef 4.7.
Dünya vatandaşlığı ve kültürel çeşitlilik yoluyla bütün öğrencilere sürdürülebilir kalkınmanın ilerletilmesi için gereken bilgi ve becerinin verilmesi

SB.5.1.2. Kültürel özelliklere saygı duymanın birlikte yaşamaya etkisini yorumlayabilme

SB.5.1.3. Toplumsal birliği sürdürmeye yönelik yardımlaşma ve dayanışma faaliyetlerine katkı sağlayabilme

SB.5.4.2. Toplum düzenine etkisi bakımından etkin vatandaş olmanın önemine yönelik çıkarımda bulunabilme

SB.6.4.3. Vatandaşlık haklarının kullanımında dijitalleşme ve teknolojik gelişmelerin etkilerini sorgulayabilme

Figure 1 shows the learning outcomes in the 2024 Social Studies Curriculum for quality education*, one of the sustainable development goals*. Accordingly; It has been determined that only 1 goal (Target 4.7.) from the sustainable development goals is related to 4 learning outcomes in the 2024 Social Studies Curriculum. It is seen that this related goal is related to providing students with knowledge and skills for sustainable development in the context of world citizenship and cultural diversity. Within the framework of this goal, it has been determined that the learning outcomes in the curriculum are aimed at cultural diversity, social cohesion and effective commitment.

The phrase "SB.5.1.2." at the beginning of the learning outcomes in the figures is written on the basis of the representation in the curriculum. Accordingly; SB: Social Studies volume, 5: Grade level, 1: Learning area number, and 2: Learning outcome number.

Figure 2: Learning outcomes for decent work and economic growth

Hedef 8.3. İstihdam yaratmanın, girişimciliğin, yaratıcılık ve yenilikçiliğin desteklendiği kalkınma odaklı politikaların desteklenmesi	SB.7.5.1. Millî kalkınma hamlelerini neden ve sonuçlarıyla yorumlayabilme
Hedef 8.4. Üketim ve üretimdeki küresel kaynak verimliliğinin artırılması	SB.6.5.1. Ülkemizin kaynakları ile ekonomik faaliyetler arasındaki ilişkiyi çözümleyebilme
Hedef 8.5. Tam ve üretken istihdama ve insana yakışır işlere erişimlerinin sağlanması	SB.5.5.3. Yaşadığı ildeki ekonomik faaliyetleri özetleyebilme

Figure 2 shows the learning outcomes in the 2024 Social Studies Curriculum related to decent work and economic growth*, one of the sustainable development goals*. Accordingly; It has been determined that each of the 3 goals (Target 8.3, Target 8.4 and Target 8.5.) from the sustainable development goals is related to 1 learning outcome in the 2024 Social Studies Curriculum. It is seen that these related targets are aimed at supporting employment policies, increasing resource efficiency and ensuring access to employment. Within the framework of this goal, the learning outcomes in the curriculum; It has been determined that it is aimed at national development moves, economic resources and economic activities.

Figure 3: Learning outcomes to reduce inequalities

| **Hedef 10.3.** Fırsat eşitliğinin sağlanması ve ayrımcılığın bitirilmesi | SB.7.1.2. Özel gereksinimli bireyler için fırsat eşitliğini sürdürmeye yönelik fikir üretebilme |
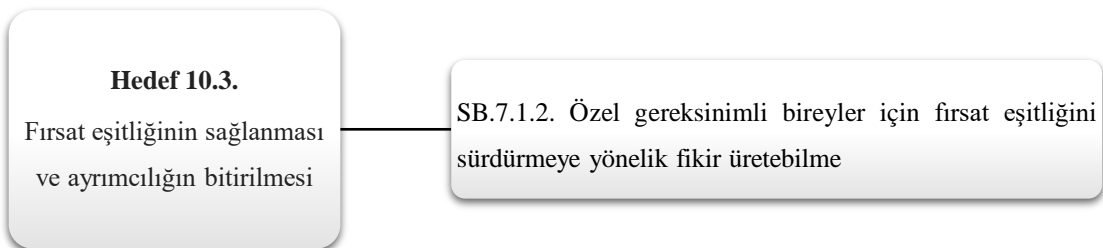
Figure 3 shows the learning outcomes in the 2024 Social Studies Curriculum related to the aim of reducing inequalities *from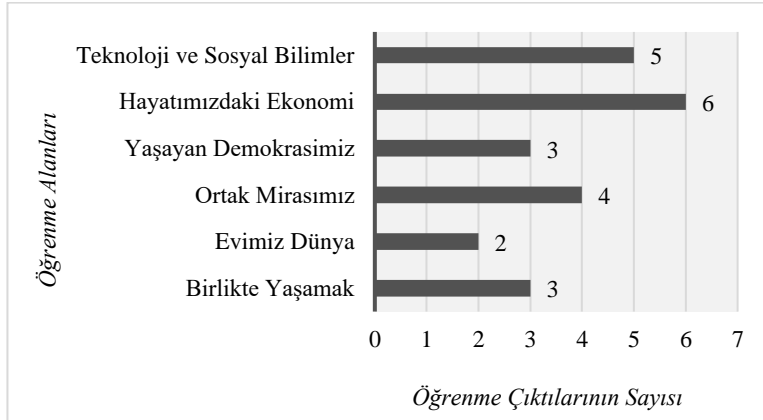 the sustainable development goals*. Accordingly; It has been determined that 1 goal of the sustainable development goals (Target 10.3.) is related to 1 learning outcome in the 2024 Social Studies Curriculum. It is seen that these related goals are aimed at ensuring equality of

opportunity and discrimination. Within the framework of this goal, it has been determined that the learning outcome in the curriculum is aimed at equal opportunity of individuals with special needs.

Figure 4: Learning outcomes for sustainable cities and communities

Hedef 11.2. Erişilebilir ve sürdürülebilir ulaşım sistemlerine erişiminin sağlanması	SB.6.6.1. Ulaşım ve iletişim teknolojilerindeki gelişmelerin kültürel etkileşimdeki rolünü yapılandırabilme
Hedef 11.4. Kültürel ve doğal mirasının korunması	SB.4.3.3. Yakın çevresindeki ortak miras ögelerini tanımanın önemini yorumlayabilme
	SB.5.3.1. Yaşadığı ildeki ortak miras ögelerine ilişkin oluşturduğu ürünü paylaşabilme
	SB.5.3.3. Mezopotamya ve Anadolu medeniyetlerinin ortak mirasa katkılarını karşılaştırabilme
Hedef 11.5. Doğal afetlerin olumsuz etkilerinin azaltılması	SB.4.2.3. Afetlerin etkilerini azaltma konusunda yapılabileceklere ilişkin oluşturduğu ürünü paylaşabilme
	SB.5.2.3. Yaşadığı ilde meydana gelebilecek afetlerin etkilerini azaltmaya yönelik farkındalık etkinlikleri düzenleyebilme

Figure 4 shows the learning outcomes in the 2024 Social Studies Curriculum related to the goal of sustainable cities and communities*, one of the sustainable development goals*. Accordingly; It has been determined that 3 goals (Target 11.2, Target 11.4 and Target 11.5.) from the sustainable development goals are related to a total of 6 learning outcomes in the 2024 Social Studies Curriculum. These related goals are; It is seen that it is aimed at sustainable transportation systems, the protection of cultural and natural heritage, and natural disasters. Within the framework of this goal, the learning outcomes in the curriculum; transportation technologies, common heritage elements and mitigating the effects of disasters.

Figure 5: Learning outcomes for responsible production and consumption

Hedef 12.2.
Doğal kaynakların sürdürülebilir yönetiminin ve etkin kullanımının sağlanması

- SB.4.5.1. Doğal kaynakların tüketimi ile ilgili grafik yorumlayabilme
- SB.4.5.3. Bir ürünün üretim, dağıtım ve tüketim süreçlerini çözümleyebilme
- SB.5.5.1. Kaynakları verimli kullanmanın doğa ve insanlar üzerindeki etkisini yorumlayabilme

Figure 5 shows the learning outcomes in the 2024 Social Studies Curriculum for responsible *production and consumption* of sustainable development goals. Accordingly; It has been determined that only 1 goal of the sustainable development goals (Target 12.2.) is related to 3 learning outcomes in the 2024 Social Studies Curriculum. It is seen that this related goal is related to the effective use of natural resources. Within the framework of this goal, the learning outcomes in the curriculum; It has been determined that it is aimed at the consumption of natural resources, production, distribution and consumption processes and efficient use of resources.

Figure 6: Learning outcomes for the purpose of partnerships for the goals

Hedef 17.6.
Bilim, teknoloji ve yenilikçilik alanlarında işbirliği ve bilgi paylaşımının çoğaltılması

- SB.5.6.1.Teknolojik gelişmelerin toplum hayatına etkilerini tartışabilme
- SB.5.6.2. Teknolojik ürünlerin bilinçli kullanımının önemine ilişkin ürün oluşturabilme
- SB.7.6.1. Bilimsel ve teknolojik gelişmelerin gelecekteki toplum hayatına etkilerine ilişkin öngörüde bulunabilme
- SB.7.6.3. Toplumsal hayatta karşılaşabileceği bir probleme yönelik bilimsel sorgulama yapabilme

Figure 6 shows the learning outcomes in the 2024 Social Studies Curriculum for the purpose of partnerships for the goals*, from the sustainable development goals* to the goals. Accordingly; It has been determined that only 1 goal of the sustainable development goals (Target 17.6.) is related to 4 learning outcomes in the 2024 Social Studies Curriculum. This related goal is seen to be related to cooperation in the fields of science, technology and innovation. Within the framework of this goal, the learning outcomes in the curriculum; It has been determined that it is aimed at the effects of

technology on social life, the use of technology on consciousness, the effects of science and technology on future life and scientific inquiry.

3. CONCLUSION, DISCUSSION AND RECOMMENDATIONS

In the study, it was concluded that the Turkish Century Maarif Model Social Studies Curriculum, which was adopted in 2024, is closely related to the United Nations (UN) 2030 sustainable development goals. It can be said that many emphases have been placed on sustainable development goals both in the introduction and in the content of the 2024 Social Studies Curriculum. Especially in the introductory part where the general framework of the program is drawn, it is seen that the concept of "sustainability" is included as a concept and the skill of "sustainability literacy" as literacy skills. In the content part of the program, it was concluded that there were emphases on sustainable development goals in the explanations of learning areas, learning outcomes and learning outcomes. Considering the interdisciplinary nature of social studies teaching, it can be said that learning outcomes are limited to sustainable development goals. Similarly, the concept of sustainable development, which has an interdisciplinary feature, basically aims to examine the relations between the environment, society and economy and to eliminate the problems that arise (Azrak, 2022). From this point of view, it can be expected that the learning outcomes in the social studies curriculum will be more directly related to sustainable development goals.

It has been concluded that only 7 goals (Quality Education, Decent Work and Economic Growth, Reducing Inequalities, Sustainable Cities and Communities, Responsible Production and Consumption, Peace, Justice and Partnerships for Strong Institutions and Goals) out of the 17 sustainable development goals of the United Nations are related to the learning outcomes of the 2024 Social Studies Curriculum. Among these objectives, the objectives that are most related to learning outcome are; "Sustainable Cities and Communities", "Quality Education" and "Partnerships for the Goals". It has been determined that 10 goals from the sustainable development goals (Zero Poverty, Zero Hunger, Health and Quality of Life, Gender Equality, Clean Water and Sanitation, Accessible and Clean, Industry, Innovation and Infrastructure, Climate Action, Life Below Water and Life on Land) are not related to the learning outcomes of the 2024 Social Studies Curriculum.

It has been concluded that the 2024 Social Studies Curriculum includes learning outcomes for sustainable development goals at the 5th grade level at the most. In terms of learning areas, it was determined that the learning outcomes for sustainable development goals were mostly included in the learning areas of "Economy in Our Lives" and "Technology and Social Sciences". In terms of learning areas, it is seen that it is more related to sustainable development goals and learning outcomes in learning areas where economy, technology and social issues are predominant. In this respect, it is understandable that the learning outcomes related to the type of social sustainability are more diverse. Contrast; It is noteworthy that the learning outcomes for sustainable development goals are less related in the learning areas of "Living Together", "Our Home is the World" and "Our Common Heritage".

Another analysis of sustainable development goals is the distinction made in terms of the types or dimensions of the concept of sustainability. In this study, it has been determined that the 2024 Social Studies Curriculum includes the most learning outcomes for the type of "social sustainability". On the other hand, it is seen that learning outcomes for "environmental sustainability" and "economic sustainability" types are given less space. Sustainable development goals in general; It can be classified within the scope of "social", "economic" and "environmental" dimensions. In this respect, when the 2024 Social Studies Curriculum is examined, it is determined that the achievements, skills and values

related to the environmental dimension are low, as in the 2018 program (Tosun and Gökçe, 2024). Therefore, in this study, it was determined that in the 2024 Social Studies Course Curriculum, there were the most learning outcomes for "social sustainability" and less learning outcomes for "environmental sustainability" and "economic sustainability". Even if they are handled according to different approaches, the results of both studies overlap with each other in this respect.

In this research, in which the relationship of the Turkish Century Maarif Model Social Studies Curriculum, which was adopted by the Ministry of National Education in 2024, with the United Nations (UN) 2030 sustainable development goals, was established, it can be suggested that sustainable development goals be included more in the learning outcomes of the curriculum. In addition, the unbalanced distribution revealed as a result of the analysis made at the grade level can be included in the curriculum in a more balanced way, and the learning outcomes related to the sustainable development goals can be included. Since the social studies curriculum is interdisciplinary, it is a very suitable course not only for social sustainability but also for economic and environmental sustainability types. In this respect, it is suggested that the number of learning outcomes related to economic sustainability and environmental sustainability types can be increased in the curriculum.

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The Perspectives of Political Parties on Cooperatives in Türkiye During the 2000-2024 Period

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Abstract

This study aims to examine the perspectives of political parties in Turkey on cooperativism during the period from 2000 to 2024. By analyzing the programs, election manifestos, and parliamentary speeches of political parties in this period, the research evaluates their policies and discourses regarding cooperativism. The primary objective of the study is to highlight the importance of cooperativism in terms of economic and social development and to reveal the changes in the attitudes of political parties towards this issue over time.

The research findings indicate significant differences among political parties concerning cooperativism. The policies of ruling parties towards cooperativism are generally shaped around supporting economic development and local production, while opposition parties tend to address cooperativism from the perspective of social solidarity and fair distribution. Furthermore, the study analyzes how global and local economic crises have influenced interest in cooperativism and related policies.

In conclusion, it is observed that cooperativism is increasingly being included in the programs and policies of political parties in Turkey, and awareness in this area is rising. In this context, the study concludes with policy recommendations for adopting cooperativism as a more effective and widespread economic model in the future.

Keywords: cooperatives, political parties, Turkish economic policy

Jel Codes: Q13, Q18.

INTRODUCTION

Cooperativism plays an important role in strengthening economic and social structures, increasing social solidarity and achieving sustainable development goals. Although cooperatives in Turkey have a deep-rooted history, they have regained importance in economic, social and cultural contexts in recent years. The expansion and increasing effectiveness of cooperatives is seen not only as an economic necessity, but also as a strategy that strengthens the social structure, encourages local development and supports social justice. At this point, the wider acceptance of cooperatives in society and in the field of economy and economy directly depends on the policies and perspectives of political actors.

In the period between 2000 and 2024, the perspectives of political parties in Turkey on cooperatives have been shaped in parallel with the economic and social dynamics of the country, global developments and domestic political processes. In this period, cooperatives were not limited to the agricultural sector, but also made their impact felt in different sectors and social segments. In this context, political parties have adopted cooperatives in various ways as strategies for economic development, local development, social assistance and solidarity. Cooperativism has occupied an important place on the political agenda in Turkey and has started to be discussed as an effective tool in ensuring both economic and social justice.

The diversity in the perspectives of political parties in Turkey on cooperatives also reflects the ideological differences of the parties and how these ideologies interpret cooperatives. While left-wing parties see cooperatives as a powerful tool in ensuring social justice, combating poverty and reducing inequalities, conservative and center-right parties have considered cooperatives as a more pragmatic solution in terms of local development, protection of family values and increasing productivity in the economy. In addition to the economic benefits of cooperatives, the presentation of cooperatives as a model that strengthens the social structure and encourages solidarity has been one of the main factors guiding the policies of the parties.

This study aims to analyze the perspectives of political parties on cooperatives in Turkey between 2000-2024. The study examines the policies, practices and discourses developed by each party regarding cooperatives and tries to determine the place of cooperatives in the political and economic structure of Turkey. In addition, it is discussed how factors such as economic crises, global developments and local development strategies in this period shaped the perspectives of the parties on cooperatives.

1. COOPERATIVE IN TERMS OF THEORY AND PRACTICE

Neoclassical economic theories assume that individuals are rational decision-makers and actors aiming for utility maximization. In contrast, behavioral theories argue that decision-makers have limited rationalities and try to make the best choices within the framework of their limited cognitive capacities with available information (Cyert and March, 1963). Douma and Schreuder (2002), who laid the foundations of firm behavior theory, argue that individuals are not necessarily actors who seek maximization, and see people as "*satisfaction seekers*" trying to find the best alternative.

Olson (1965) argues that rational individuals will always try to act as *"freeloaders"* in public actions. However, selfishness is not the only motivation influencing collective decision-making; Altruistic motivations also influence decisions. In society, there are both "*homo reciprocans*" (individuals based on mutual interests) and "*homo economicus*" (individuals who think about their economic interests)

(Fehr and Gächter, 1998). Ostrom (1990) suggests that a certain type of social predicament exists in which people's short-term selfish interests conflict with their long-term group interests.

Social capital basically includes the concepts of trust and reciprocity. A functional civil society requires conditions of commitment, participation, transparency, and reciprocity (van Dijk and Klep, 2008). Social capital is a type of informal norm that encourages cooperation between two or more individuals. It can be understood as an indispensable element for networks of trust and the stability of liberal democracy. A broader definition of social capital is the shared norms or values that promote social cooperation. However, the level of social capital can vary over time and may differ between societies (Putnam, 1995).

Fukuyama (2001) argues that social capital reduces transaction costs in the economic sphere and fosters the kind of network of relationships in the political sphere that is essential to the success of limited government and modern democracy. The reason for this difference is social capital, which enables individuals to trust each other and form new groups and associations, which is a component of human capital (Coleman, 1988). Axelrod (1984) states that even interest-oriented individuals often find ways to cooperate because collective constraints serve both individual and collective interests. The recurring game of the "*prisoner dilemma*" provides a model that explains cooperation and social capital formation (Fukuyama, 2001; van Dijk & Klep, 2005). Although social capital often arises spontaneously, as in prisoner dilemma games, it can also develop as a by-product through religion, tradition, shared historical experiences, and other cultural norms (Fukuyama, 2001).

Cooperatives are organizations that are owned by their members, controlled by members, and work for the benefit of members. The International Cooperative Association (ICA) defines a cooperative as "*an autonomous organization of people who voluntarily come together to meet common economic, social, and cultural needs and aspirations through a jointly owned and democratically controlled enterprise.*"The core values of cooperatives are self-help, responsibility, democracy, equality, justice and solidarity. The nature of the cooperative business can be defined by the Declaration of Co-operative Identity and the Rochdale Principles published by the ICA in 1995:

Voluntary and open membership: Cooperatives are open to everyone and do not discriminate on the basis of gender, social status, political opinion or religious belief. Members participate on a voluntary basis.

Democratic member control: Cooperatives are democratically governed by their members. Each member has equal voting rights in cooperative decisions.

Economic participation of members: Members contribute to the capital of the cooperative and benefit from the earnings obtained according to the financial situation of the cooperative. This participation is shared equitably among the members.

Autonomy and independence: Cooperatives are self-managed and independent organizations. Even when accepting any foreign aid, they maintain their autonomy.

Education, training and information sharing: Cooperatives provide information about cooperatives to their members, employees and the society in general; they encourage awareness by providing educational opportunities.

Cooperation between cooperatives: Cooperatives strengthen solidarity by cooperating with other cooperatives in line with their common interests.

Sensitivity to society: Cooperatives take care of social benefit and aim to contribute to sustainable development.

According to the National Association of Cooperative Enterprises of the United States, members form cooperatives when they are unable to provide the goods and services they need in the market at an affordable price and acceptable level of quality. Cooperatives allow people to improve their quality of life and increase their economic opportunities through self-help. Vitaliano (1983: 1079) considered the structure as "*A cooperative can be defined as an economic organization whose residual value rights are limited to the group of agents (i.e., member-patrons) whose residual value rights are limited to the group of agents (i.e., member-patrons) that provide patronage within the framework of the organization's contractual integrity, and in which the board of directors is elected by the same group*."

Nilsson (2001) states that cooperative structures are examined from theoretical perspectives such as institutional theory, neo-classical economic theory, transaction cost theory, game theory, property rights theory, and proxy theory, etc. From the point of view of proxy theory, following the work of Jensen and Meckling (1976), members are considered principals and those who manage/control are considered agents (Douma and Schreuder, 2002). The three main factors that determine this relationship are asymmetric information, opportunistic behavior, and partial control. Cook (1995) and Iliopoulos (2005) argue that cooperatives face two main constraints, called investment constraints and collective decision-making constraints. The first set of constraints included freerider, horizon and portfolio problems; the second relates to the problems of control and cost of influence. van Dijk and Klep (2005), on the other hand, list anonymous equity, the horizon problem, the portfolio problem, and the continuation problem as problems related to proxy theory.

The cooperative movement in Turkey sprouted in the last period of the Ottoman Empire, and after the proclamation of the Republic, it became widespread with state-supported policies. Cooperatives in Turkey were initially limited to agricultural cooperatives, but over time they developed in different areas such as consumption, credit, production and housing. In the 1960s and 1970s, cooperatives were seen as an important element of development policies in Turkey and were encouraged by the state.

In summary, cooperatives are a system that has been applied in different societies throughout history as a model of social solidarity and co-production. The origins of this model can be traced back to the communities that people come together to meet their common needs. Especially after the industrial revolution, the struggle of workers and small producers for existence in economic life paved the way for the emergence of the cooperative movement in the modern sense.

2. TURKEY AFTER 2000 AND COOPERATIVES

After 2000, Turkey has entered a process of profound transformation in the political and economic fields with the influence of both internal and external dynamics. In this period, cooperatives gained importance as structures that increase social solidarity and support economic development. While the cooperative movement in Turkey plays an important role in increasing local development and rural employment; In particular, it has been supported by effective policies in order to mitigate the effects of economic crises and to provide resistance to the pressures created by globalization.

The 2000s stand out as a period in which the economy was restructured and political transformations accelerated in Turkey. The economic crisis in 2001 led to major breaks in the entire economic structure, especially in the banking sector (Alper and Öniş, 2003). High inflation, unemployment and inequality in income distribution increased during this period. Within the framework of the agreements made with the IMF after the crisis, the process of restructuring the Turkish economy was started; It was aimed to ensure fiscal discipline, strengthen the banking system and make economic policies transparent (Duman, 2009).

As part of these reforms, cooperatives have become supported structures to alleviate the economic and social problems created by the crisis. The wave of privatization, which accelerated after the crisis, revealed the necessity of reviving local economies and supporting small producers, and in this direction, the importance of cooperatives increased even more. In this period, cooperatives were supported in order to ensure the sustainability of local production and to ensure that small producers had access to the market, and made significant contributions to rural development, especially in the agriculture and food sectors.

In the post-2000 period, with the effect of globalization, Turkey has become more integrated into the world economy, trade volume has increased and the entry of foreign investments into the economy has accelerated (Günçavdı and Küçükçifçi, 2005). While this process has contributed to economic growth, it has also created new areas of competition and challenges for local producers. The increasing impact of globalization has increased the competition faced by producers in the agriculture, industry and service sectors; In this environment, cooperatives have gained importance as a structure that supports the local economy. Cooperatives are structures that enable especially small producers to be empowered against international competition, facilitating common resource use and market access.

During the period, Turkey developed support programs for agricultural cooperatives and small businesses, and implemented policies that support cooperatives in order to encourage rural development. Agricultural cooperatives, in particular, have allowed farmers to reduce production costs, gain access to credit, and offer their products to wider markets (Küçükçifçi, 2007). In the process of integration into the global economy, cooperatives have been used as a powerful tool to support local producers and keep local economies alive.

After 2000, Turkey deepened its relations with the European Union and gained the status of a candidate country in 1999 and started full membership negotiations with the EU in 2005. The EU process has required Turkey to carry out structural reforms in many areas. These reforms include harmonization of laws and regulations regulating the structure and functioning of cooperatives (Özdemir, 2010). Within the scope of harmonization with the EU acquis, it is aimed to bring cooperatives in line with standards including democratic governance, transparency, accountability and economic participation of members.

In the process of harmonization with the European Union, EU-funded projects have been developed in the field of agriculture and rural development, and cooperatives operating in rural areas have been strengthened. EU-supported rural development projects have enabled cooperatives to develop innovative production techniques, increase financial capacity, and engage in environmentally friendly practices. Turkey's harmonization process with EU standards has strengthened the institutional structure of cooperatives and has been a factor that increases the contribution of cooperatives to local development (Çetin and Ünay, 2008).

In the post-2000 period, cooperatives in Turkey have faced some structural problems as well as various opportunities. Difficulties in accessing finance, governance problems, bureaucratic obstacles and inadequate control mechanisms of cooperatives are among the factors that prevent cooperatives from operating effectively (Güngen, 2015). While the increasing privatization policies after the economic crisis limited the development of cooperatives, the inability to provide sufficient support to cooperatives in rural areas was also a limiting factor in the spread of cooperatives.

Another factor that prevents the development of cooperatives is the inadequacy of social awareness and cooperative awareness. Although cooperatives contribute to the strengthening of economic solidarity and cooperation in society, many individuals who do not have sufficient knowledge about the functioning of cooperatives and the advantages they offer do not take kindly to cooperative membership. For this reason, it has become necessary for cooperatives to give more importance to training and awareness-raising activities.

In Turkey after 2000, cooperatives have come to the fore as a powerful tool to mitigate the effects of economic crises, to support local producers in the competitive environment created by globalization, and to contribute to rural development. In the process of integration of the Turkish economy into the world economy, cooperatives have played an important role in ensuring the sustainability of the local economy and contributing to the empowerment of small producers. It has been observed that cooperatives encourage rural development by supporting local production, especially in the agricultural sector, and their institutional structure has been strengthened with the EU harmonization process.

3. COOPERATIVE POLICIES OF POLITICAL PARTIES (2000-2012)

The period between 2000 and 2012 was a period in which cooperatives were on the agenda of political parties in Turkey and supported as a tool of economic and social development. In this process, cooperatives have been handled by different political parties and various policies have been developed in order to promote rural development, increase social welfare and support social solidarity. Different political parties, especially the Justice and Development Party (AK Party), the Republican People's Party (CHP) and the Nationalist Movement Party (MHP), have shaped their cooperative policies in line with their own ideological perspectives.

Cooperative policies have been shaped in line with the economic development, rural development and social solidarity goals of political parties. In this context, when the election manifestos of the AK Party, CHP and MHP are examined, it is seen that cooperatives are seen as a tool that will contribute to economic development and increase social welfare, and in this context, the parties offer various policies that encourage cooperatives.

Justice and Development Party (AK Party): The AK Party, which came to power in 2002, has developed various policies that support cooperatives. The AK Party, which focuses especially on agricultural cooperatives and rural development projects, saw cooperatives as a tool to increase the income level in rural areas and to empower producers (AK Party Election Manifesto, 2002). In the election manifestos of the AK Party, issues such as modernizing cooperatives, training members and increasing cooperatives' access to financing opportunities were emphasized. In this context, the AK Party has committed to developing projects that facilitate agricultural cooperatives' access to credit, increase their use of technology and enable them to access wider markets (Yıldırım & Çetintaş, 2014).

Republican People's Party (CHP): The CHP has considered cooperatives as a tool of social democracy and within this framework, it has evaluated it as a structure that will contribute to the reduction of social inequalities. In the CHP's election manifestos, it was emphasized that cooperatives should be expanded and state support should be increased, and it was recommended to provide social security and credit supports, especially for small producers (CHP Election Manifesto, 2007). By attaching importance to the democratic functioning and participatory structure of cooperatives, the CHP advocated increasing state support for strengthening solidarity among members and for cooperatives to play an active role in rural development (Güngör, 2012).

Nationalist Movement Party (MHP): The MHP considered cooperatives as a part of the national economy and drew attention to the importance of cooperatives, especially to support domestic production and to revive economic activities in rural areas. In the MHP's election manifestos, it was stated that cooperatives that support rural development should be strengthened with tax exemptions and state supports. The MHP emphasized that cooperatives should function as a building block in the national economy and support rural development (MHP Election Manifesto, 2011).

In the period 2000-2012, important legal arrangements were made in order to encourage cooperatives in Turkey. In particular, the Cooperatives Law enacted in 2004 made the management structure of cooperatives more transparent, strengthened the audit mechanisms and contributed to the conduct of relations between members on a healthy basis (Cooperatives Law, 2004). This law aimed to prevent bad management practices by increasing the internal audits of cooperatives (Küçükçifçi, 2007). In addition, various grant and incentive programs initiated in the early 2000s facilitated agricultural cooperatives' access to financing opportunities and contributed to the implementation of projects that support rural development.

Cooperatives faced various structural and economic problems in the period 2000-2012. Among these problems, difficulties in accessing financial resources, low capital accumulation, inadequate governance structures and lack of supervision stand out (Kuru, 2010). The lack of adequate supervision of cooperatives and, in some cases, poor management practices have had negative effects on the sustainability of cooperatives. Political parties have developed different solutions to these problems that hinder the development of cooperatives:

AK Party: It has proposed to provide training and consultancy services in order to increase the institutional capacities of cooperatives. The party advocated increasing the access of cooperatives to technology and supporting modernization projects so that they could work more effectively. The AK Party emphasized the need to provide interest-free credit facilities and to expand loan programs for agricultural cooperatives in order to meet the financing needs of cooperatives (AK Party Election Manifesto, 2007).

CHP: The CHP argued that cooperatives should be supported more by the state and suggested that special credit and incentive mechanisms should be put into effect, especially for small producers. The Party stated that transparent management practices should be implemented in order to protect the rights of cooperative members and to strengthen democracy within the cooperative (Güngör, 2012). The CHP also suggested that the state should give importance to cooperative education in order to increase the contribution of cooperatives to economic development and job creation in rural areas.

MHP: The MHP advocated increasing tax exemptions and state supports in order to strengthen the place of cooperatives in the national economy. The MHP emphasized that producer unions in rural

areas should be strengthened and domestic production should be supported, and stated that cooperatives should be structured in a way that contributes to the national production capacity (MHP Election Manifesto, 2011).

The period between 2000 and 2012 was a period in which political parties in Turkey saw cooperatives as a means of economic development, rural development and social solidarity and developed various policies in this direction. Political parties such as the AK Party, CHP and MHP have offered solutions to the problems faced by cooperatives, arguing that cooperatives will fulfill an important function in society. The cooperative approaches of the political parties in this period contributed to the development of various reform and support projects in order to ensure the sustainability of cooperatives and to encourage rural development.

4. COOPERATIVE POLICIES OF POLITICAL PARTIES (2013-2024)

The period between 2013 and 2024 has been an important period in which there has been a great increase in interest in cooperatives in Turkey and various new policies have been developed in this field. Cooperatives have been considered as an important tool in terms of economic development, social solidarity and especially increasing the entrepreneurship capacities of young people; During this period, political parties created many new strategies and support programs for the dissemination of cooperatives. The policies of this period ensured that cooperatives were not limited to the agricultural sector, but also spread to different sectors such as energy, tourism and technology.

During the period, various new policies were implemented to support cooperatives. In particular, the Justice and Development Party (AK Party), as the ruling party, has initiated a series of incentive and support programs for the development of cooperatives, and the Republican People's Party (CHP) has developed new approaches that combine social policies and cooperatives. In addition, the Nationalist Movement Party (MHP) and the Peoples' Democratic Party (HDP) emphasized the importance of cooperatives and stated that especially rural areas and disadvantaged groups should be supported through cooperatives.

AK Party: During its time in power since 2002, the AK Party has considered cooperatives as a critical tool in ensuring economic development and social solidarity. In the 2013-2024 period, the AK Party has developed many policies for the dissemination of cooperatives. At the forefront of these policies are especially the support of women's cooperatives and rural development projects. The dissemination of non-agricultural cooperatives and the promotion of cooperatives, especially in the fields of energy, tourism and technology, have been among the priorities of the AK Party. The AK Party's cooperative policies are clearly stated in documents such as the Tenth Development Plan and the Medium-Term Program announced in 2015. In these documents, it was emphasized that cooperatives should be supported in order to empower small producers and ensure local development, and it was stated that various incentives would be increased to support women's cooperatives, especially in rural areas (T.R. Ministry of Development, 2015). The AK Party has also supported the development of innovative types of cooperatives and encouraged a new generation cooperative model such as energy cooperatives. Various tax incentives and grant programs have been established for cooperatives investing in renewable energy projects to receive government support. During this period, various projects were implemented to improve cooperatives' access to finance and to enable cooperatives to receive workforce training (AK Party, 2018).

CHP: The party has seen cooperatives as a means of social justice and elimination of social inequalities. The CHP believed that the expansion of cooperatives would contribute to social development as well as economic development. In the 2013-2024 period, the CHP adopted an approach that integrates cooperatives with social policies, and advocated that cooperatives should be supported more, especially in order to strengthen local economies and ensure income justice (CHP Election Manifesto, 2015). Among the CHP's proposals for cooperatives were to support cooperatives more effectively by the state and to facilitate their access to financial resources. The CHP advocated the dissemination of cooperatives, especially in rural areas, the establishment of special incentive and credit mechanisms for small producers, and stated that the democratic management structure of cooperatives should be strengthened. In addition, she emphasized that women's cooperatives should be strengthened and the cooperative model should be made attractive for young entrepreneurs (Güngör, 2017). The CHP pointed out that cooperatives will play an important role in reducing social inequalities by enabling individuals to take more active roles in social life.

MHP: The party advocated the development of cooperatives and emphasized the importance of supporting disadvantaged groups, especially in rural areas. The MHP proposed increasing tax incentives and state supports in order to strengthen the place of cooperatives in the national economy. Special attention was paid to issues such as agricultural cooperatives, domestic production and food security, and it was stated that cooperatives should be managed more effectively (MHP, 2018).

Peoples' Democratic Party (HDP): The HDP, on the other hand, has approached cooperatives from the perspective of social equality and local development, and has encouraged cooperatives in order to empower women, youth and minority groups economically. The HDP advocated that cooperatives operate based on the principles of ecological and social justice, that natural resources are protected, and that local people make use of their own resources (HDP, 2019).

The 2013-2024 period has been a period in which cooperatives are not limited to the agriculture and food sectors, but have also become widespread in different sectors. In particular, the development of innovative types of cooperatives has allowed cooperatives to spread to a much wider economic spectrum.

Energy Cooperatives: Energy cooperatives have attracted attention in order to increase the use of renewable energy sources. Incentives for renewable energy projects such as solar energy and biomass were increased, and the establishment of energy cooperatives was encouraged. These cooperatives have contributed to the independence of energy production by meeting the energy needs of the local people and at the same time.

Tourism Cooperatives: Tourism cooperatives were supported in order to encourage local development. These cooperatives have enabled local people to get a greater share from the tourism sector and have been an important step in terms of protecting cultural values and ensuring local development. Especially in rural areas, projects have been developed through cooperatives to integrate small-scale enterprises into tourism.

Technology Cooperatives: Technology cooperatives, which allow young entrepreneurs to implement their projects in the field of technology, have become one of the fastest growing areas of cooperatives in Turkey. Young people were given the opportunity to establish businesses and develop their entrepreneurial capacities by taking part in innovation and technology-oriented cooperatives. These cooperatives are considered as an important tool in the fight against youth unemployment.

The 2013-2024 period has been a period in which the interest of young people in the field of cooperatives has increased. Youth cooperatives have attracted attention as innovative and technology-oriented cooperatives where young people come together and develop joint projects. By increasing the participation of young people in the workforce, these cooperatives have nurtured their entrepreneurial spirit and have become an important tool in the fight against unemployment. Political parties have developed projects that support the employment of young people through cooperatives. It is aimed to direct young people to the field of cooperatives through training programs, grants and supports. The adoption of the cooperative model by young people has enabled them to take more active roles in economic life and at the same time contributed to the development of their entrepreneurship skills.

As a result, the 2013-2024 period has been a period in which cooperatives have been revived in Turkey and political parties have diversified their policies in this area. The increase in the role of cooperatives in different sectors, the increase in the interest of young people in cooperatives and the new supports offered in this field stand out as important developments for the future of cooperatives in Turkey.

5. COMPARATIVE ANALYSIS

In Turkey, cooperatives have an important place in many different areas such as economic development, social solidarity and social equality. In this sense, political parties in Turkey have different perspectives on the approach to cooperatives. The ideological differences between conservative and left-wing parties have significantly shaped their perspectives on cooperatives. In addition, there are significant differences between the understanding of cooperatives in rural and urban areas. In this section, the perspectives of political parties in Turkey towards cooperatives will be examined in detail.

Conservative parties generally see cooperativism as a means of economic development and local development. These parties advocate that agricultural cooperatives should be supported, especially in rural areas. Agricultural cooperatives are critical for supporting local producers, increasing the production capacity of smallholder farmers, and ensuring rural development. In this context, the AK Party in Turkey has supported cooperatives by combining them with the protection of small businesses, strengthening local economies and rural development projects. During the AK Party's rule, the integration of cooperatives into local development projects was especially concentrated in rural areas. This strategy has been shaped especially on agriculture, animal husbandry and artisan cooperatives (AK Party, 2018).

While conservative parties consider cooperatives from the **perspective of** economic **development and** local development, they may see concepts such as **social solidarity** and **social equality** as a secondary priority. However, these parties recognize that cooperatives provide a strong social benefit, especially in terms of bringing local communities together and supporting small-scale producers and artisans.

Left-wing parties consider cooperatives more as a tool of the struggle for social justice and equality. Left-wing parties such as the CHP and HDP see cooperatives as an alternative to exploitation, which strengthens the economic independence of employees, seeks to eliminate economic inequalities. Left-wing parties argue that cooperatives are structures that encourage democratic participation. Cooperatives play an important role, especially in the search for **social solidarity** and **social justice**. The CHP **aimed to use cooperatives as a means of creating economic opportunities for local people,**

especially women, youth and **marginalized groups**. The CHP's cooperative policies establish a strong link between local development and the elimination of social inequality (CHP, 2015).

By associating cooperatives with elements such as gender equality, ecological justice and social rights, HDP believes that cooperatives are not only an economic structure but also structures that provide **social transformation**. HDP's cooperative policy has a structure that emphasizes local people, women, youth and environmentally sensitive communities (HDP, 2019). In this context, leftist parties see cooperatives as a social solidarity economy and argue that cooperatives constitute a field of struggle against social inequalities.

In rural areas, cooperatives generally stand out with their functions of agriculture, animal husbandry, food production, marketing and financing. Within the scope of rural development strategies, conservative parties have advocated supporting agricultural cooperatives in particular. These cooperatives are important structures that aim to increase the production capacities of small farmers and strengthen local production. Agricultural cooperatives have functions such as the creation of producer associations and increasing the competitiveness of small farmers. The AK Party's cooperative policies have also been shaped in this direction, and incentives for rural development projects and agricultural cooperatives have been increased. Rural cooperatives have been evaluated as a structure compatible with local culture and traditions, and many projects have been implemented to support small producers in rural areas.

In urban areas, cooperatives are more **common in areas such as consumption, housing** and **the service sector**. Leftist parties see urban cooperatives as a part of the social solidarity economy and argue that cooperatives are an important area of struggle against social inequalities. Urban cooperatives are often associated with concepts such as solidarity economy, communal consumption and social assistance. Left-wing parties aimed to promote cooperatives in urban areas, especially **through consumer cooperatives** and **housing cooperatives**, as well as the economic empowerment of the local population. Housing cooperatives aim to provide affordable housing solutions, while consumer cooperatives help to provide basic needs at more affordable prices. The CHP emphasizes these aspects of urban cooperatives, especially in the context of **social justice** and **equality** (CHP Election Manifesto, 2015).

In the approach of political parties in Turkey to cooperatives, **economic development** stands out as a common theme. Cooperativism is recognized as an important tool in supporting small-scale enterprises, local economies and rural development. Cooperatives have functions such as having a strong impact on local economies, creating jobs, increasing production capacity, and providing financial support to small businesses. Both conservative and left-wing parties recognize the potential of cooperatives to contribute to economic development. However, conservative parties are more interested in rural development and agricultural cooperatives, while left parties focus on urban cooperatives and the elimination of social inequalities.

Cooperativism has a great potential in terms of social solidarity. Left-wing parties see cooperatives as a means to enable social groups to take a more active role in economic life and to strengthen solidarity within society. Cooperatives are structures in which people bear responsibility to each other, work together and organize economic relations in an egalitarian way. Conservative parties, on the other hand, recognize the value of cooperatives as structures that bring local communities together and

promote local solidarity. In this context, cooperatives are seen as a tool for strengthening social solidarity in both ideological perspectives.

Social justice stands out as one of the basic principles of cooperatives. Leftist parties see cooperatives as an important instrument in ensuring social justice and argue that cooperatives can contribute to a fairer distribution of economic resources. Eliminating social inequalities, ensuring income justice and strengthening the economic rights of workers are the primary goals of the cooperative policies of the left parties. Conservative parties, on the other hand, aim to contribute to the provision of social and economic justice by supporting cooperatives, especially in rural areas. Rural cooperatives aim to ensure social justice in rural areas by increasing the income of small producers.

There are significant ideological differences in the approach of political parties in Turkey to cooperatives. However, **common themes such as economic development**, **social solidarity** and **social justice** ensure that cooperatives are seen as a valuable tool from both perspectives. While conservative parties see cooperatives as more focused on economic development and local development, leftist parties associate cooperatives with **social equality** and **social justice** and emphasize that cooperatives are structures that provide social transformation. These differences and common themes reveal that the understanding of cooperatives in Turkey has a multidimensional structure and how it has evolved over time.

6. CONCLUSION AND EVALUATION

In the period between 2000 and 2024, cooperatives in Turkey have occupied an important place not only as a tool for economic development, but also in the context of social solidarity and social policy. In this period, political parties' perspectives on cooperatives developed in parallel with economic, social and environmental dynamics, and were also shaped by global economic crises and Turkey's local development strategies. Over time, cooperatives have been seen as a powerful tool to increase social welfare, ensure social justice and support local development, beyond being an economic structure. In this study, the perspectives of political parties on cooperatives are examined, and the basic policies, developing trends and future expectations in this period are discussed.

Cooperatives in Turkey, especially in times of economic crises and uncertainty, have played an important role in supporting local economies, the survival of small producers and the sustainability of agricultural production. Since the beginning of the 2000s, the economic difficulties faced by Turkey, especially the increase in unemployment rates, inequalities in income distribution and regional development problems have increased the importance of cooperatives. Farmer cooperatives have been used as a critical tool for rural development and productivity increase in agriculture, and have been a means of ensuring economic resilience, especially for individuals living in rural areas. In addition, consumer cooperatives and service cooperatives, which facilitate local producers' access to the market, have increased their capacity to compete with economic activities focused on large cities.

Political parties have considered cooperatives as a strategic tool to cope with such economic challenges, as well as to strengthen local economies and increase social welfare. In particular, agriculture-based cooperatives have been seen as the basis of rural development and these structures have been adopted as tools that enable local economic dynamics to become more sustainable. In this context, the role of cooperatives in the agricultural sector has also increased, and the establishment of more producer cooperatives has been encouraged.

Cooperatives have gone beyond being an economic tool in Turkey over time, and have also been accepted as a structure that increases social solidarity and combats social inequalities. In the 2000-2024 period, especially left-wing political parties have seen cooperatives as a powerful tool to ensure social justice and support the economic integration of disadvantaged groups. Cooperatives have great potential for women, youth, people with disabilities and other social groups to gain economic independence, support local development and ensure social justice.

Conservative parties, on the other hand, have accepted that cooperatives are compatible with local and family values and have the potential to strengthen the social fabric. These groups emphasized the features of cooperatives that strengthen the social structure, support local development and increase the welfare level of the people. In particular, policies to increase women's participation in the workforce, to strengthen social capital in rural areas and to support the entrepreneurial spirit of young people in cooperatives have been an important agenda item for conservative parties in this period.

Between 2000 and 2024, cooperatives have entered the process of modernizing their traditional structure. Political parties in Turkey have acknowledged that cooperatives should be aligned with global trends such as digitalization and green economy in order to become more efficient and competitive. Digitalization has created a significant change, especially in the marketing and sales strategies of cooperatives; Through digital platforms, cooperatives have found opportunities to reach wider audiences, promote their products in the global market, and increase their sales. In addition, environmentally friendly production processes and cooperative models in line with sustainable development goals have been developed in line with the green economy.

Political parties have aimed to make the future of cooperatives stronger by supporting these innovative approaches. Digitalization and the adoption of environmentally friendly practices have been an important tool in enabling cooperatives to compete in the global market. In the coming years, cooperatives integrated with digital platforms and green economy may become the center of Turkey's economic development strategies.

Political parties have developed various policy proposals to disseminate cooperatives and increase their effectiveness. In this period, it was emphasized that new regulations should be made in order to ensure the financial sustainability of cooperatives, and it was revealed that mechanisms should be established to facilitate cooperatives' access to finance. In particular, it was argued that banks should follow a more flexible and supportive policy in terms of providing loans to cooperatives, and it was stated that state supports should be distributed effectively. Modernizing legal regulations, managing cooperatives more professionally and disseminating training programs related to cooperatives were on the agenda of political parties. These policies will allow cooperatives to become more effective, not only economically, but also socially.

In the post-2024 period, it is expected that cooperatives will be supported more in Turkey and policies will be shaped accordingly. Political parties will continue to see cooperatives as one of the cornerstones of local development, social justice and sustainable economic growth. Supporting cooperatives will be used as an effective tool to strengthen local economies and reduce social inequalities. In particular, the adaptation of cooperatives to global trends such as digitalization and the green economy will play an important role in Turkey's economic future. In this context, it is expected that political parties' approaches to cooperatives will become more innovative, environmentally friendly and digital-oriented in the future.

The period between 2000 and 2024 has been a period in which cooperatives have gained an important position as both an economic and social policy tool in Turkey. Although Turkey has a strong capacity in terms of agricultural production, current food problems have been further complicated by a combination of economic, environmental and social factors. In order to solve these problems, multifaceted policies need to be developed. An environmentally friendly and sustainable agricultural policy that increases agricultural production, ensures food security, is of critical importance in order to ensure Turkey's food security. Political parties have adopted cooperatives as an effective tool to support local development, increase social solidarity and ensure social justice. In the future, cooperatives are expected to be further strengthened by integrating with global trends such as digitalization, green economy and sustainable development. This transformation creates an important opportunity for cooperatives to contribute to the economic and social development of Turkey.

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RELIGIOUS VALUES IN NİZÂMÎ GENCEVÎ'S PHILOSOPHY

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Abstract

The subject of this research titled "Religious Values in Nizâmî Ganjavi's Philosophy" is the examination of the values discussed in the works of the famous poet and thinker Nizâmî Ganjavi. Its aim is to determine and analyze the religious values that Ganjavi emphasizes in his poems and stories by subjecting all his works to content analysis.

The fact that no study has been conducted so far on religious values education in Ganjavi thought is of great importance for our research and has led us to conduct such a study.

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Keywords: Nizâmî Ganjavî, philosophy, religion, spiritual, values

INTRODUCTION

Nizâmî Ganjavi has taken his place in world literature with his unique world of thought and the works he has put forward and has been the subject of many studies. When the studies conducted are examined, it does not seem possible to say that sufficient work has been done to understand and know Ganjavi correctly. Because when his works are examined, it is possible to describe Ganjavi as not only a poet but also a great thinker, educator and mystic of his time. When his most important work, Treasure of Sirs, is examined, it can be seen that he had the identity of both a mystic, an educator and a philosopher. However, in the studies conducted in the century he lived in and the following centuries, reasons such as insufficiency of sources and materials and views and thoughts that do not reflect scientific truth have caused Ganjavi's Sufi and intellectual aspects to be ignored. With Azerbaijan falling under the captivity of the Soviet Union, Ganjavi's works were also affected by the hegemony of different ideologies over science and scientists, and the thoughts he put forward on national and religious grounds were pushed to the background. Because as a result of the mentioned policies, scientists and clergymen who would instill national and spiritual values in the people were wrongly explained to the Azerbaijani intellectuals. Different ideological impositions were resorted to in order to prevent the national, spiritual and religious awakening of the people. For this reason, in order to understand Ganjavi more accurately, it is necessary to re-read and understand his life and works. It is possible to say that the thought that Ganjavi put forward both in his life and in his works is actually a world of values. Because it is seen that he carried out an education in morality and values with the hamse, which is considered his masterpiece.

1. THE PROBLEM OF THE RESEARCH

The moral and spiritual collapses that emerged together with the moral problems that exist today have made it necessary to search for a new value. These searches have brought back to the agenda the reading and contemplation of Sufis, poets and thinkers such as Ganjavi, Rumi, Tabrizi. Because researching, examining and clarifying the depth of the subjects and concepts that the mentioned thinkers frequently emphasized in morality and values education can be useful in enlightening our age. In this context, it is aimed to deeply examine the religious and spiritual values that the thinker includes in his works, as well as the behaviors that he wants to be avoided, and to make the necessary suggestions.

In the context of the main problem of the research, the following issues are addressed as sub-problems:

What are the behaviors that the individual wants to be avoided in his moral development?

Do the values that Ganjavi puts forward have an effect on the individual's moral development?

These questions are considered as complementary to the main problem of our research, and an attempt is made to find answers to the mentioned problems within the framework of the findings obtained.

2. SUBJECT, PURPOSE AND IMPORTANCE OF THE RESEARCH

The subject of the study is the examination of spiritual values in the philosophy of Nizami Ganjavi, a well-known mystic, poet and thinker of Azerbaijan. The aim of the study is to determine and analyze

the religious and spiritual values that Ganjavi emphasizes in his poems and stories by subjecting all of his works to content analysis.

The fact that Ganjavi expressed universal solutions to problems encountered in every age through poems led to the highlighting of his poetic aspect and the disregarding of his aspects as an educator, mystic and thinker led us to conduct such a study. Our study is the product of an effort in this direction, and when the accessible literature on Nizami's views on spiritual values was scanned, no sufficient studies were found at the postgraduate level.

3. METHODOLOGY AND LIMITATIONS OF THE RESEARCH

This research was designed as a qualitative study and is based on a literature review in accordance with the natural structure of the subject. The content analysis method, which is one of the document scanning types, was used in the research. The content analysis method is a scanning conducted according to certain criteria in order to understand the information obtained from the documents, their perspectives, language, and narrative features in depth. The main purpose of this method is to reach concepts and relationships that can explain the collected data.3 Adhering to these criteria, the research aimed to reveal Ganjavi's views on religious and spiritual values, his own works, and the research conducted on him by scanning them using the content analysis method. On the other hand, the "interview technique", one of the qualitative research methods, was used in the study. In order to reach new and different information about Ganjavi, interviews were conducted with Researcher Alişir Ahmedli, who is a descendant of Ganjavi, and Nizâmîşinas Prof. Dr. Xelil Yusifli, who also studies Ganjavi. According to Nizâmî, an individual's personality structure also affects his words and behaviors. He always emphasized the need to avoid traits such as ambition, arrogance and envy, which would have negative effects on the development of personality, arrogantly arrogant people, arrogant people, etc.,

3.1. Belief in Monotheism

The belief in monotheism, which indicates the existence and unity of Allah, is the basic building block of religious values. In Divan literature, works that describe the existence and unity of Allah were called "monotheism". Classical poets made it a habit to form the first part of their works from monotheism and supplication, and considered it an honor to implement this. Monotheism is a section that is examined in the light of verses and hadiths and written by quoting from these two main sources. Like the poets of the classical period, Nizami also explained the way to know his Lord in the supplication section of his works and argued that the key to the treasure of wisdom could only be reached with his name. With the couplet "Oh Allah, you are the sultan to the world / We are small in me, you are the great Allah", Nizami expressed the oneness of Allah. While expressing the belief in monotheism, he pointed out the oneness, unity, uniqueness of the Creator and that there is no other being like him. He stated that the whole world is under His command, that the created beings exist with Him, but that He exists only with Himself. He stated that His existence does not have a shape or form, that He is the only being honored with the beauty and perfection of His essence, that His essence, essence, is one body. Nizami, with his verse, "There is a stamp of destruction and death on every being, You are the Creator of the universe, the only one who does not die", drew attention to the existence and unity of Allah as well as His eternal and everlasting nature. When Nizami's works that are sources of this subject are examined, he explained the belief in Tawhid as believing in the existence, unity and that there is no equivalent to Allah, that He is the Creator, the Provider and the only place to trust. He declared that

those who deny these will fall into polytheism. Nizami stated that the end of problems and the things he wanted to happen would be concluded with the decree of Allah, and said that perfection is deprived of understanding His wisdom:

It is a separate count from the existing principles / It is beyond all measures It is looking for it in the heavens and this is it / Consciousness tore the head of perception It searched for it with awareness / He lost his essence on this path, but

As can be seen from the verses, Nizami suggested that man should not seek creativity in himself or adopt other gods. He declared that His glory and greatness have power that cannot be compared to kingship and sovereignty. Nizami stated that the only granter of the existence of creatures and that each of them provides different benefits is Allah. He declared that everything comes into being thanks to His single command of "be". He said that the gift of intelligence to man was presented to him as a reward for recognizing his Creator, submitting to his wisdom, and for not deviating from his path. God is without partners, the one and only, the great. All these things are his servants. Who among his servants has skill? / May the Almighty level it. When these servants measure the land, / They do not take a single piece of this land.

It blows the tower from one to another / A spear that cannot take from it is the best to everyone / It opens up magnificent works

Nizami, who declared the Creator's one, partnerless and sublime, said that all creatures are his servants, and that he alone has the authority to disrupt the order he created. He expressed that mankind should not be sure that the result of the works they will do will be good, and that the beginning and end of every work is concluded with his judgment. He stated that Allah is the sole determiner of what man achieves with the thought of "measure a hundred, reap a harvest". Nizami, who described the mind's search for its Creator, whose wisdom is hidden and whose judgment is obvious, as an immodest step, tried to express that man who wants to see Allah as a being who has power over everything should be content with looking at His creations. With the lines "Agil said: I looked for and took an ill-mannered step, I turned to him again, saying that manners were his essence", he expressed that the real skill is to imagine Allah by looking at the created and to turn to Him. He wanted to explain that the mind was presented to him only to see and contemplate the creations of the Creator. When considered in terms of religious education, it is known that human beings are born according to their nature, that is, they are created in a state that will know, recognize and comprehend Allah. Nizami, who said that the belief in monotheism has three dimensions, listed them as follows; The first of these is to believe in the existence and unity of Allah, and that the attributes specific to Him are unique. Nizami, with the belief in monotheism, pointed out that it is necessary to believe that there are no beings similar to Him, pointing out that Allah is unique. He stated that the creation of everything in the universe in harmony and harmony with each other is the work of Allah. With the lines "Whatever you created from nothing / You did not need them for a moment", he expressed that Allah created all creation in the world, which is silent and in motion, from nothing. Stating that the wisdom of divine commands is hidden and their decree is obvious, Nizami indicated the inability of language in praising Him. He stated that the Creator is not like any other being, that He is sufficient for His desires without needing them, but that His creations continue their lives in need of Him. Nizami expressed that our unawareness of Allah's concept of place is due to His wisdom that cannot be contained by reason or will. While stating that His place is the sky, he explained that the earth would not remain without Him, and while pointing to places, he explained that it would not befit His glory. He suggested

that when the person of God is discussed, we should not look for it neither on earth nor in the sky. However, when we touch upon his power, he stated that we should know that the earth and the sky are under his rule and that every being is completed with him. It can be said that the verse, "Wherever you turn, there is the face of Allah" is the basis of this thought.

He took the sky to the extreme / He let the perception loose in that place

You hit the hand with a stone and no pillar / Thought does not find a way to that place without a shadow of a shadow

When you think of your essence, the sheepfold does not reach / The power of your great power does not reach Your existence is from that place / It is your existence that stones the messenger of perception at every moment

Nizami expressed with these verses that it is impossible to understand the wisdom in the creation of the earth and the sky with human reason. In addition, Nizami, who explained that human power and will are insufficient to understand the truths, explained that it is not possible to prove the existence of Allah, who is beyond time and space, with reason.

Secondly, having the quality of creation is believing that sustenance comes only from Him. With the couplets "Every high and low seek refuge in a single year / Every being is nothingness if you exist", "The end of all beings is nothingness / The frost of a single year is the frost of being", he expressed that all beings need Him. In addition, Nizami, who stated that everything created has an end, drew attention to the eternal and everlasting nature of Allah, who is equipped with infinite attributes of perfection. The poet, who stated that eternity belongs only to Him, clarified in his works that other beings are eternal and that He is the creator of the created. He expressed that the one who governs all living and non-living beings and the characteristics that these beings possess are also given by their creator. In addition to rewarding people with reason, the life of the soil and the pearliness of water are also among the rewards given to them by their creator. The poet has expressed that the beauties presented to the created beings are realized with the power and permission of His mastery. He attributes the ability of all His creations to hold on to life and to coexistence to their being nurtured by their creator.

The poet wanted Allah to see the truth using the mind granted to mankind. Nizami explained with the words, "Clouds do not rain unless you say - Rain! / The earth does not finish unless you say - Finish" that all events that will occur in the universe will be possible with God's will. For example, he proves that even the soil that produces crops finds the power to bring its feature to life by getting permission from Him. Dedicating to those who try to compare their Creator with others, the poet has mentioned in his works that God is not like his creations, that he is immortal, that he has the attributes of greatness and purity, and that He is the only real ruler of the world. The third is to believe that God himself is the one to be hoped for, trusted, and worshiped only. Nizami stated that the only place of hope for people in the world is God, and that their request for forgiveness can only be answered with His greatness. In order to relieve the helplessness of man, he suggested that he should seek advice and ask for help not from someone as helpless as himself, but from his creator who guides them all out of this situation. The poet, who stated that the ability to help without expecting anything in life is only found in the Creator, stated that he will never leave his servant who reaches out to him empty-handed, and that he will take ten steps for those who come one step.

I always call you to my door / Do not leave me hopeless at your door, O Allah, help me with my troubles / Let me not be needy for those in need

Nizâmî, who said that the only being that man can trust is his Creator, stated that behaving in accordance with His wishes will result in happiness and that this will continue throughout his life. The servant's embrace of a supreme power through worship is an important factor in terms of a sense of trust. It can be seen that the poet, while revealing the values that elevate man, also provided information on issues that humiliate him, thus providing a protective value education for the person. Nizami stated that the only action a person can take is to open the curtains of secrets and attempt to see the wisdom of his creator, which will help the Creator complete his life schedule with an undying light. In other words, he stated that when an individual understands the purpose of Allah's creations and controls his life on this path, he will be able to cross the bridge leading to the hereafter with an undying light. However, when a person does the opposite and aims to make everything according to his own desires, he likened it to turning a blind eye to the sunlight and lighting his own fire that will go out even with a slight breeze. He stated that accepting that a person has a creator and allowing society to live with a purpose is important in order to maintain order and balance in the world.

If you open the curtains from the window,

The sun will shine in there,

If you turn a blind eye to the sun and light it, the lamp will extinguish it, but know that

Nizami stated that worships are commanded to a person and that his acceptance of this command starts and continues from "kalu-bela". He stated that man was created equipped with feelings and thoughts, and therefore he made decisions for his own benefit and harm. He said that since he was unaware of the superiorities Allah had bestowed upon him, the reward for man who carried out His commands was paid in advance. Nizami expressed that the main reason for man's submission to the divine will was his trust in his Creator, who was infinitely generous. While expressing the couplet, "You have made us courageous / We hope for abundant graces", he saw that the reason that pushed man to goodness, generosity, honor and to turn to beautiful moral behaviors such as forgiveness was the reflection of Allah's generosity on man through worship.

Nizami expressed that worshipping the Creator can be done in any situation with the lines "He is invisible to the eye in no place / He is praised everywhere". He stated that even the heart's remembrance of its Creator is worship and that He is the only being to be thanked. Nizami, who stated that he was satisfied with the heart's remembrance of Him, said that obedience to Allah was necessary because it would also give relief and power of thought to the mind. He expressed that worship would be performed sincerely if the mind realized Him and took a place for Him in its heart. Nizami expressed that worship made a person resolute and therefore he should obey his Creator in order to hold on to life. He directed mankind to the protection of Allah because remaining faithful to the promise he made to Him would be a means for the person to find solace. Stating that the only being that man could hope for and trust was God, the poet stated that man should turn to worship in order to crown these feelings. With the couplet "You said: in the dark day, I am a master of the world / I will accept every wish", Nizami declared that Allah has always remained faithful to His promise, and that those who do not believe in it and succumb to their desires are helpless. Nizami, who declared that the decrees given from the beginning cannot be reversed, consciously expressed the necessity of bowing to the Creator. In conclusion, according to Ganjavi, the main purpose of the principle of monotheism is for a person

to live with the consciousness of servitude and to complete his life in accordance with His will. In fact, the poet stated that a correct monotheism belief that focuses on the person has a function that will make a person morally sound and strong. He argued that it would be impossible for societies without a solid monotheism belief and a conception of Allah to raise perfect people. According to him, a correct conception of Allah is effective in directing all of a person's life choices and fulfilling the responsibilities he has undertaken flawlessly. It can be seen that Nizami considered the creation of a solid consciousness regarding a positive perception of Allah as one of the most important duties of education through the teaching of the belief in monotheism, which is considered the cornerstone of religious values that do not accept voids and where incomplete and erroneous information causes destructive results.

3.2. Belief in the Prophet

Nizami suggested that in order to get to know and understand a civilization and understand its thoughts and approaches in different fields, one should first examine the features that make it valuable. While describing the civilization he was a member of in his works, he tried to convey his literary thoughts by taking the values of his religious belief as a basis. For example, it is seen that the Prophets and their life stories, which are one of the fundamental principles of faith in Islam, are mentioned among the basic values that Nizami addresses. The feature that makes this belief valuable is that it depicts a messenger who will lead the most honorable of creatures, mankind. Although this messenger is equipped with the ability of reason and will, he is the exemplary personality prophets who will convey the messages of the Creator and show them with their behaviors.

Nizami drew attention to the fact that the prophet undertook an important duty to lead humanity from darkness to light. Nizami, who also likened the Prophet to a ship that would lead people to salvation, stated that those who followed his path would reach the right port. He pointed out this fact with the lines, "You read with your understanding what was not written, you illuminated with your mind the universe called the brain." Nizami stated that every society was sent a prophet to warn it, and that each prophet, from the first to the last, undertook the same duty (tawhid). According to Ganjavi, this duty was to convey the existence and oneness of Allah, to lead the preservation of the universal values He commanded, and to call to the right path. The main duty and message of all prophets was to convey the existence and oneness of Allah and that there is no god but Him.

Take the people from the dirty ways and go to the truth / Let them obey Allah too, Take your old building from the roots / Cleanse your whole world from the evil of the worlds, Save the world from the oppression of the worlds / Be obedient to the king of the worlds, Make all the sleeping ones sleep / Cast away that veil from your eyes

With his lines, Nizami explains the reasons for the duty given to the prophets. He stated that the messengers of Allah were the people who would help people purify themselves from evil, and that they were made the means to turn from the mistakes they had made and live their lives in obedience to their Creator as if they were reborn. He also stated that they were obliged to oppose oppression, awaken those who were in the sleep of heedlessness, and use their minds to obey the creator of the universe. Apart from this, they undertook the duty of guidance in case some people forgot that they were servants and thought of dominating the entire universe. In his work titled Husrev and Shirin, he stated that Husrev, who saw himself in the position of God, had to believe in what the last Prophet Hz. Muhammad brought and that he had to become a Muslim in order to be saved from the fire of hell.

Nizami, who praised the glory of the last Prophet Hz. Muhammad in his works, stated that he was the only shelter for his ummah. Because the last Prophet to be addressed with the fulfillment of the assignment based on monotheism was Hz. Muhammad. Nizami, who stated that he was the highest of the prophets and the most honorable of creation, explained that he saved people from hell with the judgments and orders he received from Allah. He is the only prophet whose duty was undertaken by his companions in the light of the Quran and hadiths inherited from him and continued for centuries.

Burning from the heart to our carpet / The day became the sun, the night became the lamp

Every class is born of him / He is the one who forgives every sin

He is a genius, he is greater than those geniuses / He is superior, he is higher than every prophet

In addition, in the title of Praise of the Prophet in his work Husrev and Shirin, he mentioned the characteristics of the Prophet, his compassion and mercy, his devotion to his ummah, the religion he brought being the last and true religion, his miracles, and his modest life. In addition, he also mentioned the Prophet's ascension to heaven, and that he became aware of the secret of the universe with this ascension. He even emphasized that he was illiterate and drew attention to the fact that the miracle he showed was real. In addition, Nizami, who said that the sword and crown were superior to the Prophets, the sheri'ah was the sword, and the crown was the maraji, emphasized that the Miraj event was an indication of the superiority of Hz. Muhammad over all the Prophets and Messengers, and declared that the religion he brought was the last and perfect religion.

In the section titled The Letter the Prophet Wrote to Hüsrev in his work Husrev and Shirin, he wanted Hüsrev to look at the universe and the things in the universe and take a lesson from it, and requested that all powers are nothing in the face of the greatness of Allah, and therefore he should give up his claim of being Allah. He also stated that a person should give up behaviors that would lead him to hell and turn towards heaven. Again, Nizami, who included the events that took place on the night the Prophet was born, explained that with the verses "Mustafa became the miracle of the religion / The kingship of Parviz suddenly", the kingship of Hüsrev disappeared with the dominance of the last and true religion.

Hz. Nizami, who discussed the miracles and qualities of other prophets along with Muhammad, narrated how the first prophet Hz. Adam was brought down to earth because of the mistake he made and Hz. Yusuf was thrown into a well. With these examples, he pointed out that Allah was always with them and helped them through revelation. With the prayer that Hz. Yunus, who was swallowed by a giant fish, made after the regret he felt while in the belly of the fish, he drew attention to the unnecessary falling into despair and the importance of repenting after regret. In addition, Nizami, who made armors that covered and protected the body, made reference to the armor that remained as a memory of Hz. David, and expressed that Hz. Muhammad's teachings were worth a hundred armors. Nizami, whose works show the manifestations of the love of Hz. Muhammad that exists in Turkish Islamic literature, explained that the reign of Hz. Süleyman, known for his throne, was temporary, but Hz. Muhammad continued forever. In addition, Hz. While he spoke of Jesus ascending to heaven with the miracle of speaking in the cradle, of Prophet Moses climbing Mount Tur to speak to Allah, he declared that Prophet Muhammad spoke to Him at the place that is accepted as the last limit that beings can reach in approaching Allah.

As a result, Nizami frequently included in his works the fact that the life stories and teachings of the prophets are important in terms of value education. The genius poet, who stated that the fighting spirit of the prophets would be an example for people of all ages, constantly emphasized that the behavioral models to be taken from their lives were important in terms of personality development.

3.3. Belief in the Afterlife

Belief in the afterlife, one of the six fundamental principles of religion, is an indicator of solid faith. Nizami explains that an individual's belief in the existence of the afterlife creates order in his thoughts and behaviors in this world and has a significant effect on his spiritual structure. He states that belief in the afterlife is a value accepted in the religious thought of all nations that accept the existence of God. The reason why this value is mentioned together with belief in God is to make the individual believe in the existence of a world that he cannot see outside the visible world. In fact, the fact that individuals' salvation passes through belief in the afterlife reveals that it is a necessary value to provide order to human life.

According to Ganjavi, belief in the afterlife has always been one of the questions that individuals are most curious about. Throughout their lives, individuals talk about the existence of another world and question whether this is possible. They wanted to learn why we need to behave in order to live in another world, even though there is a world to live in, and why we migrate to this world if our place is the afterlife. One of the answers created based on these questions was to explain the purpose of creation of humans. The other was that it is the future world built by the Creator in order to indicate where the framework of justice is actually processed. For this reason, in order to believe in the existence of an unseen world and to have a world where the actions taken will definitely be rewarded, it is necessary to have faith in God first. Nizami evaluated belief in the afterlife as believing in God's messages. Describing the world as a bridge, Nizami wanted to explain that this world is a passageway to another world. Because every flowing flood has a sea to flow into. The afterlife is also a sea where actions will be rewarded. Nizami states that the inner world of a person embraces this world and uses sentences for it while acting and speaking. For example, he explains that when a person dies, the fact that the soul (spirit) does not burn to ashes indicates that it will happen again. The fact that the individual who surrenders his soul is told "he/she died" instead of "he/she gave life" shows that he/she has accepted the existence of the world, which is a new beginning to which our inner world has involuntarily submitted. The separation of the soul from its body is not the end of life, but the beginning of a new world. Nizami explains that a person who manages to understand the wisdom between the expressions of giving life and dying is aware of the afterlife and should behave accordingly. In Islam, he states that individuals who cannot evaluate this wisdom are only partially aware of the visible face of the world and are heedless of the consciousness of the afterlife. Nizami suggests that we should evaluate each event with the past in order to predict what it may create in the future. The past mentioned in this regard is our worldly life, which plays the role of a bridge to gaining the afterlife, which is described as the eternal future. The purpose and reason for the existence of the two worlds is that the first is a test and the other is the result of the test presented to the person. Saying that the other world is a treasure and this world is a key, Nizami stated that the way to reach the treasure is through the effort to earn the key. In other words, the individual will be able to understand how much the crop he has planted has yielded when he reaches the treasure. As can be understood from what has been said, the existence of these two worlds is tightly connected to each other. The commitment of this belief to the belief in Allah is related to the Creator's description of the

hereafter as the eternal realm. The fact that individuals are presented with a life where their thoughts hidden behind the scenes will find answers shows that every action to be taken will not remain indifferent. Nizami has written the world like a fire that sheds light with his lines such as "The world - this fiery desert made you excited... but / What you have hidden here will be revealed there." He warned that the dazzling light of fire should not mislead man and include his body. The poet, who informed that the world of the individual, which he determined as a secret box, would be revealed on the day, expressed that living consciously would be the way to salvation. Knowing the world where the secret known only by God will be exposed in time will cause the individual to be afraid of the mistakes he has made and will make. For this reason, Nizami stated that the good or bad image gained in the world will be reciprocated accordingly in the hereafter. In other words, it was explained how much of the treasure will be owned with the name gained.

The poet, who sees the priority in surrendering the soul to God in order to gain the afterlife, has stated that success can only be achieved if the value of the heart is done in this way.

He suggested that a person should be careful about the things he does, abandon pride and be a solution to others with good deeds, remember the afterlife and give up arrogance. He warns those who talk about the world with his disloyalty. The poet, who says that showing oneself as heedless is not a smartness but a proof of madness, warns a person to wake up from this heedless sleep as soon as possible so that he can see the realities of life.

Nizami, who states that the afterlife is the path of the heart, stated that a person needs faith in order for this treasure to be nourished. He stated that since losing the heart indicates being deprived of a helper, protecting it is the most important duty.

Guard the heart's heart with a bright guard, his determination is a servant in this desert Turn the tasbih, pray, how many servants are there Robbers who block the path of the heart, the sons

He sets his voice, his grandson, close to the destination

He considered the mind ruling together with the heart as the path to happiness. The reason for this thought is that the heart will be harmed one day by an uncertain thought. Nizami shows the mind acting by listening to the heart as the basic purpose of love. For example, the heart's blossoming is through being prepared to sacrifice one's soul like Ismail. That is why a person's passage from worldly life is to witness the ranks of God. Seeing these secrets is through abandoning one's self (annihilation). Nizami said that remaining attached to life is not a characteristic of those who are ready to pass away from the soul. According to him, the most important method for an individual trying to earn his afterlife is for a person to live knowing that he will come to this world and one day leave this world.

Nizami explained that the right and wrongs of a person who is a traveler on the scale of the world will be reflected in the scale of the afterlife without any deficiencies. He also stated that the good deeds a person does to pass through this pitch darkness are the torch that will illuminate his path. He also tried to express that the obstacles a person will encounter in this world can always be realized with God's will and will.

The poet included the signs of the end times in his works and discussed the connection between worldly life and the afterlife. As can be understood from its literal meaning, the end times refer to a period of time when the end of the world is approaching and the apocalypse is considered to be near. Nizami wanted this time to be near and for people to wake up from heedlessness and abandon the

world without being carried away by temporary pleasures. He suggested that he should spend his time away from evil and in goodness and beauty and strive for the salvation of all humanity. He advised those who think of immortality and accumulated wealth and property will not help him stay in this world, and those who think that the moon is his own light, to turn to the owner of the real property, stating that even it receives power from the sun, that is, from someone else. He warned against evil, slander, prejudice, disregard for trusts and similar features, based on the signs of the end times mentioned in the Quran, and warned that even the heat of the sun is a spark from the fire of hell. Therefore, he warned that people should determine their path and direction correctly. Nizami, who said that people should not worry about the difficulties they see in this world and that the life of this world is so insignificant that it is not worth even a grain of barley, predicted that they should turn to beautifying their deeds in order to live beautiful days:

Do not release the torment from the crumbling heavens, or, this heaven that draws chaff is not worth a grain of barley. Maybe a good leaven will come to you, provide for migration, do not rely on the world. He wanted to give up being caught up in the sadness of the world by saying that it was stated beforehand that there would be a time of autumn for those who were deceived by the world to wake up and that this joy would end with hardship. In fact, Nizami tried to explain with this example that just as every season has an end, the world will also have an end just like its beginning. In other words, he suggested using the qualities of seeing instead of looking so that people who are caught up in the idea of eternity can understand that they are not actually eternal.

The author also mentioned the disloyalty of the world and expressed that the real owner of the property acquired here is the one who trusts in this world and that he will come out of every game he enters without winning. Although this world, which was previously presented in storms, consists of impassable seas, mankind has tried to choose the path of drowning because of his ego. Nizami considered it a virtue to give the property to the owner of the property and to be content with fulfilling what is asked of him. In other words, although this ship of disaster, the world, was given to man as a user, man is inclined to act possessive here. In fact, the disloyalty of the world to man and man to his creator is mentioned here. Nizami warned about the worldly life, which is a subject that would be difficult to convince, and announced that man will migrate one day. Nizami, who explained that there is a more beautiful destination than worldly life and that living here only plundered the existence itself, stated that only heartfelt deeds would be enough to help in this migration where no one would help anyone. The author, who likens worldly life to a cage, predicted that the way to escape from this is to reach eternal love, and for this, to pass through the traps set along the way with care. He tried to warn people by giving examples accompanied by metaphors about their life story. He explained that it would be useless for the fox to dig two holes in its burrow in order to save itself by talking about its agility. He showed this behavior of the fox as an example of the impossibility of escaping the hand of death. Nizami, who recommended not to get stuck in the past in life, tried to explain that since it would cause people to be afraid of their own shadow, shaping their life only with deeds coming from religion would be useful. He explained that the good and bad deeds you do in the world will be put on the scales of justice on the Day of Judgment, and that the power you receive from religion will indicate the levelness of the scales of justice. The author, who sees the world as a place of trouble, conveyed that those who have the power will be able to be the cure, not the trouble:

If you always measure good deeds in the world, If you are the fat of the hammer of the Day of Judgment.

If religion gives power to your arms, then justice will correct your balance. As can be seen, Nizami gave the message that we can create a healthy understanding of education by drawing attention to the fact that good behaviors have an afterlife equivalent in order to gain a correct thought about the world and the afterlife. Nizami, who did not give up on telling about worldly life, always tried to express its difficulties. In order to warn people who see the world as an inexhaustible abode of greatness and beauty, Nizami mentioned his old age, not his youth. In fact, what is expressed here shows that there were people who lived before us and that there was a great possibility that they were deceived by this world that seemed like a young bride. He warned about the greatness of the persuasive ability of this huge world that seems fancy to attract people and that the flowers in its hands are fire. He conveyed that there is no rose without thorns and that the world will not help humanity reach the rose garden without harming it. The couplet "Will this world remain short until the Day of Judgement, / It wants everyone to take short from this world" clearly reveals the hardships of worldly life. He stated that a person who comes into the world with nothing will also leave empty-handed. Nizami tried to tell people to act consciously in order to live such a life. He likened the unconsciousness of the afterlife to the situation where a person who is unaware of the passing of time will also be unaware of his life story. The author's warning "Time is enough, meet the afterlife" is actually a wake-up call. He declared that the time of this world, which is seen as a timeless life, will stop and the time counter of another world will begin. That is why, addressing those who take time as their friend, he actually said that their greatest enemy is time. The poet tried to enlighten that time flows, as opposed to the idea that things get better with time, life also flows because there is no stagnation, and since this could result in the end of a person's life, a person should evaluate every moment of their lives in order to save themselves individually.

Nizami called out to those who turned away from religion and loved the world with the lines "Kayıt injustice, from the door of the naked / Stroll around this palace of secrets". The poet, who saw the world as unjust, invited people to form a circle around religion, which was likened to a palace full of secrets, because it kept itself unaccountable for all the actions that people could or could not do. He tried to explain to people their creation, where they came from and where they would go, and that the trusts given to them would one day return to their owner. He wanted to remember death by realizing that everything that the soil gave, that is, everything created from it, would become soil again and return to its origin. He called on the individual who was troubled by the troubles and property of the world to get rid of the weight that their souls had acquired due to the attitude they held onto, and wished to reach the afterlife like a free bird. Nizami, who called the world as the "caravan road of the agile", tried to enlighten people and bring them to light by saying "To evaluate warnings correctly is to find the key to salvation". Creation and Its Stages According to D. Ganjavi

Nizami has stated in his works that the main subject of creation is the universe and man. His efforts to clarify these subjects were aimed at embracing knowledge and understanding them to a degree that would appeal to man. He stated that the purpose of the creation of the universe and man was for a purpose, that nothing that exists was a coincidence and found meaning for a purpose. He stated with the verses "All these movements are not in vain / They certainly have a purpose, they were created for a purpose, not for play or entertainment." In the Quran, which is the source of his works, what was created and why, what the purpose was, and the creation adventure of man, the caliph, are explained. The couplet "Every creature wrapped in this veil of existence has a soul befitting its own body" shows that the creatures come into being with a spirit (soul) of its own. There is a wisdom created by God in the creation of the creatures, their mortality and their migration from the world. The fact that the

beauties in the universe affect people over time and that they try to find their Creator is one of the most important issues that all people have questioned from the beginning to the present. In order to solve and make sense of the wisdom of creation, Nizami drew attention to the fact that the sky and the earth move on their own axis, that the earth is fixed and the sky takes different shapes. Emphasizing why the stars change places, the poet warned the people who were in search of who they should really prostrate to. Why is the earth fixed, the stars mobile? / Who said to it "go", to it "hold snow"? With this warning, Nizami pointed out that not every visible beauty and power is a being to be worshipped. The truth of the matter is that it depends on the importance of believing in the existence of the One who created everything. Namely, he stated that not every powerful being should be worshipped, and that it is necessary to be aware that they are also subject to orders. According to Ganjavi, as stated in the verse, the real wisdom is to know that Allah is the One who makes the sun bright, the moon luminous, and determines the stages for us to know the number and calculation of the years. Nizami touched on the wisdom of creation and our being created, and emphasized that not every object that fascinates people should be called God. He tried to explain that it is not possible to explain with reason and logic that an object that does not bring good or harm to itself is its Creator. The poet also suggested questioning the object that people idolize like Hz. Ibrahim, but cleansing the heart from idols. With the couplet "Butü İbrahimtək oxşa, ezizlə / But cleanse yourselves from it." he warned people not to worship idols that do not benefit them. Nizami explained that we can know the secret of creation to the extent that Allah has presented to us. He stated that it is wrong to question the messages presented in a way that will exceed the limits of reason without examining them. He emphasized that it is necessary to have the wisdom of creation in order to solve all the secrets of how the creatures came into being and stated that this is an impossible dream. He pointed out this fact with the lines "Don't extend your hand, don't interfere with God's works / Iblis" and "Tell me not to deymesin sene" and stated that a person should not be arrogant. The poet mentioned that disobeying Allah's commands by being carried away by this thought will cause a person to be disappointed. As a result, he warned that a person will be sentenced to eternal punishment like the devil. Nizami argued that it is not possible for an individual to create something that thought cannot make sense of. Our inability to create anything is actually an indication that the universe and its contents were not created by a human being. The fact that a human being conducts research on information that his mind cannot comprehend actually reveals his inability: If I knew how He created these / I would be able to do this If thought grasps a thing / It will surely correct its essence

It is seen that Nizami tried to explain why beings were created in the light of the messages conveyed by our religion. He always encouraged people to be in search and to conduct research in order to gain knowledge about hidden secrets (wisdom). He stated that the universe was initially a single mass, and later it was divided into pieces, namely the space bodies, including the earth. Recent scientific developments also reveal that the universe was initially a whole, and later it was divided into pieces, namely the space bodies, including the earth. Nizami's approach is consistent with both the facts of the Quran and the theory accepted by astrophysicists about the formation of the universe. The understanding that the earth and the sky were separated and that every living thing was created from water shows that the raw material of the visible creatures is composed of water. Nizami reminded those who claimed that the creation of the universe from water was not possible, that man was created from sperm as evidence:

Water cannot create this universe / If anyone wants to deny it, let him put his sperm for a moment or / It is proof of my words, it is evidence!

Nizami wanted the person to comprehend the adventure of creation, the stages he went through, where he came from and where he reached. He foresaw that the individual's coming to this world and leaving this world are full of wisdom and to comprehend this in order to reach a solution. He stated that the place he sets out from, the place of his journey / Where do these roads come from, where do they take you? He stated that only man, not other beings, is given the opportunity to think about his end, and that this is a reward offered to him. Since winning this award can be achieved through reason, he explained that he was created with this faculty. We have the opportunity to think about his own end / This is not a lot for other people, my dear. For this difference and distinction, Nizami suggested that the individual recognize the soil he was kneaded from and be grateful to his creator because he is the highest of creation. Know this soil that God kneaded / Be grateful, oh thankful, you are at the highest peak

It is seen that Nizami has dealt with the creation stage of man in a wide way. According to him, in order to understand and solve the value of man, it is first necessary to learn the beginning of his existence. With the lines "If you will return to your origin when you leave the world / If you will come again to your generation in the size of a particle.", he stated that man will return to his origin, that is, he will become soil. He drew attention to the superiority of fire over soil and responded to those who claimed that the most honorable of all creatures, mankind, was created from fire and not soil as follows: If man's soul were made of fire / Hell would be his abode Again, if it were not so little, life would not be valuable / Its value is due to its littleness, with a couplet of verses, the real purpose of life being short is a test and the good news that the return will be to Him. While discussing the subject of the creation of man, Nizami mentioned three types of formations. These are; the first man, Prophet Adam, his wife Eve and humanity that was produced from them. Although the creation adventure of each of them took place in a different way, he stated that everything that was cast into the soil would be formed from it again and that the line between death and creation would always continue the same. Nizami stated that the dough of man was kneaded from soil, mud, clay and mud, that is, from the same essence, and that the creation of the first man, Adam, took place with the command of Allah, "Be!". He pointed out this fact with the couplet, "No sound, no breath came from the word… believe me: / The soul did not enter the body from the clay." He described the embracing of the soul in the body as a miracle of Allah. He stated that the human being, consisting of soul and body, will use its material and spiritual aspects as a whole and reach the caliph position that it deserves.

God's destiny is endless, endless.

From the unity of the soul, the world of the heart was born / He became the caliph who reached the position of Xilafat. Nizâmî stated that Prophet Adam was asked to prostrate to him because of his being Abul-Bashar (the father of humanity) and his superiority. However, he stated that Iblis was not subject to this order and that he disobeyed Allah. Nizâmî pointed out that the outcome of the Devil who opposed Him was not good, and asked that everyone should learn a lesson from this incident.

Nizami stated that the first human being was created from a single soul (Adam), and his wife (Eve) was created from him, and the continuation of the human race was ensured in this way. The creation of our mother Eve took place from the body of the first human being. Nizami said, "Don't say, 'You were created from the Ruk' He pointed out this fact with the line "human". Nizami tried to explain that Allah created our mother Eve from his left rib by talking about the creation of Adam with the rukn. He then stated that when Adam woke up, Eve approached him. This situation showed that his wife wanted to take a piece of him This was because when God creates humans, He also creates the person who will

be their spouse. Nizami, Know that, when the sultan of the age was conquering, he drew the world, created both the form and the soul with his couplet, and declared that every being in creation was created in pairs. It is known that if it were not from that great God, a soul would not come into being. With the expression of Allah, Nizami, It states that no form can attain its spirit without Allah's permission. In other words, since Allah's choice is to breathe His spirit into a human being, no being can exist without His permission. The creation of our mother Eve and her being the first woman are both stated in the Quran and explained in the world of science. It has been proven. In addition to cell DNA, there is "Mitochondrial DNA" (mtDNA) in the human body. The genetic information in this DNA is passed on to the person from the mother. Thanks to this, human diseases and evolutionary characteristics can be solved. Scientists can use this genetic structure to analyze mtDNA taken from people of different races. By studying, they came to the conclusion that all people are united in a common mother. They also described their hypothesis as "mitochondrial Eve". The Quran draws attention to the creation of men and women and commands us to beware of disobedience to Allah. Even if the earth is kneaded with tears and blood / If only you knew how much you would lie under it! with the couplet Nizami , drew attention to this fact by pointing out that man was created from muddy water (nutfe) and alak. Apart from this, the poet mentioned the existence of several elements for the completion of the creation phase. These are; soil, nutfe, alak, mudga (the appearance of a chewed meat), the transformation of mudga into bones and the re-covering of bones with flesh, in turn, constitutes the creation phase. Nizami, The skies flowed and water poured, the ground got wet, / Know that your essence was also kneaded from that elixir! With this expression, he stated that the essence of the creation of the human being is made up of clay, mud and elixir like Adam (a.s). Nizami, who said, "Try hard, if you fulfill your promise, work for your soul, work for the benefit of God", warned the human being to realize his creation. He stated that the life given to the human being is not for his soul. He directed us not to spend it for the sake of creation, but to live in accordance with the promise we made to our Creator during the time of creation. He stated that the servant's loyalty to his creation would indicate that his caliphate would find value in the presence of Allah. As a result, we can say that Nizami puts forward his thoughts about man in accordance with his existential purpose, introduces man in accordance with the divine truth and We can say that he aimed to raise. The poet conveyed that it is not possible to think of human beings, who were created in the most beautiful way as expressed by the divine message, outside the purpose of creation due to their position. Nizami, who aimed to introduce man to himself and the universe he lives in, stated that the behaviors that a person will exhibit should be in accordance with the characteristics of creation, knowing what the purpose of existence and ultimate goals are. He emphasized the importance of performing the behaviors that a person will exhibit on practices based on the divine message, and that this will enable meaningful learning in terms of values education. He drew attention to the fact that it would make significant contributions. Nizami, who explained the life adventure of man with an understanding based on revelation, connected his effort to "know man" with his superiority in creation.

3.4. Worship

When we examine Nizami Ganjavi's works, we see that he deals with the subject of worship in various couplets. He He discussed it in its various dimensions and stated that the prayer, which is a form of worship, is a gift given in the ascension:

In the night of wonder, you - friend, familiar to the world / Your feet touched the fates.

You came, the sky was filled with stones and stones / The sky was decorated with gold and scarlet colours.

Gencevi, who described prayer, especially prayer, as the compass of a Muslim, expressed this fact with the words "Four flags - takbir's musəlmanlıq mehvəri / Five prayers - five prayers' sultanate orders". Religion, which undertakes the function of performing both social and psychological functions, especially religious rituals, has an important place in the formation of a sense of responsibility. As can be seen, Nizami also stated that worship is an important ritual in order to display a strong will and to create a strong sense of responsibility in the person. According to Ganjavi, a person who turns to worship takes responsibility, gains real freedom and at the same time cleanses his soul and becomes healthy both materially and spiritually. He draws attention to the meaning and importance of the subject with the lines "Xuda! / I am your servant, I am the lord in this world" that bring honor to Nizami's name. According to him, worship, which is considered as one of the basic subjects of divine orders, is an indication of taking refuge in Allah and obeying His orders. With the mentioned lines, he also He mentioned that those who fulfill their duties of servitude to Allah gain their true freedom by taking responsibility. In his verses, we can say that being a servant to Allah through worship is an expression of true freedom. Ganjavi also argues that worship has an important function against the soul. Because with Nizami education, he defends that a person should control his will and for this reason he always expresses the priority of struggling with his ego. With verses similar to the Fatiha of the five-rakat prayer, which is the scale of your wishes, he said that prayer should not be seen as a request from Allah, but as a means of getting closer to Him. According to Ganjavi, who stated that worship is effective in gaining discipline, it is not possible for a person to achieve inner peace without a healthy struggle with the soul. Which faithful person is that who has seventy desires, / Who can only cope with suffering? With these words, he emphasizes the wisdom and depth of actions and does not need to show off. He stated that it was not the case and wanted the worships to be performed sincerely and in accordance with their purposes. This is the five daily prayers of the first prayer / Five types of repentance are followed at your door. Especially drawing attention to the importance of the morning prayer, Nizami made an analogy to the flag, a symbol of purity and victory, with the line "The dawn of the apocalypse was dark since the night / Where are the flag hands of those who pray in the morning?", and said that the hands that are raised to Allah in the morning prayer are as big as the flag. He described it as pure and a harbinger of victory. As can be seen, the subject of worship in Nizami has the characteristics of including all kinds of goodness and beauty. He describes helping each other, sharing, generosity and all kinds of goodness as worship and keeps these behaviors and values, which are effective in the development of the personality, alive. It is seen that the poet draws attention to the fact that worship is needed for a person to reach social, psychological and moral maturity and therefore it is necessary to give the correct meaning to worship. Nizami tried to explain the subject of worship by giving examples from the life of the ruler Alexander. The author, who portrayed the attribute of a perfect man in Alexander due to his behaviors, presented his life as an example to people. The poet used Alexander's modesty to explain that every person is equal in the presence of the Creator. He presented his existence as an example. He said that Alexander continued his worships in a modest way in order to remember his Lord, despite being a ruler. Namely; Alexander, despite being a sultan, displayed a lifestyle in accordance with Islamic understanding without forgetting that the real owner of the earth is Allah and at the same time, without giving up on the world. He took off his crown and considered it his duty to worship Allah, the creator of the universe, from the heart, to be grateful for his past and to ask for help for his future. He did not boast about all the wars and conquests he won,

but was aware that he had them with the grace of Allah. The prayers made from the heart, said with reverence, He said that worships will not remain unrewarded in the sight of God and that those who do the opposite live their lives meaninglessly. The poet said that life has ups and downs, that everyone will eventually face death and that this should be realized, and touched upon the importance of repenting and asking for forgiveness for this: Sorry, repentance is from the essence, acceptance is from Allah / Do everything you do, don't be oppressed! In addition, Nizâmî, who said that human beings live without taking death into consideration, suggested that the heart should return to its creator and remember him in order to be happy. A breath full of regret and repentance never ceases to extinguish God's wrath.

Nizami saw worship as a way for man to get rid of his own ego and reach his Creator, who is an eternal being. According to him, worship is a value that guides to happiness. Possessing this value is gained through God's generosity. This happiness offers beauty for both worlds. One is that God creates man and makes him aware of his existence, and the other is that he enables him to attain the happiness of the afterlife through worship. According to Ganjavi, who states that prayer is the means for a person to converse with his Creator as the essence of worship, worship is an important element for nourishing virtues and values such as compassion, mercy, patience, and gratitude. It is seen that Nizami places particular importance in his works to the adolescence stage (12-14 years of age) when the individual begins to think independently and perform conscious behaviors. According to Ganjavi, who defines this period, which is referred to as the age of religious awakening or religious development in psychology, as the age of awakening from heedlessness, the 14-year-old stage is the time period when the individual is most suitable for self-realization in social, cultural and spiritual aspects. He evaluated this period as an effort to be worthy of both worlds without neglecting them through worship. In this respect, Nizami emphasized that his son Muhammad should wake up from heedlessness in order to reach perfection and asked him to display behaviors that would not embarrass him in the presence of God. He stated that reaching happiness is possible by being a perfect person and that this is possible by giving importance to worship and holding on tightly to it. Therefore, Nizami, who said that religion and religious education are important, made the analogy that life and death will be a servant to a person with a strong belief. He declared that worship is the key to happiness and superiority in life. Nizami saw the most important way for a person to approach God as filling the heart with the blessing of the Quran. He stated that the only way to live in salvation, order and discipline is through the messages of God by writing his works almost in the light of verses. The poet recommended that a person have faith so that the devil does not leave him on the road in this world. Qalx how long will the devil not make you perish Keep your heart from your flesh, escape, escape, in accordance with faith Servant, stop, look, the sharia calls Don't stop, screw it now, it's not yours Sharia is a breeze, give it life, give it yeast Sharia is a grave, give it to this world

Nizami, who stated that worships will not bring joy to a heart that is not purified from the feelings of the soul, advised the soul to gain balance in order to progress on solid ground. He declared that this is only possible by turning to religion and living in accordance with the divine will.

3.5. Nizami's Understanding of Prayer

Prayer is defined as the servant's confession of his helplessness in the face of the greatness of Allah and asking for His grace and help with feelings of love and respect. When we examine it from this perspective, it is seen that prayer has a special place and importance in Nizami's life. In Nizami, who began all his works with supplication, prayer is an indication that the servant needs God's help. The

poet tried to explain that individuals should trust God, turn to prayer, and ask Him through prayer in order to overcome all difficulties:

Be at God's door, He is greater than everyone / Ask Him for your sustenance, He is the one who gives sustenance Whoever entered God's door / He did not leave empty-handed for no reason, believe me!

He pointed out this truth with his verses, and expressed that when asking for sustenance, one should ask only from Him, and no one will return empty-handed from His door. According to Ganjavi, the most important factor that leads a person to prayer is man's helplessness, helplessness, desires, and needs. Because when a person feels helpless, powerless and helpless, he will be able to overcome his problems by turning to God and asking for help from Him: Whoever wishes, He will turn you ahead with prayer. From every wrong path, pray and you will be guided to the straight path. As seen in the summer, Nizâmi, through prayer. He stated that asking God for power, strength, help and forgiveness is important for the individual to feel protected and to be hopeful: We are helpless, helpless, you are our place of hope, you are our place of hope, to whom do we beg?

According to Ganjavi, prayer is an important factor in establishing effective communication between the servant and Allah. He says that prayer is directly related to the individual's servitude to Allah, and with the lines "Prayer that does not come from the heart, good deeds / It is a meaningless act, not worship", he expresses that sincerity in servitude is possible with prayer. According to the poet, prayer should not be only about desires, but should be directed to being close to Him, praising and exalting Him, thanking, mentioning, and contemplating. While asking for a good life with prayer, it is necessary to hope for Allah's mercy. Because he sees prayer as a great blessing and virtue. Nizami, who gives extensive space to prayer texts in the supplications in his works, explains that it is important to both pray himself and receive the supplications of others. He pointed out this fact with his lines "Look at the prayers of good people / You will be under that tree, that will be the source of your prayer." He addressed the meaning and importance of prayer, why it should be done, the ways it is done, its psychological benefits, as well as its individual and social effects. Nizami's lines "If you made me enjoy the joy of my first breath / Be on me at my last breath, you have earned me the right not to die" drew attention to the power of prayer. He stated that a person's pure and clean state at birth can be reached through prayer without deviating from the truth even in death. Because prayer is knocking on the door. Even the knocking on this door is with God's consent. If God wishes, He grants that person the desire to help and pray for him. In addition, when a prayer is made, the main purpose is not whether it is accepted or not, but God's reminding him of Himself and informing him that he is not alone. Prayer is also the feeling of being protected and safe by the Almighty Power that has an eternal will for the human being whose power is limited but whose desires are infinite. Nizami stated that prayer is the most important value that keeps the feeling of hope alive in the individual. Nizami stated that prayer is a very important element against evil and danger in a difficult and chaotic life. It can be seen that, according to the poet, prayer acts as a shield against egoistic desires and provides a virtue that will make the person strong. Nizami expresses the healing effect of prayer in the treatment of spiritual and physical illnesses with the following verses: He is the winner of your troubles, the judges are helpless / Turn your face to Allah and beg. Nizami, who also said that prayer has an important effect in difficult situations:

I came when I was in trouble, I took refuge in the only garden.

With its own virtue, that blood of sex

It always sufficed what was needed

, explained that with the thought that prayer will be answered, it is an important motivation for the individual to take refuge in Allah in difficult situations. He also stated that the individual's knowledge that there is a Creator who knows every situation and taking refuge in Him will prevent him from falling into despair. Nizami stated that prayer directs thoughts in the mind to the good and beautifies them, and as a result, it creates other spiritual values such as mercy, love and compassion. This shows that religious and spiritual values, which are the cornerstones of humanity, are tightly connected to each other. As can be seen, it is understood that all the issues that Nizami addressed in his education of values should be considered as a whole in harmony with the mind and heart. It can be said that the poet followed a unique method to gain the targets in prayer that will surround the person against the negativities experienced and the dangers of the soul and bring him to an advantageous position.

4. CONCLUSION AND RECOMMENDATIONS

The aim of this research titled "Spiritual Values in Nizâmî Gencevî's Phılosophy" was to determine the religious and spiritual values that the poet and thinker Nizami Ganjavi addressed in his works and to seek answers to the question of what the effects of these values are in today's world.

The findings obtained as a result of the study show that Nizami frequently included religious and spiritual values in his works. Nizami, who started his works with supplication, gave wide coverage to subjects such as belief in Allah, belief in the prophet, worship, the afterlife, and prayer. In addition to these, he also addressed subjects such as virtue, compassion, mercy, responsibility, justice, halal and haram, self-sacrifice, patience, gratitude, modesty, innocence, friendship, goodness, and cooperation in his works.

The other subjects and concepts that Nizami highlighted along with the values he addressed extensively are of great importance because they provide opportunities to achieve individual, social, and universal goals. For this reason, the correct understanding of the values that have a large place in Nizami's world of thought has brought such a need to the agenda again.

Nizami linked the possibility of raising a perfect person to the condition of obtaining the values he expressed in his works. He drew attention to the importance of these values in achieving moral maturity. He suggested staying away from behaviors that damage the spiritual world of a person and that should be avoided such as deceit, envy, cruelty, arrogance, ambition, lies, evil, hypocrisy, prejudice, sedition, anger, and grudge.

Nizami's works are of great importance in terms of content in terms of protecting both religious and other spiritual values and passing them on to the next generation. He saw the development of personality primarily in thought, behavior, and in keeping the self, soul, and merit high.

Nizami exhibited a broad style of thought on the subject of man and life, described man, who is the most honorable of creatures, as the most beautiful and conscious of all, and stated that he should behave accordingly. He stated that human beings are valuable because they are God's interlocutor and the caliph of the earth. Nizami highlighted the soul, mind, heart and will as the qualities that make humans superior, and described being moderate in thoughts and actions as happiness. He stated that the most important factor in gaining the values that guide behaviors is again the human being's own soul.

The poet expressed that the heart should be purified from bad feelings and wanted to be merciful and compassionate. He considered this situation as one of the moral values that make a human being human. Nizami, who described human beings as both the founder and destroyer of justice, explained that justice was a trust given to them by God. He argued that people should act according to what they know and that people with knowledge and wisdom could reach union.

The thinker stated that in order to correct people's mistakes and inappropriate behaviors, it was necessary to pay attention to style and to prevent the individual from evil without offending him. Nizami, who called on people to develop themselves in a good way, emphasized the importance of the heart in education, and stated that reason and thought exist in the brain, while loyalty, conscience and mercy exist in the heart. He stated that a person can only achieve salvation by knowing himself. In order to preserve the greatness and purity of love, he wanted man, who is the most honorable creature, to have a dream and chastity. Nizami stated that there is a reason and wisdom in every event that Allah has decreed, and said that difficulties will mature a person, explaining that such situations have the purpose of educating a person. The poet, who expressed that friendship is important in terms of the development of personality, explained that the real friend will be Allah. He stated that a person who sleeps in heedlessness wastes his life and stated that a person should compete in goodness in order for the heart to be peaceful and happy. Nizami saw the way to protect a person from bad characteristics in devotion to values. Nizami, who stated that religious values have an indisputable effect on the path to becoming a perfect human being, explained that elements such as Allah, the prophet, the afterlife, prayer, and worship are important in terms of completing one's self. It can be said that the poet, who frequently touched upon the existence and unity of Allah, wrote his works in the light of verses and hadiths. He always expressed the necessity of man living with the consciousness of servitude to his Creator and bowing down to Him. Nizami, who included the stages of man's creation in his works together with belief in Allah, stated that the main subject of the creation adventure was man and the universe, and drew attention to the wisdom in the creation of creatures. Nizami, who explained that those who obey Allah's warnings will be saved, stated that the world is a temporary place in his understanding of the afterlife, and stated that those who are deceived by the world will end in disappointment.

Nizami, who gave examples from the life stories of many prophets from Hz. Adam to Hz. Muhammad with the belief in the Prophet, explained that it is important to take lessons from their lives. The poet, who argued that prayer and worship play an important role against the soul, expressed that the priority in education should be to control one's will. He saw worship as a way for a person to get rid of attachment to himself and reach his Creator, who is the eternal being, and stated that it is possible to balance the person's taking care of his soul with worship in order to progress on solid goals. He stated that prayer is an important factor in establishing effective communication between the servant and Allah, and he connected sincerity in servitude to prayer. Nizami said that an object varies according to its functions. For example, he tried to say that every object is valuable by explaining that an ordinary piece of iron is processed and functions as a cutting tool. He predicted that humans should be created raw and educated with values in order to reveal their essence. He stated that everything that is a part of the whole is valuable, and its absence will result in the destruction of the whole. Nizami also tried to present virtues and behaviors that are beneficial to humans by approaching them holistically. He wanted the necessary values that will form the basis for the emergence of a healthy society to be continued throughout human history. The poet tried to prevent the purposeless living of the life granted to humans by telling them about the world and how it should be lived. The main theme of his

thought was humanism, that is, raising the standards and happiness of the individual and society. He considered the presence of human qualities in the individual as an important element in living a meaningful life.

According to the poet, value is one of the basic elements that makes a person superior. Nizami saw the absence of this component as a lost virtue that shakes humanity and destroys its basic structure. For this reason, he worked to ensure that values are kept alive and passed on to future generations in order to secure the present and future of humanity.

The poet said that the path to wisdom is through correcting the mistakes and evils he sees. According to Ganjavi, one of the purposes of a person's creation and the most important one is to be useful to humanity and to work for it. Nizami stated that those who do not enjoin good and forbid evil are responsible for the evils that occur in society. Because he stated that the reason for offering reason to man is to take lessons from events. He explained that remaining an observer of events does not suit him, and that the human being who is the caliph is superior with his mental faculty. Nizami, who likened those who remain silent to the evils he sees to spectators, described those who oppose evil as beings with intelligence and perception who take lessons from events in accordance with the purposes of creation. Nizami, who tried to fit his works, which are the source of his views and thoughts that have been adopted for centuries, into a life of seventy years, did not stop at just thinking like other geniuses, but influenced both the thinkers of his own age and the following age with the power of his words and pen. We can say that the poet, who fit works that will have an impact for centuries into a short life, managed to think differently and be different. Nizami, who lived in the 12th century, was an important thinker and poet, as well as an important educator who put forward views on the goals that would lead humanity to happiness and prosperity through his works. Nizami, who focused on the individual in all his works, wanted scientific thought and approach to be applied correctly in the development of the mind and abilities. He considered the determination of good moral characteristics and their transformation into a concrete, observable character as important elements that ensure happiness. He stated that it would be possible to create a healthy society with happy individuals.

The work Hamse, which made Ganjavi important, has been a guide for many poets and thinkers. His universal messages, together with an understanding that focuses on people, have made him a literary figure and genius not only of his time but of all times. In addition, since Ganjavi was granted the rank known as "Hamse-i Nüvis" (sahib-i hamse), which is considered the highest of ranks in the field of poetry, he has been called the genius of the art of poetry.

The arguments that show that Nizami was a genius reveal that he had a deep wisdom, a strong knowledge, the ability to produce solutions to daily problems that are appropriate to the conditions of the time, his own world of emotions and thoughts, when necessary, a sensitive, empathetic, deep intuition and power of invention, and when necessary, a critical perspective.

As can be understood from the findings obtained as a result of the study, Nizami has created a world of values that has its own characteristics and reflects his own understanding, both for the time he lived in and for the future. He pointed out that these values, which he considered to have a high educational quality, would guide the person's upbringing process and play an important role in reaching the desired goals. He also stated that these values were the main factors in the spiritual development of a person and in ensuring their spiritual maturity. Nizami, who said that the values he considered were an important source in order to know, know and educate a person who had a soul, tried to reveal the

importance of the gains of these values in reaching the targeted goals. It can be said that Nizami developed a teaching of values that were heavily dominated by religious mysticism and also managed to create a universal tradition and terminology. It would not be too ambitious to say that the basis of Nizami's philosophical thought was religion, especially Islam, and its teachings. In addition, it is seen that religious values played an important role in the basis of his approach to the moral and spiritual development of the individual and society. We can say that Nizami, who frequently referred to the values in his works, associated them with the individual and society, argued that the profile of the person and society he wanted to see and create should be in accordance with the divine will. He developed an attitude in this direction by arguing that all material and spiritual values, especially religious values, that enable the individual and society to walk on solid ground are universal. Nizami said that values are extremely important for the continuation of the family, which is the institution where the individual first socializes. He also explained that values are effective in the individual's socialization and in achieving inner peace. He also stated that values that are effective both individually and socially are universal in order to live together in peace in multicultural societies.

With the findings we obtained as a result of the research, some suggestions can be made regarding the contributions that the values that Nizami considers important will provide to the development and education of the individual. These suggestions can be listed as follows:

The number of academic studies should be increased in order to reveal the Sufi, educator and other aspects of Nizami, who is known as a poet in many countries.

The number of symposiums, panels and conferences held about Nizami should be increased to raise public awareness, and his views and approaches on value education should be conveyed to wider audiences.

Nizami's life, works and the comments and approaches that reflect the feelings and thoughts of the culture he belongs to should be examined and their transfer to social life should be ensured, thus saving the national culture from Western and Russian influence and trying to internalize the national and spiritual thought.

In addition, the religious and spiritual values that Nizami addresses in his works can be utilized in both formal and informal education processes.

Religious and spiritual values such as Allah, the Prophet, the Hereafter, worship, prayer, virtue, compassion, mercy, responsibility, justice, halal and haram, self-sacrifice, patience, gratitude, modesty, innocence, friendship, kindness and cooperation, which are prominent in his works, can be useful to include in the curriculum of courses such as religion, life sciences, morality and values education to be given at primary, secondary, high school and undergraduate levels.

Educational stories included in Nizami's works can be used in story books written for children.

Activities related to values education can be created by acting out the stories in his works and the characters in these stories through drama and other educational games. Values embodied in this way can contribute to the realization of meaningful learning.

In conclusion, Nizami, who has his own unique thoughts, has created a moral world that aims to raise a "good person" with the values he has addressed. The poet, who tries to explain that values are the

main factor that shapes both the inner and outer worlds of a person, has expressed that religious and spiritual values play an important role in the development and shaping of personality.

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THE PLACE AND IMPORTANCE OF GRAMMAR TEACHING IN AZERBAIJANI LANGUAGE EDUCATION

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Abstract

The aim of this study is to determine the place and importance of language knowledge in mother tongue education. In the study created as a result of literature review, the concept of "native language" was first introduced and information was given about mother tongue education. Then, focusing on grammar and teaching, the principles of grammar teaching within the framework of mother tongue education are stated. A comprehensive evaluation was made about teaching grammar in mother tongue education, the information obtained was discussed and some suggestions were developed on the subject. The study concluded that although it does not have a direct effect on language skills, grammar teaching is important and necessary in terms of its many contributions to native language education. Just as the reasons and purposes of teaching grammar make it necessary for mother tongue education, grammar teaching is also needed in order to fully realize the aims of mother tongue education.

Keywords: Azerbaijani language education, mother tongue education, grammar teaching, language skills

INTRODUCTION

Grammar is a field that can be defined as "the set of rules of the language", unlike the basic language skills of "reading, writing, speaking and listening". The necessity that basic language skills must also comply with the rules of grammar places grammar teaching in a central position.

The quality of grammar teaching varies depending on the target audience. It is inevitable that there will be differences between teaching a language to foreigners and teaching it to native language learners. While foreigners learn the language according to the rules, native speakers first learn the language and then realize its rules.

In order to understand the place and importance of grammar in mother tongue education, which is the subject of this study, it is useful to first know the concepts of mother tongue and mother tongue teaching.

1. NATIVE LANGUAGE

Native language is learned initially from the mother and the close family circle, and then from the circles they are associated with, goes into the subconscious of the person and creates the strongest ties of individuals with a society (Aksan 1975: 427); It is the language in which people convey their feelings and thoughts to others in the most beautiful way (Hengirmen, 1998: 30).

Yıldız (2003: vi) defines mother tongue as the language that people learn in natural environments starting from childhood and in which they can express themselves most comfortably and easily in all communication areas.

It is difficult to say that the native language learned naturally is acquired by individuals perfectly. In this regard, just as foreign languages are taught in schools, mother tongue education is also provided.

Teaching the mother tongue aims to provide individuals with linguistic skills that enable accurate, clear and effective communication; Their main aims are to develop their thinking powers and contribute to their socialization processes (Sever 2004: 7).

The ability to understand the thinking powers of others is limited by one's ability to benefit from language (Marshall 1994: 37). Therefore, teaching mother tongue is not a subject that only concerns language teaching within its own rules and logic, but is a set of vital concepts that closely concerns all elements of social life (Yalçın 2002: 15).

Göğüş (1988: 16) states the purposes and functions of mother tongue education as follows:

Being able to understand what is listened to and read, which is determined for the mother tongue; being able to express one's thoughts and feelings; learning the rules of the language; improving vocabulary; The aims of knowing and enjoying the literature of their own nation and world literature, and of knowing their national culture and human culture through language and literature are the same in all civilized nations. Since mother tongue education is multi-purpose, its application is multifaceted, such as reading and understanding, listening and understanding, verbal expression, written expression, grammar, word study, learning the rules of literary art, and understanding and evaluating literary works.

1.1. Language Knowledge and Teaching

In addition to the basic language skills of listening, speaking, reading and writing, an area that concerns and covers all of these skills is " Language Knowledge ".

One of the basic features of language is that it is organized and regulated, that is, it has a grammar. Grammar is a symbolic system defined by the content-style relationship. Language cannot be defined as a system of signs. Language is based on a complex system related to comprehension (Halliday 2004: 137).

According to Göğüş (1978: 337), grammar is one of the aims of mother tongue education, not only for gaining language skills. Grammar is also a branch of science that studies the sounds of a language, word types, their structures, their arrangement in sentences, their functions in sentences, and the rules regarding conjugation. Since each language has its own rules, it has a separate grammar.

Grammar arrives at the rules of a language based on its written texts. It can be accepted as a field of science in terms of being methodologically neutral, auditable, provable, systematic, data-based, logical and generalizing (Erk 2003: 16).

Dilaçar (1968: 53) states that grammatical types are defined by the functions of the grammar. For example, grammar generally includes the main phonics, morphology, syntactic knowledge and semantic knowledge, when these subjects are studied according to the history of the language, a "historical grammar" emerges, and when they are studied comparatively with a related language, a "comparative grammar" is obtained. or if a defined grammar is written with the concern of distinguishing the wrong usage from the right and teaching the truth, it is called "instructive grammar" or "normative grammar".

According to Kıran (1996: 36), grammar was formed according to some practical purposes:

Explaining old texts,

Teaching a foreign language,

To teach the art of speaking and writing one's native language correctly.

In today's world, where globalization greatly affects all social structures, language also gets its share of this effect and undergoes rapid and significant changes. Therefore, there are serious deteriorations and degenerations in the language compared to ancient times. A good mother tongue and grammar education is needed to protect the new generations from the negativities of this language degeneration.

Students acquire their native language without learning the grammar. The aim of mother tongue education is not to teach the language enough to express its purpose in daily life. In order for an individual to understand and use his/her native language flawlessly, he/she must learn the rules of the language correctly and be protected from language errors caused by various factors. For this, grammar education is needed. The rules of the language will be taught based on the language used and the texts in which this language is studied, thus, the student will be able to build the language structures he/she has learned on these rules and foundations, and the fact that the rules of grammar are a cornerstone in using the native language correctly will be understood.

The selection of texts to be used in grammar teaching is also important. For good grammar teaching, texts in which the language is used correctly and beautifully should be selected. If language structures are prepared based on these texts, effective education will be achieved.

1.2. Principles of Teaching Grammar

There are many principles that must be followed while teaching grammar. Any study on grammar teaching should be based on these foundations. It is also possible to call these "fundamentals of grammar teaching". It is possible to list these principles, which show the place of grammar teaching in native language education and its relationship with it, as follows:

"Grammar rules cannot be taught as ready-made results separate from speech and writing. Such teaching accustoms people to memorize language rules and does not give them the power to apply them." (Göğüş 1978: 349)

"Grammar lessons are not about teaching rules, but about making people understand the rules by making them use the language; "It should be designed in a content that does not make the rule memorize, but brings it into the student's life." (Karadüz 2007: 288)

"Teaching grammar rules alone should not be enough; the student should be practiced so that they become skills and habits. The student's compliance with these rules must be monitored in writing assignments and other activities. Mistakes made by students should be explained and corrected by these rules." (Göğüş 1978: 349)

"The starting point in teaching should be the language problems encountered by the student, in other words, whatever rules the student does not know, this should be the subject of the lesson. Only the learning needs of such students can be met and their interests can be attracted. Starting from the problem is a functional and functional way of teaching." (Göğüş 1978: 349-350)

"Grammar teaching should be done according to the basic principles of teaching such as from known to unknown, from concrete to abstract, from near to far. "Example texts should be taken from children's lives, they should be appropriate to the cultural texture of the society, and culture should also be taught." (Erdem, 2007: 24)

"Grammar lessons should be taught in conjunction with other native language activities. Grammar rules live in the language and regulate the use of the language. With this quality, the grammar lesson is automatically linked to the reading lesson in which the language is examined and the expression activity in which the language is used. The teacher should connect grammar studies to reading and expression activities in terms of observation, problem finding, practice, application and correcting mistakes." (Göğüş 1978: 351)

2. TEACHING GRAMMAR IN MOTHER TONGUE EDUCATION

Teaching grammar has various purposes. According to Hudson (2006: 478), who states that improving writing and reading is only a possible purpose of grammar teaching, grammar teaching also has the following purposes:

Someone who wants to learn a foreign language can learn the grammar of another language to make comparisons.

Providing information about a subject that is a part of them as a requirement of liberal education. In this approach, grammar is taught along with other areas of the language. Just as every citizen should know history, language is also taught on the same thought and basis.

Using grammar as a tool for teaching the scientific method. Some small-scale experiments have shown that children can learn to formulate and test hypotheses about grammar.

The most important aim of grammar teaching is for students to learn their native language perfectly. Thanks to grammar, students discover the expressive power of the language and take an important step towards achieving the goals of the language through rules. In addition, with knowledge of grammar, the student has the opportunity to test whether he/she explains correctly.

According to Özbay (2006: 148), the direct contribution of the mother tongue in the creation of beautiful expressions and texts is made felt by the students by including the necessary details of grammar within the framework of the Azerbaijani language course.

Grammar teaching integrated with the basic activities of the mother tongue has an important role in creating sensitivity and awareness in students about using the Azerbaijani language correctly (Sever 2004: 29).

Hudson (2004: 5) states that in theoretical linguistics terminology, grammar should be considered both as ability (knowledge) and practice (behavior or the product of behavior as a "text"). From this, it follows that while it is accepted that grammar teaching should be skill-oriented in one aspect, it should also be taught as "knowledge" in another aspect.

Although there are few things more interesting and engaging than teaching grammar, educators find that even at the university level students lack the ability to construct sentences or use pronouns with referents (Oldenburg 2006: 43).

Sinanoğlu (1958: 439) states that individuals left to their own devices inevitably tend to deviate slightly from general expression styles, that they naturally have these tendencies, and that most people do not act meticulously in this regard. Speaking causes the language to become distorted, incomprehensible and dispersed in every aspect. It shows that they are open. In this regard, he emphasizes that it is extremely important to give grammar lessons along with reading basic literary works, because in this way the language order will be preserved, and he states that grammar also makes the unconsciously acquired sense of language conscious. grammar.

President (1975: 437) also states that knowledge of language can be useful in correcting and repairing problems that may arise after learning the language.

Understanding grammar is one of the main goals of students' development in language learning. It must be said definitely that if there is no grammar learning, language acquisition is also incomplete (Meskhi 2002: 2). Although it is not necessary to memorize the names and definitions of grammatical subjects, it cannot be said that an individual who has not felt the rules of the language has learned the language.

Understanding what is spoken, read and watched are primarily the subjects of grammar. First, the meanings of words, word groups, sentences and paragraphs; It is necessary to know the meaning and structure relations so that the text can be understood well. The individual should gain confidence in

the use of the language by making them understand the relationship between these units and meaning and making them understand what a solid and consistent expression is (Özbay 2006: 148).

Using words correctly and appropriately, constructing sentences properly, adding suffixes to words appropriately, using various words by taking into account the meaning they express in society are important in order to fully ensure communication, which is the main purpose of the language.

Since grammar is a set of rules that enable the creation of a certain discourse (Erk 2003: 14), the purpose of teaching grammar is not to give theoretical knowledge, but to overcome the difficulties of understanding and expression that students encounter, to help them gain practical skills (Calp 2005:273) and to improve their knowledge of the language they have. to ensure that they can use it comfortably in the environment (İşcan-Kolukısa 2005: 299).

Using the language correctly can only be achieved through grammar activities. Both a good grammar teaching is achieved and a successful Azerbaijani language teaching is achieved not only by listing the grammatical rules and making them memorize them, but by making them understand the function of each grammatical morpheme and making them understand their contribution to expression (Özbay 2006: 14).

Sinanoğlu (1958: 438) states that grammar reveals the general and special rules of the language and the relationship between these rules by examining and identifying the forms of expression in the language, making diagrams and showing examples, and thus enables the language to be learned and used more quickly and more smoothly.

Hudson (cited in Aydin 1997: 24) lists the reasons for teaching grammar as follows:

Building linguistic self-esteem and self-confidence

Assisting standard language teaching

Helping to increase my success (performance)

Helping to learn foreign languages

Increasing linguistic and cultural tolerance

Teaching scientific method and analytical thinking

Protecting against language abusers

Helping understand language problems

Deepen general knowledge about the language

The article "Protection against those who abuse the language" points out the place and importance of grammar in teaching the mother tongue. Especially today, there is a greater need for grammar teaching to prevent students from being affected by language disorders caused by translation language in written and audiovisual media.

Stating that grammar teaching contributes to mother tongue education as well as helping to learn foreign languages is an issue that should be emphasized in our day when learning a foreign language has gained great importance.

Özkan (2003: 14) also states that grammar has always played a central role in language teaching and draws attention to the role of grammar in language education.

Not all opinions about grammar teaching are positive. Aydin (1999: 23) stated that as early as 1963, Braddock, Lloyd Jones and Schoer, in their research on writing skills, concluded that teaching grammar was "unimportant" and even had a detrimental effect on the development of writing skills; Calkins also sees grammar as an easy way out for teachers, and that teachers cannot spare enough time for writing due to their grammar knowledge; He states that Taylor thinks that the grammar that students have learned over the years does not help them in language production at all.

In the second half of the 20th century, educators in England concluded that there was no research evidence to support the idea that formal grammar instruction had a positive effect on students' writing skills. Despite this, politicians claimed that more grammar teaching was necessary. Between 1988 and 1992, the National Curriculum Language Project attempted to increase the emphasis on grammar teaching, but the model that emerged from the project was disappointing to the government and the findings were not officially published. In 1998 a government publication refuted the view that there was no evidence to support the importance of grammar teaching. An anonymous article in the publication claimed there was evidence that teaching grammar improved students' writing skills.

But the number of studies was too small to support the idea. Despite this, the publication was indicative of the continued emphasis on grammar teaching (Wyse 2006: 31-32).

While, on the one hand, it is thought that grammar has a negative effect on writing skills, on the other hand, it is stated that the purpose of grammar studies is to improve writing skills.

According to Hudson (2006: 478), who states that the main purpose of grammar teaching since its roots in ancient Greece has been to support the learning of literary skills, but that it is doubtful that teaching only the definitions of nouns and word patterns in a certain order will be beneficial to writing, grammar teaching tends towards a list of mistakes made. Healthy grammar teaching encourages development, even if it causes temporary errors at points of development. Teaching grammar helps young writers enrich their grammatical repertoire in the following ways:

By providing a metalanguage for discussing new structures and weaknesses in children's written expressions,

By providing a deep understanding of how language works, which includes a more or less conscious awareness of the resources available for particular functions.

By directing students' attention to the form of what they read, enabling them to notice new patterns and remember them.

It is seen that grammar knowledge improves writing skills not directly but indirectly. Providing a metalanguage to correct weaknesses in written expressions is achieved by creating a criterion to test what is written. A student who becomes aware of how language works can produce original works by establishing new structures within the text. In addition, the language rules learned while reading are more easily noticed and easier to remember.

Godley (2004: 56) states that it is known that grammatical structures do not improve writing skills, but little is known about what should be done to make grammar teaching contribute to writing.

It is not possible to say anything definitive about whether the relationship between grammatical knowledge and writing skills is positive or negative. Moreover, since there is no similar study investigating the grammar-writing relationship in Turkish, it is difficult to make an opinion based on data on this subject. Although Aydın (1999: 23-24) does not agree with the views that grammar teaching negatively affects writing skills, he thinks that even so, other contributions of grammar teaching should be taken into consideration.

The relationship between grammar knowledge and basic language skills is not limited to "writing" only. The relationship between grammar knowledge and reading skill is also one of the topics of curiosity. There are very few studies on the grammar-reading relationship. This may be due to difficulties in detecting this relationship.

As Cajkler-Dymoke (2005: 128) states, very little research has been done on the relationship between grammatical knowledge and reading acquisition. If perfect reading is based on a certain level of grammatical knowledge, it is not clear in what amount and how this knowledge should be. Three educational or semi-educational reasons are offered for why grammar is needed for reading:

"Grammar for reading" is a key part of a ten-step cycle for teaching writing.

Understanding grammar provides insight into the ways writers structure the text.

Knowledge of grammar is needed to answer some tests.

When we look at the reasons why grammar is needed for reading, it can be seen that only the second item directly concerns "reading". Regarding the relationship between grammatical knowledge and reading skills, it can be said that grammatical knowledge is needed to understand how a text is structured.

Güneş (2007: 262) has a different view on this issue and states that speaking and writing errors are constantly attributed to the inadequacy of grammar teaching, whereas there are differences between the skills, processes and contents of speaking and writing teaching and grammar teaching, and they should not be confused with each other. Accordingly, the aims and processes of grammar teaching have been redefined with the constructivist approach. According to this understanding, grammar is viewed as developmental and interactional. Grammar is learned as a process that takes a long time.

3. CONCLUSION AND RECOMMENDATIONS

Although it is sometimes stated that it has a negative impact on basic language skills, the contributions of grammar teaching, especially in developing mother tongue awareness, should not be ignored. Making language use correct, proper and systematic requires teaching grammar. One of the general objectives of the Azerbaijani language course, "students use the Azerbaijani language consciously, correctly and carefully in accordance with the rules of speaking and writing", is directly related to grammar. Again, "students should reach language pleasure and awareness by enriching their vocabulary based on what they read, listen to and watch; "Reaching the pleasure and awareness of language" mentioned in the article "developing their world of emotions, thoughts and imagination" will be possible by recognizing and realizing the expression possibilities of Turkish. As can be seen, knowledge of the language has an important place in achieving the general objectives of the Azerbaijani language course.

The fact that comprehension and expression skills are related to different processes such as mental processes other than "grammar" does not show that they are independent of grammar. One of the main functions of grammar in its relationship with language skills is to correctly express the plans created in the mind. For this purpose, the use of words in the correct place and meaning in the syntax, the appropriate use of suffixes, etc., which fall within the scope of grammar. activities must be carried out.

There may not be a direct relationship between grammar knowledge and language skills. This does not mean that grammar is unimportant or unnecessary. It should not be ignored that there are some variables in language skills other than grammar.

In order to achieve the purpose of grammar teaching, the target audience must be taken into consideration. Even if it is correct to memorize the rules when teaching a foreign language, the same method may not be useful for someone who already uses the language. While giving education to the native language learner, it is necessary to make him/her recognize the rules that he/she unconsciously follows, and to make him/her aware of what problems may occur in communication if the rule is not followed. In this way, the richness of the language should be made felt and grammar, which means the rules of the language, should be made conscious in the target audience.

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PRIORITIES OF KAZAKHSTAN'S FOREIGN ECONOMIC POLICY: GEOPOLITICAL ASPECTS OF COOPERATION BETWEEN KAZAKHSTAN AND CHINA

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Abstract

This article reviews the main priorities of Kazakhstan's foreign economic policy and analyses the geopolitical aspects of cooperation with the PRC. One of the most important directions in the multi-vector foreign policy of the Republic of Kazakhstan is the establishment of good-neighbourly and mutually beneficial relations with the People's Republic of China. According to many economic indicators, China today is positioned as a superpower and is one of the key centers of power in the international arena, competing with the United States in this. The role of China in the world economy and global politics is steadily increasing and the establishment of stable, good-neighborly relations with China as a reliable guarantee of the security of our state, fully meets the strategic interests of Kazakhstan. The article also analyzes the prospects for the development of relations between the Republic of Kazakhstan and the People's Republic of China in such sectors as military-political and trade-economic cooperation, and especially important for Kazakhstan, such as the sharing of water resources of transboundary rivers.

Keywords: foreign policy, economic integration, Central Asia, Turkic Speaking States, One Road One Belt, transboundary rivers

INTRODUCTION

The foreign economic policy of the Republic of Kazakhstan (RK) plays a key role in ensuring stable economic development of the country and strengthening its position in the international arena. In recent decades, Kazakhstan has been actively developing co-operation with the People's Republic of China (PRC) due to a number of geopolitical and economic factors. The main geopolitical factor is due to the fact that Kazakhstan and China are neighbours. The existence of common borders implies the existence of common interests and tasks in the sphere of security, economy and regional cooperation. Today, China is one of Kazakhstan's main trading partners, and Kazakhstan is an important supplier of raw materials to China. Kazakhstan's participation in China's "One Belt, One Road" project contributes to the development of transport infrastructure in the country. One of the main projects within the "Belt and Road" is the international transport corridor "Western Europe - Western China". This corridor reduces the time and cost of transporting goods between Europe and Asia, making Kazakhstan an important logistics hub on the East-West route. The construction and modernisation of railways increases capacity and improves logistics within the country, contributing to economic growth and attracting investment. China is actively investing in Kazakhstan's economy, supporting energy, infrastructure and industrial projects. These investments contribute to job creation, technology development and increased government revenues. In addition, Kazakhstan is strengthening co-operation with other regional and global powers.

After gaining independence, Kazakhstan signed the Agreement on the Kazakhstan-China State Border of 26 April 1994. However, the cultural-historical and political-economic relations between Kazakhstan and China date back to ancient times. Over the centuries, the countries have experienced periods of mutual dislike, misunderstanding of each other, territorial disputes and wars. Nevertheless, there were also periods of peaceful relations, mutually beneficial trade and exchange of knowledge and culture. A special place here is occupied by the Great Silk Road, which connected, in particular, Kazakhstan and Central Asia with China, and globally - Europe and Asia. Its famous history has absorbed the best traditions of human relations.

The relationship between the two countries became especially vital after the collapse of the USSR (*Union of Soviet Socialist Republics*) and after Kazakhstan gained independence and the status of a subject of international law. The total length of the border between the two neighbouring states is 1782.75 km, including: land border - 1215.86 km, water border - 566.89 km. China has recently become a superpower and, given its economic, demographic and military potential, is an active shareholder in the new "big game" in Central Asia. This makes the development of bilateral relations with China one of the priority areas of Kazakhstan's foreign policy.

In turn, the Republic of Kazakhstan, given its geopolitical position as a sharingholder in the implementation of China's Silk Road Economic Belt and its significant reserves of natural resources, primarily hydrocarbons, represents an area of vital interests of China. Establishing stable, good-neighbourly relations with China as a reliable guarantee of the security of our relatively young state is in the strategic interests of Kazakhstan, which in a dynamically changing global and regional environment is important to ensure a more effective and systematic promotion of Kazakhstan's international initiatives on the basis of pragmatism, system analysis in order to obtain concrete results for the country and the world.

The issue of China-Kazakhstan interrelations is well studied and continues to be in the focus of scientists, both in Kazakhstan, China and researchers from other countries from the point of view of geopolitics. The importance of the study of relations in the geopolitical space "China-Kazakhstan" is emphasised by many domestic and foreign scientists and political scientists. The Institute for Strategic Studies of Kazakhstan is constantly conducting research on this topic. Its website periodically publishes articles on the subject of relations with China. China's role in the world economy and global politics is steadily growing. According to many economic indicators, today's Beijing is one of the key centres of power in the international arena, competing with the US.

The Foreign Policy Concept of the Republic of Kazakhstan for 2020-2030 states that Kazakhstan's entry into a new stage of state development and the formation of a new economic course put Kazakhstan's foreign policy in the face of new realities and challenges. The main principles of foreign policy are to contribute to building a stable, justice and democratic world order; equal integration into the global political, economic and humanitarian space; effective protection of the rights, freedoms and legitimate interests of Kazakhstanis and compatriots living abroad [1].

Kazakhstan today remains faithful to its strategy of promoting external openness of the state, development of friendly, equal and mutually beneficial relations with all states, interstate associations and international organisations of practical interest to Kazakhstan. The importance of partnership relations with Kazakhstan for European countries has grown dramatically over the past year - and the EU understands this. Kazakhstan is not only a major supplier of raw materials, but also a link between Europe and Asia. For example, 80% of all continental traffic between China and the EU passes through the country. Many countries of the Eurasian continent are interested in developing alternative logistics routes through Kazakhstan [2].

Nevertheless, there are priorities in Kazakhstan's relations with countries and regions and they do not change. As before, Kazakhstan puts the strengthening of cooperation with its two major neighbours - Russia and China - in the first place. Further, in terms of priority, follows the relationship with the states of Central Asia. The Concept states that "...the development of trade, economic and investment cooperation at the regional and local levels, including on the basis of the Forum for Interregional Cooperation between Kazakhstan and Russia, the International Centre for Cross-Border Cooperation "Khorgos", the Centre for Trade and Economic Cooperation "Central Asia" [3].

Establishment of mutually beneficial investment and economic co-operation with the United States and the European Union countries, first of all, are considered as priorities in terms of access to advanced technologies and innovations.

This is followed by other post-Soviet republics such as Ukraine, Moldova or the South Caucasus states, which are not included in the category of Kazakhstan's strategic partners, but share a common cultural and historical heritage with the multinational people of the republic.

As a part of the Union of Turkic Speaking States, Astana attaches great importance to strengthening comprehensive co-operation with the Republic of Turkey. Kazakhstan is Turkey's largest trading partner in Central Asia and the goal is to increase trade turnover to $10 billion. In 2023, trade turnover between Kazakhstan and Turkey totalled $6.3 billion. This is a significant increase compared to previous years. Kazakhstan exported mainly commodities such as oil, petroleum products and metals to Turkey, while it imported light industry and engineering goods from Turkey [4]. Cooperation with the Islamic Republic of Iran as a Caspian Sea neighbour continues. Cooperation between Kazakhstan

and the Islamic Republic of Iran includes many aspects covering trade and economic, energy and transport spheres. Kazakhstan's main exports to Iran are grain, metals and chemical products. In turn, Iran supplies Kazakhstan with fruits, vegetables, construction materials and petrochemical products. In 2022, trade turnover between the two countries reached $528 million, and this direction continues to grow. Energy co-operation plays an important role in relations between the states. Both countries are major oil and gas producers and co-operate in the development of oil and gas fields. Kazakhstan is involved in the construction of oil pipelines that can provide access of Kazakh oil to world markets via Iran. The North-South Transport Corridor, which runs through Iran, is a key project that helps to strengthen transport links between Kazakhstan and Iran. This corridor reduces the time and costs of cargo transport between Central Asia and the Persian Gulf. Kazakhstan actively uses this route to export its goods. Kazakhstan and Iran also cooperate politically, participating in various international organisations and forums such as the Shanghai Cooperation Organisation (SCO) and the Organisation of Islamic Cooperation (OIC). Both states endeavour to strengthen regional security and stability [5].

In the Asian direction, apart from China, we would like to note the ties with Japan and the Republic of Korea, which are among the developed high-tech countries. There are many enterprises with Japanese and Korean capital in Kazakhstan, which are engaged in such spheres as oil and gas, metallurgy, finance, mining, wholesale of cars, telecommunications, wholesale of equipment, logging and logistics.

As for cooperation with India and the Islamic Republic of Pakistan, which have been members of the SCO since June 2017, they were not prioritised in Kazakhstan's Foreign Policy Concept, primarily due to their geographical remoteness. However, there is no doubt that India and Pakistan are interested in co-operation with Kazakhstan in the oil and gas sector, just as there is no doubt that Indian technology and scientific knowledge can help Kazakhstan's industrial progress. Economic relations between Kazakhstan and India are growing, with a focus on increasing trade and investment. In 2022, trade turnover between the countries reached $2.5bn and both countries are looking to increase this figure in the coming years [6]. Kazakhstan exports oil, uranium, metals and grain to India, while India supplies Kazakhstan with pharmaceutical products, machinery and equipment, and textiles. Energy co-operation is another important component of bilateral relations. India is investing in Kazakhstan's energy sector, including in the development of uranium deposits and oil. Kazakhstan is a major supplier of uranium to India, which plays an important role in India's nuclear energy programme. Kazakhstan and India are working together to develop transport corridors to improve logistics and reduce the time it takes to deliver goods. One of the key projects is the North-South International Transport Corridor, which connects India to Central Asia via Iran and the Caspian Sea. This corridor is fuelling trade and investment opportunities between the two countries. Kazakhstan is also actively working with Pakistan to develop transport corridors to improve logistics and trade links. One of the key projects is the development of a transport corridor linking Central Asia to Pakistan's ports via Afghanistan. This corridor can significantly reduce the time and cost of transporting goods between the regions.

Kazakhstan is considering oil and gas supplies to Pakistan, as well as investments in the energy sector. Energy co-operation agreements were signed in 2023, indicating a growing interest in this area.

Kazakhstan maintains active political contacts with both India and Pakistan, with which it cooperates within the framework of various international organisations such as the UN, the Organisation of Islamic Cooperation (OIC) and the Shanghai Cooperation Organisation (SCO).

However, the economic priority in co-operation with different countries is increasingly coming to the forefront for Kazakhstan. In this context, strategic partnership with the neighbouring People's Republic of China is particularly attractive and beneficial for Kazakhstan.

One of the most important factors that favourably influenced the development of bilateral relations is the fact that the People's Republic of China was one of the first countries to recognise Kazakhstan's independence. As for the Chinese leadership, it has shown readiness to start a full-scale dialogue with Kazakhstan on all aspects of relations between the two countries.

China takes into account the important geostrategic position of Kazakhstan as a link with other Central Asian states and a bastion against the spread of extremism and religious radicalism. The conclusion of Chinese political scientists "...that there are no roots for Islamic fundamentalism in Kazakhstan" is indicative in this regard [7]. [7]. Practical interest in Kazakhstan was not limited to political frameworks. Beijing duly assessed the economic potential of our state in terms of prospects for the development of multifaceted cooperation.

According to experts, the main directions of development of relations with China for Kazakhstan are: military-political cooperation, trade and economic cooperation, joint use of water resources of transboundary rivers.

Military and political cooperation mainly takes place within the framework of the Shanghai Cooperation Organisation (SCO). It was established in 2001 on the basis of the Shanghai Five, founded after the signing by the heads of Kazakhstan, China, Russia, Kyrgyzstan and Tajikistan of the Agreement on Strengthening Military Confidence Building Measures in the Border Area and the Agreement on Mutual Reduction of Armed Forces in the Border Area. According to the SCO Charter of 7 June 2002, one of the priority goals of the organisation is "strengthening friendship, mutual trust and good-neighbourliness, promoting effective cooperation in political, trade and economic, cultural, educational, scientific and technical, energy, transport, environmental and other spheres" [8]. The Republic of Kazakhstan was among the originators of the Shanghai Cooperation Organisation, and participation in its activities has become one of the main directions in the country's foreign policy. The Republic of Kazakhstan considers the activities in the SCO as a practical and important tool in the political, military and cultural spheres. The practical significance of membership and participation in the organisation's activities is determined by a number of important circumstances. Firstly, it is to ensure political stability and security of the Republic of Kazakhstan. Secondly, cooperation with the SCO is an important instrument of regional interaction in various areas of life of Kazakhstan society. In addition, cooperation with the SCO creates conditions for non-use of nuclear weapons and settlement of territorial issues, strengthens regional and global security and contributes to a more effective joint fight against international terrorism, religious extremism, national separatism, illegal trafficking of drugs, weapons and illegal migration. Interaction within the SCO has allowed Kazakhstan to resolve a number of disputed territorial issues, while the orderly and transparent reduction of the Armed Forces in border areas has defused residual elements of military and political tension [9].

At the same time, this association is one of the most promising regional organisations and creates prerequisites for solving within its framework not only existing problem situations, but also for preventing potential conflicts.

Currently, the SCO members are Kazakhstan, China, Kyrgyzstan, Russia, Tajikistan, Uzbekistan, Pakistan, India, Iran and Belarus. The SCO observers are Afghanistan and Mongolia. The dialogue

partners are the Republic of Azerbaijan, the Republic of Armenia, the Kingdom of Cambodia, the Federal Democratic Republic of Nepal, the Republic of Turkey and the Democratic Socialist Republic of Sri Lanka.

In addition to military-political co-operation, participation in the SCO creates prospects for co-operation in the environmental sphere, and promotes the development of trade and economic relations.

Economic relations between the Republic of Kazakhstan and the PRC began in 1991. In a short period of time, a large number of treaties and agreements were adopted. China is particularly interested in energy resources of Central Asia and the Caspian region. The rapid pace of economic development forces the Chinese government to look for new sources of energy resources. The largest Chinese companies are now engaged in oil production at Kazakhstan's fields and are actively investing in the oil sector of the republic. Through joint efforts, the Atasu-Alashankou trunk pipeline with a design capacity of 20 million tonnes per year (expandable to 40 million tonnes) was commissioned in 2006 within a short period of time, which expands Kazakhstan's export opportunities and plays an important role in diversifying routes for transporting Kazakhstan's energy resources to world markets. In 2013, the second Kazakhstan-China - Kenkiyak-Atyrau-Alashankou oil pipeline was commissioned, increasing the total volume of oil transported between the countries. At the same time, China participates on an equal share basis in the construction of the Beineu-Bozoi-Shymkent gas pipeline. Construction began in 2010 and was completed in 2015 at a cost of US$5.5 billion. The route of the main gas pipeline with a pipe diameter of 1067mm runs through the territories of Mangistau, Aktobe, Kyzylorda and South Kazakhstan regions. Realisation was carried out in several stages. The gas pipeline allowed to gasify 577 settlements of Kazakhstan, 230 of which are located in the South Kazakhstan region. Prior to the construction of the BBSG IHP Kazakhstan imported natural gas from Uzbekistan and Russia. The pipeline provided the country with its own gas and reduced dependence on imports. In 2024, construction of the second string of the Beineu-Bozoi-Shymkent gas pipeline began, which will increase the capacity to 25 billion cubic metres of gas per year [10].

China is Kazakhstan's leading trade and economic partner, ranking first in terms of bilateral trade volume. In 2023, the volume of bilateral trade between Kazakhstan and China reached significant values. According to the Chinese side, the trade volume totalled $41 billion, up 32 per cent year-on-year. At the same time, Kazakhstani statistics estimated this figure at $31.5 billion. The difference in the data is explained by different accounting methods and possible deficiencies in tracking trade. Kazakh President Kasym-Jomart Tokayev has set a task for the government to bring trade turnover to $100bn in the near future [11].

China is actively investing in Kazakhstan's economy. Chinese companies are involved in various projects in energy, infrastructure, logistics and industry. In 2022, the volume of Chinese investments in Kazakhstan totalled about $20 billion. Significant investments are directed to the development of infrastructure projects within the framework of the "One Belt, One Road" initiative.

The One Belt, One Road Initiative (BRI) is an important element of economic relations between Kazakhstan and China. Under this initiative, China invests in the development of infrastructure projects in Kazakhstan, such as roads, railways and ports. This contributes to improving transport connectivity and strengthening economic ties between the two countries. Both countries are actively developing transport corridors to improve logistics and trade routes. One of the key projects is the creation of the

Western Europe-Western China international transport corridor, which runs through Kazakhstan. This corridor helps to reduce the time and cost of transporting goods between Asia and Europe.

Chinese companies are also investing in renewable energy projects in Kazakhstan, including solar and wind power plants. This co-operation contributes to the sustainable development of the energy sector in both countries. Kazakhstan is one of the largest suppliers of uranium to China, which plays an important role in ensuring China's energy security. Chinese investments, among other things, are aimed at developing Kazakhstan's uranium deposits.

Co-operation between Kazakhstan and China in the industrial and investment sphere has been significantly strengthened in recent years. There are 3,000 joint ventures with Chinese companies operating in Kazakhstan in various sectors, including metallurgy, chemical industry and machine building [12]. These enterprises promote technology transfer and increase production capacity. For Kazakh enterprises in joint projects, the most interesting is, of course, technology transfer and training of Kazakh specialists. We should not forget about environmental protection, Kazakhstan is striving to optimise its energy structure and ensure sustainable development by actively promoting clean energy and infrastructure projects. On 10 June 2024, President Kasym-Jomart Tokayev issued a decree amending and supplementing the Concept on the transition of the Republic of Kazakhstan to a "green economy" in order to clarify the goals and ways to achieve a green economic transition [13]. Kazakhstan is equally interested in projects to develop digital technologies and strengthen co-operation in the field of innovation.

These results demonstrate the deep and multifaceted economic ties between Kazakhstan and China aimed at strengthening economic ties and joint development in various spheres.

Mutually beneficial co-operation between Kazakhstan and China in the agricultural sector is one of the most important areas of bilateral relations. Kazakhstan exports wheat, meat, dairy products, oilseeds, fruits and vegetables to China. From China to Kazakhstan come fruits, vegetables, rice, soya, fish and seafood. Chinese companies are investing in the construction of elevators, agricultural processing plants, as well as in the development of irrigation and land reclamation. The countries cooperate fruitfully in the exchange of experience and knowledge in agriculture, providing Kazakhstani agrarians with access to satellite technologies that allow them to optimise the use of land, water and fertilisers. Kazakhstani farmers are now adopting advanced Chinese agro-technologies such as precision farming, drip irrigation systems, use of high-yielding seed varieties, etc.

Kazakhstan has implemented several large joint investment projects in the agro-industrial sector. A good example is the livestock development project in Almaty region between Karaoi LLP and CITIC Construction, which created a vertical cluster for pig breeding, including farms, a meat processing plant and a genetic center.

Another good initiative is a project to build a sprinkler irrigation system plant. The Chinese company "VODAR" is building a plant in Zhambyl oblast that will produce sprinkler irrigation systems at affordable prices. This includes the Chinese company Wanlin Group, which is also building an enterprise for deep processing and sublimation of white onions in Zhambyl oblast.

In addition to these projects, there are many other initiatives underway to strengthen cooperation between Kazakhstan and China in the agricultural sector. Cooperation with China gives Kazakhstan an opportunity to:

Increase exports of agricultural products.

Attract investments into agro-industrial complex.

Introduce advanced technologies.

Develop infrastructure.

Create new jobs.

It is expected that cooperation between Kazakhstan and China in the agricultural sector will further develop, which will contribute to food security of both countries.

Against the background of positive dynamics of trade and economic cooperation, the issues of transboundary river water sharing do not look so impressive.

Kazakhstan and PRC have two major transboundary basins: Ertysk and Balkash-Alakol and several smaller ones, which include 24 transboundary watercourses (including 6 in the Irtysh River basin, 7 in the Ile River basin, and 3 in the Emel River basin, etc.).

According to the estimates of Kazakh experts (Research Institute of Water Resources, Kazgiprovodkhoz, CWR), carried out in 2005-2010, for water supply and maintenance of ecological balance in the basins of the Ertis and Ile rivers it is necessary to take into account the growth of additional water withdrawals from these rivers on the territory of the PRC. The trend of increasing water withdrawal by the PRC is related to population growth, especially after the PRC government's decision to develop the northern territories and the resettlement of people from the central regions to the Xinjiang Uygur Autonomous Region (XUAR), industrial development, development of oil fields, and introduction of new irrigated lands. If the PRC fully utilizes the water resources potential of the Yertis and Ile river sections within its territory, the annual runoff in the basin of these rivers will tend to decrease. The Yertis River originates in PRC, crosses first Kazakhstan and then Russia, where it flows into the Ob River. The Ile River originates in the Tien Shan in PRC at an altitude of 3,540 m at the confluence of the Kunges and Tekes Rivers. The total length of the Ile River is 1,439 km, of which 815 km (56.6%) is in Kazakhstan. The Ile River flows into the western part of Lake Balkhash, strongly desalinating it. The State Water Resources Management Program of Kazakhstan for 2014 - 2040 approved by the Decree of the President of the Republic of Kazakhstan № 786 dated April 4, 2014 indicates that "...the projected decrease in surface runoff is mainly due to a decrease in water inflow from transboundary rivers. The basis for this forecast is the increase in water withdrawal by neighboring countries in recent years, associated with the growth of economic and social development of the regions. The rivers originating in the People's Republic of China: the Irtysh and the Ile" have the highest risk of water inflow reduction [14].

The economic importance of the Irtysh River for Kazakhstan is quite high. About 2.5 million people live in the river basin on the territory of our republic. Large industrial centers Ust-Kamenogorsk, Semipalatinsk, Pavlodar are located in this area. Water resources of the Irtysh River are used to supply the districts of Central Kazakhstan. Moreover, further prospects for the development of energy, industry and agriculture are largely related to the use of resources of this river. Expanding the use of water resources of the Irtysh River on the territory of China can entail a number of negative consequences for Kazakhstan of both socio-economic and environmental nature.

In recent years, Kazakhstan and the PRC have developed a fairly well-developed legal framework for relations in the use and protection of transboundary watercourses, which includes a number of agreements and protocols. The most significant of them is the Agreement between the Government of the Republic of Kazakhstan and the Government of the PRC on cooperation in the use and protection of transboundary rivers, signed on September 12, 2001. The Agreement provides for cooperation in establishing common methods of observation, measurement, analysis and assessment of water volume and quality, studying future changes in water availability and water quality of transboundary rivers. In order to implement the Agreement, the Joint Kazakhstan-China Commission on the Use and Protection of Transboundary Rivers was established on October 31, 2003. Within the framework of this Commission, working groups were established and work is being carried out on the exchange of hydrological and hydrochemical data. The 2001 Intergovernmental Agreement is generally of a framework nature, which implies its further concretization and development through the adoption of subsequent agreements on individual issues of cooperation, specific watercourses or types of activities. This was followed by agreements on emergency notification, on natural disasters on transboundary rivers in 2005, and on the development of research cooperation on transboundary rivers in 2006. Two key intergovernmental agreements were concluded in 2011:

Agreement between the Government of RK and the Government of PRC "On Protection of Water Quality of Transboundary Rivers".

Agreement between the Government of the RK and the Government of the PRC in the field of environmental protection.

Along with general agreements, a legal framework on specific transboundary rivers has been developed. This is the Agreement between representatives of Raiymbek district of Almaty oblast of the Republic of Kazakhstan and representatives of Jau Su County of Ili Kazakh Autonomous Oblast of the PRC on cooperation in the use of transboundary rivers Sumbe and Kaishibulak, signed on July 12, 2004.

A new impetus to bilateral cooperation, including on transboundary rivers, was given by the Joint Declaration of the Republic of Kazakhstan and the People's Republic of China on further deepening of the Comprehensive Strategic Partnership, signed by the Heads of the two countries on September 7, 2013. And it should be noted the Agreement between the Government of the RK and the Government of the PRC on the management and operation of the joint joint joint hydroelectric complex "Dostyk" on the Khorgos River signed on the same day. In accordance with the latter, a hydrosystem and a gauging station on the transboundary Khorgos River are jointly constructed and operated. Water sharing is carried out on a parity basis (50%/50%) irrespective of the population living in the riparian areas. Reconstruction of the joint water intake facility on the Sumba River and construction of the joint mudflow retention dam "Chukurbulak" allowed to ensure uninterrupted water supply to the population and industrial enterprises in the border areas of Kazakhstan and China. It helped to reduce the risk of floods and improve the reliability and safety of water supply. Thus, the project is a vivid example of successful cooperation between Kazakhstan and China in the use and protection of transboundary water resources. In the process of implementation of the above-mentioned agreements, hydrological data are constantly exchanged, unified measurement standards are developed, and a transparent database on river basins is created. The issues of joint management of hydrosystems, reconstruction of some obsolete structures, and construction of mudflow protection structures have been resolved.

Despite significant progress in the work of the joint commissions and individual expert working groups, some issues remain to be resolved. "At present, jointly with the Chinese side, a study is being conducted to assess water resources in the entire basin of the Kazakhstan-China transboundary rivers Ertis, Ile and Emel. Within the framework of this work, the volumes of natural flow annually formed in the basins of transboundary rivers (on the territories of Kazakhstan and China) will be determined. The results of the work will be used to establish the share of parties and the volume of ecosystem needs of natural water bodies, including Balkhash, Zaisan, Alakol and the delta of the Ile River", - said Sklyar, responding to the request of a group of deputies of the Majilis from the People's Party of Kazakhstan [15]. The main issue of cooperation between the RK and PRC is the development of a legal framework for the distribution of water resources of transboundary rivers. The agreed structure of the draft Agreement includes 31 articles, of which 6 are agreed and some are partially agreed. The issue of transboundary rivers is still part of the agenda of the two countries: in May 2021, the 18th meeting of the China-Kazakhstan Joint Commission on the Use and Protection of Transboundary Rivers was held, where the next work plan in this area was agreed upon. Official representatives from both sides made speeches at the meeting with words of friendship and cooperation between the two countries on transboundary rivers. However, as we could notice, China is in no hurry to agree on all the points of the forthcoming interstate agreement. With regard to transboundary rivers, China avoids taking any responsibilities to comply with international regulations and as is well known, China has not acceded to two fundamental international agreements such as the Convention on the Law of the Non-navigational Uses of International Watercourses and the Convention on the Protection and Use of Transboundary Watercourses and International Lakes. China prefers to conduct transboundary watercourse regulation issues through bilateral negotiations, but in practice it does not produce any significant results. According to international experts, having a large number of transboundary rivers with sources on its territory, China initially has an advantage in its relations with all neighboring states (Kazakhstan, Russia, India, Nepal, Bhutan, Burma, Laos, Vietnam) and is in no hurry to conclude agreements with many neighbors on the joint use and protection of international waters. The Chinese side, as it is typical for it, will very carefully study all aspects of water resources use for a very long term, taking into account demographic factors and the possibility of full development of water resources on its territory. In our opinion, for Kazakhstan in this situation, the most effective tool for solving water problems with China is the use of the SCO potential. And this is taking into account that one of the key objectives of the organization is to jointly ensure and maintain peace, security and stability in the region, as well as to protect the environment of the member countries. Especially since Russia and India will be stakeholders in resolving this issue. Both major participants of this organization have the same problems with China related to the use of water resources of transboundary rivers and will be very interested in the settlement of this issue on the basis of recognized norms of international law. In case the Chinese side refuses to comply with the terms of the agreement, it is important to provide for the necessary sanctions from international legal organizations.

CONCLUSION

In conclusion, I would like to say that cooperation with China is one of the most important priorities of Kazakhstan's foreign economic policy. Geopolitical factors play an important role in the development of this cooperation. Kazakhstan's foreign economic policy is aimed at diversifying the economy, developing transportation infrastructure and strengthening economic integration. Geopolitical cooperation with China plays a key role in achieving these goals. The "One Belt, One Road" initiative,

energy cooperation and water resources management are important aspects of relations between Kazakhstan and China, contributing to sustainable development and prosperity of both countries.

Nevertheless, Kazakhstan needs to take into account both positive and negative consequences of geopolitical aspects of cooperation with China and take measures to mitigate risks.

Kazakhstan needs to continue to develop a multi-vector foreign policy, which, in our view, fully meets the national interests and strategic development objectives that Kazakhstan faces at this stage. Modern processes taking place today in the political and economic space are rapidly changing the geopolitical picture of the world and it is important for Kazakhstan to maximize the use of its geographical location, subsoil wealth and human resources in strengthening the role and authority of the country as a responsible member of regional cooperation and the international community.

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THE EXAMPLE OF LEXUS, A SUCCESSFUL BRAND MANAGEMENT APPLICATION IN THE AUTOMOBILE INDUSTRY

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Abstract

Launched in 1989 as Toyota's premium segment and first luxury sedan, Lexus has quickly gained an important place in the luxury car market. Lexus has distinguished itself in the automobile world not only with its high sales figures, but also with its engineering and design vision that aims perfection at every stage of production, and a management that prioritises customer experience. The brand has redefined the standards in the sector by successfully combining Toyota's extensive experience in engineering and design with the expectations of the luxury segment.

The automobile, like a piece of clothing, is a means of expression that reflects both aesthetics and personal image. In this context, the automobile industry, like the fashion industry, offers designs that emphasise prestige. Lexus cars, with their elegant designs and superior engineering, embody this philosophy and clearly demonstrate the brand's place in the fashion world.

This paper aims to analyse the brand equity of the Lexus brand within David A. Aaker's (1991) brand equity framework and to examine the relationship between fashion and brand equity. In the study where descriptive method based on literature review is used, it is explained how and in which titles Lexus successfully competes in the luxury field while maintaining the identity of Toyota, to which Lexus is affiliated.

The data of the study consists of written, audio, visual, printed and online publications, interviews, statistical reports, etc. sources. In the findings, design, aesthetics, comfort, shared technology, performance qualities, global competitive positioning, pricing, marketing-based sales rates and the balances between them, which reveal the brand identity of Lexus in its transformation into a work of art that offers a unique experience to its drivers, are discussed. As a result, it has been observed that Lexus has made a significant progress towards becoming a prestige vehicle in the luxury segment of the automotive industry.

Keywords: Lexus, Toyota, Luxury Car, Brand Management, Akio Toyoda, customer experience, automobile industry, brand identity.

Jel Codes: 41602, 112717

INTRODUCTION

Automobiles have found a place in fashion since the day they were released with both their designs and brands. The automobile industry has always been in great competition, and it has been emphasized that those who want to stand out in this competition should have a strong brand value.

Brand equity refers to how a brand is perceived by consumers and other stakeholders, as well as the economic implications of that perception (Keller, 2013). Especially in the automobile industry, brand equity provides a competitive advantage by increasing the prestige and customer loyalty of the brand (Aaker, 1996). Based on this approach, brands prefer to produce prestige models or brands as well as products that appeal to every audience.

Introduced to the market in 1989 by the Japanese automaker Toyota with the philosophy of producing the best cars in the world, Lexus is known for its high quality, excellent customer service and a strong brand identity (Tybout & Calkins, 2005). Lexus' brand value has achieved a strong and leading luxury brand position in the global market thanks to the effective management of its constituent elements. "The brand was successful in its home country of Japan with its launch strategies in 2005 and has a high return on investment and market impact" (Boisvert & Ashill, 2018).

According to the information on the brand's corporate website; from sports cars to SUVs in its range; Lexus, which ranges from luxury sedans to luxury sedans and is sold in nearly 90 countries around the world, continues to grow steadily in all markets today (Lexus Corporate Website, 2024).

The combination of the automobile industry and the fashion industry is an intersection of engineering and art. The automotive industry is not just a means of transportation, and the fashion industry is not just clothes. "*Over the years, the world of automobiles has been at the forefront of innovations in speed, design and technology. Similarly, the fashion industry is constantly evolving, reflecting creativity and societal changes. When these two fields come together, the result offers a unique blend of form and function, style and substance*" (Myers, 2024).

The aim of this study is to examine the brand value of Lexus, which is produced in the luxury segment of Toyota Motor Corporation (TMC) within the framework of the brand value of David A. Aaker (1991), and to evaluate it with a fashion design approach.

In the study, firstly, the basic elements of brand value will be discussed, and then how Lexus applies these elements for success and the path it travels will be explained.

The sub-objectives of the research were determined as follows:

What is the status of the Lexus brand according to the elements that make up the brand value?

How has the image of Lexus been shaped by the fashion design approach?

1. METHODOLOGY

In the study, which aims to examine the brand value of Lexus in the automobile market, a descriptive case study method based on literature review was preferred. The main subject of the study was Lexus, so it required purposeful sampling. Data were collected from written, audio, visual, printed and online sources. Lexus' values have been tried to be explained by David Aaker's (1991) brand value elements: brand awareness, brand loyalty, brand associations and perceived quality.

Aaker (1991), brand value; It defines it as "a combination of elements such as brand awareness, brand loyalty, brand associations, and perceived quality". These elements make up the sum of both active and passive factors that increase the value of a product or service. Successful brands increase their value by creating positive associations and emotions in their target audiences (Falkenberg, 1996). Brands offer not only existing product value, but also additional value. For this reason, marketing strategies and budgets generally focus on goals to increase the consumer's perception and value towards the brand (Baş, 2015: 87).

Brand equity consists of the combination of brand awareness, brand loyalty, brand associations, and perceived quality elements defined by Aaker (1991). Perception maps are used in marketing research to effectively manage and improve these elements.

Hair et al. (1992) describe these maps as a method that visualizes participants' perceptions of two or more dimensions/features. Wilkie (1994) states that these maps visualize the perceptions formed in the minds of consumers about competing products and services to a certain extent. Dibb, Simkin and Bradley (1996) state that perception maps are the placement of consumer perceptions of products and brands on a certain plane with the data obtained as a result of quantitative and qualitative analysis. These approaches offer different perspectives for understanding how perception maps are used to develop marketing strategies.

They identify brands' strengths and weaknesses, identify potential gaps, and develop effective positioning strategies. Businesses that want to increase their brand value and expand their market share shape their strategic decisions by supporting their perception maps with scientific data and enriching them with an artistic interpretation (Baş, 2004).

Figure 1 reveals the perception map of the automobile industry and the relationship between brand value and consumer perception. This map shows the competitive positions and strategic differences of car brands within the industry.

Figure 1. Perception Map of the Automobile Industry (Baş, 2015: 160).

Looking at the detection map in Figure 1, the following assessments can be made for the four categories:

Low Design and High Cost Category; It covers cars with low initial costs but relatively higher fuel consumption and maintenance costs than the previous group. From an economic point of view, these tools can be costly in the long run. Today's hybrid cars and small SUVs can also be included in this group. Examples are Buick, Continental, Cadillac cars.

In the Low Design and Low Cost Category; There are cars with low and medium cost vehicle purchase, maintenance, repair, etc. Affordable second-hand cars can also be included in this group. Fort Escort, Hyundai, Geo, Lumina, VW Golf cars are examples of these.

High Design (Sporty Looks) and High Cost (Expensive) Category; It includes cars with high cost of purchase, as well as high maintenance, repair, insurance and fuel costs. Cars such as Corvette and Jaguar are among the examples.

High Design (Sporty Look) and Low Cost (Economical) Category; They are cars that offer a reasonable starting value, maintenance, repair, insurance costs. Examples: Camaro, Firebird, Monte Carlo, Sable models. The sporty appearance increases the perception of luxury cars. Thus, it is more dynamic, powerful and a reference to wealth.

The value of a brand is based on the association of customers who are usually attached to the brand (Aaker, 1991: 30). For example, Jeff Stork, the marketing manager of General Motors, aimed to connect the automobile world with the fashion world by defining cars as "fashion on wheels", and this approach made a significant contribution to the advancement of the industry (Zenlea, 2011).

From a sociological point of view, automobiles are considered as indicators of power, status and wealth. From a psychological point of view, car ownership is associated with youth and wealth. From the perspective of political science, automobiles are seen as symbols of freedom and personal privacy (ODD, 2009: 325).

1.1. LEXUS BRAND OVERVIEW

The story of Lexus dates back to the early 1980s, when Toyota Motor Corporation (TMC), one of the world's largest automakers, decided to enter the luxury vehicle market. At that time, Toyota wanted to expand its portfolio and offer a higher-end product that could compete with well-established luxury brands such as Mercedes-Benz and BMW, while being known for its reliable and affordable vehicles (The Brand Hopper Media, 2024).

Founded in 1989, Lexus has adopted a simple but effective strategy in the branding process. By combining the letters "L" for "Luxury", "EX" for "Export", and "US" for "United States" for "United States", a name was quickly created that became synonymous with luxury and elegance. This name has transformed not only the fate of Toyota, but also the entire luxury car market. Lexus shows how branding has the power to redefine perception and revolutionize the industry (Eivie, 2023).

Lexus' core brand strategy includes a comprehensive approach to increasing customer satisfaction and market success. With Toyota's decision to enter the luxury market in the late 1980s, Lexus analyzed the strengths of its competitors and developed its own products in the light of these analyses. One of the brand's key strategies is to offer vehicles equipped with high-quality materials and advanced technologies, with a focus on product excellence (OpenView Partners, 2023). The brand is to provide a

successful customer service experience. The company increases customer loyalty by offering the highest standards of service after the sale of vehicles through an extensive dealer network. Lexus' advertising and promotional strategies include campaigns aimed at reinforcing the brand's image of quality and luxury (OpenView Partners, 2023).

Pascal Ruch, Vice President, Lexus Europe, stated that Lexus will push the boundaries in the luxury automotive sector. It states that innovations in the field of software will allow vehicles to be personalized and luxury to become a personal experience. The company aims to become a 100% electric vehicle brand globally by 2035 and plans to achieve this goal sooner in Europe. The next generation of electric battery vehicles (BEVs) will improve Lexus performance by designing them with modular structures and advanced technologies (Lexus, 2024).

The LF-ZC and LF-ZL concepts represent a sedan and a luxury electric SUV to be launched in 2026, respectively. Both models are shaped by the design theme of "provocative simplicity" (Lexus, 2024).

Below is the brand value of Lexus.

1.2. LEXUS BRAND VALUE

Brand is an important psychological factor in the decision to purchase products, and many people find brand image more valuable than product quality. Luxury brands are preferred because they provide social status and image to consumers. For example, brands such as Hermès bags or Brioni clothing create a perception of high quality and craftsmanship, and this perception provides a significant advantage over similar brands (Çeğindir & Çakmak, 2018: 42). Saaksjarvi and Samiee (2011) define brand identity as the set of unique brand associations that companies want to create or maintain. Brand identity is a reflection of the company's value promise to customers and is defined by how customers perceive the brand.

Roy and Banerjee (2007) state that a strong brand should have an identity that aligns with its brand image. Brand identity refers to what a company stands for and has meanings beyond that. Consumer behavior refers to the mental and emotional processes and observable behavior of consumers. This encompasses the research, purchase, and post-consumption stages of a product or service. The goal is to understand what, how, when, and why people buy (Clottey, Gyampoh, Anaba, Adeniji, 2023: 52).

The products are produced with different identities according to the specifications determined by the brand management. A brand consists of two types of identity: Self-identity refers to the elements that remain constant in existing products and new markets; the extended identity includes other connected elements of the brand (Aaker, 2009: 84).

The colors, patterns, form, and details used in product design play an important role in shaping the brand's personality. These elements can be used effectively to create the desired perception in customers (Çeğindir & Çakmak, 2018: 41).

In all advertisements, the brand identity is presented to the customer through the product and customers are expected to experience it (Çeğindir & Çakmak, 2018: 38). Thus, brand equity emerges when the customer has a high level of familiarity with the brand, creating strong, positive and unique brand associations in their memory (Keller, 2013).

While marketing and branding strategies rely on artistic productions to excite consumers and encourage them to buy, industrial designers of car brands also work with fashion inspiration for new

model launches. An automobile, just like a fashion garment, envelops its owner in an outer shell that is both protective and aesthetic (Roumeliotis, 2015).

The automotive and fashion industry work in coordination to create a brand culture. For example; "The influence of automobiles on fashion is evident, with examples such as leather jackets inspired by biker culture or stylish sunglasses that reflect a gloomy journey along the coast" (Myers, 2024). *Thus, it increases the value of automotive brands in the fashion phenomenon and contributes to the creation of a stronger identity in the global market.*

In a study published by Toyota Motor Corporation in 2004, Lexus' brand value; It is stated that it consists of four basic elements as essence, word, functional benefits and personality. Of these;

Essence is the basic concept of the brand and is a universal concept that does not change over time. The concept is a criterion that determines the quality of all products and services of the brand.

The promise expresses the brand's expectations regarding the experience it offers to consumers. Lexus promises to offer its customers the contemporary standard of luxury.

Functional benefits include brand benefits that Lexus owners enjoy in everyday life.

Personality is the sales and marketing and product personality that manifests itself in the brand's style. Sales and marketing elements are defined as: "confident, interested, inspiring". Every Lexus vehicle is designed to reflect its own product personality traits. Despite their unique character, the vehicles share the Lexus I.D.E.A.L. product personality, which is built within the framework of the L-finesse design philosophy. The product elements of the brand consist of: Impressive, Dynamic, Elegant, Advanced and Permanent.

Lexus' personality is expressed through sales and marketing and product experience, as seen in **Figure 2**, and reflects the brand's essence, words, and functional benefits. These elements make up Lexus' brand equity and shape the brand's overall experience with consumers (Toyota Motor Corporation, 2004).

Figure 2. Lexus Personality (Toyota Motor Corporation, August 2004: 16).

The stated personality elements reinforce the brand identity and value of every Lexus vehicle. However, product personality alone does not define Lexus' overall personality. Lexus' sales, marketing

and service staff also need to show their own personality. To this end, customer satisfaction depends on the contribution of each Lexus employee and partner, as well as product-related factors (Toyota Motor Corporation, August 2004).

Examinations from the stated target statements and four basic elements that make up the brand value of D. Aaker (1991) are given below;

Brand Awareness: Refers to the level of recognition and recall of a brand by consumers. Recognition of a brand is a prerequisite for the brand's other marketing efforts to be effective. If the consumer is not aware of the existence of the brand, they will not be able to develop a positive attitude towards the brand, which will prevent the formation of purchase intention (Rossiter & Percy, 1987; Rossiter et al., 1991). The level of recognition and recall of the brand by the consumer contributes to the strong perception of the brand (Baş, 2015: 117). Based on these statements;

In the case of Lexus, awareness is reinforced through the concept of "The essence of luxury". Lexus offers customers the experience of purchasing and after-sales service in a hospitable environment with its high-quality products. Hospitality is a typical Japanese trait. This is what makes Lexus stand out by combining it with world-class technological capabilities for excellence and exceptional manufacturing capabilities (Toyota, 2008).

L-finesse, on the other hand, is described as the art of Lexus design. L-finesse, which means "pioneering edge with subtlety", is interpreted by Lexus designers as an aesthetic that expresses the understanding of "sharp simplicity" and "intriguing elegance". In the design, the aesthetics created by the combination of clean lines and contrasting themes, free from extraneous elements, creates a "perfect expectation" with elements that invite the driver to the car ready for the journey. In this way, brand awareness is ensured (Lexus Australia, 2008).

Brand Loyalty: Brand loyalty refers to the loyalty and commitment that consumers feel towards a particular brand. This commitment provides an advantage to the brand by reducing the sensitivity of consumers to price changes (Baş, 2015: 102). Brand loyalty reduces risk by giving confidence and leads to the consumer recommending the brand to those around them and reducing their sensitivity to price changes (Çeğindir and Çakmak, 2018).

Lexus promotes brand loyalty through high quality and customer satisfaction. Consumers tend to re-orient to the brand, and the high pricing strategy reinforces the brand's elite position (Giddens, 2002). Lexus is known not only for its motto "In pursuit of excellence", but also for its core brand principle of emphasizing the pursuit of excellence and continuous innovation in accordance with this principle (Road Travel, 2008).

Brand Connotations: Brand associations are the images and thoughts formed in the consumer's mind about the brand (Aaker, 1991: 110). For customers, it is important that the product carries the identity of a certain brand and finds this identity suitable for them (Çeğindir and Çakmak, 2018). Unique, strong and superior brand associations are among the factors that most affect the formation of brand value (Tek and Özgül, 2005).

Lexus' premium features and innovative design cause consumers to perceive the brand in a strong and positive way, and these associations strengthen the brand's position in the market (Tomczak, Reinecke & Kuss, 2018). Lexus is defined as a differentiated and innovative brand dedicated to its business.

Lexus' main market is the United States. Therefore, the phrase 'a premium brand is strong in its home market' emphasizes Lexus' premium position (Rosengarten & Stuemer, 2006).

Perceived Quality: Perceived quality refers to the customer's abstract perception of the overall value of the products offered by a brand. This perception determines how the brand is evaluated compared to its competitors and the market position of the brand (Aaker, 2009: 106). High production standards and quality materials increase the perceived quality of the brand, contributing to the brand's strong position in the market (Baş, 2015: 151).

Lexus' sophisticated manufacturing techniques support the brand's high standards of performance and reliability. Lexus cars are manufactured at the high-tech Toyota Tahara factory in Japan (Christine, 2004). This production facility, unlike other models of Toyota, applies special quality control methods and standards. Consumers prefer the brand based on Lexus' superior performance and reliability, which strengthens the brand's market position (Tomczak, Reinecke & Kuss, 2018).

Lexus' success in the automobile industry is based on a strong brand management approach shaped by a comprehensive 4P strategy. Lexus' marketing strategy can be analyzed within the framework of the four key elements of product, price, distribution and promotion (4Ps):

Product: Lexus offers a wide range of products to meet the various needs of the premium car market. This range ranges from sedans to SUVs, from hybrid vehicles to high-performance models.

For example, the sedan lineup includes the IS, ES, ES Hybrid, GS F and LS models; The SUV range includes NX, LA, GX, RX, RX Hybrid and NX Hybrid (Tomczak, Reinecke & Kuss, 2018). This diversity allows to meet the needs of different consumer segments and offer a suitable model for each segment. This strategy of Lexus contributes to the brand's strong position in the global market (MBA Skool Team, 2023).

Price: It is considered as a critical factor in ensuring the impact and sustainability of the brand on the market. Lexus develops a comprehensive pricing strategy based on value analysis and offers high production value.

Lexus sedans and SUVs are offered at high prices because they are built with high-quality and high-performance materials. This pricing positively affects demand by creating a feeling of scarcity in products. Lexus' price strategy reflects its position in the luxury segment; prices range from $35,000 to $90,000, while the high-performance F models are more expensive. Prices are adjusted according to quality and features, supporting the luxury image of the brand. (MBA Skool Team, 2023).

Promotion: Lexus attaches great importance to effective marketing strategies in new model launches. Initially experiencing low market awareness and limited consumer references, this premium brand aims to reach a wider consumer base by investing in advertising, targeting, and branding strategies during launch periods. Lexus' strong reputation and inspiring story ensure that new models are quickly accepted in terms of quality and reliability. The brand's promotion strategy has been enriched with advertising campaigns and event sponsorships that emphasize its luxury and quality image. Their sponsorship of sporting events and charity organizations increases the perceived value of the brand and strengthens customer loyalty (MBA Skool Team, 2023).

Distribution: Lexus uses reliable distribution channels to gain market advantage during launch periods. In addition to physical stores, it creates user-friendly online platforms. Advertising and promotional

strategies for new consumers encourage access to online portals. Lexus establishes an efficient supply chain that ensures that products reach buyers within specified times. In this way, it offers a more effective delivery process compared to its competitors (Shah, 2018).

With approximately 170 sales points worldwide, Lexus is expanding its global reach with showrooms and exhibition centers. The distribution strategy also encompasses providing sales staff and support services with high standards to enhance the customer experience (MBA Skool Team, 2023).

In summary, Lexus' marketing mix comprehensively brings together product, price, distribution and promotion strategies. Its product strategy aims to meet customer expectations by offering luxury vehicles that combine high performance and comfort. The price strategy, on the other hand, is based on the premium pricing model, which reinforces the brand's perception of luxury. The distribution strategy increases the brand's reach through select outlets globally. Promotion strategies include effective advertising campaigns and brand sponsorships (The Brand Hopper Media, 2024).

Below are Lexus' recent sales reports.

1.3. LEXUS SALES REPORTS

According to reports from market research companies such as Statista, J.D. Power, and IHS Markit, premium automaker Lexus sold over 760,000 vehicles worldwide in 2021. This amount of sales represents a 6 percent increase from the previous year (Statista, 2021; J.D. Power, 2021; IHS Markit, 2021).

Regional analyses show that Lexus achieved a 12 percent increase in North America with 332 thousand units, a 1 percent increase in China with 227 thousand units, and a 2 percent increase in Europe with 72 thousand units (Markit, 2021). Sales of 51,000 units in Japan, 30,000 units in East Asia and 28,000 units in the Middle East were sold. In Turkey, sales increased by 62 percent compared to the previous year, reaching the highest level in its history (Statista, 2021).

On a model basis, Lexus' electric vehicles achieved record sales with 260 thousand units, an increase of 10 percent (J.D. Power, 2021). The RX SUV is the best-selling model with 221 thousand units, followed by the ES Sedan with 189 thousand units and the NX SUV with 145 thousand units.

With the introduction of the new NX model in 2022, Lexus plans to continue its growth targets. The company aims to increase its worldwide sales volume to 1 million units by 2030; In Western Europe, North America and China, it aims to provide all of its sales from electric vehicles only (IHS Markit, 2022). In addition, the company plans to have one hundred percent electric vehicles of all its global sales by 2035 (Markit, Power, 2024).

According to a report by Reuters on October 25, 2023, the LF-ZC concept car, which was unveiled at the Japan Mobility Show, can reach twice the range of conventional electric vehicles, about 1,000 kilometers, using "prismatic, high-performance" batteries. The world's best-selling automaker has announced a plan to increase the number of battery electric vehicles, including "the introduction of a new generation of lithium-ion batteries that provide longer range and faster charging" (Reuters, 2023). The LF-ZC electric vehicle has a spacious cockpit and advanced artificial intelligence technology called "Butler". In addition, Toyota has committed to making global sales of the Lexus brand entirely battery-electric vehicles by 2035 (T.R. Ministry of Commerce, 2023).

2. CONCLUSION AND EVALUATION

In this study, within the framework of the brand value of David A. Aaker (1991), the brand value of Lexus, which is produced in the luxury segment of Toyota Motor Corporation (TMC), was examined and tried to be evaluated with a fashion design approach. Accordingto the elements that make up the M rear value, the status of the Lexus brand and how the image of Lexus is shaped by the fashion design approach are examined.

In this perspective; Lexus has a strong reputation as a global brand in the automotive industry. Toyota's solid capital base and efficient production system enable Lexus to take advantage of these advantages. In addition, having a wide distribution network around the world increases the brand's global reach and customer reach.

Lexus has been selected as the most robust, durable and quality automaker brand in the U.S. for 12 consecutive times, reinforcing the brand's superiority in quality and durability and customer satisfaction. Among the threats, the continuous change and development in the luxury car market stands out. For example, according to a report by the Statista Research Department; "Tesla is among the most valuable car brands in the world, with a value of approximately $75.9 billion" (Statista Research Department, 2024). Tesla's high performance in its category reveals its influence and competitiveness in the global automotive market.

In 2021, Lexus' global sales grew significantly, an increase of 6% to over 760 thousand. Regional sales data highlight strong performance, especially in North America and Turkey. On a model-by-model basis, the 10% increase in electric vehicles and the introduction of the LF-ZC concept car are indicative of Lexus' strategic orientation in the electric vehicle market.

Toyota's 2030 and 2035 targets demonstrate the brand's determination to increase electric vehicle sales globally and maintain its market leadership through innovations in battery technologies. These developments are considered as an important step in terms of sustainability and technological advances in the automotive industry. At the same time, it shows that the Lexus brand is in a strong position.

Lexus can benefit from brand awareness and loyalty, especially in developed countries. However, this may be limited in other markets. In addition, the fact that competitors such as Mercedes offer affordable and fuel-efficient options can make it difficult for Lexus to differentiate (Hawkins, 2020). While technological advances provide Lexus with opportunities to expand, they also bring competition from technology-driven competitors that produce more affordable cars. Limited visibility among potential customers and changes in customer tastes and preferences may require the brand to reconsider its strategies.

Positioning strategy is an approach that determines how competition with competitors will be conducted and what differences will be created to gain an advantage in this competition (Brooksbank, 1994:10). In this context, the three basic components of the positioning strategy are: Determining the target market, analyzing competitors, and defining competitive advantages (Jain, 1993: 398). Based on these components, it can be said that the fashion and automotive industry are a harmonious pair. The shared value of the fashion and luxury car industry is that style, aesthetics and functionality are visibly at the forefront in both areas. Style refers to the aesthetic characteristics of a product and the emotional responses it generates in consumers (Smith, 2024). This increases consumers' loyalty to

brands and provides a competitive advantage in both sectors. In addition, these two areas, where design and aesthetics are at the forefront, deepen the interaction between sectors by offering innovative and creative solutions (Roumeliotis, 2015).

Design is defined as the whole of the functional features of a product for consumer needs (Baş, 2004: 92). One, the main goal of design is not only to sell the product, but also to attract the attention of the consumer and increase the value of the brand by developing innovative and attractive ideas (Çeğindir, 2020: 93). Fashion plays a critical role in determining the position of the brand and providing maximum profit by responding to the needs and expectations of the target market in the production sector (Çeğindir & Çakmak, 2018: 21). This approach should be considered as a strategic tool to strengthen the brand's prestige and market position.

For this reason, the emotional pleasure of the customer as well as the performance in both automobiles and other luxury products is directly proportional to the customer's acceptance of the price to be paid. As a matter of fact, it is debatable whether the driver is more satisfied with the visual aesthetics or driving comfort in the design of the BMW car (Özsaçmacı, 2005). A consumer may be riding in an Alfa Romeo car because he thinks it suits his personality and image (Tepeci, 1999).

Just like fashion brands, car brands position themselves as part of a lifestyle. While brands such as Ferrari, Lamborghini, Mercedes-Benz represent luxury and prestige; Brands such as BMW, Audi and Lexus stand for a sporty and dynamic lifestyle (Garage Italia, 2024). These brands stand out not only for their products, but also for the lifestyle that these products offer. In this way, cars reinforce the sense of belonging to a certain social group, like products in the fashion world. Lexus, on the one hand, stands out with its prestige advantages and stands out as a luxury car, on the other hand, it is in a process that has to cope with the pricing and positioning strategies of competitors.

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COMPARISON OF THE USE OF PEOPLE FROM THE PUBLIC AND THE USE OF FAMOUS PEOPLE IN ADVERTISING IN THE CONTEXT OF THE REFLECTION OF SUSTAINABLE CONSUMPTION IN ADVERTISING MESSAGES

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Abstract

The concept of sustainability emerged in response to the future threats posed by the careless consumption of resources. The issue of overconsumption, which is a problem of our time, has led to the use of sustainable marketing as a tool. Today, businesses place significant importance on developing strategies that focus on sustainable consumption. In recent years, creating sustainable awareness has become a priority to meet the needs of the future and generate social benefits. For sustainability to be embraced, consumer culture must gradually undergo a transformation. Sustainable consumption has begun to be reflected in advertising messages. Advertisements that adopt sustainable communication aim not just to promote a product but to raise awareness among consumers in the long term. The use of celebrities in advertisements has been a common practice in marketing strategies for many years. The purpose of this research is to reveal the extent to which consumers are influenced by the use of ordinary people versus celebrities in sustainable advertising messages. A survey method was used to compare the effects of an advertisement featuring an ordinary person creating sustainable awareness with one featuring a celebrity. An advertising effectiveness scale was utilized to determine the impact of the advertisement on consumers. The research focused on a single brand, analyzing two different advertisements of that brand. The study emphasizes the impact of this change in advertising strategies on consumers. This research could contribute to the development of marketing efforts that give more emphasis to sustainability. Further studies could be conducted to explore how to make these efforts more impactful from a consumer perspective. The population of this study consists of individuals aged 18-70 who reside in Ankara and watch advertisements. According to the research results, the impact of advertisements featuring ordinary people conveying a sustainable consumption message was compared to those using celebrities. It was suggested that this impact could vary depending on the sector. The findings indicate that advertisements featuring celebrities, particularly those for banks and shampoos, are more memorable.

Keywords: sustainability, consumer, advertising, advertising effectiveness, marketing strategy

1. REFLECTION OF SUSTAINABLE CONSUMPTION IN ADVERTISING MESSAGES

In the marketing communication process, the existence of different communication opportunities increases the importance of the management process related to the brand. One of the main purposes of advertising is to attract the attention of the consumer and aim to stay in mind. In recent years, it has been seen that advertising discourse has focused on content to raise awareness about sustainable consumption. Sustainability communication is one of the important tools to move to sustainable consumption (McDonagh, 1998: 599) The concept of communication for sustainability focuses on the idealized aspect of sustainable development (Genç, 2017: 515). Sustainability-related advertisements are an advertising approach that not only promotes goods and services, but also encourages creating sustainable development. In today's advertisements, the messages are directed to the "good deeds" that the brand does for the environment (Doğan, 2020; Song and Kim, 2019; Shang et al., 2010; Özdemir, 2023) and focuses on its activities in this regard. In the advertising message, brands promise to protect and save the future of products and resources (Özdemir, 2023:10). It is seen that the sensitivity of consumers to sustainability and its impact on their purchasing intentions will increase in importance with international sustainability standards and initiatives.

1.1. CELEBRITY USE IN ADVERTISEMENTS

Brands can be effective in the purchasing decisions of the consumer with the reliability, attractiveness and expertise of the celebrity used in the television advertisement. McCracken (1989: 310), on the other hand, defined celebrities as "a person who enjoys the attention of the society and uses his recognition for the benefit of the product consumed by appearing in the advertisement". Since the 19th century, it has been seen that brands prefer to promote their products and services by identifying celebrities. Research and reviews show that one of the most effective advertising methods is the use of celebrities in advertising. Sometimes famous people are used to give spirit and personality to the brand and sometimes to direct sales development activities (Albar & Öksüz, 2024: 11). It is necessary to consider the effect of unconscious elements on the reasons behind the consumer's decisions. According to Page (2012), it is emphasized that the consumer's decisions are not only based on logical reasons, but also on emotional and unconscious influences. It is thought that a celebrity that appeals to the emotions of the consumer will have an effect on the consumer's decisions with factors such as brand celebrity compatibility. Research shows that famous actors in advertising have a positive impact on consumer recall and purchase behavior and can build brand awareness (Choi & Rifon, 2012; Qureshi & Malik, 2017; Sağman & Becan, 2024). Most academic studies reveal that the use of celebrities in advertising greatly increases advertising effectiveness (Rowley, Gilman & Sherman, 2019:20).

1.2. USE OF PUBLIC FIGURES IN ADVERTISING AND STORYTELLING

The concept of storytelling in advertising is preferred in the marketing process in order to ensure memorability and personalize communication between brands and target audience. In this type of advertising, it is observed that it is aimed to create value in the target audience with advertising during consumption motivation. In storytelling, it is aimed to influence the target audience through the communication established with the lead role and the values assigned to the product by the story (Güregen, 2021:9). In storytelling, with the ideal image of the target audience, the leading role can be a real character or fiction. The bond and positive emotions created with the character will be unconsciously transferred to the product and the questioning will decrease. People want to be a part of the story (Özkalalı & Kılınç, 2024:12). Brands prefer to use it to influence the target audience in their

marketing strategies (McColl and Legorburu, 2016: 43). It is seen that storytelling is more effective, especially in television advertisements (Abd Rahman et al. (2020: 8). According to Dessart (2018), storytelling performs higher and more effectively in advertising. Consumers find advertisements prepared with a storytelling strategy more memorable (Kim et al., 2016: 305)

2. RESULTS

2.1. Descriptive Information and Statistics

Table 1: Demographic and Descriptive Information of the Participants-1

Variables	Brother Adam		Beyazit OZTURK	
Gender	n	%	n	%
Male	40	39,2%	37	36,3%
Woman	62	60,8%	65	63,7%
Age				
18-29	54	52,9%	65	63,7%
30-39	21	20,6%	21	20,6%
40-49	8	7,8%	5	4,9%
50-59	14	13,7%	5	4,9%
60-70	5	4,9%	6	5,9%
Education Status				
License	54	52,9%	68	66,7%
Graduate	30	29,4%	17	16,7%
High school	11	10,8%	15	14,7%
Associate	7	6,9%	2	2,0%
Marital Status				
Single	56	54,9%	73	71,6%
Married	46	45,1%	29	28,4%

In **Table 1**, the demographic characteristics of the participants and descriptive statistics regarding the 'Adem Abi' and 'Beyazıt ÖZTÜRK' advertisements are given. In terms of gender distribution, 60.8% of the participants were female (n = 62) and 39.2% were male (n = 40) for the 'Adem Abi' advertisement, whereas the proportion of females was 63.7% (n = 65) and 36.3% (n = 37) for the 'Beyazıt ÖZTÜRK' advertisement. When the age groups are examined, the largest age group for both advertisements is the 18-29 age group, represented by 52.9% (n = 54) for the 'Adem Abi' ad and 63.7% (n = 65) for the 'Beyazıt ÖZTÜRK' advertisement. In terms of educational status, while 52.9% of the participants in the

'Adem Abi' advertisement had a bachelor's degree (n = 54), this rate increased to 66.7% (n = 68) in the 'Beyazıt ÖZTÜRK' advertisement. Finally, in terms of marital status, 54.9% of the participants were single (n = 56) in the 'Adem Abi' advertisement, while this rate was 71.6% (n = 73) in the 'Beyazıt ÖZTÜRK' advertisement. These data show that certain differences exist in the demographic profiles of the participants for both advertisements (Table 1).

Table 2: Demographic and Descriptive Information of the Participants-2

Variables	Brother Adam		Beyazit Ozturk	
Monthly Income	n	%	n	%
17.000₺- 30.000₺	22	22%	21	21%
Under 17.000 ₺	26	25%	40	39%
30.000₺-50.000₺	24	24%	19	19%
50,000 and above₺	26	25%	15	15%
Other	4	4%	9	9%
Employment Status				
I'm not working	15	15%	12	12%
Public Employee	30	29%	16	16%
Student	16	16%	47	46%
Private Sector Employee	35	34%	23	23%
Self-employment	6	6%	4	4%
The Most Effective Element in Advertising				
Music	33	32%	29	28%
Objects	1	1%	4	4%
Players	10	10%	20	20%

Variables	Brother Adam		Beyazit Ozturk	
The Memorable Element in the Ad Watched in Recent Days	n	%	n	%
The story of the ad	26	25%	21	21%
Logo	2	2%	-	-
Brand	10	10%	-	-
Music	25	24%	29	28%
Players	12	12%	20	20%
Slogan	18		26	
Product	9	9%	-	-
Dances	-	-	2	2%
Objects	-	-	4	4%
Interesting Element in Advertising				
The person who starred in the ad	13	13%	19	19%
The music of the ad	28	27%	21	21%
The Most Liked Person When You Star in a Commercial				
Starring the cartoon character	16	16%	21	21%
Starring famous children	9	9%	6	6%

The story of the ad	30	29%	21	21%	Starring famous men	12	12%	22	22%
Slogan	28	27%	26	25%	Starring famous women	43	42%	45	44%
Dances	-	-	2	2%	Other	22	22%	8	8%
How Do Famous People Affect Advertising?					**Categories that come to mind from ads starring famous people**				
I don't watch it at all	4	4%	1	1%	Bank ads	8	8%	10	10%
The advertisement interests me, I buy the product and try it	5	5%	9	9%	White goods ads	3	3%	4	4%
I only watch ads	51	50%	50	49%	Detergent ads	8	8%	3	3%
Ad starring a celebrity	36	35%	28	27%	E-commerce ads	6	6%	8	8%
I don't pay attention to the product, I watch the famous person	6	6%	14	14%	Apparel ads	15	15%	25	25%
Who Should Deliver Your Advertising Message?					Communications ads	8		9	
Voice-over (voice-over)	17	17%	7	7%	Shampoo ads	42	41%	43	42%
Of the person from the public	21	21%	18	18%	Other	12	12%	10	0%
A person who is an expert on the subject	28	27%	34	33%					
Famous person	34	33%	43	42%					
Other	2	2%		0%					

In **Table 2**, the demographic and descriptive information of the participants were examined in detail through various variables such as monthly income, employment status, ad viewing habits and perceptions of advertisements. In the monthly income distribution, respondents with an income of less than 17,000 TL showed a higher percentage (39%) in ads featuring celebrities, while this rate remained at 25% in ads featuring people from the public. Similarly, in the income group of 50,000 TL and above, the interest in advertisements featuring people from the public was 25%, while this rate was recorded as 15% in advertisements featuring celebrities. In terms of employment status, the interest of private sector employees in advertisements starring members of the public (34%) was higher than in advertisements featuring celebrities (23%). Students were 46% interested in ads starring

celebrities, a significant difference from ads featuring members of the public (16%). In terms of ad viewing habits, 89% of the participants stated that they watched ads with people from the public, and this rate was observed as 84% in ads featuring celebrities. Music, as the most effective element of advertisements, stood out in both types of advertisements, and was found to be 32% effective in advertisements featuring people from the public and 28% in advertisements featuring celebrities. In addition, the story of the ad had a significant impact on both genres; It is 29% for people from the public and 21% for celebrities. In the factors that arouse interest in advertisements, the most striking element for people from the public is the subject of the advertisement (43%), while this rate is 40% in advertisements featuring celebrities. People who starred in advertisements also had a significant impact in both genres, with 13% for members of the public and 19% for celebrities (**Table 2**).
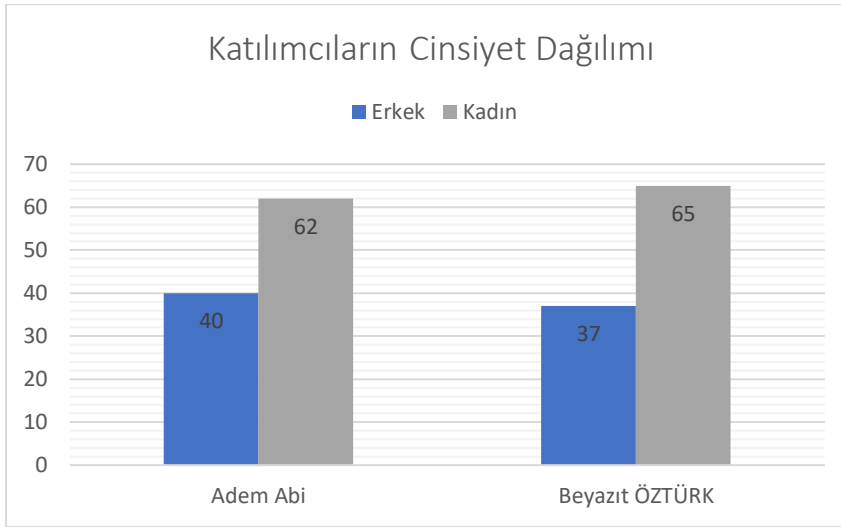
Shape 1: Gender Distribution of Participants
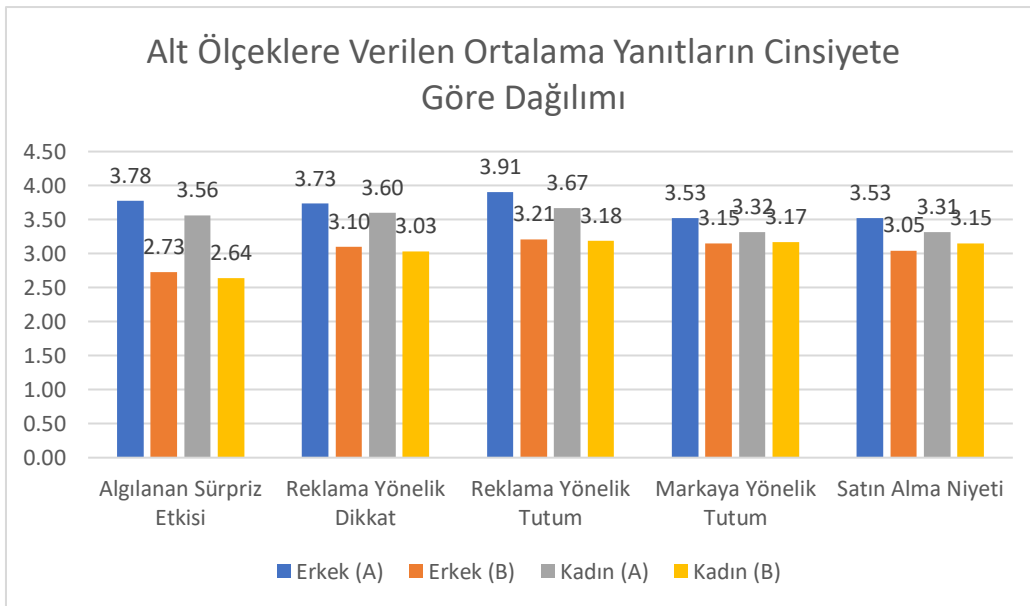
Shape 2: Mean Values of the Responses to the Subscales

Table 3: Normality Test Results

Brother Adam	Kolmogorov-Smirnov			Beyazit Ozturk	Kolmogorov-Smirnov		
	Statistic	Df	Sig.		Statistic	Df	Sig.
Perceived Surprise Effect	,204	102	,000	Perceived Surprise Effect	,939	102	,000
Beware of Advertising	,181	102	,000	Beware of Advertising	,964	102	,000
Attitude Towards Advertising	,215	102	,000	Attitude Towards Advertising	,949	102	,000
Attitude towards the Brand	,138	102	,000	Attitude towards the Brand	,935	102	,000
Purchase Intent	,143	102	,000	Purchase Intent	,909	102	,000

The average score created according to the answers given by the participants and whether the average scores of the subheadings come from the Normal Distribution are given in Table 3. It was determined that the data did not show normal distribution. Whether the data show normality by looking at the skewness and kurtosis coefficients is given in **Table 4 (Table 3)**.

Table 4: Skewness and Kurtosis Coefficients

Averages	Brother Adam		Beyazit Ozturk	
	kurtosis	Skew	kurtosis	Skew
Perceived Surprise Effect	-,980	-,499	-,960	-,489
Beware of Advertising	-,218	,250	-,213	,245
Attitude Towards Advertising	,176	-,255	,172	-,249
Attitude towards the Brand	,163	,671	,159	,657
Purchase Intent	-,028	-,352	-,027	-,344

The skewness and kurtosis coefficients of the distributions related to scales and subscales are given in **Table 7**. The fact that the skewness and kurtosis coefficients are between -1.5 and +1.5 indicates that the distribution is normally distributed (Tabachnick., Fidell., 2013). With this information, it is seen that all values show Normal Distribution. Parametric Tests will be continued.

Table 5: Average Responses to Subscales in Ad Types and Intra-Group Differences

Scales / Subscales	Variables	Perceived Surprise Effect		Beware Advertising		Attitude ofTowards Advertising		Attitude towards Brand		Purchase theIntent	
		From the public	Famous	From the public	Famous	From the public	Famous	From the public	Famous	From the public	Famous
Your gender	Male	3,78	2,73	3,73	3,10	3,91	3,21	3,53	3,15	3,53	3,04
	Woman	3,56	2,64	3,60	3,03	3,67	3,18	3,32	3,17	3,31	3,15
	p	,38	,69	,58	,74	,60	,91	,33	,94	,36	,94
Your age	18-29	3,30	2,68	3,23	2,93	3,41	3,10	3,09	3,03	3,08	3,02
	30-39	3,89	2,54	3,97	3,27	4,02	3,36	3,41	3,32	3,40	3,27
	40-49	3,21	3,20	3,33	3,60	3,42	3,73	3,25	3,80	3,13	3,80
	50-59	4,41	2,20	4,50	3,00	4,50	3,00	4,21	3,47	4,33	3,00
	60-70	5,00	3,00	5,00	3,22	5,00	3,33	4,60	3,33	4,60	3,17
	p	,00	,56	,00	,48	,00	,58	,00	,45	,00	,59
Your Education Status	High school	4,36	2,51	4,30	2,80	4,33	2,95	4,24	2,91	4,18	2,78
	Associate Degree	3,05	3,84	2,81	4,00	2,81	4,00	2,86	4,50	2,90	4,34
	License	3,40	2,61	3,41	3,01	3,56	3,20	3,06	3,08	3,06	3,07
	Graduate	3,97	2,92	4,03	3,35	4,14	3,27	3,82	3,55	3,83	3,43
	p	,01	,29	,00	,23	,00	,53	,00	,09	,00	,15
Your Marital Status?	Single	3,50	2,66	3,47	2,99	3,66	3,16	3,29	3,07	3,24	3,05
	Married	3,83	2,70	3,87	3,22	3,89	3,29	3,53	3,40	3,59	3,26
	p	,78	,87	,36	,30	,51	,55	,28	,16	,22	,39
Your Monthly Income ?	Under 17,000 ₺	3,58	2,70	3,52	2,99	3,72	3,06	3,38	3,03	3,23	3,00
	17.000-30.000 ₺	3,42	3,14	3,32	3,40	3,56	3,57	3,27	3,49	3,30	3,51
	30.000-50.000 ₺	3,33	2,46	3,50	3,10	3,50	3,25	3,11	3,37	3,24	3,28
	Over 50.000 ₺	4,24	2,24	4,26	2,75	4,32	2,98	3,82	2,82	3,80	2,89
	Other	3,22	2,61	3,22	2,89	3,00	3,11	3,11	3,11	3,33	2,56
	p	,05	,12	,05	,39	,06	,36	,16	,32	,36	,23

Do You Watch Ads?	Yes	3,75	2,78	3,75	3,15	3,83	3,27	3,48	3,24	3,52	3,19
	No	2,76	2,12	2,82	2,56	3,18	2,77	2,76	2,73	2,36	2,69
	p	,00	,02	,01	,03	,04	,06	,14	,08	,01	,09
What do you find most effective in advertising or what is the first thing that comes to your mind?	Music	3,55	2,40	3,44	2,79	3,68	2,84	2,95	2,98	3,02	2,98
	Objects	3,00	2,84	3,00	2,75	5,00	2,75	4,33	2,83	4,00	2,58
	Players	3,93	3,10	3,77	3,35	3,87	3,57	3,37	3,52	3,27	3,57
	Advertising Story	3,77	2,76	4,00	3,22	4,02	3,37	3,68	3,40	3,66	3,22
	Slogan	3,56	2,55	3,50	3,00	3,51	3,21	3,61	2,94	3,58	2,91
	Dances	.	2,67	-	3,50	-	3,50	-	3,50	-	3,17
	p	,82	,35	,38	,41	,40	,16	,03	,34	,17	,35

Table 5 examines the average responses to the subscales according to ad types according to demographic variables such as gender, age, educational status, marital status, monthly income, ad viewing habits, and the most influential elements in ads. According to the gender variable, there is no significant difference between the responses of male and female participants to the advertisements. For example, male respondents gave an average score of 3.78 for "Perceived Surprise Effect" in ads featuring members of the pub lic, while women gave it a score of 3.56. However, it is seen that this difference is not significant (p > 0.05). **There** are significant differences between age groups. In particular, participants in the 60-70 age group gave higher scores to advertisements with people from the public (e.g., 5.00 points for "Perceived Surprise Effect"), while this difference was statistically significant (p < 0.05). **When the educational status** is examined, it is seen that the participants who graduated from high school gave higher scores to the advertisements featuring people from the public. For example, while high school graduates give a score of 4.33 for "Attitude Towards Advertising", this indicates that there are significant differences according to education level (p < 0.05). **When the marital status** variable is examined, no significant difference is observed between married and single participants. For example, single respondents gave 3.29 points to advertisements featuring members of the public on the "Attitude Towards Brand" subscale, while married respondents gave 3.53 points, but the p-value was not significant (p > 0.05). **In terms of monthly income**, participants in the income group above 50,000 TL gave higher scores to advertisements featuring people from the public. For example, for the "Perceived Surprise Effect", this group gave a score of 4.24, while the p-value remained within the limit of 0.05 (p = 0.05). **In terms of ad-watching habits**, respondents who didn't watch ads generally gave lower scores to ads. Especially in the "Perceived Surprise Effect" subscale, the p value was found to be significant (p < 0.05) (**Table 5**).

Table 6: Reliability Coefficients

Subscales	Cronbach's Alpha	N
Perceived Surprise Effect	0,946	3
Beware of Advertising	0,932	3
Attitude Towards Advertising	0,905	3
Attitude Towards the Brand	0,936	3
Purchase Intent	0,967	3

The reliability coefficients in Table 6 show Cronbach's Alpha values, which are used to evaluate the internal consistency of the scales. Cronbach's Alpha values of the Perceived Surprise Effect, Attention to Advertising, Attitude Towards Advertising, Attitude Towards Brand and Purchase Intention subscales were calculated as 0.946, 0.932, 0.905, 0.936 and 0.967, respectively. These values indicate that the scales are highly reliable, with Cronbach's Alpha values of 0.9 and above being considered to be an excellent degree of reliability (Santos, 1999; Hatcher, 1994).

Table 7: Comparison of the Average Scores of the Subscales

Scale	Ad Type	N	Average	t Test	p
Perceived Surprise Effect	Brother Adam	102	3.78	5.82	.001
	Beyazit OZ.	102	2.67		
Beware of Advertising	Brother Adam	102	3.65	3.94	.001
	Beyazit OZ.	102	3.06		
Attitude Towards Advertising	Brother Adam	102	3.76	3.71	.001
	Beyazit OZ.	102	3.19		
Attitude Towards the Brand	Brother Adam	102	3.40	1.70	.092
	Beyazit OZ.	102	3.16		
Purchase Intent	Brother Adam	102	3.40	1.80	.073
	Beyazit OZ.	102	3.11		

Table 7 compares the average scores of the subscales between two different types of advertising, 'Adem Abi' and 'Beyazıt ÖZ.'. It is seen that the advertisement 'Adem Abi' received a significantly higher score in terms of Perceived Surprise Effect (X̄ = 3.65) compared to the advertisement 'Beyazıt ÖZ.' (X̄ = 2.67) (t = 5.82, p = .001). Similarly, significant differences were found in favor of 'Adem Abi' advertisement in the subscales of Attention to Advertising (X̄ = 3.65 vs. X̄ = 3.06) and Attitude Towards Advertising (X̄ = 3.76 vs. X̄ = 3.19) (t = 3.94, p = .001; t = 3.71, p = .001, respectively). However, although

the average scores of the 'Adem Abi' ad were slightly higher than the 'Beyazıt ÖZ.' advertisement in the Attitude Towards Brand and Purchase Intention subscales, these differences were not found to be statistically significant (t = 1.70, p = .092; t = 1.80, p = .073, respectively). These results show that the 'Brother Adam' advertisement is significantly more effective in some subscales, but this effect is not statistically significant in the Attitude Towards Brand and Purchase Intention subscales (**Table 7**).

Table 8: Comparison of Gender Variable and Subscales Between Groups

Scale	Gender	Ad Type	N	Average	t Test	p
Perceived Surprise Effect	Woman	Brother Adam	40	3.56	3.60	.001
		Beyazit OZTURK	37	2.64		
	Male	Brother Adam	62	3.78	4.23	.001
		Beyazit OZTURK	65	2.73		
Beware of Advertising	Woman	Brother Adam	40	3.60	1.98	.052
		Beyazit OZTURK	37	3.03		
	Male	Brother Adam	62	3.73	2.83	.007
		Beyazit OZTURK	65	3.10		
Attitude Towards Advertising	Woman	Brother Adam	40	3.67	1.57	.119
		Beyazit OZTURK	37	3.18		
	Male	Brother Adam	62	3.91	3.39	.002
		Beyazit OZTURK	65	3.21		
Attitude Towards the Brand	Woman	Brother Adam	40	3.32	-.024	.981
		Beyazit OZTURK	37	3.17		
	Male	Brother Adam	62	3.53	2.31	.026
		Beyazit OZTURK	65	3.15		
Purchase Intent	Woman	Brother Adam	40	3.31	.014	.989
		Beyazit OZTURK	37	3.15		
	Male	Brother Adam	62	3.53	2.71	.010
		Beyazit OZTURK	65	3.05		

In **Table 8**, the comparison of the average scores of the subscales between the groups between the 'Adem Abi' and 'Beyazıt ÖZTÜRK' advertisements in terms of gender variable is presented. In the Perceived Surprise Effect subscale, a significant difference was observed between the 'Adem Abi' advertisement (X̄ = 3.56) and the 'Beyazıt ÖZTÜRK' advertisement (X̄ = 2.64) among the female

participants (t = 3.60, p = .001), similarly, the 'Adem Abi' advertisement ($\bar{X}$ = 3.78) received a higher score for the male participants (t = 4.23, p = .001). On the Attention to Advertising subscale, the advertisement 'Brother Adam' ($\bar{X}$ = 3.73) had a higher mean score among men (t = 2.83, p = .007), while this difference was not significant among women (t = 1.98, p = .052). In the Attitude Towards Advertising subscale, while men evaluated the advertisement 'Adem Abi' ($\bar{X}$ = 3.91) more positively (t = 3.39, p = .002), this difference was not found to be significant for women (t = 1.57, p = .119). On the Attitude Towards Brand subscale, the advertisement 'Brother Adam' ($\bar{X}$ = 3.53) scored higher among men (t = 2.31, p = .026), but no significant difference was observed among women (t = -.024, p = .981). On the Purchase Intention subscale, the advertisement 'Adam Abi' ($\bar{X}$ = 3.53) obtained a higher average score among men (t = 2.71, p = .010), but this difference was not statistically significant among women (t = .014, p = .989). These findings show that gender differentiates the effect of advertisements on various subscales, and that the 'Brother Adam' advertisement is more effective especially for male participants (**Table 8**).

3. CONCLUSION AND RECOMMENDATIONS

In the context of sustainable advertising message, the effect of the use of people from the public and the use of famous people on the consumer's evaluation process of the product has been tried to be revealed. It is seen that the "benefit and promise of the product" is clearly explained in the advertisement, which is conveyed with storytelling, which gives a sustainable advertising message. The consumer is easily included in the learning and persuasion process by getting caught up in the story. According to the findings of the study, significant differences were found in favor of the 'Adem Abi' advertisement in the subscales of Attention to Advertising ($\bar{X}$ = 3.65 vs. $\bar{X}$ = 3.06) and Attitude Towards Advertising ($\bar{X}$ = 3.76 vs. $\bar{X}$ = 3.19) (t = 3.94, p = .001; t = 3.71, p = .001, respectively). It is seen that the average scores of the advertisement prepared by using the person from the public who gives the sustainable advertising message of the participants are higher than the advertisement played by the famous person. Sustainable advertising message and celebrity effect may differ according to sectors. According to the findings of the research, it is seen that the advertisement prepared with a sustainable advertising message is more effective in the eyes of the consumer than the famous person usage strategy. It is necessary to conduct sustainable consumption researches for advertising and to develop green consumption strategies. The sustainable advertising message in the advertisement is beneficial in reinforcing the image of the brand. The reflection of sustainable consumption in advertising messages will provide businesses with more competitive advantage. In today's world where consumers' demand for green products is increasing, it is recommended that marketing managers who want to gain a competitive advantage should consider this. The sustainable advertising message in the advertisement is beneficial in reinforcing the image of the brand. According to the sectors, it is seen that the focus is on reducing water consumption, sustainable products, sustainable consumption, and green marketing. It is thought that this study will contribute to the literature in terms of determining the effect of the advertisement prepared with the use of people from the public containing a sustainable advertising message.

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AZERBAIJAN SUSTAINABLE DEVELOPMENT GOALS – REFORMS IN THE PUBLIC ADMINISTRATION SYSTEM OF THE REPUBLIC OF AZERBAIJAN

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Abstract

Significant reforms to the public administration system of the Republic of Azerbaijan have been crucial to advancing the sustainable development goals (SDGs). Azerbaijan has made significant progress in aligning its public administration with the Sustainable Development Goals by focusing on strengthening governance, improving transparency and accountability, enhancing public service delivery, and promoting economic development and innovation. Specific measures and their impacts provide a comprehensive overview of Azerbaijan's strategies and achievements in public administration reform and sustainable development. Continued investment in governance, digital infrastructure, and inclusive economic growth is essential to sustain progress and ensure equitable development for all citizens. This study explores the Sustainable Development Goals in Azerbaijan – Reforms in the Public Administration System of the Republic of Azerbaijan.

Keywords: Azerbaijan, sustainable development goals (SDGs), public administration reform, ASAN Service, economic diversification, transparency and accountability

INTRODUCTION

In recent years, Azerbaijan has implemented a wide range of initiatives to reform its public administration system. These include measures to strengthen governance and institutional capacity, improve transparency and accountability, improve public service delivery, and promote economic development and innovation. These reforms aim to create a more responsive, efficient, and transparent public administration that can effectively support the country's sustainable development agenda. Economic diversification efforts, support for small and medium-sized enterprises (SMEs), and the promotion of innovation have fostered inclusive economic growth and reduced dependence on oil and gas revenues. These reforms contribute to several Sustainable Development Goals, including SDG 8 (Decent Work and Economic Growth), SDG 9 (Industry, Innovation and Infrastructure) and SDG 16 (Peace, Justice and Strong Institutions). The Sustainable Development Goals (SDGs), adopted by United Nations Member States in 2015, provide a common blueprint for peace and prosperity for people and the planet today and in the future. These 17 goals are an urgent call to action by all countries in a global partnership, recognizing that ending poverty and other deprivations must go hand in hand with strategies that improve health and education, reduce inequality and promote economic growth. climate change and efforts to protect our oceans and forests [Agenda 2030, un.org. 2023].

Azerbaijan has demonstrated a strong commitment to the 2030 Agenda for Sustainable Development by integrating the Sustainable Development Goals into its national development policies and strategies. Azerbaijan has recognized that achieving these ambitious goals requires comprehensive and systematic changes, especially in the system of public administration. Effective public administration is crucial for the implementation of policies and programs that drive sustainable development. Therefore, Azerbaijan has launched a series of reforms aimed at improving the efficiency, transparency, and accountability of the public sector.

Public administration reforms in Azerbaijan are designed to modernize government operations, reduce bureaucratic inefficiencies, and improve service delivery to citizens. These efforts are not only fundamental to achieving Sustainable Development Goal 16 (Peace, Justice and Strong Institutions) and Sustainable Development Goal 17 (Partnerships for the Goals), but also play a critical role in advancing other goals related to poverty reduction, health, education, and economic growth and innovation [Azərbaycan 2030, President.az. 2021].

Governance and institutional capacity building has been a central focus of Azerbaijan's public administration reforms. The government has introduced a number of measures to improve the efficiency and effectiveness of public institutions. This includes the development of new policies and frameworks aimed at building institutional capacity, strengthening governance structures, and improving coordination between government agencies. The goal of these efforts is to create a more efficient and effective public administration system that can support the country's sustainable development agenda.

Increasing transparency and accountability has also been a key focus of Azerbaijan's public administration reforms. The government has implemented a number of measures to increase transparency and accountability in public administration. This includes the development of new policies and frameworks aimed at increasing transparency and accountability, strengthening oversight mechanisms, and encouraging citizens' participation in public decision-making. The goal of these

efforts is to create a more transparent and accountable public administration system that can support the country's sustainable development agenda.

Improving public service delivery has been another central focus of Azerbaijan's public administration reforms. The government has implemented a number of measures to improve the efficiency and effectiveness of public service delivery. This includes the development of new policies and frameworks aimed at improving service delivery, strengthening service delivery mechanisms, and improving the quality of public services.

This study provides an in-depth analysis of Azerbaijan's public administration reforms in the context of the Sustainable Development Goals. It explores how these reforms are implemented, their alignment with specific Sustainable Development Goals, and their impact on sustainable development. The discussion is divided into four main sections: enhancing governance and institutional capacity, increasing transparency and accountability, strengthening public service delivery, and promoting economic development and innovation. Each chapter highlights the specific reforms that have been carried out, their importance and their contribution to the achievement of the Sustainable Development Goals.

1. INCREASING GOVERNANCE AND INSTITUTIONAL CAPACITY

Azerbaijan has taken important measures to improve governance and institutional capacity, which are critical to achieving the Sustainable Development Goals. The government has undertaken several initiatives to improve the effectiveness and efficiency of public institutions. These include the development of comprehensive policy frameworks, the implementation of capacity-building programs, and the modernization of administrative processes.

One notable initiative is the establishment of the State Agency for Public Service and Social Innovations, also known as the ASAN Service. The ASAN Service aims to facilitate and simplify the delivery of public services, reduce bureaucratic formalities and improve the quality of services provided to citizens. By combining multiple services under one roof, ASAN Service has significantly improved the accessibility and efficiency of public services, contributing to the achievement of SDG 16 (Peace, Justice and Strong Institutions [ASAN xidmət, apa.az. 2017].

ASAN Service centers provide a wide range of public services, such as the issuance of identity documents, registration of marital status, and processing of business licenses. The centers work with the principles of transparency, efficiency and customer satisfaction. The initiative not only reduced the time and cost associated with accessing public services, but also minimized opportunities for corruption by eliminating intermediaries. The success of the ASAN Service has been recognized internationally, won many awards and served as an example for other countries seeking to reform their public administration systems.

Along with the ASAN Service, the government has focused on improving coordination and cooperation between various public institutions. This includes the creation of inter-agency working groups and the development of integrated information systems to facilitate data sharing and collaboration. These efforts have improved the overall governance framework, enabling public institutions to work together more effectively to achieve common goals.

Capacity building programmes have also been an important part of governance reforms. The government has invested in training and professional development to improve the skills and competencies of public servants. These programs aim to create a more skilled and motivated workforce that can effectively implement government policies and deliver public services. By strengthening the capacity of public officials, Azerbaijan aims to improve the overall performance of the public administration system and ensure the successful implementation of the sustainable development agenda.

In addition, the government has implemented various legislative and regulatory reforms to strengthen institutional capacity. This includes the enactment of new laws and regulations that will increase the accountability and transparency of public institutions. For example, the Law on Civil Service, adopted in 2000 and revised many times since then, establishes the principles and standards of public service in Azerbaijan. By emphasizing merit-based recruitment, professional development, and ethical conduct, the law contributes to the creation of a professional and accountable public service.

To support these reforms, Azerbaijan has also increased the use of technology in public administration. The government has developed a variety of digital platforms and e-government services to improve the efficiency and accessibility of public services. These platforms allow citizens to access public services online, reducing the need for physical visits to government offices and minimizing bureaucratic delays. The use of technology has also improved data management and decision-making processes, allowing public institutions to work more effectively and efficiently.

Overall, efforts to improve governance and institutional capacity in Azerbaijan have been instrumental in achieving the Sustainable Development Goals. The government laid the foundation for sustainable development by creating a more efficient, transparent, and accountable public administration system. These reforms have not only improved the delivery of public services but have also strengthened public confidence in government institutions, contributing to the overall prosperity and prosperity of the country.

2. INCREASING TRANSPARENCY AND ACCOUNTABILITY

Transparency and accountability are fundamental principles for achieving sustainable development. Azerbaijan, aware of their importance, has implemented a series of reforms aimed at promoting these principles within the system of public administration. The government's commitment to these values is evident in its comprehensive anti-corruption measures, the establishment of oversight bodies, and the adoption of clear government initiatives.

Anti-corruption measures

Azerbaijan has made significant strides in the fight against corruption, which is a major obstacle to good governance and sustainable development. The government established the Anti-Corruption Commission to oversee and coordinate anti-corruption efforts in various public institutions. The Commission is responsible for developing anti-corruption strategies, monitoring their implementation and investigating cases of corruption.

In addition to the commission, the government has also enacted strict anti-corruption laws and regulations. These legal frameworks provide a solid foundation for preventing and combating corruption in the public sector. For example, the Anti-Corruption Law, adopted in 2004, outlines legal

and institutional mechanisms for combating corruption, including provisions on whistleblowers' protection and conflict of interest regulations [International Monetary Fund, imf.org. 2021].

Open Government Initiative

To further increase transparency, Azerbaijan has adopted the concept of open government. Launched in 2012, the Open Government Initiative aims to increase public access to government information, encourage citizens' participation in decision-making, and strengthen public oversight mechanisms. As part of this initiative, the government has made significant progress in improving access to public data and information, thereby increasing transparency and accountability.

The Open Government Initiative is underpinned by several key components. One of them is the establishment of the Open Data Portal, which provides citizens with access to a wide range of government data sets. This portal increases transparency by allowing the public to access and analyze government data, thus encouraging informed citizen participation and oversight.

Another component of the initiative is the implementation of participatory governance mechanisms. The government has created citizen feedback and consultation platforms that allow citizens to participate in policy-making processes. These platforms include public hearings, online consultations, and citizen advisory councils, which provide opportunities for citizens to voice their opinions and contribute to the decision-making process.

E-Government Initiatives

E-government initiatives have also played an important role in increasing transparency and accountability in Azerbaijan. The implementation of electronic services and digital platforms has made it easier for citizens to access information and interact with government agencies. These initiatives have not only increased transparency, but have also reduced opportunities for corruption and improved the efficiency of public service delivery.

One of the notable e-government initiatives is the establishment of the Electronic Government Portal, which provides one-stop access to a wide range of public services. The portal allows citizens to apply, make payments and track the status of their requests online. By digitizing public services, the government has reduced bureaucratic delays and increased the transparency of service delivery processes.

In addition, the government has developed several mobile apps to further enhance the accessibility and convenience of citizens. These applications provide real-time access to government services and information, allowing citizens to interact with government agencies from anywhere at any time. The use of digital technology has not only improved the efficiency and transparency of public services, but also enabled the strengthening of public services.

Surveillance Mechanisms

To strengthen accountability, Azerbaijan has also established robust oversight mechanisms. These include the creation of independent audit bodies, such as the Court of Auditors, which are responsible for the audit of the financial activities of public institutions. The Court of Auditors conducts regular audits and publishes its findings, increasing financial transparency and accountability.

In addition, the government has strengthened internal audit functions in public institutions. Internal audit units are responsible for monitoring compliance with laws and regulations, evaluating the effectiveness of internal controls, and identifying areas for improvement. These units play an important role in ensuring the transparent and accountable functioning of public institutions.

Transparency and accountability reforms in Azerbaijan have had a significant impact on the achievement of the Sustainable Development Goals, in particular SDG 16 (Peace, Justice and Strong Institutions). By promoting transparency and accountability, the government has increased public trust in institutions and improved the quality of governance. These improvements have created a more conducive environment for sustainable development, promoting economic growth, social inclusion and environmental sustainability [Transparency International, Transparency k.org. 2021]. Increased transparency and accountability have also contributed to other Sustainable Development Goals. For example, through reducing corruption and improving public service delivery, these reforms have supported the achievement of Sustainable Development Goal 1 (Poverty Prevention) and Sustainable Development Goal 3 (Good Health and Wellbeing). The improved governance framework has facilitated the effective implementation of policies and programs aimed at reducing poverty and improving health, thereby contributing to the overall well-being of the population.

Improving transparency and accountability has been a central focus of Azerbaijan's public administration reforms. Through comprehensive anti-corruption measures, the adoption of clear government initiatives, the implementation of e-government services, and the establishment of robust oversight mechanisms, the government has made significant progress in promoting these principles. These efforts have not only strengthened public trust in government institutions, but have also contributed to the achievement of the Sustainable Development Goals by creating a more transparent and accountable public administration system.

3. STRENGTHENING PUBLIC SERVICE DELIVERY

Improving public service delivery is crucial to ensuring that citizens have efficient, effective and equitable access to essential services. In Azerbaijan, the government has implemented several reforms aimed at improving the quality, accessibility and responsiveness of public services. These initiatives include the establishment of central service centers, the introduction of digital platforms, and efforts to improve the professionalism and efficiency of public officials.

Service Centers: ASAN Service

The cornerstone of Azerbaijan's reform of public service delivery is the establishment of ASAN Service centers. ASAN Service was launched in 2012 with the goal of transforming the way citizens interact with government agencies. These centers serve as a one-stop-shop where citizens can effectively and transparently access a wide range of public services.

ASAN Service centers provide services related to civil registration, issuance of passports, vehicle registration, social security benefits, and more. By consolidating multiple services under one roof, ASAN Service has simplified bureaucratic procedures, shortened wait times, and minimized opportunities for corruption. The centers work with the principles of efficiency, transparency, and citizen orientation, earning a high level of public trust and satisfaction.

The success of the ASAN Service has been attributed to several factors, including its customer-centric approach, use of technology, and commitment to transparency. Citizens who visit ASAN Service centers benefit from streamlined processes, clear service standards, and courteous staff. In addition, centers are leveraging digital technologies such as online appointment scheduling, electronic document submission, and real-time service tracking to improve service delivery.

Digital Transformation: E-Government Initiatives

Azerbaijan has prioritized the digital transformation of public services through ASAN Service centers as well as various e-government initiatives. The Electronic Government Portal (e-gov.az) serves as a central platform for online access to government services. Citizens can use the portal to apply for documents, pay fees, and access information from government agencies without the need to visit physical offices.

The introduction of electronic services has not only improved the convenience and accessibility of public services, but also increased efficiency and transparency. For example, electronic document management systems have reduced paperwork and processing times, speeding up decision-making and service delivery. In addition, digital platforms allow citizens to track the status of their applications and receive notifications electronically, improving overall service responsiveness.

Mobile applications have also played an important role in expanding the scope of e-government services. Apps such as "ASAN Signature" (ASAN Signature) allow citizens to electronically sign documents and securely verify transactions using their mobile devices. These practices facilitate remote access to public services, especially for citizens who live in rural areas or are unable to visit physical service centers.

Professional Development and Capacity Building

Ensuring the professionalism and capacity of public officials is of great importance in terms of maintaining high quality service delivery. Azerbaijan implements comprehensive programs for the training and professional development of public officials. These initiatives aim to improve the skills, knowledge, and ethical standards of government officials in various industries.

Their training program covers a wide range of topics, including public administration, customer service, leadership, and information technology. Specialized training courses are tailored to the needs of different government agencies, allowing employees to acquire the specific skills needed to perform their roles effectively. In addition, capacity building initiatives prioritize continuous learning and professional growth by fostering a culture of excellence and innovation in the public sector.

The emphasis on professional development extends to leadership positions as well. Senior officials undergo leadership training programs aimed at developing strategic thinking, decision-making, and organizational management skills. These programs equip leaders with the tools and knowledge needed to drive organizational change, improve service delivery outcomes, and foster a culture of transparency and accountability.

Reforms aimed at strengthening public service delivery in Azerbaijan directly contribute to many Sustainable Development Goals (SDGs). By improving the efficiency and accessibility of public services, these initiatives support SDG 3 (Good Health and Wellbeing), SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth), among others.

Effective public service delivery promotes health, education, and economic development by ensuring that citizens have access to basic health care, educational opportunities, and employment support. Moreover, transparent and citizen-oriented service delivery mechanisms build trust in government institutions, promoting social cohesion and stability that enable sustainable development.

4. PROMOTING ECONOMIC DEVELOPMENT AND INNOVATION

Promoting economic development and fostering innovation are key priorities of Azerbaijan's sustainable development agenda. The government has implemented several reforms and initiatives aimed at creating an environment conducive to economic growth, supporting entrepreneurship, diversifying the economy, and enhancing innovation capacities.

Diversification and Economic Zones

Azerbaijan has prioritized economic diversification to reduce dependence on oil and gas revenues and promote sustainable economic growth. One of the strategic initiatives in this regard is the establishment of special economic zones (SEZs) and industrial parks throughout the country. These zones offer incentives such as tax breaks, simplified regulatory frameworks, and infrastructure support to attract domestic and foreign investment in non-oil sectors.

SEZs and industrial parks provide favorable conditions for businesses to operate, innovate and expand their activities. They facilitate the development of key sectors such as manufacturing, logistics, technology, and tourism, diversifying the economy and creating employment opportunities. These regions contribute to the achievement of Sustainable Development Goal 8 (Decent Work and Economic Growth) by attracting investments and promoting industrial development.

Support for Small and Medium Enterprises (SMEs)

Supporting small and medium-sized enterprises (SMEs) is at the heart of Azerbaijan's economic development strategy. The government has implemented several programs and initiatives to empower SMEs, enhance their competitiveness, and facilitate their integration into global value chains. These efforts aim to promote entrepreneurship, create jobs, and promote inclusive economic growth.

The initiatives include financial support mechanisms such as loans, grants and subsidies for SMEs, especially in priority sectors such as agriculture, technology and renewable energy. The government also provides business development services, mentorship programs, and capacity-building initiatives to strengthen the entrepreneurial ecosystem and promote the growth of SMEs.

In addition, Azerbaijan has established SME development agencies and business incubators to provide special support to start-ups and small businesses. These institutions offer advisory services, networking opportunities, and access to market insights, helping SMEs overcome barriers to growth and scale their operations sustainably [https://azerbaijan.un.org/en/sdgs].

Fostering Innovation and Technology

Fostering innovation and leveraging technology are critical components of Azerbaijan's economic development strategy. The government has launched initiatives to promote a culture of innovation, support research and development (R&D) activities, and develop technological capabilities in various sectors.

The establishment of innovation centers, technology parks, and incubators has created hubs for research, innovation, and entrepreneurship. These centers provide infrastructure, funding opportunities, and mentorship to innovators and startups, allowing them to develop and commercialize new technologies and solutions. By supporting innovation, Azerbaijan aims to promote economic diversification, increase productivity, and promote sustainable development.

In addition, the government has prioritized digital transformation and the adoption of advanced technologies in key sectors such as education, healthcare, agriculture, and public administration. Initiatives such as the Digital Azerbaijan Program promote the use of digital solutions to improve service delivery, optimize resource management, and increase efficiency across the public and private sectors.

International Partnerships and Cooperation

Azerbaijan actively participates in international partnerships and cooperation to promote economic development and innovation. The country participates in regional economic integration initiatives such as the Eurasian Economic Union (EAEU) and the Economic Cooperation Organization (ECO), promoting trade relations and economic cooperation with neighboring countries and beyond.

In addition, Azerbaijan cooperates with international organizations, development banks, and donor agencies to access technical assistance, investment opportunities, and expertise in areas such as infrastructure development, technology transfer, and capacity building. These partnerships increase Azerbaijan's capacity to implement sustainable development projects and achieve economic growth goals.

Initiatives aimed at promoting economic development and fostering innovation in Azerbaijan contribute significantly to many Sustainable Development Goals (SDGs). Azerbaijan is advancing SDG 9 (Industry, Innovation and Infrastructure) and SDG 8 (Decent Work and Economic Growth) by diversifying the economy, supporting SMEs, promoting innovation, and developing technological capabilities [Hussein Baghirov. SD in Azerbaijan. timeshighereducation.com]

Furthermore, these initiatives contribute to poverty reduction (SDG 1), gender equality (SDG 5), and sustainable urbanization (SDG 11) by creating employment opportunities, empowering entrepreneurs, and promoting inclusive economic growth. A focus on innovation and technology also supports environmental sustainability (SDG 13) by promoting resource-efficient practices and solutions.

Azerbaijan's efforts to promote economic development and promote innovation are an integral part of the sustainable development agenda. The government's initiatives to diversify the economy, support SMEs, promote innovation, and participate in international partnerships demonstrate its commitment to achieving the Sustainable Development Goals. Going forward, continued investment in economic diversity, innovation ecosystems and digital transformation will be vital to sustaining economic growth, creating jobs and ensuring inclusive development for all citizens.

5. RESULT

Today, Azerbaijan is one of the most powerful states in the world both politically and economically. Azerbaijan occupies the first place in the region of economic development. The economy of Azerbaijan has grown enormously. The increase in industrial production is rising dynamically. Azerbaijan has achieved significant economic successes in the post-independence period. Azerbaijan has made

significant progress in reforming its public administration system to bring it in line with the sustainable development goals. The government has laid a solid foundation for sustainable development through targeted initiatives aimed at improving governance and institutional capacity, increasing transparency and accountability, strengthening public service delivery, and promoting economic development and innovation.

The establishment of ASAN Service centers has revolutionized public service delivery by providing efficient, transparent, and citizen-oriented services under one roof. These centers not only streamlined administrative processes, but also minimized bureaucratic hurdles and reduced opportunities for corruption. Additionally, the government's commitment to digital transformation through e-government initiatives has increased the accessibility and efficiency of public services, further enhancing transparency and accountability.

Efforts to promote economic development, including the establishment of special economic zones and the support of SMEs, have diversified the economy and created employment opportunities. Innovation and technology initiatives have fostered a culture of entrepreneurship, fostering economic growth and enhancing Azerbaijan's competitiveness in the global market. Continuing these reforms in the future will be vital to overcoming the remaining challenges and ensuring long-term sustainable development. Continued investment in governance reforms, digital infrastructure, capacity building and inclusive economic growth will be vital to achieving equitable development and prosperity for all segments of society.

In addition, Azerbaijan's participation in international partnerships and cooperation has strengthened its capacity to implement sustainable development projects and achieve economic growth goals. By advancing these reforms, Azerbaijan not only contributes to the achievement of the Sustainable Development Goals, but also enhances the overall well-being and well-being of its citizens.

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A BIBLIOMETRIC ANALYSIS OF RESEARCH ON SUSTAINABLE INSURANCE WITH BIBLIOSHINY

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Abstract

It is seen that the concept of sustainability has come to the fore among many other concepts due to the effects of natural disasters brought about by climatic changes and global warming in the world in recent years. Sustainability, which has become important for almost all sectors, is also important in the insurance sector, which plays a key role in the economy, helping both individuals, communities and businesses manage their risks and protect their assets. Therefore, research on sustainable insurance will not only contribute to the insurance industry, but also benefit all individuals, society and the country. Bibliometric analysis was used in this study where research on sustainable insurance was examined. With this analysis method, which is a quantitative technique and frequently used in social sciences, academic studies produced by individuals or institutions in a specific field, period and region are examined with the help of numerical analyzes and statistics. In this study, 34 academic studies published between 2002 and 2024 in the Web of Science (WoS) database on sustainable insurance were analyzed and visualized with the Biblioshiny program, a web interface provider in the R-based Bibliometrix analysis program. This study aims to contribute to researchers for future research in the field of sustainable insurance by examining the distribution of research by years, prominent countries and institutions, the most cited studies and the distribution of keywords used.

Keywords: Sustainable insurance, risk, climate change, insurance industry, bibliometric analysis.

Jel Cods: G22, Q54, Q56

INTRODUCTION

Sustainability is the ability to exist and develop without depleting natural resources for the future. With the climate crisis, a sustainable environment and a sustainable economy have become more of a priority for both individuals and businesses. According to the Sustainable Development Goals Report, the continuation of the effects of the Covid-19 pandemic, geopolitical tensions and the growing climate crisis have seriously hindered progress. According to the World Meteorological Organization, recorded disasters have increased fivefold in the last 50 years. Early warning systems and evacuation measures have significantly reduced disaster-related mortality rates in recent years. Therefore, the establishment of early warning systems and comprehensive resilience plans are key to minimizing the effects of disasters on people and economies. However, all these measures are not enough to protect against the risks that have great effects and cause devastating damage globally. Therefore, building a risk-conscious world needs to be included in sustainability goals. (United Nations, 2024)

The insurance industry has entered a significant transformation process with the changing expectations of society and the increasing awareness of sustainability. In addition to the risks of climate change, it is also among the duties of insurance companies to raise awareness in society against environmental threats such as the decrease in biodiversity and the increase in pressures on basic ecosystems such as forests and freshwater resources. Insurance companies that adopt sustainable business practices not only protect their own assets, but also contribute to the environment and society. In this context, the insurance industry is turning to a more proactive approach to developing new products and services, such as disaster insurance, products that encourage environmentally friendly investments, and services that support projects with a low carbon footprint.

Environmental and economic risks, which threaten the whole world and affect day by day and increase in severity, slow down the studies on sustainability. The survival of insurance, which is the most modern management of risks, in this challenging process and the development of innovative solutions is as valuable as all other sectors. For this reason, it is important to examine studies on sustainability in the insurance sector and to shed light on future research. In the first part of the study, the concepts of sustainability and sustainable insurance are defined and the importance of sustainability in the insurance sector is mentioned. Then, the method and findings of the research were included, and the results of the research and suggestions for sustainability in the insurance sector were presented.

1. THE CONCEPT OF SUSTAINABILITY AND SUSTAINABLE INSURANCE

In this part of the study, the concepts of sustainability and sustainable insurance are defined.

1.1. The Concept of Sustainability

Sustainability is the principle of preserving the capacity of societies to meet the needs of future generations by using environmental, economic and social resources in a balanced way. This concept was first defined in the United Nations' report "Our Common Future" (Brundtland Report). In the report, sustainable development is defined as "development that can meet the needs of the present without compromising the ability of future generations to meet their own needs. (United Nations, 1987)

There are many different definitions of the concept of sustainability. One of these definitions is the definition of the UN World Commission on Environment and Development, which is quoted quite

often. In this definition, sustainable development is made as development that meets the needs of the present, without jeopardizing the ability of future generations to meet their own needs. (Environment & Society, 2024)

Everything we need for our survival and well-being depends directly or indirectly on our natural environment. Therefore, in order to support current and future generations, necessary efforts must be made to create and maintain conditions in which people and nature can exist in productive harmony. A sustainable society must be responsible, focusing on protecting the environment and the dynamic balance in human and natural systems. (EPA, 2024)

Sustainability is based on three main components. These components are environmental sustainability, economic sustainability, and social sustainability. The components are generally related to each other; It aims to ensure that societies and ecosystems have a sustainable life cycle in the long term by providing environmental, economic and social balances.

Environmental sustainability: Environmental sustainability aims both to use existing resources effectively and to transfer these resources to future generations in a healthy way. In this context, environmental sustainability includes not only to protect natural resources, but also to various strategies to make economic growth and development sustainable without harming nature. In this context, environmental sustainability is an approach that both minimizes the consumption of natural resources while meeting today's needs and aims to leave a livable world to future generations. Issues such as reducing greenhouse gas emissions, preventing deforestation and waste management are the main elements of environmental sustainability. (Oğuz, 2019)

Economic Sustainability: Economic sustainability refers to the long-term and stable maintenance of economic development, but without damage to growth and social resources in this process. An economically sustainable structure aims to expand the welfare and living space of the society, while also helping to protect natural features and ensure social justice. An increase in economic capital should not come at the expense of a decrease in natural capital or social capital. Economically sustainable businesses are those with guaranteed cash flows and profitability. However, economic sustainability continues to operate not only with a focus on profit, but also by taking into account relations and social developments. (Gedik, 2020)

Social Sustainability: The most common definition of social sustainability refers to maintaining a positive situation within communities and creating a process that will ensure that this situation is achieved. It is aimed to make values such as peace, justice and freedom of these societies permanent. Social sustainability also aims to promote social healing among individuals, inclusivity in communities, and access to fundamental rights. In this context, in order to ensure social sustainability, it is essential to establish a structure based on equal rights that encourages social participation and to increase the quality of life of individuals in economic, cultural and environmental contexts. Education, health, social freedom and social participation play an important role within the scope of social sustainability, which includes the processes of protecting the welfare level of the society, ensuring social justice and raising the standard of living. (Gedik, 2020)

1.2. The Concept of Sustainable Insurance

At the United Nations Conference on Sustainable Development, sustainable insurance is defined as the strategic approach in which all activities in the insurance value chain, including interactions with

stakeholders, are carried out in a responsible and forward-looking manner by identifying, evaluating, managing and monitoring risks and opportunities associated with environmental, social and governance issues. (UNEP FI, 2024a)

Sustainable insurance refers to the management of the long-term consolidation of insurance production on society, the environment and the economy in a sustainable way, taking into account the principles of democratic, social and governance. Within this planaims to reduce risk, develop innovative solutions, improve business performance and contribute to environmental, social and economic sustainability. (Scordis, Suzawa, Zwick, & Ruckner, 2014)

The insurance industry plays an important role on the path to sustainability thanks to both its financial strength and risk management expertise. In particular, the physical and financial risks brought about by climate change, natural disasters and societal changes are encouraged to be extended to a sustainable model in the insurance sector. Sustainable insurance not only provides coverage to the insured, but also adopts a value approach that is sensitive to ecosystems.

2. THE IMPORTANCE OF SUSTAINABLE INSURANCE

Sustainability issues are emerging as an important focus for insurance organizations, which will face a number of challenges in the near future related to environmental, social and governance factors, climate changes and catastrophic events. (D'Amato, Lorenzo, Piscopo, Sibillo, & Trotta, 2024)

In the study by Chen et al., sustainable insurance finances the green operations of borrowing producers to facilitate environmental remediation and stated that insurance is committed to sustainability. (2024)In the study, it was found that sustainable insurance was used in the background of the study, for the dynamics of funding, energy transition, subsidy policies and social enterprises stated that it is located at the intersection of climate change mitigation imperatives.

In their study, Chen et al. note that the popularity and rapid development of sustainable insurance has benefited from society's awareness of risk control. (2022)A strategic sustainable insurance is able to manage threats and opportunities associated with environmental, social and governance issues. This strategic approach to insurance aims to reduce risk, develop innovative solutions, improve business performance, and contribute to insurance and environmental sustainability. (Chen, Chen, & Lin, 2024)

The link between climate change and sustainable insurance has been considered as a critical issue in recent research, and it can be said that climate change risks are a strategic issue for the insurance industry. The increase in risks due to climate change shows us the importance of the insurance sector and sustainability in this sector. Despite this, there are few academic studies that investigate and evaluate sustainability in the insurance industry. (Nogueira, Lucena, & Nogueira, 2018)

The growth of risks such as climate change, extreme weather events, temperature rise and social problems makes it necessary for insurers to adopt a sustainability-oriented perspective in risk analysis. The Insurance Sustainability Principles (PSI), created by the United Nations Environment Programme – Finance Initiative, provide a framework for the sustainability of the insurance sector. These principles guide the integration of the insurance industry into sustainability. (UNEP FI, 2024a) (UNEP FI, 2024b)

3. METHODOLOGY

In this part of the study, the importance of the research, its purpose and the method of the research are presented.

3.1. Importance and Purpose of the Research

Creating an effective risk assessment and risk management is at the heart of managing sustainability issues. Sustainability is an area that includes a wide variety of complex risks such as climate change, natural disasters, changes in temperature, and social inequality, but the successful coexistence of these risks plays a critical role in increasing social and economic change. The insurance industry makes a significant contribution to sustainability by making risk assessments of many different types of risks. Therefore, the link between sustainability issues and the insurance industry is much stronger than known and is increasing. Research on sustainable insurance will not only contribute to the insurance sector, but will also benefit all individuals, society and the country.

With this study, it is aimed to contribute to researchers for future research in the field of sustainable insurance by examining the distribution of research by years, prominent countries and institutions, the most cited researches and the distribution of keywords used.

3.2. Method of the Research

Bibliometric analysis was used in this study, which examined the researches on sustainable insurance. With this analysis method, which is a quantitative technique and is frequently used in social sciences, academic studies produced by individuals or institutions in a certain field, period and region are examined with the help of numerical analysis and statistics.

In the study, 34 academic studies published between 2002-2024 in the Web of Science database for sustainable insurance were analyzed and visualized with the Biblioshiny program, which is a web interface provider in the R-based Bibliometrix analysis program (WoS, 2024).

4. FINDINGS

In this part of the study, the findings obtained as a result of the analyzes are presented.

Figure 1. General Information About the Studies Included in the Analysis

Figure 1 shows that the oldest of the 34 studies on sustainable insurance included in the analysis was published in 2002 and the newest was published in 2024. There are 27 different sources in which these studies are published, and the annual growth rate of the studies is 9.25%. There are 116 different authors and 156 different keywords determined by these authors. There are 1615 references in 34 studies used in the analysis.

Figure 2. Annual Publication Production Rates (2002-2024)
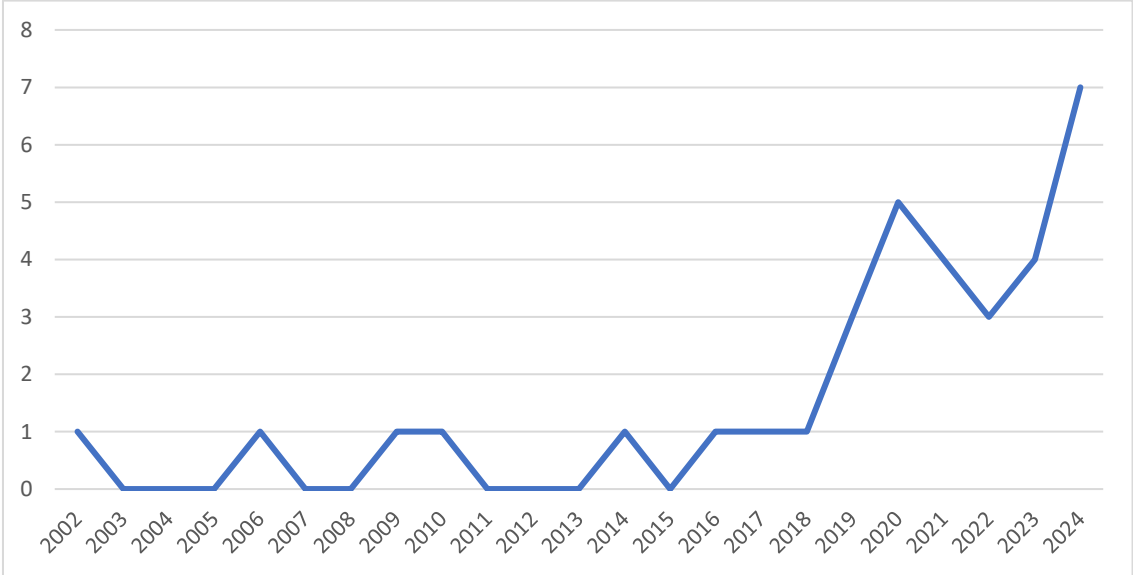
In Figure 2, when the distribution of studies on sustainable insurance between 2002 and 2024 is examined, it is seen that the studies have increased. The fact that the demand for this subject has increased in recent years shows the importance of researching this subject. Therefore, it aims to contribute to this field with the study carried out.

Figure 3. Citation, Author and Keyword Relationship
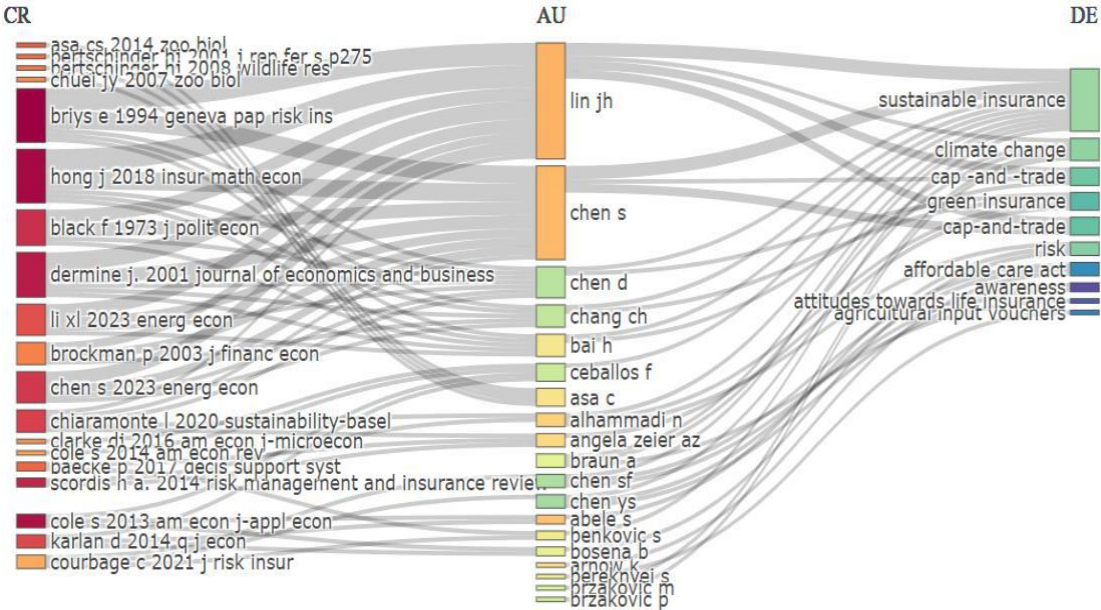
When the studies in **Figure 3** are examined in terms of the relationship between citation, author and keywords, it is seen that the authors who publish the most cite refer to the most cited studies and use the most used keywords in their studies.

Figure 4. Country, Author, and Keyword Relationship
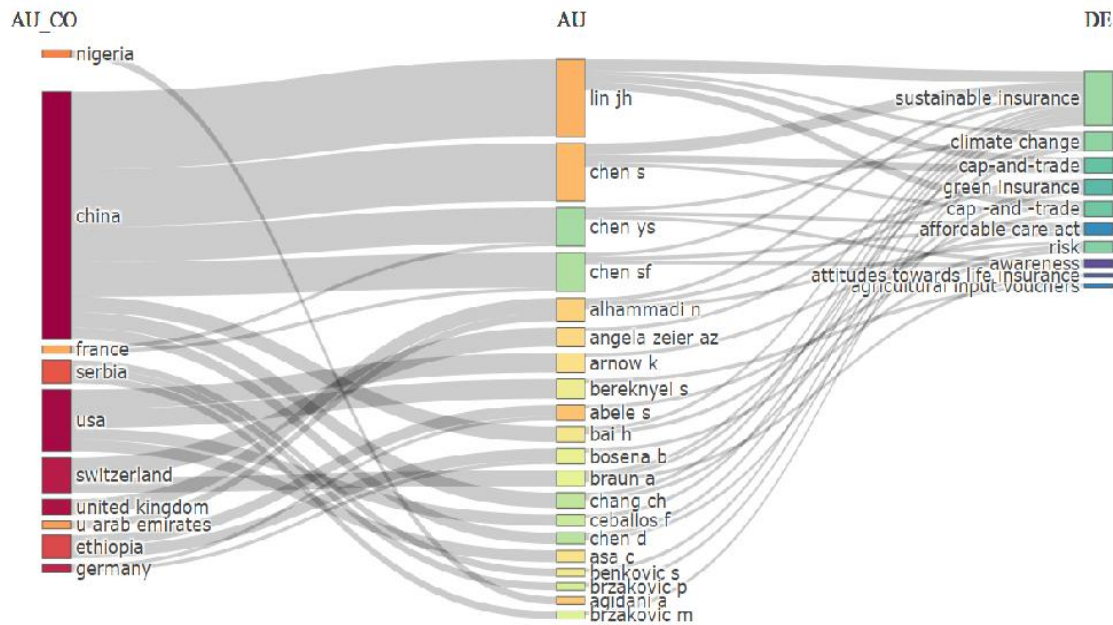
When the studies in **Figure 4** are examined in terms of the relationship between country, author and keywords, it is seen that the authors who publish the most are published in China, which is the country with the most publications, and use the most used keywords in their studies.

Figure 5. Publication Title, Author, and Keyword Relationship
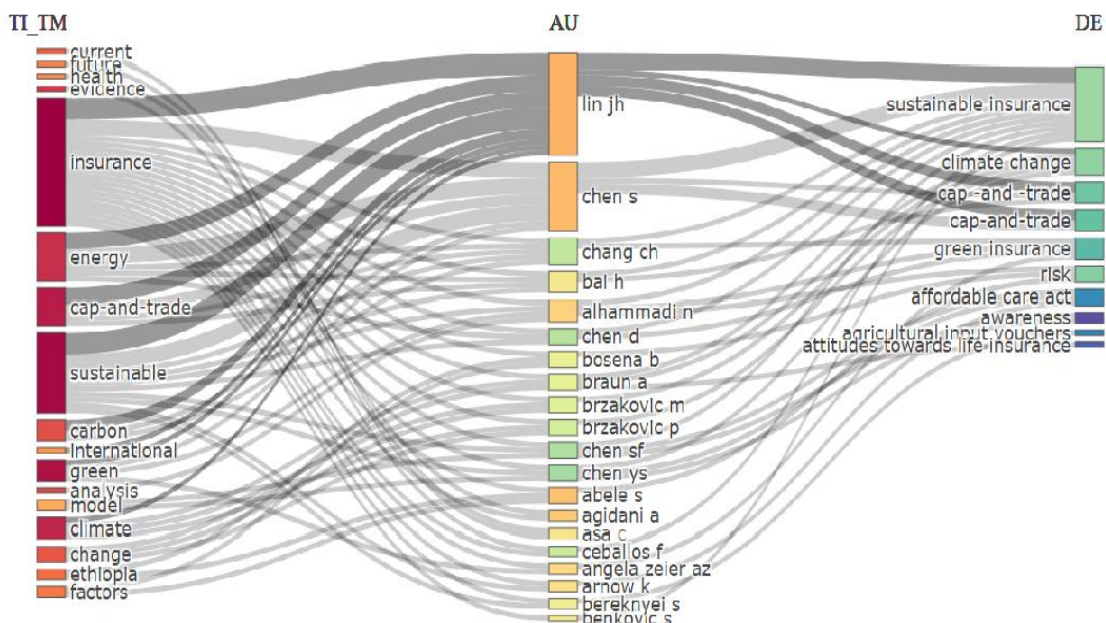
When the studies in **Figure 5** are examined in terms of the relationship between the publication title, author and keywords, it is seen that the authors who publish the most use the most use in the title use the most used words and use the most used keywords in their studies.

Figure 6. Sources Where the Concept of Sustainable Insurance Is Used the Most

Most Relevant Sources
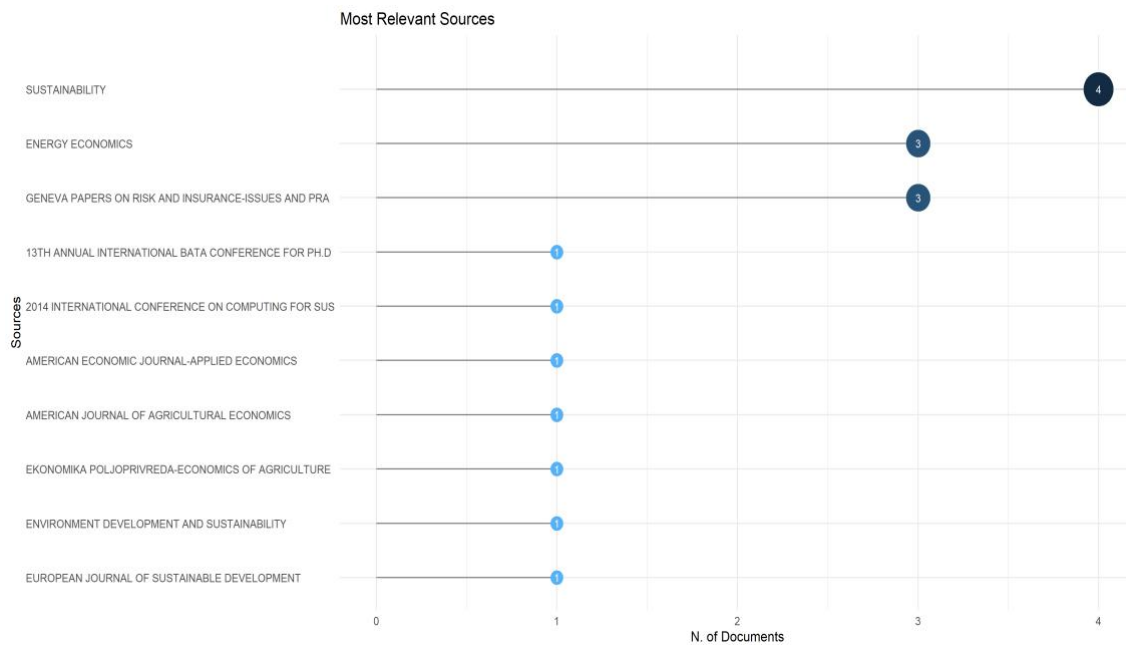
Figure 6 contains the names of the journals where the concept of sustainable insurance is used and seen the most. It is seen that this concept is mostly used in the journal called "Sustainability".

Figure 7. Number of Citations of Sources in The Academic Studies Examined

Most Local Cited Sources
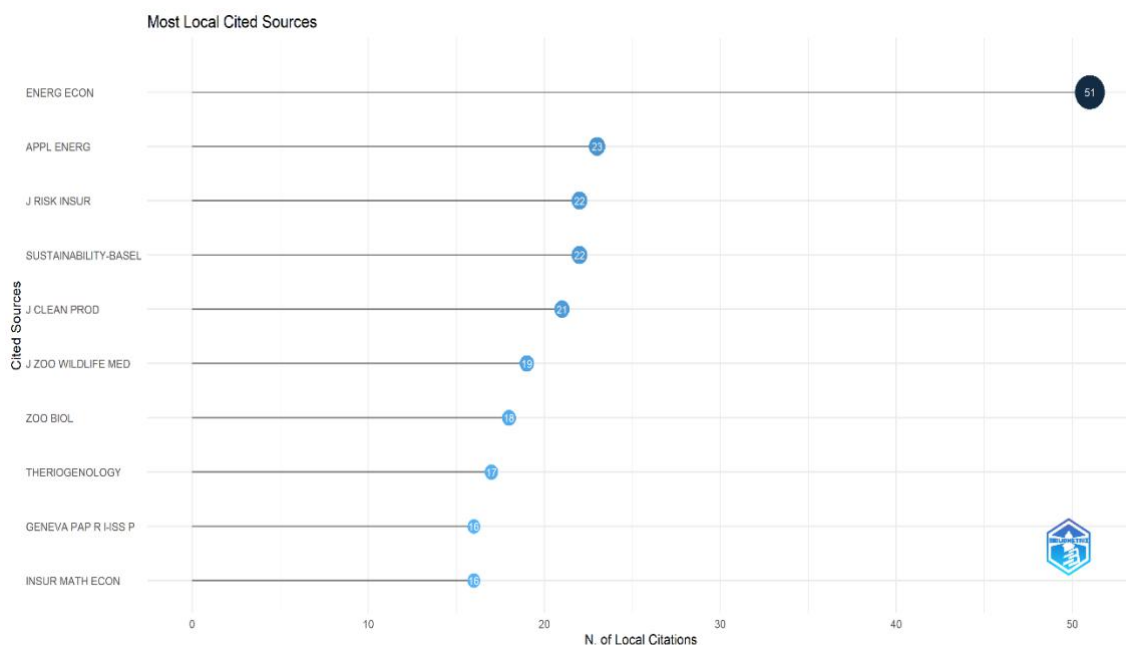
Figure 7 contains the most cited sources of the academic studies examined. Among these sources, it is seen that the most cited source is Energ Econ with 51 citations.

Figure 8. Authors with the Most Academic Studies in the Field of Sustainable Insurance

Most Relevant Authors
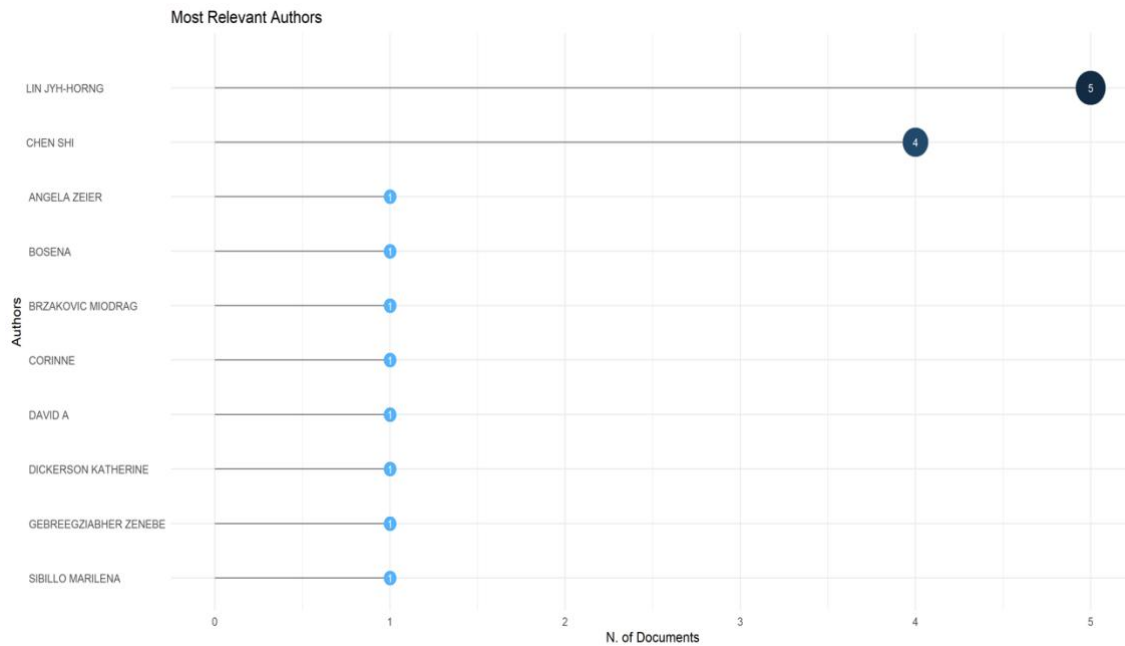
Figure 8 shows the authors who have conducted academic studies in the field of sustainable insurance, and it is seen that Lin Jyh-Horng is the author who has published the most.

Figure 9. The Most Cited Academic Studies in the Field of Sustainable Insurance Globally

Most Global Cited Documents
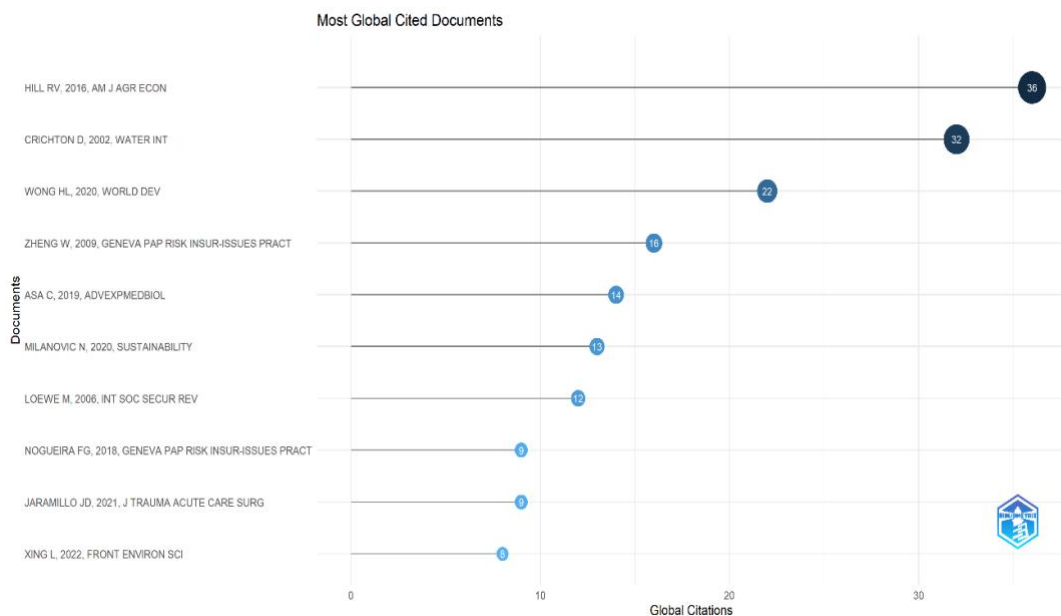
Figure 9 shows the most cited academic studies globally in the field of sustainable insurance. Among these studies, it is seen that the most cited study is the study of Ruth Vargas, Miguel Robles and Francisco Ceballos in 2016 with 36 citations.

Table 1: The Most Cited Academic Studies in the Field of Sustainable Insurance Globally

Publication	Doi	Total Citations
HILL RV, 2016, AM J AGR ECON	10.1093/ajae/aaw031	36
CRICHTON D, 2002, WATER INT	10.1080/02508060208686984	32
WONG HL, 2020, WORLD DEV	10.1016/j.worlddev.2020.105074	22
ZHENG W, 2009, GENEVA PAP RISK INSUR-ISSUES PRACT	10.1057/GPP.2008.37	16
ASA C, 2019, ADVEXPMEDBIOL	10.1007/978-3-030-23633-5_17	14
MILANOVIC N, 2020, SUSTAINABILITY	10.3390/su122410331	13
LOEWE M, 2006, INT SOC SECUR REV	10.1111/j.1468-246X.2006.00238.x	12
NOGUEIRA FG, 2018, GENEVA PAP RISK INSUR-ISSUES PRACT	10.1057/S41288-017-0062-3	9
JARAMILLO JD, 2021, J TRAUMA ACUTE CARE SURG	10.1097/TA.0000000000003195	9
XING L, 2022, FRONT ENVIRON SCI	10.3389/fenvs.2022.925678	8
OGUNDEJI YK, 2019, HEALTH RES POLICY SYST	10.1186/S12961-019-0480-8	8
BRAUN A, 2019, GENEVA PAP RISK INSUR-ISSUES PRACT	10.1057/S41288-019-00142-W	6
STRICKER L, 2022, J RISK FINANC MANAG	10.3390/jrfm15050221	5
CHEN YS, 2022, SUSTAINABILITY	10.3390/su14073964	4
GUTHRIE A, 2021, ZOO BIOL	10.1002/zoo.21601	4
NOBANEE H, 2023, J FINANC SERV MARK	10.1057/S41264-022-00185-6	3
MASUD MM, 2020, INT J INNOV SUSTAIN DEV	NA	3
FISCHER T, 2023, AM ECON J-APPL ECON	10.1257/app.20200639	2
CHEN S, 2024, ENERGY ECON	10.1016/j.eneco.2024.107535	1

LATORRE GUILLEM MA, 2020, SUSTAINABILITY	10.3390/su12072970	1
GULÇUBUK B, 2010, SCI RES ESSAYS	NA	1
WODAJU A, 2023, ENVIRON DEV SUSTAIN	10.1007/S10668-023-04262-1	1
WOLNY-DOMINIAK A, 2021, SUSTAINABILITY	10.3390/su132111959	1

Table 1 shows the doi numbers of the most cited academic studies globally in the field of sustainable insurance.

Figure 10. Most Used Keywords in the Academic Studies Examined

Figure 10 contains the most commonly used keywords in the academic studies examined. It is seen that the most commonly used keyword in the studies is the word "risk". It can be said that the words life insurance, demand, and growth are among the words that are used more in the studies examined.

Figure 11. The Most Used Keywords in Global Studies in the Field of Sustainable Insurance

Figure 11 contains the most commonly used keywords in global academic studies in the field of sustainable insurance. It is seen that the most used keyword in the studies is "sustainable insurance". It can be said that the words climate change, risk, agricultural insurance is among the more used words.

Figure 12. Countries Conducting Academic Studies in the Field of Sustainable Insurance
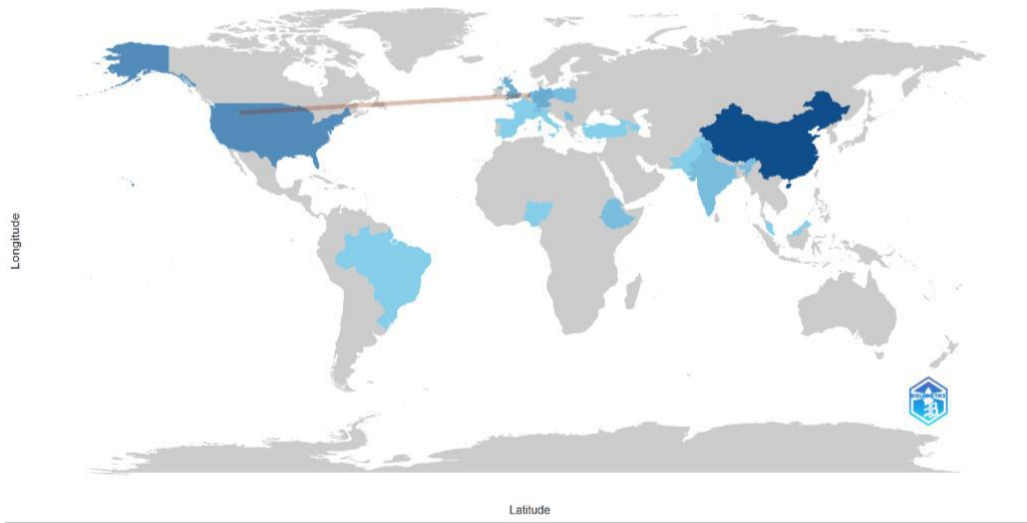
In **Figure 12**, the countries working in the field of sustainable insurance are shown in blue. The bluer the color of the country, the more it can be said that the country has done more work in this field. It is seen that the country with the most studies in this field is China. It can be said that the United States, the United Kingdom, Germany, India, and Ethiopia are among the countries with more publications.

5. CONCLUSION AND RECOMMENDATIONS

Today, sustainability is a topic that everyone is talking about. Sustainability has many benefits in both the short and long term. If more sustainable choices are not made and harmful processes are maintained without any changes, it seems likely that our fossil fuels will be depleted, numerous animal species will disappear, and the atmosphere will be irreparably damaged. With the effects of climate change increasing, it is more important than ever to seek sustainable solutions, not only to create a cleaner and healthier world, but also to prevent catastrophic changes to the environment in the future.

The concepts of sustainability and sustainable development have become important for organizations operating in many sectors, including the insurance industry, and have begun to be seen as the key to success today and in the future. Sustainable development ensures the protection of natural resources and the needs of future generations while increasing social welfare. In order to contribute to this goal and maintain its presence in the market, the most important actors of the insurance sector make various changes and innovations in their products and services by adopting the concept of sustainable development as their goal.

The activities of the insurance sector facilitate the management of sustainability risks not only in its own sectors but also in all sectors. Therefore, studies on sustainable insurance will contribute to both all sectors and the economy, as well as contribute to the future of the insurance sector. The Sustainable Insurance Principles (PSI), created from the United Nations Environment Programme – Finance Initiative (UNEP FI) launched at the United Nations Conference on Sustainable Development, which is an important guide for sustainable insurance, will also create a global framework for the insurance

industry to address environmental, social and governance risks and opportunities. In this context, the suggestions that can be made to increase sustainability in the insurance sector and to strengthen resilience against risks such as climate change are as follows.

Public Awareness Campaigns: With the support of the government, insurance companies can organize campaigns that inform the public about environmental risks, sustainability, and the effects of climate change. These campaigns can help people grasp the importance of sustainable insurance.

Innovative and Different Techniques: Insurance companies can develop climate-sensitive and environmentally friendly products in order to offer solutions that are more suitable for the changing needs of their customers. For example, by offering more flexible policies in areas with high disaster risk, they can use innovative methods to reduce insurance costs in these areas.

Risk Management and Training Programs: It is very important for insurance sector employees (such as risk managers, field experts, adjusters) to have knowledge about sustainable risks, and by organizing training programs on this subject, employees in the sector can better manage climate change and technological risks. At the same time, insurance companies investing in new technologies and leveraging tools such as data analytics and artificial intelligence can help make risks more predictable.

Sustainable Products: The insurance industry can take an active role in providing products that support sustainable development. For example, insurance products can be developed that promote environmentally friendly building construction or support projects with a low carbon footprint.

These recommendations can be a powerful guide for the insurance industry to contribute to a sustainable future.

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AN ECOTOURISM-FOCUSED PROPOSAL FOR THE SUSTAINABILITY-BASED GROWTH OF COOPERATIVES: THE ECOTOURISM COOPERATIVE MODEL

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Abstract

Cooperatives, with their voluntary structure aimed at meeting economic, cultural, and social needs, fill a significant gap in society. The community-focused activities of cooperatives fundamentally represent an organization intended to achieve sustainable development. Additionally, environmental issues today pose a dramatic threat to living spaces and human life. Within the community-oriented nature of cooperatives, sensitivity to environmental issues may also be mentioned. Cooperatives can employ various strategies to achieve both sustainable development and environmental sensitivity. One strategy that addresses both sustainable development and environmental concerns is an ecotourism-based strategy. Ecotourism is characterized by its nature-based approach, contribution to biodiversity conservation, support for local community welfare, sensitivity to the use of non-renewable resources, and provision of employment opportunities for local people. From this perspective, this study plans to emphasize the importance of focusing on ecotourism in the sustainability-based growth of cooperatives. Based on a literature review conducted within this framework, an ecotourism cooperative model is proposed. The proposed model is a four-pronged approach that includes the variables of protecting the natural environment, regional employment and development, sustainability, and well-being. Ultimately, the use of the proposed model in cooperatives is expected to contribute to the purpose of cooperatives and create an economic impact focused on ecotourism.

Keywords: cooperatives, sustainability, ecotourism, economic development, environmental sensitivity

INTRODUCTION

Cooperatives, characterized by their voluntary structures and community-focused activities, play a significant role in addressing economic, cultural, and social needs. The community-centered nature of cooperatives positions them as organizations dedicated to sustainable development, thereby necessitating a sensitivity to environmental issues (Calaliere, 2006; Sunjay, 2012). Given the severe threat that environmental problems pose to ecosystems and human life today, it is crucial for cooperatives to develop strategies that incorporate environmental awareness. In this context, ecotourism-based and agro-ecotourism based strategies emerge as an effective approach that aligns sustainable development with environmental sensitivity (Ummiroh & Hardiyani, 2013). Apart from this, the organization of service providers and the education of local communities through cooperatives have positive effects on the development of ecotourism (Zeppel, 2006; Butler & Hinch, 2007; Shemshad & Mohammadi, 2012). Cooperatives that produce a diverse range of goods and services can contribute to the success of rural communities. They foster economic stability, create a community-based framework for investment, and can serve as a strategy for economic development by facilitating local communication channels and enhancing local decision-making (Brennan & Luloff, 2005). Besides, the cooperatives, which are called community-based ecotourism cooperatives, play a dramatic role in the sustainability from the point of socio-economic development, biological diversity and environment conservation (Hamid et al. 2023). In this regard, community-based ecotourism relies on the collaborative efforts of community members, who must support one another, collaborate, and share information through networks to achieve shared goals (Yorgancı & Emin, 2022).

By embracing a nature-focused approach, ecotourism contributes to the conservation of biodiversity, the well-being of local communities, responsible use of non-renewable resources, and the creation of employment opportunities for local populations (Buckley, 2012). From this perspective, cooperatives that prioritize ecotourism within their sustainable growth initiatives can achieve both environmental and social benefits. Indeed, ecotourism is viewed as a strategic tool that can assist cooperatives in realizing their long-term development objectives (Garcia et al. 2017).

This study conducts a brief review and ecotourism cooperative model to highlight the role of ecotourism in the sustainability-driven growth processes of cooperatives. In this context, a four-pronged ecotourism cooperative model is proposed, encompassing the variables of natural environment protection, regional employment and development, sustainability, and welfare. The proposed model is expected to contribute to the goals of cooperatives while fostering an economic impact centered on ecotourism.

1. SUSTAINABILITY-BASED GROWTH OF COOPERATIVES

Economic and social contributions cooperatives contribute to economic sustainability by fostering local economic development, providing decent work, and ensuring a fair distribution of wealth among members. Their democratic governance structure, where each member has a vote regardless of their capital contribution, promotes inclusivity and social equity. This is particularly evident in sectors like agriculture, where cooperatives have been instrumental in improving the livelihoods of smallholder farmers by enhancing their bargaining power and access to markets (Shemshad & Mohammadi, 2012; Fernandez-Guadaño et al. 2020).

Countries that rely heavily on tourism as a key economic sector tend to place greater emphasis on environmental issues tied to sustainable development. This focus is driven by the recognition of the need to enhance sustainable tourism practices to ensure the ongoing preservation of natural resources (Kenan et al., 2011). In this regard, environmental sustainability is another critical area where cooperatives excel. Many cooperatives are involved in sectors that directly impact the environment, such as agriculture, energy, and forestry. They often adopt practices that are environmentally friendly, such as sustainable farming techniques, renewable energy initiatives, and resource conservation efforts. These practices are not just about compliance with regulations but are deeply rooted in the cooperative principles of concern for the community and long-term sustainability (Tang et al. 2020).

There are various cooperatives operating within the framework of ecotourism, ranging from fishing cooperatives to tourism cooperatives (Morgan & Winkler, 2019), agricultural ecotourism cooperatives (Ummiroh & Hardiyani, 2013), and forest cooperatives (Shemshad & Mohammadi, 2012). These cooperatives contribute to improving the local economy by involving the local workforce in employment (Buckley, 2012). Moreover, these cooperatives play a crucial role in enhancing the well-being of local communities and improving their living standards (Seranari et al., 2016; Gumede & Nzama, 2019; Acharya et al., 2020).

Although cooperatives function as social and economic entities that facilitate and promote the development of ecotourism by providing the necessary resources and conditions (Shemshad & Mohammadi, 2012), the growth of cooperatives is not without challenges. Issues such as limited access to capital, management inefficiencies, and external market pressures can impede their ability to grow sustainably. Moreover, the success of cooperatives in achieving sustainability varies significantly across regions and sectors, often depending on the local context and the strength of the cooperative movement.

Despite these challenges, cooperatives have shown resilience, particularly during economic downturns. For example, during the global financial crisis, many cooperatives-maintained employment levels by reducing wages rather than resorting to layoffs, demonstrating their commitment to social responsibility and sustainability (Fernandez-Guadaño et al. 2020; Tang et al. 2020).

2. ECOTOURISM

Ecotourism, also referred to as nature-based tourism, is not merely about spending time in natural environments. It also encompasses supporting local cultures, protecting the environment, and achieving sustainable development (Honey, 2008). Ecotourism aims to allow tourists to explore nature and natural areas while simultaneously raising awareness among them. Additionally, it seeks to provide funding for conservation projects through the revenues generated from ecotourism activities (Blamey, 2001; Stronza & Gordillo, 2008).

Ecotourism offers numerous benefits, particularly in terms of economic and environmental advantages. For instance, it directly contributes to the preservation of natural habitats and the maintenance of biodiversity. Local communities, motivated by the income they derive from ecotourism, are often more committed to conserving their natural environment and resources (Weaver, 2001; Boley & Green, 2016). Moreover, ecotourism serves as an effective tool for preserving and transmitting the traditions, customs, and cultural heritage of local populations to future

generations. In this regard, ecotourism acts as a mediator in promoting the cultural heritage of local communities (Scheyvens, 1999; Ross & Wall, 2001; Weaver, 2008).

Ecotourism undoubtedly holds a significant place among the components of sustainable development. Sustainable development is defined as meeting the needs of the present generation without compromising the ability of future generations to meet their own needs (Brundtland Commission, 1987; Scheyvens, 1999). In achieving this goal, ecotourism plays a critical role by balancing environmental protection, empowering local communities, and promoting economic development. In this regard, the development of ecotourism in rural areas accelerates economic transformation from agriculture to production and other services. This process enhances the socio-economic status of farmers and improves their well-being. Environmental conservation in rural regions can be promoted, therefore (Nukroho et al. 2016). Lastly, ecotourism is a tourism-based economic sector that incorporates educational elements. It is managed by professionals who prioritize cultural heritage, community involvement, and the well-being of local populations (Nukroho et al. 2016).

3. ECOTOURISM COOPERATIVE MODEL

Ecotourism is a specific form of nature-based tourism that takes into account the well-being of the local community, protects the environment, and provides tourists with a satisfying nature experience, providing pleasure through the natural environment (Ceballos-Lascuráin, 1996; Higgins, 1996; Orams, 1995). As ecotourism has progressed and matured as an academic field of research, standards and definitions for ecotourism have emerged (Sirakaya et al., 1999; Wight, 1993). The main objective of ecotourism focuses on long-term sustainable development, including the protection of natural resources, economic income generation, education, local participation, and the promotion of social benefits such as local economic development and infrastructure (Whitelaw et al., 2014; Ardoin et al., 2015; Coria and Calfucura, 2012; Krüger, 2005; Oladeji et al., 2021; Ross and Wall, 1999; Valdivieso et al., 2015). In addition, ecotourism offers a significant contribution to the revitalization of rural economies and purchasing power in developing countries (Snyman, 2017; Zhong and Liu, 2017).

The development of the sustainable tourism concept supports ecotourism in terms of social, cultural, economic and political aspects, including the threats and opportunities created by globalization (Djuwendah et al., 2023). It is thought that four basic variables, namely sustainability, providing well-being, contribution to regional employment and protection of the natural environment, have an effect on the emergence of the ecotourism cooperative model. The fact that these four basic variables form the ecotourism cooperative model is based on evidence from the literature. The ecotourism concept advocates that tourism activities should be carried out together with the principles of environmental, economic and social sustainability (Buckley, 2012). In addition to sustainability, improving the socio-economic welfare of the local people by supporting local economies with ecotourism activities, thus enabling the local people to preserve their cultural values and pass these values on to the next generations are evaluated within the scope of ecotourism activities (Ceballos-Lascuráin, 1996). There are studies conducted within the framework of regional development on ecotourism providing well-being, specially creating employment and improving the living standards of the local people (Seranari et al., 2016). In addition, minimizing the negative effects of ecotourism on the environment is considered as an important step to be taken towards protecting the natural environment (Honey, 2008). These four variables supported by the literature reveal the ecotourism cooperative model shown in **Figure 1.**

When the ecotourism cooperative model in Figure 1 is examined, the model is shaped on two axes. The maximum value that the model will receive, shown in orange in the model, actually draws the model's boundary. In five-point Likert type questions, each variable is measured with four questions. The average of these variables is taken to reveal the average value for each variable. The value of the resulting variables is expressed as the model value. This model value is shown in blue in Figure 1. The model values shown in blue in Figure 1 are only representative values and these values will vary in each study. Especially the fact that ecotourism is applied in places with different cultural characteristics and accumulation makes it more possible for this value to vary.
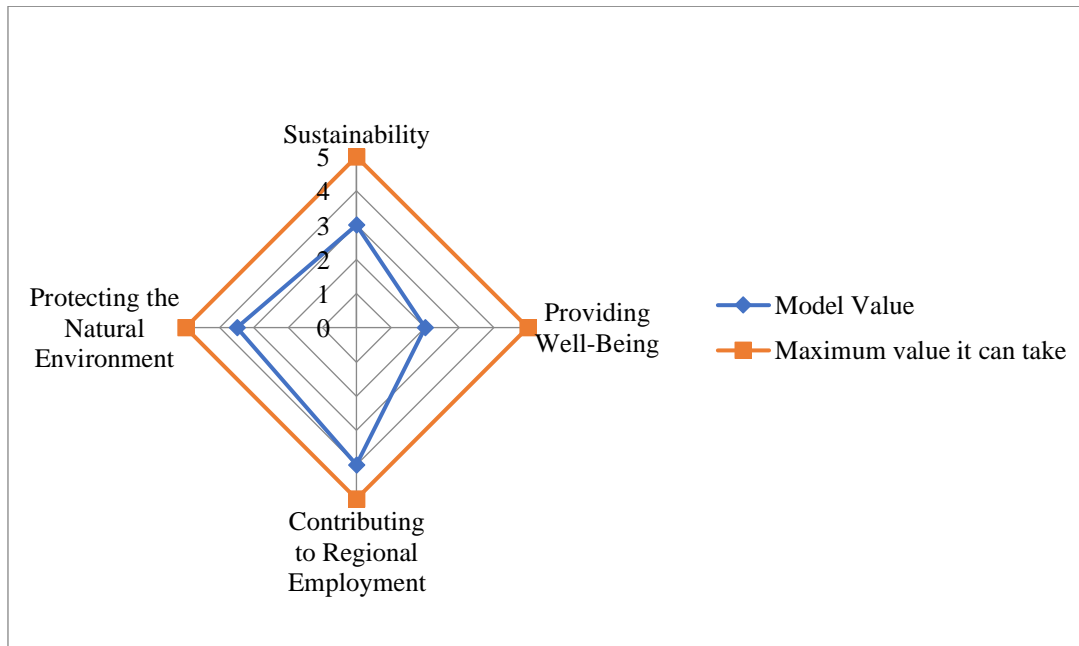
Figure 1. Radar Chart of Ecotourism Cooperative Model

4. CONCLUSION

The ecotourism cooperative model has a structure that will provide the sustainability-based growth of cooperatives. Because the multidimensional sustainability of ecotourism depends on the combination and interaction of economic, social, cultural, institutional, ecological and technological dimensions. In this study, it is aimed to emphasize the effect of the ecotourism cooperative model on the sustainability-based growth of cooperatives. A four-variable model has been proposed to achieve this goal. This model provides a projection for cooperatives and/or those seeking to become ecotourism-focused cooperatives. The model is based on four basic variables: sustainability, providing well-being, contribution to regional employment, and protection of the natural environment, based on literature knowledge.

The most sensitive feature affecting the sustainability of community-based ecotourism in the social dimension is the protection of cooperatives. Because environmentally friendly cooperatives contribute to the protection of natural resources and are the main attraction center in ecotourism. In the cultural dimension, the characteristics of cultural festivals held locally are considered to be the most sensitive structure to the sustainability of ecotourism. Because cultural festivals have the characteristics that can introduce, protect and transfer local cultural values and arts to future generations. At the same time, they are events that enable tourists to visit ecotourism areas.

Waste management is the feature that most affects the sustainability of community-based ecotourism in the environmental dimension. Because unmanaged waste will reduce the aesthetic value of the environment as a tourist attraction and will pollute the region. Moreover, it will prevent the transfer of the values of the ecotourism region to future generations. Cooperatives are economic structures that can carry out waste processing in a systematic way. Waste processing provides educational value and can also be seen as a tourist attraction center. In the institutional dimension, cooperation with other stakeholders can be considered as the most sensitive approach to sustainability. Because cooperation with other stakeholders is an important strategy for the planning and implementation of ecotourism to progress according to sustainable tourism goals.

This study has certain limitations. The limitations of the research are also a guide for possible future studies in this area. Therefore, within the scope of the limitations, it is suggested what studies can be associated with this subject. This study is designed to create a model at the theoretical level. This situation can be seen as an important limitation. Within the scope of this limitation, it can be suggested to test the model proposed in this research in different destinations and draw the radar chart of the ecotourism cooperative model. Moreover, the similarities and differences of the destinations can be evaluated by comparing the charts obtained in different destinations.

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ALBANIAN JOURNALISTIC CRITICISM ABOUT FEDERICO GARCIA LORCA AND HIS ART

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Abstract

Federico Garcia Lorca is internationally recognized as a poet and playwright for the mastery of his style and for the innovative spirit he brought to Spanish literature. Through special originality, rich language, symbolism and universal themes, Lorca presents us with a pure embodiment of Andalusia tradition and culture. In Albania, Lorca became known at the end of the 30s of the last century from the translation of some of his works, from the participation of Albanians in the Spanish Civil War, but also from the Albanian writers who wrote about him. In this article have been studied the journalistic criticism and the attention given to this colossus of Spanish literature in the prestigious Albanian press during the years 1997-2008. This paper is a detailed analysis and commentary of all the articles that Albanian newspapers have written about Lorca. Also, the article is a summary of his life and work to make the playwright more familiar to the readers of the new generation. The study shows the desire of the intellectuals of that time to transmit Lorca's artistic values to Albanian readers as well. For this reason, our goal as the author of this paper is to inform young people by making them love the poet as well as to arouse the desire of researchers to delve more deeply into other genuine studies on the artistic wealth that the playwright has left us and the great world-renowned poet. The study cited and analyzed the writings of the most popular Albanian newspapers, whose publications are kept in the archive of the National Library.

Keywords: journalistic, criticism, press, newspaper, Federico Garcia Lorca, Albania, playwright, poet, Spain, theatre

INTRODUCTION

Federico Garcia Lorca is known in Albania, in the 30s of the last century, mostly by the translators, poets, writers and the intellectuals of the time as it is written in these words: *"Federico Garcia Lorca is one of the most widely read Spanish playwrights, writers and poets of all time." (*Mariotti, G, 2006*)* He is known by critics as a global artist that manifested through his art an immense literary production in the field of theatre and poetry. The genius Spanish poet, who tragically passed away in 1936, is considered by the most elite European commentators and more widely as the modern poet who created a special new style in poetry. A very important element of Federico Garcia Lorca's style is the symbolism that reflects the author's creative world. All over the use of symbols, Lorca expresses the inner self of his characters and their tragic destiny, their emotional world, their main themes and their sufferings.

He was known for the Albanian audience especially by the well-known Albanian writer Petro Marko, who considered him as one of the greatest poets in Spain and in all the world. Petro Marko met him in the Spanish Civil war and in lots of his books, he has written regarding this verse writer. During those years, the poet Federico Garcia Lorca was also known in Albania through different films that were broadcasted in Albanian national state television. Further, he started to be known since his poems were recited by the learned people of the time, in different shows that were organized and were very well received by the public. By the large, all the Albanian press have done a presentation of the poet life and literature.

In Albania, Federico Garcia Lorca was also known more after the premier of the theatre show "The house of Bernarda Alba" in the National Theatre of Albania by the Russian director Zina Andri. His theatre is one of the most famous theatres in the world due to the innovations that the author showed throughout his literary production. The language in Lorca's theatre is very realistic and popular and the recreation of his characters, his concepts, the game with reality and fantasy were elements that made Lorca considered by Albanian critics as *"the artist who related the real with the surreal, with puppets and with a play of theatre, as he wished"* (Nikolla, F. 2008). Federico Garcia Lorca's tragedy is appreciated by all the lectors worldwide for its timeless triumph.

This paper it is a completed reflection of journalistic criticism about Lorca in the Albanian press and a general presentation of how he became known in Albania. We have decided to choose this topic as a source of study because it has never been carried out a study on Lorca in Albania and because we have thought that this study will serve as a source of information for all those interested in Spanish literature and culture.

1. THE ALBANIAN NEWSPAPERS THAT WROTE ABOUT FEDERICO GARCIA LORCA AND HIS ARTISTIC WORKS

In connection with the above, on August 19, 2008, the newspaper "Rilindja Demokratike", wrote an article with the title "Federico Garcia Lorca is universal. The modern poet who created a new style in poetry." This newspaper is one of the most prestigious one that has given great importance to this colossus of Spanish literature considering him as humble poet with a great spiritual world. Regarding to this, in this paper is commented: *"Known in Albania during the 1930s, at a time when many Albanians participated in the Spanish civil war, Federico Garcia Lorca is known in Albania as the poet of human pain and revolt."* (Nikolla, F, 2008).

The article makes us understand the opinion of Albanian critics about Federico Garcia Lorca and the period that he was known in Albania. This newspaper begins with a reference to Federico Garcia Lorca's life and his tragic death. In this newspaper article is described his childhood in one village of Andalusia, his interest about the literature, his education and the way he died. The article also gives us an introduction to Federico Garcia Lorca's works and their characteristics. His artistic work is considered special and universal and is demonstrated in this words: "*There are thousands of Federico Garcia Lorca's verses, translated today into hundreds of languages, as well as his plays, which are famous all over the world."* (Nikolla, F, 2008)

A variety of newspapers in Albania have written about the literature of Federico Garcia Lorca and through these publications the poet begun to won firstly the hearts of the Albanians intelectuals and laterly with the passage of time, as well as, the sympathy of other layers of the society. These newspapers have served as a communication bridge for the public to make Lorca and his artistic heritage more loved in Albania. On December 21, 1997, the newspaper "Demokracia" wrote an article entitled "Federico Garcia Lorca". In the article it is written: *"Great artists belong to all humanity. Few artists have a title as universal as this one of Federico García Lorca, who in the last century, through his art fascinated the audiences of rebellious teenagers, middle-class art lovers and intellectuals in Europe, America, Japan and the Arab world."* (Demokracia, 1997). This explanation introduces for the Albanian audience the international fame of the playwright and the fact that he is liked by different ages, for the reason that he is also considered as an artist who along his work has won the hearts of the different layers.

In the newspaper, Federico Garcia Lorca is presented as the writer who best understood his origin from Andalusia, for perfectly transmitting in his literature, the originality of the traditions of his origin. Related to this argument in the article it is written: *"Federico Garcia Lorca was one of the people who best understood what it means to be Spanish from Andalusia and who was able to transmit this vision abroad. Using the Spanish language and culture as a medium, Federico Garcia Lorca conveyed something else: the sweetness and pain of love, the tradition of death, the revolt against social injustices and several themes so universal that you get the impression that they were written by a writer with a collective intellect that relates to all of us."* (Demokracia, 1997). That article also presents a short biography of the playwright and a brief description of the characteristics of all his works.

In the newspaper "Demokracia", published under the title "The year Federico Garcia Lorca is immortal, although it was announced by Juan Carlos", on June 21, 1998, another journalistic and literary critique about Federico Garcia Lorca and the 100th anniversary of his birth is presented for the Albanian readers. At the beginning of the article, it is written about a visit by King Juan Carlos and Queen Sofia to the town where Federico Garcia Lorca lived and about the activities that were held in the writer's house in memory of his birth anniversary. The article describes the activities that were organized with the phrases: *"Dramas, exhibitions, films, concerts were organized to remember the genius poet who died tragically in 1936"* and *"All the events of the Federico Garcia Lorca year are events in a real and surreal way, with documented puppets and photos, with a play of theater as Federico Garcia Federico Garcia Lorca wanted.* (Demokracia, 1997) The article also describes in general terms about the activities that were organized for this occasion in various countries of the world. The first part ends with the arguments*: "Federico Garcia Lorca, this fragment of the Mediterranean known to all of us, is the artist who knew how to relate the culture of minorities with the culture of all."* (Demokracia, 1997)

In the second part is written about the way in which the 100th anniversary of Federico Garcia Lorca's birth was received in Albania. On that day, Spanish speakers, journalists, theater directors, actors, poets and famous writers in Albania gathered in the National Museum and organized tributes. During this event, the life and work of the writer was presented in the media. It was valued the fact that his work has influenced writers, poets and artists throughout the world. The article allude the love for the Federico Garcia Lorca's work in Albania with the phrase: *"Geniuses only have birthdays, they cannot die because their work lives forever."* (Demokracia, 1998)

One more journalistic review of Federico Garcia Lorca in Albania is in the newspaper "Rilindja" on September 8, 1998. This article is entitled "Federico Garcia Lorca and his theatre". The article presents an introduction to the poet theatre, describing the elements of his theatre, such as the influence of popular tradition, the influence of the avant-garde, elements of modernism and his style. This newspaper also gives us a reference to Federico Garcia Lorca's bibliography and his works. In the article it is written: *"Federico Garcia Lorca uses real events as inspiration and subjugates a lyrical synthesis using poetic dialogue, folklore and popular expressions to give it a special style. The tragic plays have a simple structure based more on a linguistic elaboration than on a deep vision of the conflicts and the characters."* (Rilindja, 1998)

In the article Federico Garcia Lorca is described as a giant playwright because it is written: *"Federico Garcia Lorca's last two tragedies are not only signs of the maturity he has reached but they carry an intellectual and constructive depth decent for a great playwright."* (Rilindja, 1998) At the end of the article it is written about the death of the author, his great contribution in the field of theatre and his universal messages. "*He has become a symbol, he has become an exotic model of the tragic and of the Spanish popular culture. But Federico Garcia Lorca is a great writer with his contradictions and his novelties. He is a cultured and sensitive person, aware of the Spanish literary tradition and the heart of his people and a good connoisseur of European culture."* (Rilindja, 1998)

Another article that wrote about Federico Garcia Lorca's theatre can be found in the newspaper "Zeri i popullit" with the title "The theatre of the poet Federico Garcia Lorca". This newspaper is very prestigious and this publication resonated and became very famous during that year. This article was written on 8th February 2004. At the beginning of the article there is a reference to Federico Garcia Lorca's life, education, and his tragic and mysterious death. The newspaper mentioned Federico Garcia Lorca's influence on tradition and the elements of his style, which we have mentioned so far. In the newspaper article is commented: *"Federico Garcia Lorca created a popular theatre."* (Kosova, B), and *"He presents us with universal values."* (Kosova, B., 2004) These two sentences grant us with the characteristic elements of Federico Garcia Lorca's special theatre. At the end of the article there is a reference to the author's fame abroad and it is worth emphasizing the international attention that has been given to the poet.

One more Albanian newspaper that has written about Federico Garcia Lorca and his work is the newspaper "Drita", in an article entitled "Instant fascination against a dark background", on January 15, 2006. The article presents us with the artistic and human values of the author, the characteristics of his art, principally those of poetry and his style. The literary production is described as an art that is difficult to understand and this argument is verified by the sentence: *"Whoever reads a poem by Federico García Lorca at first has the impression that it is something clear, easy to say and only in a*

second of time, when trying to imagine specific images and to determine the meaning of words and phrases, remember that it is a dark text and partly impenetrable." (Haliti, F, 2006)

The article also mentions the fact that although his art is difficult, it is appreciated by everyone. This article presents us with a story from Federico Garcia Lorca's life, who asked a woman who was reading for the second time one of his works, if she understood what she had read and she said no. Related to this argument, the article writes: *"Many readers would be answered in the same way, if someone were to ask them to explain the verses they wanted more of. This is the hallmark of Federico Garcia Lorca's poetry, instant fascination against a dark background."* (Haliti, F, 2006) In the article, Federico Garcia Lorca is introduced as a rebellious person, considering the fact that his literature was influenced by the avant-garde style. Related to this, it says: *"His art had the characteristics of the avant-garde style."* (Haliti, F, 2006)

The article also mentions the language that the author used in his literature. *"Language is made up of images, and our people have a magnificent wealth of them."* (Haliti, F, 2006) Across this argument, the author's influence by the lyrical tradition of his region is also demonstrated. This argument is also verified in the *sentence "This is Federico Garcia Lorca: an intersection of the avant-garde and tradition, of culture and instinct, of which it is difficult to say when one begins and the other ends."* (Haliti, F, 2006) The paper ends by describing the use of the literary figures especially the use of the metaphor as the main resource of the author. In the article it is written: *"From the beginning Federico Garcia Lorca has a wonderful talent for using metaphors and in the lecture on Gongoran he quotes a famous phrase by Marsel Prust that says that metaphor is the resource that gives style a kind of eternity."* (Haliti, F, 2006)

One more article written about Lorca in the Albanian press is entitled "Federico Garcia Lorca more than just a person". This article was written on August 18, 2008 in the newspaper "Shqip". The article starts with a literary critique for the famous poet Pablo Neruda and then with a description of his art and life and ends with a writing about the friendship between Dali and Federico Garcia Lorca. Pablo Neruda in each of his words expresses his great love for the author's art. In one sentence of the article are quoted the words of Pablo Neruda that says: *"I have never met anyone who has such magic in her ways."* (Shqip 2008) Another argument of the author's assessment in the article is presented in the sentences: *"I have never seen in a person, as in Federico Garcia Lorca, the genius and the noble at the same time, the big heart and the crystal spirit."* (Shqip 2008) and in the sentence *"Wit and great actor, cosmic and provincial, great musician, extraordinary simulator, shy and superstitious, radiant and gentleman."* (Shqip, 2008).

Around in these phrases we can understand the author's personality as a good person, with a big heart who suffers for the situation of his country. Related to the friendship between Dali and Federico Garcia Lorca in the article it is written about a secret love relationship between the two artists that was never accepted by Dali. In an interview mentioned in the article, Dali says: *"I was not homosexual, I could not follow him here, despite the fact that I knew what a great artist he was."* (Shqip, 2008).

2. CONCLUSION

In all the facts and analyses that are mentioned in this paper, we can understand that the Albanian critics values Federico Garcia Lorca's art for its universal characteristics in the poetry and in the theatre.

From all the above, we can say that Albanian critics have highly valued his literary production, especially in the field of poetry. As we have mentioned in the paper, his theatrical works have become part of the Albanian theater scene. Two of his theatrical works that are staged in the Albanian theatres are "Bernarda Alba's house" and the tragedy: "The Blood Wedding". From this two theatre shows, the poet is well known and liked by the Albanian public as a playwright too. Lorca's tragic theatre represents the culmination of his theatrical production because in these works the universal and the local come together, thus producing the tragic situations of his characters and presenting to the reader the rural tragedy of Andalusia. Lorca's theatre was also influenced by Greek tragedies, which him drew heavily on, especially religious elements, to express the phenomena of tradition and the tragic fate of his women. Female figures are at the center of his tragedies and through these women, Lorca demonstrates passion, pain, love, tragedy, etc. These unique and particular elements of his style were adored by the intellectuals of all times.

In general, Albanian critics have written about the characteristics of her works, the elements that make his works immortal, and have presented information about the life, education, work and death of the author. And so forth, this is how Federico Garcia Lorka and a part of Spanish Andalusian culture that is very rich, became known and beloved in a small and geographically distant country like Albania.

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FIGHTING TERRORISM OF THE REPUBLIC OF AZERBAIJAN AND ITS CONTRIBUTION TO INTERNATIONAL SECURITY IN THIS ISSUE

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Abstract

The most important strategic area that determines the development of humanity is considered to be the security area. Throughout history, the issue of security has always been relevant in all states. Terrorism, which keeps the modern world in constant tension, has become one of the number one problems that concern all states today. In the report, first of all, a general approach to the problem of international terrorism was given, in addition, the incidents of terrorism that occurred historically in the Republic of Azerbaijan were reviewed. It is fact that terrorism, which has alarmed humanity, has not escaped Azerbaijan either. Thus, the bloody terrorist incidents of the Armenian separatists caused the death of thousands of people and material and moral damage. In this report, the ways of fighting terrorism of the Republic of Azerbaijan have been examined, and at the same time, the contribution of the Republic of Azerbaijan to international security has been approached in order to reveal the unity of the national security strategy of the Republic of Azerbaijan with global security. In addition, as a result of the great Victory achieved by the Republic of Azerbaijan during the 44-day long Patriotic War in 2020, it was also mentioned that the high development of national security was achieved by removing terrorist groups from the territory of the country. Consequently, this report includes terrorism, the ways in which the Republic of Azerbaijan deals with terrorism, and the important effects of the Republic of Azerbaijan on international security. During the research, reference is made to recent scientific sources and recent historical facts.

Keywords: terrorism, national security, international security, Republic of Azerbaijan, war

INTRODUCTION

Terrorist events, which have an ancient history, are one of the most urgent threats to international security in our modern era. Terrorist groups use terrorist acts whose name means "fear", "terrify" in order to achieve political, religious or economic goals. Victims of terrorism include citizens of different countries, including representatives of different religions and different races. At the same time, the rapid development of technology in our time means that no one is insured against a terrorist incident. It is for these reasons that it is necessary for the world community to fight terrorism together (www.britannica.com).

According to the resolution of the UN General Assembly dated December 19, 2017, observing August 21 every year as the International Day of Remembrance of the Victims of Terrorism can also be observed as a call to the countries of the world to fight together against terrorists (www.un.org).

1. ARMENIA'S ETHNIC TERROR POLICY

When talking about terrorism, as a citizen of Azerbaijan, I consider it my duty to mention the policy of ethnic terrorism of our hated neighbor Armenia, which has a history of more than 100 years. History proves that Armenian terrorism is a part of international terrorism. Radical Armenian organizations, whose goal was the creation of the "Great Armenia" state, widely used terrorist acts starting from the end of the 19th century. In the meantime, I would like to briefly bring to your attention an important point, the history of the migration of the Armenian people to the Caucasus.

The main goal of "Dashnaktsutyun" - the Armenian federal revolutionary party, founded in Tbilisi in 1890, was to establish a "Great Armenia" state in the Nagorno-Karabakh region of Azerbaijan, Nakhchivan and the Anatolian lands of Turkey. Armenian-Azerbaijani clashes of 1905-1906 began as a result of an attack on Azerbaijanis in Baku on February 6, 1905 by a group of members of the Dashnaksutyun party, which had become a powerful armed organization. In these events, 12 Muslim Turkish villages in Shusha, 15 in Javanshir region, 5 in Jabrayl, and 43 in Zangezur were burned and destroyed, and 100s of Azerbaijani civilians were killed.

The ethnic massacres committed by Dashnak armed groups against the Azerbaijani population necessitated the creation of a political organization among Azerbaijani social and political figures. The Difai organization established in Ganja in the fall of 1905 was one such organization. In the fall of 1906, Difai's first declaration in Azerbaijani and Russian languages was published in Baku, Yelizavetpol (Ganja) and Tiflis governorates. The declaration of the Difai Party says - "The purpose of the Dashnak Party, which has military force and is equipped with weapons and even cannons, is to occupy their lands after killing all the Muslims living in the Caucasus, and to create a national, independent state for the Armenian people in the Caucasus. The main goal of our party is to create brotherhood and unity among all peoples living in the Caucasus. Let the Dashnak Party be sure that one day we will not allow the Armenian nation to build happiness on the misfortune of our own nation." (Hüseynova, 2021: 20-31).

In the meantime, I would like to draw your attention to the fact that, as can be seen from the declaration, even at that time the Azerbaijan Party and political figures called for peace and multi-ethnicity. Just as the President of the modern Republic of Azerbaijan, Ilham Aliyev, tried to resolve the 30-year-old Armenian occupation by peaceful means, he took humane steps along the way.

The report of the Tbilisi Chamber of Justice investigating the Armenian-Azerbaijani conflict of 1905-1906 to the Ministry of Justice emphasized the presence of Dashnak armed groups as the attackers in these massacres. It is known that in October 1917 the Russian Bolsheviks seized power in Baku. Taking advantage of this situation, the Dashnaktsutyun Party, in alliance with the Bolsheviks, launched a plan to destroy Azerbaijanis in Baku and surrounding areas under the name of fighting against counter-revolutionaries. According to the confession of Stepan Shaumyan, an ethnic Armenian appointed by the Bolshevik government as the Extraordinary Commissioner of the Caucasus at that time, 4,000 armed soldiers of the Dashnaksutyun party participated in the massacres against Azerbaijanis in March 1918. More than 20,000 Azerbaijani citizens were killed in and around Baku as a result of the Dashnaktsutyun party's racial and ethnic cleansing policy against Azerbaijanis, which began on March 30, 1918.

During the first 5 months of 1918, Armenian units committed massacres against Azerbaijanis in Shamakhi, Guba, Iravan, Zangezur and Nakhchivan in addition to Baku. More than 16,000 innocent people were killed in Quba. 8,000 people were killed in Shamakhi, 3,000 in Gyumru, and 10,068 in Zangezur district. I would like to note that these facts were confirmed and proven by the Extraordinary Investigative Commission of the government of the Azerbaijan Democratic Republic, established in 1918-1920 (Əliyeva, 2008: 109-114).

After the Republic of Azerbaijan regained its independence in 1991, National Leader Heydar Aliyev signed a decree on marking March 31 as the Genocide Day of Azerbaijanis.

Now, I want to give brief information about the losses and damages that the Republic of Azerbaijan suffered from Armenian terrorism in the recent past. Between 1984 and 1994, Armenian terrorists carried out 25 terrorist acts in Azerbaijan. This includes terrorist incidents such as the bombing of passenger buses, the shooting of a civilian helicopter, the explosion of a freight car, the explosion of an electric train of the Baku metro on March 19 and July 3, 1994, and the explosion of a railway and a bridge. As a result, hundreds of innocent Azerbaijani citizens lost their lives or were maimed.

On the eve of the collapse of the Soviet Union, starting from the late 1980s, Armenia started military operations against Azerbaijan without declaring war. During the military campaign, the armed forces of Armenia carried out ethnic cleansing against millions of Azerbaijanis in Armenia and the occupied territories of Azerbaijan, mercilessly killing them and committing numerous war crimes and terrorist incidents.

On the night of February 25-26, 1992, Armenian armed forces subjected Azerbaijanis to ethnic cleansing and genocide in Khojaly. In this terrible night, 613 civilians, including 106 women and 63 children, were brutally murdered.   Thus, during the First Karabakh War, ASALA, PKK, together with Armenian terrorist organizations, committed a merciless genocide of peaceful Azerbaijanis in Meshali village of Askara, Halıbeyli and Gushchular villages of Shusha, Garadagli village of Khojavend, Agdaban village of Kalbajar (Qasımov, Bağırov, 2008: 250-280).

2. THE FIGHT AGAINST TERRORISM OF THE REPUBLIC OF AZERBAIJAN

For nearly 30 years, Armenia has created conditions for the settlement of the fighters of the PKK terrorist organization and the establishment of a camp for training terrorists in the occupied Azerbaijani lands. At the same time, the territories of Nagorno-Karabakh and surrounding 7 districts of Azerbaijan occupied by Armenia were used for illegal cultivation, production and sale of narcotics.

Let me note that the fact of growing narcotics in the occupied territories of Azerbaijan was reflected in the PACE report on Nagorno-Karabakh. So, the territory of Azerbaijan, Nagorno-Karabakh, which is an uncontrolled region under the occupation of Armenia, became the abode of terrorists. This situation created serious threats to both regional and international security in addition to Azerbaijan. Thus, Armenia's continued occupation of Azerbaijani lands was a serious threat to Europe's energy and transport security by jeopardizing the transportation of Azerbaijani oil and gas, as well as other export products to Georgia, Turkey and Europe through energy and transport links (Həsənov, 2011: 301-311).

3. ARMENIA`S IGNORING CALLS FOR PEACE

Let me inform you that the Armenian state has ignored UN Security Council Resolutions 822, 853, 874 and 884 on ending the occupation of Azerbaijani lands.

The calls of the state of Azerbaijan and the President of the Republic of Azerbaijan Ilham Aliyev to resolve the problem with Armenia through political and peaceful means, in accordance with the norms and principles of international law, and the negotiations that have been going on for nearly 30 years have not yielded results due to the destructive position of Armenia (Həsənov, 2016: 477).

4. CONCLUSION

Consequently, the national security of the Republic of Azerbaijan means the protection of its independence, sovereignty, territorial integrity, constitutional structure, national interests of the people and the country, the rights and interests of people, society and the state from internal and external threats. On September 27, 2020, the armed forces of the Republic of Armenia again violated the norms of international law, using various types of weapons and heavy artillery, firing at residential areas and military positions of the Republic of Azerbaijan, causing the death of civilians and military personnel. As a result, counter-offensive operations by the Armed Forces of the Republic of Azerbaijan have been launched in order to prevent, neutralize and restore territorial integrity of real threats to the national security of the Republic of Azerbaijan. The Azerbaijani Army triumphed in the 44-day war of the Motherland. In addition to liberating the occupied lands, the Republic of Azerbaijan also cleared these territories of Armenian terrorists. As the President of the Republic of Azerbaijan Ilham Aliyev said in one of his interviews - "There are no bad and good terrorists" (modern.az).

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PROVIDING SOCIAL ASSISTANCE TO VICTIMS OF DOMESTIC VIOLENCE

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Abstract

This article discusses the fact that domestic violence is increasing in society day by day and the basis of social assistance with victims of violence. Domestic violence can be found everywhere. Unfortunately, this is a very common problem, and nevertheless, it is not easy to develop and develop systematic intervention measures against it. There are many women in the family who have been subjected to domestic violence, which is of great concern to society. Effective intervention measures should be taken immediately, as there is a lot of harm to the physical and mental health of victims and the growth of a child living in such a family, as well as to their emotional, psychological, cognitive and physical development.

Domestic violence is behavior that aims to exert force, instill fear, force, or control any behavior in current or past families, married, or sexual relationships. It includes not only physical torture, but also direct or indirect intimidation, sexual coercion, emotional and psychological harassment, economic control, damage to property, social isolation and all kinds of behaviors that encourage a person to live in fear. Domestic violence is an urgent problem in our modern developed society. As a result of domestic violence, women often suffer from it.

If we compare the results of the study in relation to children who are being abused. A national study of the prevalence of violence involving 2,869 young people found that 26 percent of those involved had witnessed violence between their parents at least once, and 5 percent had seen it regularly. This figure is similar to a study involving 5,000 adolescents. There, 25 percent of those who participated in the study said they had witnessed violence against one of their parents. If we look at the studies, based on data related to high school students, 7 percent of them have seen adults in the home commit suicide or physically harm to each other in the last 12 months, while 14 percent have witnessed adults in the home commit suicide or physically harm to children.

This widespread spread of violence requires identifying risk-prone groups and paying attention to the fact that victims and perpetrators are also different. The fact that some groups of women and children are more exposed to domestic violence requires intervention on the part of social work. Such cases are not only becoming more widespread, but the range of control tactics is also expanding. Let's say women with disabilities are twice as likely to face violence as women with full coverage. As for the dynamics of violence, in Western countries, women can be abused by several family members. They are also found to be cruel, such as being expelled from both the community and their land.

A woman with a different background in culture and language is at risk of being expelled from the country if she depends on her husband's immigration status. And women with disabilities may not have access to the medicines and devices they need. Older women may be at risk of losing their housing and becoming victims of financial fraud [1.,7].

The risk assessment arising from domestic violence shows a tendency to become a kind of goal. By doing so, it can be seen that security planning and risk management are not laying the foundations. Effective practice opposes this trend, understanding risk assessment as the "flip side" of planning for the safety of domestic and domestic violence survivors. This requires planning safety conditions according to the age of the children.

The main technologies of social work with victims of violence: social diagnostics, social therapy, social rehabilitation, social correction, social prevention, social work with victims of violence puts forward key 3-tasks:

1. save them.

2. support social survival.

3. promote social development.

If these tasks are carried out in a timely manner, the attempts of the abusers to live will be strengthened, and interest in life can be reawakened. The main directions of social work with victims of violence: 1. moral and psychological rehabilitation. 2. information and consulting. 3. Legal Assistance 4. Medical Care in these areas, social work is carried out with abused women. As a result, the social problems of women are discussed and resolved.

The main condition for a successful fight against domestic violence is to change the attitude of society. To do this, it is necessary to radically change the public consciousness and existing stereotypes, to form an appropriate understanding of the consequences of domestic violence, and not to let go of antisocial behavior voluntarily. Each unpunished House bully develops in himself a sense of irresponsibility, which is the basis for committing even more serious offenses. In social work with victims of violence, close contact with state institutions, legal protection bodies, health care institutions, crisis centers are important. The social worker specialist plays a fundamental role in this process, that is, he establishes ties with state and non-state institutions in order to achieve the desired result. As a result, there are ways to solve the problems of victims of violence.

Keywords: crisis centers, domestic violence, social worker

INTRODUCTION

Domestic violence is an urgent problem in our society. Domestic violence is often influenced by male alcohol addiction, and this is the main factor. As a result, families ' homes are destroyed and children suffer. And most importantly, violence in some cases leads to the occurrence of serious crimes. According to the police, 50 women who suffer from domestic aggressors seek help every month. Special social services are provided to victims of domestic violence by organizations of the following types:

*Crisis Center for victims of domestic violence;

*Center for social assistance to victims of domestic violence;

*priyut for victims of domestic violence;

*other organizations providing services to victims of domestic violence [2.,9].

In the field of social protection of the population, special social services are provided to victims of domestic violence. Special social services for victims of domestic violence are provided within the framework of the standard. According to the standard, 8 types of special social services are provided to victims of domestic violence: social and household, medical, psychological, pedagogical, labor, cultural, economic, legal services.

1. RESEARCH

Karaganda scientists conducted a large-scale analysis of the prevalence of domestic violence in Kazakhstan. The study involved more than 14 thousand women aged 18 to 75 years from 14 regions of the country.

Which women are most often victims of domestic violence, residents of which regions are more likely to be abused, and what percentage of men suffer from domestic violence.

The analysis was carried out on the basis of statistical data from the Ministry of Justice of the Republic of Kazakhstan. The participants were interviewed from 2019 to 2022 according to the UN questionnaire. The interviewers were specially trained volunteers. They asked questions about health, children, partner, experience of violence and its consequences.

According to the study, women from 30 to 49 years old, with two or more children, with a low level of education and the unemployed face this problem more often than others. In addition, they are often economically dependent on their husbands, have low self-esteem and are legally illiterate.

Age ratio of women victims of domestic violence in Kazakhstan
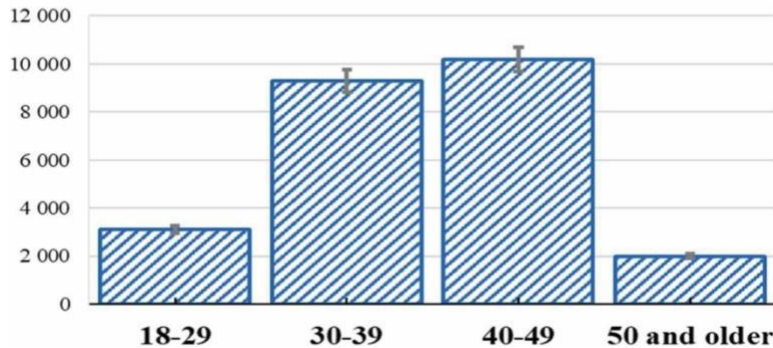
"63% of the victims are residents of the city, and the remaining 37% are from rural areas," the study says. The analysis showed that in some regions of Kazakhstan, especially in the south, strong gender roles and cultural norms prevail. Even women with education often prefer household chores to work. The report notes that, in addition to gender inequality, there are several other causes of violence:

Men control women in close relationships.

Legislation does not criminalize domestic violence, which leads to impunity.

Children witness violence, which makes it the norm in their eyes.

Women do not know where to expect help in such situations [3.,11].

Are men subject to violence? According to the study, the main victims of domestic violence in Kazakhstan from 2019 to 2022 were women. Moreover, the number of registered cases has been growing all three years -from 60,327 cases in 2019 to 80,100 cases in 2022. "Other groups of victims of domestic violence have a much smaller proportion: child abuse -17.52%, violence against the elderly- 3.5%, violence against men - about one percent," the authors conclude. At the same time, they emphasize that not all injured women in Kazakhstan seek help from the police, forensic medical examination authorities or hospitals. Therefore, the actual number of victims is much higher.

The study showed that the victims of abuse were subjected to various forms of violence:

Physical violence was observed in 78% of the victims.

One in sixteen reported regular sexual abuse.

One in six has experienced sexual and physical violence.

Diagram 1. The share of murders in the total volume of crimes in the family and household sphere

923

108
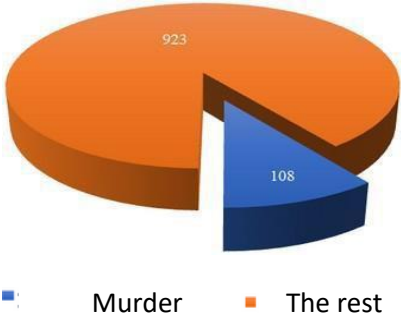
■ Murder   ■ The rest

The rest of the murder at the same time, in 2023, these 108 homicides account for 23% of the total number of homicides in the country, that is, every 4th murder in Kazakhstan is committed precisely in the family and household sphere, and approximately every 3 days a person dies from domestic violence.

2. DISCUSSION

What do tyrants look like?

As it turned out, most often close people, friends and family become rapists. Also, more than half of the respondents said that over the past year they have ofen encouraged violence from a partner (from two to eight times). In addition, one in nine unmarried women is subjected to violence from family members and friends. Most often, incidents occur at home, in the evening and at night. Another interesting detail is that women whose mothers have experienced violence are more likely to become victims of physical and sexual violence from their partners themselves. "Approximately half of the women who have been physically abused have experienced an attack from an intimate partner during pregnancy or raising young children," the document says. The reasons for abusive behavior, researchers call economic problems and lack of work among men, stress and alcohol abuse.

"In addition, the extremely difficult provability of crimes related to domestic violence is due tothe closed Kazakh family, the inviolability of private property, and the absence of witnesses," the study says. There is no complete medical history of the victims' injuries in the accounts and medical books. In general, a study conducted in Kazakhstan confirms that violence against women is also a serious problem for health care.

What should we do then?

The report examines several steps to reduce the level of domestic violence in Kazakhstan. Among them: mandatory psychotherapy for aggressors to prevent repeated cases of violence. Training specialists to work with victims according to international human rights standards. Conducting human rights classes in schools to teach children their rights to safety. And work with parents on parenting issues without gender stereotypes. The authors of the study draw attention to the fact that it is equally important to show cases of punishment of aggressors, make and distribute films,

social videos and podcasts about violence prevention, and recommend journalists to write about violence, avoiding blaming victims [4.,6].

According to the results of 2023, 61% of recipients of special social services provided to victims of domestic violence were children who witnessed domestic violence. However, due to the fact that in the process of documenting domestic violence, statistics on children who have witnessed violence are not provided, children are excluded from the system of providing special assistance, rehabilitation programs and other programs for them there are no types of help.

In 2023, the state spent 4.5 billion tenge to combat domestic violence, of which only 765 million tenge (17%) was spent on socially significant projects for the provision of special social services to victims of domestic violence and the Prevention of domestic violence. A significant part of the cost of combating domestic violence is spent on the sphere of law enforcement and the judicial system, that is, it refers to the cost that can be incurred even if the violence is eradicated at the root. Crisis centers reach only 15% of the victims, which means that not all residents of the district and village who have suffered violence can reach the crisis center. As well as prevention of domestic violence in the state it is not sufficiently funded within the framework of the social order and Grant. Not all regions allocate funds for the implementation of individual projects in this direction, there is no correlation between the general situation of domestic violence and the activities carried out. They are often not systematic, they are limited to organizing events such as round tables, seminars, such actions do not affect the decrease in the level of domestic violence. There is no common institution to regulate the interdepartmental interaction of all subjects involved in the Prevention of domestic violence and assess the effectiveness of measures in the fight against domestic violence, which is the reason for the lack of a common approach and a single strategy in the fight against domestic violence

3. CONCLUSION

The fact that over the next five years, the registered domestic violence statistics more than doubled shows that it is necessary to be brave and take appropriate measures to combat this unpleasant phenomenon. According to statistics on domestic violence in 2023, only 40% of applications to the police reach the court, and only 39% of cases that reach the court are subject to an administrative penalty, such as arrest for two hours to three days. The current state of the fight against domestic violence does not affect either the greater protection of the rights of the victim or the non-repetition of violence by the aggressor.

According to the 2023 conclusion, 61% of those who received special social services provided to victims of domestic violence are children who witnessed domestic violence. However, when documenting the facts of domestic violence, children who witnessed violence were not included in the statistics, so children were excluded from the system of special assistance, and special rehabilitation programs and other types of assistance were not developed for them. Witness to violence 26 27 assessment of the cost of combating domestic, domestic violence in Kazakhstan accounting for children who have had an assessment of the cost of combating domestic, domestic violence in Kazakhstan is necessary to fully assess the situation with domestic, domestic violence and determine what assistance can be provided to them. Taking into account hidden statistics, the number of children who witnessed violence can exceed 700 thousand [5.,5].

The legislation provides for the provision of psychological assistance to people who have committed violence and work under the correctional program. However, as part of the study, it was found that such programs are practically not implemented and are not funded. Failure to recognize domestic violence as a crime, the absence of a worthy and inescapable punishment will worsen the situation of the victim and cause the crime to recur. Four types of domestic violence (violence, psychological, sexual and (or) economic) are recorded in the legislation, although the state attaches importance only to the fight against violence with the use of force. Statistics on psychological and economic violence are not kept. We can only get information about them from the questionnaires that victims of violence fill out when they come to crisis centers. However, this data is not used for further statistics or analysis of the situation in the field of violence in the family and in everyday life. There is no mechanism or procedure for documenting and maintaining statistics on psychological and economic violence. The legislation" prevention of domestic violence "defines the concept of family and household relations as" relations between spouses, former spouses, persons living or living together, close relatives, people with a common child (children)." But the official statistics do not record the gender and age of victims of domestic violence, what injuries they received, that is, there is no public data on the number of women, men, children, the elderly, people with disabilities and other people who became victims of domestic violence. Such highlighting would make it possible to assess the situation in the most complete way by gender and age parameters and determine as accurately as possible what harm to the health of the victim was caused. In domestic violence legislation, there is the concept of "victim" in relation to a person who has suffered harm during domestic violence, but there is no concept of "aggressor" in relation to a person who has caused harm. This disadvantage affects the general situation in the fight against domestic violence, since government agencies invest all their strength in protecting the injured party, helping victims of domestic violence, and there is no specific measure to work with aggressors. From the results of the analysis, we note that the main activities to combat domestic violence are related to legal actions and the provision of special social services to the injured party. Within the framework of the state social order and grants, sufficient funds are not allocated for the Prevention of domestic violence.

4. RECOMMENDATIONS

*consider the issue of recognizing domestic violence as a crime and take measures to prevent violence from happening again;

*opening Crisis Centers for victims of domestic violence in all regions of the country and consolidating their funding;

*determining the number of children who have witnessed domestic violence, preparing a rehabilitation program for such children;

*to determine the gender and age of victims of domestic violence, what kind of trauma they suffered, and create statistics for a complete assessment of the situation with domestic violence.

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RESPONSIBILITIES OF GOVERMENTS AND INDIVIDUALS IN ENSURING THE SUSTAINABILITY OF UNIVERSAL HUMAN RIGHTS

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Abstract

Human rights are the rights that all people have simply because they are human, and everyone is equal in using these rights. Human rights have emerged from social struggles in response to the injustices that humanity has suffered throughout history. Human rights are grouped as first, second and third generation. The first generation human rights are civil rights and political rights. These rights, also called fundamental freedoms, are related to matters and areas in which the state should not interfere (freedom of thought, freedom of association, etc.). For this reason, they are also described as "negative rights" or "natural rights". Second generation human rights are a group of economic, social and cultural rights (such as the right to work, the right to a fair wage, the right to social security, the right to education). Second generation rights are also described as "positive rights". Because the government, beyond protecting these rights, takes on a much more active, strong and positive role such as providing these rights through various social services. Third generation human rights are about issues that require the cooperation of all people in the world. (Living in peace, using clean water and air, benefiting from world trade and economic development, etc.). Third generation human rights are not rights that apply immediately to an individual; rather they are rights that have meaning for a community, a population group, a society or a nation. That is why they are also described as "common rights or solidarity rights". In this case, the addressee of demands for universal human rights is the government, and only the government can be the violator of human rights. However, the defenders of human rights are individuals. For this reason, a "rights-based approach" should be adopted in every profession that provides services to people. In order to fully implement universal human rights, public employees, non-governmental organizations, social workers, lawyers, economists, politicians, environmentalists and every individual with social sensitivity have a responsibility. In this article, what measures can be taken to localize universal human rights within the country and disseminate them worldwide are discussed by making use of studies conducted on this subject.

Keywords: universal human rights, negative rights, positive rights, solidarity rights, rights-based approach

INTRODUCTION

Human rights are "the rights of all human beings simply by virtue of being human". Human rights; It is universal, inalienable, a whole, there is no hierarchy between them, it is egalitarian and it is a stance against discrimination. In other words, human rights; It refers to the set of rights that everyone has, regardless of gender, ethnicity, religious belief, etc. Everyone is equal in exercising these rights (Tufan et al., 2009: 76; Kara, 2013$_a$: 3).

Historically, human rights have arisen out of social struggles as a response to the practices of injustice to which humanity has been exposed. Therefore, the addressee of demands based on human rights is the state, and as a logical consequence of this, the violator of human rights can only be the state. Therefore, states guarantee protection against standards that threaten human dignity. However, the material and moral damages caused to each other by individuals who do not use public power cannot be considered as a violation of human rights. For example, a death or murder as a result of a traffic accident does not fall under the violation of human rights. However, if the loss of life or property in a traffic accident is caused by the physical conditions of the highways, the lack or incorrect arrangement of traffic signs, or the fault of the traffic police, it can be considered as a violation of the right to life, which is one of the human rights. Similarly, there can be no talk of 'human rights violation' in an ordinary murder case. However, despite the fact that the public authorities are aware of the death threats received by the person, the failure to take effective measures to prevent the murder is considered within the scope of violation of human rights (Kara, 2013$_a$: 4).

Human rights are grouped as first, second and third generations. Intergenerational human rights; It includes first-generation rights (classical rights) formed in the 18th and 19th centuries, second-generation rights (social rights) formed in the 19th and 20th centuries, and third-generation rights (solidarity rights) formed in the 20th and 21st centuries (Yıldırım & Aslan, 2019: 651).

First Generation Human Rights

The first generation is human rights, civil rights and political rights. The intellectual basis of their current form is the Enlightenment thought in the 18th century and the developing liberal political philosophy (Hablemitoğlu, 2015a: 6). First-generation rights have their origins in the Virginia Declaration of Rights (1776) and the French Declaration of the Rights of Man and the Citizen (1789). By the 20th century; The "Universal Declaration of Human Rights" was published by the United Nations in 1948 and the "European Convention on Human Rights" was adopted in 1950 (Kara, 2013a: 6,8).

The fundamental human rights included in the "European Convention on Human Rights", which Turkey has also ratified, are included under the following headings (Nalbant, 2013$_c$: 96): *Right to life (Article 2), Prohibition of torture and inhuman or degrading treatment (Article 3), Prohibition of slavery and forced labor (Article 4), Right to liberty and security of person (Article 5), Right to a fair trial (Article 6), The principle of legality in crimes and punishments (Article 7), The right to respect for private life, family life, inviolability of residence and freedom of communication (Article 8), Freedom of thought, religion and conscience (Article 9), Freedom of expression (Article 10), Freedom of assembly and association (Article 11), Right to marry and found a family (Article 12), Right to effective remedy (Article 13), Prohibition of discrimination (Article 14), Right to property (Protocol No. 1, Article 1), Right to education (Protocol No. 1, Article 2), Right to free choice (Protocol No. 1, Article 3).*

These rights, which are indispensable for civilized societies with a well-organized understanding of democracy, are at the individual level and are related to fundamental freedoms. As can be seen, all of the above-mentioned rights *are rights that need to be protected for the benefit of individuals*. These rights are related to the principle of equal citizenship of social justice and are also aimed at providing equal opportunities to every individual. Because these rights, which are aimed at more protection, are guaranteed by the state. These rights, also called *public liberties*, are "related to work and areas that the state should not do or interfere with; It imposes negative actions on issues (freedom of thought, freedom of association, etc.) that impose only a duty of avoidance on the state (Hablemitoğlu, 2015$_a$: 7). First generation rights to people; It provides a private space that cannot be touched by third parties, society and the state. Man carries out his independent actions in this particular field. In this respect, thanks to the first generation rights, which are also accepted as rights that limit the state, the state cannot enter the private sphere of the human being. For this reason, they are referred to as negative rights (Yıldırım & Aslan, 2019: 652).

Second Generation Human Rights

The second generation is a collection of human rights, *economic, social and cultural rights*. These are the rights of individuals to benefit from various services aimed at meeting their social needs, which are necessary for them to realize their full potential as a human being. It is mostly about oppressed and *vulnerable groups* (Hablemitoğlu, 2015$_a$: 7). The industrial revolution is at the heart of the birth of second-generation rights. The economic and social transformation brought about by the industrial revolution has caused very deep inequalities between classes. In particular, the working class reacted and took actions against the inequalities and rights violations that emerged (Yıldırım & Aslan, 2019: 653). Therefore, the second generation rights are based on the understanding of social democracy and socialism that developed in the 19th and 20th centuries rather than the liberalism of the 18th century in its current form. The beginning of the 19th century was a historical section in which the harsh working conditions imposed by capitalism and the social inequalities it created became palpable. Some thinkers who lived at that time (*John Stuart Mill, Saint Simon, Robert Owen, Karl Marx, Friedrich Engels*) expressed their views that the principle of non-intervention of the state in the economy ('laissez-faire') envisaged by capitalism ensured the happiness of only a minority, not everyone, and that the wounds caused by free competition could only be healed by state intervention (Kara, 2013b: 31). Thus, with the Convention on Political and Civil Rights *published by the* United Nations *in 1966 and the* Convention on Economic, Social and Cultural Rights *published immediately after,* social rights (providing job opportunities, providing health services, establishing a social security system, etc.) emerged that imposed a concrete set of duties on the state (Zengin & Altınğ, 2016: 3).

As stated in the Universal Declaration of Human Rights, the main social rights can be summarized as follows: *The right to work, the right to fair wages, the right to social security, the right to shelter (to acquire housing), the right to live in a healthy environment and to benefit from health services, the right to education, the right to be treated with dignity in old age, leisure opportunities, etc.* (Hablemitoğlu, 2015$_b$: 10).

Social rights are rights that aim to provide everyone with a standard of living worthy of human dignity in social life. The State is obliged to establish the necessary organization for the realization of these rights and to eliminate the conditions that prevent the realization of these rights. Although, for example, the remuneration of a private sector employee under the conditions of a free market economy will be based on a contract between the employer and the employee, it is the rules of law

that will ensure that the wage to be determined is at a level that will not be contrary to human dignity. In order for wages to be regulated at a level that is not contrary to human dignity, the state will determine the 'minimum wage' that binds employers (Kara, 2013$_a$: 4).

Second-generation rights impose on the state the responsibility to meet the basic needs of every citizen at a minimum level. Therefore, it refers to having access to resources that will enable survival by securing a dignified and safe life in today's society. Second generation rights can also be described as *"positive rights"*. Because, beyond protecting rights, it imposes a much more active, strong and positive role on the state, such as providing these rights through various social services (Çoban Kaynak, 2017: 258; Hablemitoğlu, 2015$_a$: 7). To explain with an example, freedom to work, which is one of the first generation classical rights, refers to the right to work in the job that the person deems appropriate and wishes, thanks to which the state cannot force the person to work in a certain job. On the other hand, the right to work, which is one of the second generation social rights, requires the state to take an active position in providing employment to the person and creating the necessary conditions in this direction. In other words, unlike the freedom to work, when the right to work is in question, the state will have to intervene in socio-economic processes, contrary to the acts of avoidance and non-interference (Kara, 2013a: 7).

Undoubtedly, the realization of second-generation rights depends on the state having strong and sufficient resources. For this reason, these rights are more controversial than first-generation citizenship rights and political rights, and the legal and constitutional guarantee of these rights is more difficult to implement. For this reason, there has been less agreement in writing on the rights of the second and third generation, since it is less accepted than the ideology of Liberalism. Documents and agreements published by international organizations, partly under the influence of social developments, can also fuel this misleading image. For example, *the United Nations published the* "Universal Declaration of Human Rights" *in 1948* and the "International Covenant on Economic, Social and Cultural Rights" *in 1966*. The *"European Convention on Human Rights"*, adopted by the Council of Europe *in 1950, was followed by the* "European Convention on Social Rights" (European Social Charter) *in 1961*. This situation inevitably brings with it the illusion that economic, social and cultural rights are located on a different level of rights than fundamental human rights. In order to prevent this, it was determined that both of the later contracts given as an example referred to the previous ones and that social rights "are a part of natural human rights and derive from them" (Hablemitoğlu, 2015$_b$: 5,10).

Many people still understand the inclusion of economic, social, and cultural rights in the second generation, and political rights and civil liberties in the first, not as a simple categorization, but as a ranking that puts economic, social, and cultural rights after political rights. Thus, the so-called second-generation rights lived a kind of shadow life until the end of the 1980s. This is more or less still true for cultural rights, which are mainly considered in the context of minorities. In contrast, economic and social rights have become part of the mainstream human rights debate, although they have not yet received equal treatment compared to political rights and civil liberties. In fact, in recent times*, the human rights approach to development* has given special importance to economic and social rights as the specific concern of development policy, even though it covers all human rights and thus emphasizes the interrelation and interdependence of human rights (Hamm, 2001: 1006).

Third Generation Human Rights

Third-generation human rights emerged in later years, in the last three decades of the 20th century, and *were not made into a written agreement by the UN.* These rights have developed with criticism, especially from Asian countries, that oppose the human rights approach, which is based on the liberal views of the West, targets individuals and ignores common norms in Asian culture (Nalbant, 2013a: 78). Third generation rights, also known as solidarity rights, actually reflect the understanding of living together in society. Its difference from other generational rights; It is to prepare the environment of solidarity that people need. The intervention of the state alone is not sufficient for the implementation of third-generation rights. It is necessary for all people living in society to actively strive and cooperate for the development of these rights (Yıldırım & Aslan, 2019: 654). In other words, third-generation human rights, which can also be described as "common rights or solidarity rights", are not rights that can be immediately applied to an individual, but rather *rights that have meaning for a community, population group, society or a nation*. Third generation rights: *Living in peace, benefiting adequately from world trade and economic development, Living in a balanced and orderly society, Environmental rights such as using clean water and air, etc.* (Hablemitoğlu, 2015$_a$: 8).

For example, the African Charter on Human and Peoples' Rights (African Charter) was adopted by the Organization of African Unity (AUO) in 1981 and entered into force in 1986. The African Charter is the only human rights document that includes the rights of peoples. As a matter of fact, Article 19 of the Charter. In its article, it is emphasized that all peoples are equal and that the domination of one people over another does not in any way justify it. Article 20 *emphasizes the self-determination of peoples*, and Article 21 *emphasizes peoples' rights over natural resources*. In addition, rights such as the *right to development* of peoples, *the right to peace and security*, and the *right to live in an environment conducive to their development* are also stipulated in the Charter (Nalbant, 2013$_a$: 78). In this case, the rights of immigrants*,* asylum seekers *and refugees*, who prioritize the welfare of not only people as individuals, but also peoples and communities*, can be evaluated within the scope of third generation human rights.*

Some authors talk about the fourth generation of human rights in addition to these three generations of human rights. This fourth-generation human right is actually an extension of one of the third-generation human rights, *environmental rights such as "using clean water and air*", and is promoted as the right to live sustainably between generations. Because environmental pollution and global warming caused by the scientific and technological developments of the modern age cause drought in some parts of the world, floods and natural disasters in some regions, melting of glaciers and rise in sea level (such as tsunami) due to climate changes, and there are problems in accessing clean water and clean air. Moreover, this ecological deterioration causes the depletion of natural resources in the world and the limitation of the living opportunities of future generations (Yıldırım & Aslan, 2019: 654,655).

1. METHODOLOGY

In this study, the review method was used. The compilation method is the systematic and unbiased scanning and synthesis of the studies published in that field in accordance with the specified criteria in order to find an answer to the research question prepared on a particular subject (Çınar & Tecik, 2022: 187). The study is based on the literature and various foreign and domestic books, articles and internet publications were used on the subject.

2. DISCUSSION

2.1. Evolving challenges in the applicability of second-generation human rights

While the first generation has an understanding of rights and protection, it is related to fundamental freedoms at the individual level. At the core of second-generation rights is the principle of equality and social justice. With the formation of these rights, the understanding of the social state has developed. In addition to protecting rights, social rights impose a much more active, powerful and positive role on the state, such as providing these rights through various social services. However, the realization of these rights depends on the state having strong and sufficient resources (Yıldırım & Aslan, 2019: 651).

In short, it should be emphasized that human rights are no longer just about first-generation rights, citizenship rights and political rights, but economic, social and cultural rights and common rights are at least and perhaps more important. However, as mentioned above, human rights, which are undoubtedly a whole, are divided into groups for chronological reasons, and the rights in the second and third generations, which were accepted at a later date and are more "costly", remain in the background compared to those in the first generation. In practice, it is striking that the first generation rights are discussed more and more effective methods have been developed for the violation of these rights. In this context, meeting social rights will only be possible with the existence of effective social support and social service mechanisms. Because the establishment of an effective social service mechanism is indispensable for the provision of social welfare services. As a matter of fact, Article 14 of the European Social Charter. In the first part of the article, it is stated that "Everyone has the right to benefit from social welfare services" and the "Right to Benefit from Social Welfare Services" is discussed in detail in the second part (Hablemitoğlu, 2015b: 5,9,11).

Social work targets rights-based practices that argue that every person in need has the right. In fact, every unmet need causes a violation of a right. The reason for the violation of the right to education of a child who cannot continue education and has to work due to family poverty may be that his family members have not reached the right to work or that he works for wages that are too low to reach the level of human life. This is a process that includes many violations of rights such as the right to adequate and balanced nutrition, the right to work and the right to education. *The rights-based approach* is defined as the state and other social mechanisms taking part in providing these rights for people who have rights to exercise their rights (Çoban Kaynak, 2017: 255). What is in question in the rights-based perspective; To meet the needs of individuals is, in a sense, to fulfill their rights. Thus, the rights-based approach eliminates injustice, inequality and neglect. A rights-based approach *doesn't do it for* "charity," it does it because that person has *a "right" to* it. Rights-based approach; It empowers duty holders to fulfill their own obligations and rights holders to make claims. In short, the *human rights basis of social work* is based on international law and aims to realize human rights by regulating the relationship between rights holders and duty holders. Every situation perceived as a "right" also includes the concept of "responsibility" and obliges the state to make the necessary investments to meet these rights ((Hablemitoğlu, 2015: 5; Hablemitoğlu, 2015b: 11; Zengin & Altınğ, 2016: 9-12).

Therefore, in order for social services to be provided to citizens as a right, the state is expected to undertake these services as a duty and develop them according to the changing conditions of the day within a comprehensive welfare system. Social work plays an important role in completing human

rights in the last link. Even if the recognition of rights and freedoms and their realization at a general level is ensured; It is only possible for the poor, disabled and unemployed to benefit from these rights through social service programs and interventions (Tufan et al., 2009: 83). For example, when the welfare state is not in a position to regulate the market, no workplace will want to employ a disabled worker. This situation will cause the violation of the right to work, which is one of the most fundamental social rights of individuals, and social segregation, as well as social unrest. For this reason, it is the duty of the state to combat problems such as poverty, injustice and exclusion in rights-based practices and to provide equal opportunities to every individual (Çoban Kaynak, 2017: 256). At this point, service delivery focuses on the most disadvantaged in the society and tries to ensure equal access to the relevant service for everyone. Therefore, every issue that falls within the interest and intervention of the social work profession can be dealt with by defining it essentially on the basis of the concept of rights. For example; The behavior of a child who shows maladaptive behaviors in kindergarten can be defined as a violation of the right to grow up in an environment with sufficient attention and love in early childhood (Hablemitoğlu, 2015[a]: 8). Or, the fact that an elderly person needs care services actually points to the right to life of this elderly. In this context, due to rights-based practice, social workers use the word "right" more than the word "need" in their daily discourse (Zengin & Altınğ, 2016: 4).

2.2. The universal-local contradiction in the applicability of third-generation human rights

Around the world, social indicators such as health and literacy show improvements in terms of living standards at the aggregate level. However, at the global and national level, the gap between the rich and the poor and the feminization of poverty continue to grow. In third world countries, poverty reduction policies are insufficient to meet basic needs; It becomes even more difficult to improve the situation of disadvantaged people, in particular. This inadequacy necessitates a new perception of development policy (Hamm, 2001: 1006). This new perception requires the solidarity of societies, in other words, the acceptance of third generation human rights at the global level and their implementation for the benefit of disadvantaged societies (such as the right to benefit adequately from world trade and economic development).

However, while realizing this social solidarity, it is necessary to respect the local values and cultural sensitivity of that country. However, *the right to a dignified life should not be ignored. For example, while an AIDS vaccine has been found in the West, it cannot be expected that this disease will be cured by traditional methods in Africa. It is not possible to stand by and watch a woman in India be gassed and burned due to domestic problems, or honor killings and violence against women in Turkey. The elimination of this contradiction* can be possible by understanding the "local" needs in which the general idea of human rights is tried to be implemented through social work practices and by "localizing" universal rights in this direction (Tufan et al., 2009: 79-80).

As a matter of fact, the era of human rights, which started with the Universal Declaration of Human Rights, has definitely eliminated the understanding of state sovereignty, which aims to protect states from external criticism regarding domestic rights violations. The United Nations Commission on Human Rights affirms that countries should not abuse their national sovereignty as an excuse to isolate themselves from external pressures on human rights (Global Institute for Advanced Study, 2016: 101).

2.3. The implementation of human rights is not only the responsibility of the state, but also of individuals

Contrary to the difficulty in the realization of second- and third-generation rights, these rights are easier to abuse than first-generation rights, and monitoring differs and is more flexible in terms of law enforcement by country and culture. At this point, individuals have a duty to defend human rights. *Since first-generation rights* are made relatively more concrete by laws, agreements and rules, and since concrete regulations regarding the violation of such rights are given more space in legal texts, the defenders of these rights are mostly *lawyers* and especially lawyers. *Second-generation rights*, on the other hand, are based on policy development and political change, as they are in a complex structure that requires more than legal guarantees, and are related to the effective regulation and delivery of social services (human services). For this reason, it is more within the professional boundaries of professions that provide humanitarian services, especially social workers, than the field *of lawyers*. *Third-generation rights*, on the other hand, are mostly *within the service area of economists, politicians, environmentalists and social workers working with the society* (Hablemitoğlu, 2015$_b$: 4-5).

For example, *social work practices,* which are within the scope of *second generation rights*, take it as a duty to ensure that those who cannot access their rights at a sufficient level lead a dignified life in humanitarian criteria. Applicants apply to social workers more frequently, especially with economic-based problems such as housing and livelihood. However, in-kind or cash support alone is not sufficient for the applicant to cope with the problems he is experiencing. The long-term solution is to provide education and employment opportunities to poor citizens by the state, enabling them to stand on their own feet and freeing them from dependence on state aid. Another alternative is to encourage women to participate in full-time work life in order to achieve economic growth and reduce poverty. However, while implementing this policy, effective social protection instruments such as paid leave, maternity and child benefits for women should also be effectively implemented. Otherwise, some damages may arise in terms of the development and upbringing of children. In addition, social workers in institutions that provide services to vulnerable groups such as the disabled, the sick, the elderly, children, the poor, immigrants, and victims of violence should fulfill their duties with common sense, facilitate the access of these disadvantaged groups to social resources and combat discrimination (Yıldırım & Aslan, 2019: 657-659). While social workers fight against discrimination against disadvantaged groups, they should observe positive discrimination for these groups in order to ensure equal opportunities (Çoban Kaynak, 2017: 254).

3. CONCLUSION AND RECOMMENDATIONS

Human rights are classified as first-generation, second-generation and third-generation rights according to their historical development. First-generation human rights are personal and political rights. The main feature of these rights is that they are protective. The state is limited in relation to these rights and people are prevented from entering their private spheres. Political rights, participation in government and the right to property are some of these rights. The second generation of human rights is; economic, social and cultural rights. Social justice is the basis of these rights (Zengin & Altınğ, 2016: 4). A social state is obliged to protect core rights such as life, freedom of thought, equality before the law, and safety of life, as well as to provide social rights such as health, housing, education, and work to the society. The rights-based approach is based on international law and aims to realize human rights by regulating the relationship between rights holders and duty holders. The main purpose of

social rights, which are protected and expected to be implemented by the state, is to ensure social justice. Social work, on the other hand, advocates for the rights of its clients who cannot benefit from these rights. Social work aims to use, protect and develop all rights such as the rights of children, disabled, women, immigrants and the elderly (Çoban Kaynak, 2017: 256).

In order to implement third-generation human rights, developed states have global obligations: First, to realize the socio-economic rights necessary to ensure a decent standard of living around the world and to establish a fair global institutional structure that is indispensable for their realization. The second is to cooperate in the implementation of socio-economic rights and to assist the states concerned. Finally, global human rights obligations aim to ensure certain minimum guarantees in the areas of relational and distributive justice necessary to achieve fundamental equality (Pribytkova, 2020: 449).

In today's modern societies, all human rights are increasingly recognized in practice; economic and social rights are becoming an important issue not only in the human rights debate, but also in the practical human rights policy of both states and international organizations (Hamm, 2001: 1005).

So what can individuals do about it? In the full realization of universal human rights, especially public employees, non-governmental organizations, social workers, lawyers, economists, politicians, environmentalists and every socially sensitive individual have a duty. Every individual with a sense of civic participation should not remain silent about the injustices they see around them, as well as doing their job properly to serve people.

The best example of the people's struggle against injustice is the recent (August 5, 2024) change of government in Bangladesh. The student-led protests have expanded into a broader movement calling for the removal of Sheikh Hasina, who is increasingly seen as an authoritarian leader and has been in power for 15 years. More than 1,000 people have been killed in clashes between security forces and demonstrators across Bangladesh during three weeks of protests. As a result, the leader of Bangladesh resigned after the protests and left the country. Currently, democratic innovations are being made in the country with the participation of university students, and the public supports these innovations (The New York Times, Aug. 5, 2024).

When any violation occurs anywhere, which can affect one person or a thousand, we must pay attention to it. At the heart of this obligation is the principle that the violation of anyone's rights concerns everyone. Of course, in the first place, it is the duty of every national legal system to deal with human rights violations within that country. This intervention comes into play when this national responsibility is undermined or when rights violations reach a certain frequency or level of severity. We know that there is a challenge here in setting priorities. We can't all be on duty all the time. However, no one has the right to say, in principle, "It's not my business" for any human rights violation (Global Institute for Advanced Study, 2016: 103).

Public employees should be aware that they are fulfilling the rights of individuals in a sense while serving the society. Rights-based approach; In service delivery, it aims to ensure equal access to the relevant service for everyone, focusing on the most disadvantaged in society. Non-governmental organizations should fight for the disadvantaged groups they defend (elderly, children, poor, refugees, etc.) to fully benefit from their human rights. In addition, individuals should take a stand not only against what is happening in their own countries, but also against human rights violations in other countries. For example, in the Israeli-Palestinian war that has been going on since October 7, 2023, the

massacre in Gaza was protested by university students in many countries (students from many universities in Turkey, Columbia, California, MIT, Harvard, Yale, Texas, Minnesota, California State, Southern California, NYU Universities, Oxford University in England, Sciences Po University in France) (All for Gaza, 9/7/2024; Anadolu Agency, 26/4/2024; Anadolu Agency, 8/5/2024; Euronews, 2/5/2024; Liberty, 25/4/2024). The application of a group of academics from South Africa to the European Court of Human Rights on 11 January 2024 with the accusation of 'genocide' against Israel is another noteworthy act of human rights advocacy (BBC, 11/1/2024).

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REFLECTION OF CULTURAL AND SOCIAL ELEMENTS ON PRIMARY SCHOOL STUDENTS' PAINTINGS WITHIN THE SCOPE OF DAILY LIFE

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Abstract

Primary school education, which is the first year of interaction with the environment, is important for children's development. In this period, it is seen that children's best means of self-expression and communication are pictures. Children express their feelings and thoughts that they cannot express by speaking in different visual ways by drawing or painting. The study aims to reveal with which cultural or social representations primary school third-grade students express their daily life in their drawings and verbal expressions of their drawings. The study was conducted in a state primary school affiliated with the Ministry of National Education in Denizli / Çivril district in the second semester of the 2023-2024 academic year in two lesson hours (40 + 40 minutes). The study group consisted of a total of (f=13) students, including male (f=7) and female (f=6) students aged between 9 and 10, from class 3-A selected by random method. One lesson before the application study, the storybook titled 'My hometown Denizli' from the 365 Days Story Books series prepared by the Ministry of National Education was read to the students, and the Social and Cultural Structure of Denizli was discussed. Afterward, the students were asked to draw a picture of their daily life and to express the picture verbally in the section allocated on the drawing paper. The pictures created by the students in A3 size were used as a data collection tool. Document analysis was applied to analyze the data (pictures and verbal expressions). Findings obtained in visual expressions; people theme (f=33) (mother, father, friends), nature theme (f=31) (garden, tree, sun, cloud, snow, orchards), symbol theme (f=30) (heart, snowflakes), place theme (f=21) (home, garden, coffee house, carpet field, park), activities theme (f=13) (doing homework, sports, and artistic activities, self-care, helping with family chores 'helping with housework and cooking, picking fruit', playing games 'computer games and playing games in nature', eating), within the theme of digital environments (f=2) (television, telephone), animal theme (f=1) (butterfly), within the theme of transport (f=1) (tractor). Findings obtained in verbal expressions; Within the theme of place (f=37) (home, school, garden, coffee house, astroturf), within the theme of activities (f=35) (doing homework, sports and artistic activities, self-care, helping with family chores 'helping with housework and cooking, picking fruit', playing games 'tablet, phone, computer game and in nature', eating), Within the scope of nature theme (f=18) (garden-field, tree, snow), within the scope of the human theme (f=15) (friend, mother, father), within the scope of time theme (f=6) (day,

morning, evening, winter), within the scope of digital media theme (N=5), (television, phone, tablet, video shooting and watching, watching YouTube), within the scope of transportation theme (f=3) (bus, tractor), within the scope of the animal theme (f=2), (dog). In visual expressions (pictures), from high to low, human, nature, symbol, space, activities, digital environment, transport, animal, and in verbal expressions; space, activities, nature, human, time, digital environment, transport, animal. While symbols were included in the pictures, the concept of time was included in verbal expressions. In the results, it is seen that information about habits in daily life, using the digital environment, gardening, and housework, ways of using free time, means of transport, nature, animal and human relations are given.

Keywords: visual arts education, painting, culture, daily life, primary school

INTRODUCTION

Events that affect the social structure such as migrations, natural disasters, wars provide a rapid interaction and communication process between individuals and societies. This process affects behaviors and attitudes within the scope of daily life and is reflected in individual and social culture. When we look at the concept of culture in general, everything that is done in individual and social life can be understood. According to Güvenç (2010:277), "culture is a complex whole that includes all skills and habits such as knowledge, art, traditions and customs that people learn and acquire as members of a certain society". According to Bornstein, (2012) and Keller, (2017), culture is "a harmonious whole of the religious, moral, intellectual, aesthetic, linguistic, economic and scientific lives of the nation by a group of people. The Castle and the Lion, 2021:2)". There are different definitions of culture that are accepted by scientists. In general, the concept of culture is a whole that includes the material and non-material aspects of social life. Today, most sociologists also emphasize that culture has abstract, symbolic, and intellectual aspects (Banks, 2013).

Culture plays an important role in children's understanding of their identity, worldview, and social role. The socio-cultural structure of the societies in which children are born and raised is reflected in their development and education and social identity acquisition processes. Social structure shapes children's world and personalities through family, school, groups of friends, the media, and other societal institutions. In childhood, the child is not yet aware of the socio-cultural structure in which he is born and raised. However, it reflects the culture it lives in very well with its behavioral and verbal dimensions. For these reasons, childhood is a process in which social and cultural life is reflected, and the beginning of this process is shaped in the family. The child is in constant interaction with his environment. When he opens his eyes to the world, he finds himself in the family structure and his circle expands over time; Now, in addition to mother, father, siblings and other family members, they meet the social life of individuals such as friends, teachers and neighbors. Thus, the child begins to live in interaction with his social environment (San, 2019; San, 2010; San, 1987). The primary school process, which is the first years of interaction with the environment, is important for the development of children. In this period, it is seen that the best means of expression and communication of children are pictures. Children express their feelings and thoughts, which they cannot express by speaking, in different visual ways by drawing or painting (Kirişoğlu, 2019; Kirişoğlu, 2014; Buyurgan and Buyargan, 2020; Yavuzer, 2019). Each child interprets the environment in which he is born and develops and grows by perceiving it differently. Different social structures, cultures, upbringing conditions and individual characteristics naturally cause differences in children's paintings (Artut, 2004). The richer the environment in which the child is born and raised, the characteristics of this environment and the experiences it will provide to the child, the richer the child will be intellectually and visually equipped (Telli, 1990). Thus, the child can reveal his creative power by entering the activity with a wider thinking capacity. In this process, while the child expresses himself through painting, he can act as a mirror that reflects his family and culture very well, and he is concerned about reflecting the social structure of the culture and society he lives in (Yavuzer, 2019). In the paintings, colors and drawings of human figures are reflected as an element of the society close to their real form, and realism is dominant, (Buyurgan and Buyurgan, 2007: 63; İskenderoğlu, 2006; Gurtuna, 2003). The socialization of the child, the formation and socialization of his personality takes place through the social structure and culture in which he lives. Everything that the child lives and does is his culture, and culture is the sum of the behaviors and products that the child expresses (Onur, 1997). Painting is of great importance as a criterion for introducing the child, as well as a means of expression that reflects his inner world with his intelligence, personality, close

environment and cultural characteristics (Yavuzer, 2019). This study is important in terms of reflecting the social and cultural elements experienced by primary school third grade students in the pictures reflecting their daily lives and the verbal expressions of the pictures. In this context, the representation forms of the students in their paintings and the verbal expressions of the paintings were examined. In this study, information about the concrete or abstract reflections of social life and the culture in which students live can be given in their paintings. Children's paintings are an important area where deep information can be obtained about different areas of expertise (developmental, psychological, communication, special education, traumas experienced) related to children. In this context, visual arts education and training is an important part of the education program with its multidimensional structure.

1. PURPOSE OF THE STUDY

The aim of this study is to reveal the cultural or social representations of primary school third grade students in their paintings and verbal expressions of their daily lives. In this context, students can share their daily lives;

a. Paintings

b. In the verbal expressions of pictures,

with which forms of representation they tell.

2. DESIGN OF THE STUDY

Taking into account the skills and root values in the program of the Ministry of National Education, the Visual Arts Course has been planned within the scope of the subject of "Reflection of cultural and social elements on students' paintings within the scope of daily life". In this context, as stated in the Ministry of National Education (2019) 1-4 Visual Arts Teaching Program;

Learning areas;

Visual Communication and Formatting

It is aimed to establish visual communication by shaping their observations, dreams, feelings and thoughts. Achievements for this purpose:

G.3.1. Uses application steps while creating visual art work.

G.3.1.2. Uses an expressive approach while creating visual art work. It is inspired by a theme, topic, idea, poem or story.

3. METHODOLOGY OF THE STUDY

This study is a case study discussed in the qualitative research approach. In case studies, answers to the questions of "what", "why" and "how" are sought (Yıldırım and Şimşek, 2018). A case study is also used to develop and evaluate explanations for an event. Bassey (1999) and Yin (1993) refer to storytelling and illustrating works as case studies, while Stake (2005) refers to them as real case studies (Akt. Subaşı and Okumuş, 2017).

3.1. WORKING GROUP

The spring semester of the 2023-2024 academic year is limited to 13 students (9-10 years old) attending the third grade of primary school in Çivril district of Denizli Province. It is seen that the study group, most of whom live in the village, generally has the characteristics of developmental steps and school success levels are close to each other. A working group was formed on the basis of volunteering within the scope of the permissions given by the parents and school administration.

Sınıf	Taşımalı	Taşımasız	Yaş	Toplam Kız	Toplam Erkek	Toplam
3	9	4	9-10	6	7	13
Toplam Öğrenci Sayısı						13

Figure 1. Working Group

3.2. DATA COLLECTION TOOLS

1. Student Pictures: 13 A3 size pictures created by students are the first data collection tool.

2. Verbal Expressions of Student Pictures: The verbal expressions of the pictures in 13 A3 size pictures created by the students are the second data collection tool.

3.3. COLLECTION OF DATA

Data Collection Process: During the reading hour, the story book "*My Hometown Denizli" from the* "365 Days of Story Books" *series* prepared by the Ministry of National Education was read to the students. After the reading, the book was projected on the smart board and the pictures in the book were examined and discussed with the students. Students were asked*, "Do the paintings reflect the cultural structure of Denizli?"* They were asked to think about the book. Most of the students stated that they did not see the historical and touristic places of Denizli because they did not go out of Çivril district. The students who went out of Çivril also told about where they visited and saw. On the first page of the book, "Işıklı Lake", which is located around the villages they live in*,* has been the page that attracted their attention the most as a place where all students went and saw. In addition, the inclusion of the tractor diagram in the book, which they frequently encounter in their daily lives, aroused excitement in them. During the reading hour, the book under review was reminded and the protagonist of the book asked, "*How was a day of Sakarmeke?*'" question has been asked. Describing Sakarmeke's day in the book, the students *asked, "What about your day?"* They were asked to paint a day. The students were asked to express the picture verbally in the section of the A3 size drawing papers distributed to the students reserved for writing other than the picture. It was noted that especially female students started to paint without thinking excitedly, while male students expressed that they did not want to paint by puffing and puffing.

Creation of Pictures and Verbal Expressions

First Lesson: During the practice, the story book titled My Hometown Denizli from the *365 Days of Story Books series prepared by the Ministry of National Education* was read to the students by the class teacher during the reading hour. Afterwards, the book was projected on the smart board and the book

pictures were examined with the students. While examining the book pictures, the students *asked, "Do the pictures reflect the cultural structure of Denizli?"* By asking the question, they were made to think about it.

Second Lesson: In the practice lesson, the book examined during the reading hour was reminded *and the question "How was a day of Sakarmeke"*, the hero *of* the book, was asked, *"What about your day?"* After the question was asked, they were asked to paint on A3 size paper and describe their pictures in writing in the reserved section. They were told that they could paint with the technique they wanted (watercolor, pastel, colored pencil). Examples of student pictures created during the application process are included in **Figure-2, Figure-3, Figure-4, Figure-5, Figure-6** and **Figure-7**.

Figure 2. Student-5

Figure 3. Student-6

Figure 4. Student-8

Figure 5. Student-9

Figure 6. Student-11

Figure 7. Student-13

4. ANALYSIS OF DATA

The data collected in qualitative research varies. It can be in the form of written sources, observation notes, interview records, documents, pictures and other graphic presentations (visual materials such as figures, drawings, tables, video, film). This provides diversity, creativity and flexibility and reliability in the analysis of data Demir, 2005; Creswell, 2005; Yıldırım & Şimşek, 2018). Analysis of documents and documents can be used as a data collection tool on its own in qualitative research (Büyüköztürk et al. 2010; Yıldırım & Şimşek, 2018).

Analysis of Student Pictures and Verbal Expressions of Pictures: The study *aims to determine the reflections of children's social and cultural lives, which are used as a data collection tool in order to examine and determine the representation forms in students' paintings and verbal expressions of pictures within the framework of the subject of "Reflection of cultural and social elements on students' pictures within the scope of daily life*". Pictures, videos, all kinds of visual and written documents are a widely used method in terms of determining the reflections of students' feelings, thoughts and the social and cultural environment they live in on their lives (Buyurgan & Buyurgan, 2020: Halmatov, 2015; Kırişoğlu, 2014: Okyay, 2008: Paktuna Keskin, 2007). Basic content analysis was applied on the pictures and verbal expressions of the pictures. Approaches that use word count and other quantitative analytics methods to analyze data are referred to as basic content analyses. The data was revealed using deductively generated code lists. As stated by Drisko and Maschi (2016), quantitative criteria were used to determine the validity and reliability of systematic, objective and transparent coding. Analysis of children's pictures is a widely used method in terms of analyzing children's pictures and examining the meanings that children attribute to different subjects and concepts (Halmatov, 2015; Kırişoğlu, 2014: Kırişoğlu, 2004: Okyay, 2008: Paktuna Keskin, 2007: Yavuzer, 2019). In order to support the interpretations of the students' pictures more strongly, the students were asked to express their pictures verbally in writing. The analysis was created by identifying the identified themes and frequencies of the codes. Visual representations in the students' pictures and verbal representations in the written expressions of the pictures were determined and themes were determined and codes were created in this context. The repetition of the codes that make up the themes was determined and the total frequencies of the themes were reached.

5. RESULTS

Table 1. Verbal Expressions of Student Pictures and Pictures

Theme	Items in Pictures / Verbal Expressions	f f	Examples in Verbal Expressions of Pictures
Human being	(Mom, Dad, Friend) / (Friend, mother, father, sister)	33 15	*"….. a friend is a brother, a friend is everything" (S13)* " ...*This is our home. There is a carpet. My mom goes to bed, I'm watching TV..." (S1-E 9 Y)* ...*I help my mom at home, why do mothers get so tired?" (S3-K 9Y)*

			"... my mom combs my hair..." (Ö5-K 9-Y) *"... My father and I picked cherries in the field..." (S6-K 10 Y)*
Nature	(Garden, tree, sun, cloud, snow, orchards) / (Garden-field, tree, snow),	31 18	*"... My father and I picked cherries in the field. I love picking cherries." (S6-K 10 Y)* *" I have a daily time in a strawberry orchard This is our garden My friends and I ride bikes." (Ö10-E 9 Y)*
Symbol/Icon	(Heart, snowflakes) / No	30 0	
Place	(Home, garden, coffee shop, astroturf, park) / (Home, school, garden, coffee shop, astroturf),	21 37	*"Be a friend, don't be hopeless, don't give up your blood" (Ö2)* *" I came out of my house on Monday and picked cherries from my tree, they were crimson, they looked juicy." (S13-K 10 Y)*
Activities	Doing homework, sports and artistic activities, self-care, helping with family chores "housework and cooking, fruit picking", playing games "computer games and playing games in nature", eating) / (Doing homework, sports and artistic activities, self-care, helping with family chores "housework and cooking, fruit picking, playing games, tablet, phone, computer game and in nature", cooking)	13 35	*"This is our house, we finish my homework and play computer games. Sometimes we meet with Arda and play computer. Sometimes I go to the field to help my father and I drive the tractor. In very hot weather, we usually swim (water channel). I love painting, but I get bored when I paint." (S12-E 9 Y)* *" ... I come home, I look at the tablet, I do my homework, I eat dinner..." (S5-K-9 Y)* *"I never leave the house. I do cut and paste at home. And I love cut and paste, I help my mom around the house, why do mothers get so tired?" (S10-K-9 Y)* *"One day I said to my mother, Mom, do I clean the houses and go to*

Time	None / (Day, morning, evening, winter)	0 6	*" My daily life is in the garden of the house, I play alone every Saturday and Sunday, I always get bored. Can you play with me?" (S8-K-9 Y.)*
Digital Media	(TV, phone) / (TV, phone, tablet, shooting and watching videos, watching YouTube)	2 5	*" I sleep at home, and when I wake up, I take the phone and lie down, watch YouTube and make videos on the phone, and occasionally go out and ride my bike." (S9-K-10 Y)*
Animal	(Butterfly) / (Dog).	1 2	"Someone is *watching TV, sitting at a table, with a bed next to him, and there's one. This is our home. There is a carpet. My mom goes to bed, I watch TV. Sometimes I go to the dog, and my dog's name is blackhead, and I'm watching something on YouTube." (Ö1-E-9 Y)*
Transportation	(Tractor) / (Bus, tractor),	1 3	"...*I get on the bus, I do lessons at school..." (Ö5-K 9-Y)*

Table 1. When examined, human theme in students' pictures (f=33), verbal expressions of pictures (f=15), nature theme in students' pictures (f=31), verbal expressions of pictures (f=18), symbol theme in student pictures (f=30), verbal expressions of pictures (f=0), space theme in student pictures (f=21), verbal expressions of pictures (f=37), activity theme in students' pictures (f=13), and verbal expressions of pictures (f=35), The time theme is listed as student pictures (f=0), in the verbal expressions of the pictures (f=6), in the pictures of the students the digital media theme (f=2), in the verbal expressions of the pictures (f=5), in the animal theme in the student pictures (f=1), in the verbal expressions of the pictures (f=2), in the transportation theme (f=1) in the student pictures, and in the verbal expressions

of the pictures (f=3). In the verbal expressions of the students in which they describe their pictures in writing; Ö14 (M, 10 years)- *"Our day is not fun like Sakarmeke, we don't do anything, what are we going to draw?"* As can be seen, he has answered. When the same student was verbally asked what he did in a day*, he said, "I come to school every day, and I don't do anything else."* He has given his answer. When he was told that he could draw what he did at school, *he said that "school was boring, he didn't want to draw".* Ö6 (F, 10 years) said, *"I woke up in the morning, washed my hands and face, put on my clothes and had my breakfast, and we picked cherries in the field with my father. I love picking cherries."* The student expresses his relationship with the garden and nature and his satisfaction. Ö3 (R, 9 years) said, *"I never go out of the house. I do cut and paste at home. And I love cut and paste, I help my mom around the house, why do mothers get so tired?"* Ö10 (M, 9) said, "I *have a daily time in a strawberry garden, this is our garden. My friends and I are cycling"* Ö10 gives information about his strawberry orchards and the activities he does with his friends. S9 (M, 10)" I sleep at home *and when I wake up, I take the phone and lie down, I watch YouTube and make videos on the phone, I go out and ride my bike from time to time."* Student 9 stated how he uses social media and the internet and occasionally rides a bicycle in nature, while Ö5 (K, 9) describes his daily activities as "I get up in the morning, *I have my breakfast, my mother combs my hair, I take the bus, I do lessons at school, I come home, I look at the tablet, I do my homework, I eat dinner, and at the end, I sleep with my sister Emine in the bunk bed".* Ö12 (M, 9) *"This is our house, we finish my homework right away and play computer games. Sometimes we meet with Arda and play computer. Sometimes I go to the field to help my father. …. I love painting, but I get bored when I paint."* expresses it in the form of.

Table 2: Prominent Concepts in Verbal Expressions of Student Pictures and Paintings

Human being	Nature	Symbol	The space	Activity	Time	Digital Media	Animal	GETTING AROUND
Mother. Father. Brother, Sister, Friend	garden, field, sun, cloud, snow,	Heart, Balloon	Home, School, Coffee Shop, Playground	Playing Games (physical and digital), Helping with Housework, Helping with Cooking, Fruit Picking, Playing Sports, Art Activities, Playing Fotball, Cycling	Day, Time, Morning, Evening, Winter	Internet, YouTube, Tablet, TV, Phone	Butterfly, Dog	Bus, Tractor

Table 2. When examined , in the student pictures and verbal expressions of the pictures, human (mother, father, brother, sister, friend), nature (garden, field, sun, cloud, snow), symbol (heart, balloon), place (home, school, coffee house, game, astroturf match), activity (game, housework, cooking, fruit picking, sports, art activities, playing football, cycling), time (day, hour, morning, evening, winter), digital environment (internet, YouTube, tablet, television, phone), animal (butterfly, dog), transportation (bus, tractor) are seen to come to the fore. As can be seen in **Table-2**, it is noteworthy that the themes and codes are concentrated in the codes in the theme of daily social activities in terms of diversity. Considering the developmental periods of children and a life in nature given by the village environment, and at the same time, in connection with the characteristics of the village, it is seen as both allowing different sports activities such as football and cycling, and benefiting from internet-

connected environments. It also suggests that this result can be supported by the approach of families and the school environment and programs in which they are educated.

6. CONCLUSION AND DISCUSSION

According to the results reached based on the findings; while the themes in the paintings are in the form of «human, nature, symbol, space, activities, digital environment, transportation, animal» from the highest to the bottom, in the verbal expressions of the paintings; It is listed as «space, activities, nature, people, time, digital environment, transportation, animal». While «symbols» are included in the paintings, the concept of «time» is included in the verbal expressions. Looking at the results in general; It is seen that information is given about "using digital media, gardening and housework, leisure time uses, means of transportation, nature, animal and human relations" in behaviors in their daily lives. In the paintings, in verbal expressions such as "human, nature, symbol, space, activities, digital environment, transportation, animal" from high to bottom; «space, activities, nature, people, time, digital environment, transportation, animal».

In this study; significant emphasis has been placed on the *themes of nature, space, people, visual symbols and activities*. The majority of the students created pictures in nature (such as gardens, fields, wooded areas). In the pictures and verbal expressions of the paintings, it is seen that they associate people *(family and people in the immediate environment, etc.),* nature and living and inanimate *beings in nature (such as animals, sun, clouds, butterflies, trees, flowers)* with the places and events they live in. These results are; It is in parallel with the works of Aslantaş and Işık Tertemiz, (2023), Buyurgan and Buyurgan (2020), Halmatov, (2015), Puktuna Keskin, (2007), Kırişoğlu, (2019) and Yavuzer, (2019), Yolcu (2022). In the paintings of children, it can be seen that they grow up in communication and interaction with the environment and people they live in, as well as other living and non-living beings. The effects of the place of residence, culture and social life are also seen. This is a process of mutual communication that allows their personalities to form. The child reflects his communication with his environment in his paintings. As stated in his study (2008), Büyükkarabacak (2008) likes to paint about the child's family and close environment, the school, his friends and the events and phenomena in the outside world. During this period, children naturally tend to tell about themselves, their parents, siblings, and other people and events that make sense to them. In this study, results were obtained that support the statements of Büyükkarabacak (2008) and Malchiodi, (2005) within the scope of children's daily life. In daily life, it has been observed that children interact in all kinds of home environments or outdoor environments (outdoor places such as nature, fields, gardens, parks and schools). In the study, it is seen that they reflect the reflections of family and social structure in their paintings with tractor, field, coffee house and garden diagrams. It gives clues about how children evaluate that period they sometimes spend alone among other family members who are engaged in field and housework. In this process, it is seen that they especially turn to tablet and computer games, while it is noteworthy that some children spend time in nature and friend environments. It is seen that some children depict their daily life while waiting for their family member, children who grow up in a natural and green region with animals such as squirrels, cats, dogs, bird species, cattle and sheep reflect the animal theme in their paintings, and children who grow up in families who are interested in football reflect the match and astroturf schemes. For the emerging themes, the children's pictures and the verbal expressions of the pictures support what is intended to be told. Children reflect themes in pictures and verbal expressions of paintings with concepts and situations that include positive emotions and expressions. When we look at the process and results of this study, as stated by Kale and

Aslan (2021), it has been determined as a remarkable situation that children who learn in cultures and societies and the society that teaches and other individuals who make up the society take part together in the learning process through cultural transfer.

This study was conducted at a specific grade level and with a limited group of students. It can also be done with different classes and numbers of student groups. The study, which is limited to a small group of students, may be the subject of different studies in the city center and village, especially in terms of the place and usage patterns of digital and internet environments in their lives. In the study, the importance of physical facilities and materials in artistic applications and the short working time were remarkable. It is seen that it is necessary to draw attention to the fact that visual arts education has an important place in the school program.

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CYBER GEOPOLITICS AND NATIONAL SOVEREIGNTY: AN ESOTERIC EXPLORATION OF CYBER SOVEREIGNTY AND THE REBALANCING OF THE GLOBAL BALANCE OF POWER

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Abstract

In the 21st century, the emergence of cyberspace has fundamentally reshaped the contours of global geopolitics, introducing new dimensions to the concept of national sovereignty. This research delves into the esoteric intricacies of cyber sovereignty, exploring how nations assert control over digital spaces within their borders and the implications of these actions on the global balance of power. Central to this investigation is the recognition that cyberspace, once perceived as a borderless domain fostering free and open exchange, has evolved into a contested arena where state actors vie for dominance, surveillance, and control over information flows.

At the heart of this study is the concept of cyber sovereignty—the notion that states possess the right to regulate and govern their own cyberspace in accordance with national laws, values, and security concerns. This research examines how cyber sovereignty challenges the liberalist vision of an interconnected, open cyberspace, as nations increasingly seek to erect digital borders, creating «cyber territoriality». The examination spans geopolitical case studies, particularly focusing on major players like China, the United States, and the European Union, who have each carved distinctive paths in asserting cyber sovereignty, from the Great Firewall of China to the cyber defense mechanisms of the West.

This paper also addresses the implications of cyber sovereignty for global governance structures and international relations. As nations impose their own rules within cyberspace, the global balance of power begins to shift, reflecting deeper fractures in the international system. The study explores how cyber sovereignty exacerbates the fragmentation of global cyberspace, creating divergent blocs that reflect geopolitical allegiances and ideological differences. In this fragmented digital world, smaller nations are often forced to align with the cyber-policies of dominant powers, thereby reshaping the global order into new spheres of influence.

Moreover, the research uncovers the esoteric aspects of cyber sovereignty, offering a theoretical perspective on the interaction between digital control and national identity. Cyber sovereignty is not merely a technical or legal construct; it is a reflection of how states project power, assert autonomy, and craft their digital narratives on the world stage. The concept invites a deeper exploration of the role of information warfare, cyber espionage, and the weaponization of data in the pursuit of national interests. It also considers the ethical and moral dilemmas posed by digital authoritarianism and the rise of techno-nationalism.

Finally, this research contributes to the broader understanding of how cyber sovereignty rebalances the global balance of power. Through an analysis of current trends and future trajectories, it provides insight into the potential futures of international politics in a world increasingly defined by digital rather than physical boundaries. The work challenges traditional notions of sovereignty, proposing that in the cyber age, the digital domain must be recognized as a key frontier in the ongoing struggle for geopolitical supremacy. Ultimately, this research offers a comprehensive and nuanced perspective on cyber geopolitics, illustrating how the assertion of national control over cyberspace is reshaping not just the global balance of power, but also the very nature of sovereignty itself.

Keywords: cyber geopolitics, cyber sovereignty, national sovereignty, global balance of power, digital borders, information warfare, technonationalism, cyber territoriality

INTRODUCTION

The transition into the digital age has engendered a new frontier of geopolitical contestation, wherein the traditional metrics of power and influence—territoriality, military strength, and economic prowess—are supplemented by the burgeoning significance of cyberspace. The growing prominence of cyber geopolitics presents an intricate entanglement of national sovereignty and global power dynamics, predicated on the contested notion of cyber sovereignty. At its core, cyber sovereignty refers to a state's assertion of control over its digital infrastructure, data flows, and cyber territory, raising profound questions regarding the reconstitution of sovereignty in the era of informational ubiquity. This paper ventures into the esoteric dimensions of cyber sovereignty, examining how digital sovereignty operates as a vital mechanism in the recalibration of global power, while engaging with complex theoretical constructs that challenge prevailing notions of international relations.

1. THE METAPHYSICS OF SOVEREIGNTY IN CYBERSPACE

Traditional conceptions of sovereignty are grounded in the Westphalian paradigm, which asserts that a state exercises supreme authority within its territorial boundaries, free from external interference. However, the advent of cyberspace—a non-territorial, infinitely expansive, and inherently fluid domain—problematizes the classical paradigm of sovereignty. Cyberspace resists traditional demarcations; it transcends geographic borders, subverts linear notions of control, and renders power diffused and elusive. This ontological rupture necessitates a reconceptualization of sovereignty, one that transcends territoriality and incorporates the immateriality of information flows. Cyber sovereignty, as a derivative of this reimagined sovereignty, posits that states have an inherent right to regulate, surveil, and secure their digital domain. In this sense, cyber sovereignty becomes an act of spatial reclamation, whereby the state imposes boundaries upon a previously amorphous domain. This process of territorialization, often achieved through digital architectures such as firewalls, data localization laws, and censorship mechanisms, signifies a profound reconfiguration of the state's relationship to space, power, and identity in the digital era. The assertion of cyber sovereignty is intrinsically linked to the state's capacity to control information. Information, as both a commodity and a weapon, underpins the global order and serves as the foundational resource for state power in the cyber age. The control over data flows thus becomes an existential imperative for states seeking to maintain autonomy in the face of the borderless, omnipresent, and capricious nature of cyberspace. This imperative to control the flow of information brings us to the intricate question of cyber territoriality: Can states, through legal, technical, and coercive means, create impermeable boundaries in a space that, by design, defies containment?

The historical trajectory of sovereignty, rooted in the Westphalian model of absolute state control over bounded territories, has long served as the foundational axiom of international relations. This conceptualization is predicated upon a spatial delineation of power, wherein the state exercises supreme authority within fixed, physical borders, with its legitimacy affirmed through a complex interplay of legal, political, and military apparatuses. However, the digital revolution has precipitated a seismic ontological disruption to this model. The advent of cyberspace—a disembodied, transnational domain that subverts traditional notions of territoriality—necessitates a radical rethinking of the metaphysical underpinnings of sovereignty.

Cyberspace, as an inherently fluid, non-Euclidean domain, presents profound ontological challenges to the spatial fixity of sovereignty. It exists not as a concrete extension of the physical world but as an

abstract, multi-layered matrix of information flows, networks, and virtual interactions. This ontological divergence compels us to move beyond classical formulations of sovereignty that are inherently tethered to materiality, and toward a metaphysics of sovereignty that can accommodate the immaterial, fragmented, and decentralized nature of the digital realm. In this research, we undertake an esoteric exploration of sovereignty in cyberspace, interrogating the metaphysical tensions between power, territory, and the state within a domain that defies spatial constraints.

The conceptual architecture of sovereignty has historically been embedded within the materialist ontology of the state, with territoriality serving as the primary locus of state power. In this paradigm, space is a finite, measurable, and governable resource—one that can be delineated, defended, and controlled. The sovereign state, in its modern form, is inextricably linked to its territorial integrity, which constitutes the basis for its authority and legitimacy. This materialist conception of space and power has long governed the international system, manifesting in the legal codifications of borders, territorial disputes, and the inviolability of state boundaries. Cyberspace, however, inaugurates an epistemic rupture within this framework by introducing a domain that is neither finite nor material. It is an ontological anomaly, a "non-place" that exists simultaneously everywhere and nowhere, permeating physical territories without being confined to them. The digital realm is constituted by flows of information rather than physical objects, and its boundaries are permeable, shifting, and often imperceptible. This spatial indeterminacy destabilizes the very foundation of traditional sovereignty, which relies on the state's ability to impose order and exercise control over a defined territory.

From an ontological perspective, cyberspace represents an interstitial domain that exists at the intersection of the real and the virtual, the physical and the immaterial. It is a liminal space, where the logics of territoriality are suspended, and where the state's capacity to project power is complicated by the absence of physical borders. In this sense, cyberspace constitutes a form of deterritorialized space, a networked environment that transcends the spatial fixity of the sovereign state and challenges the coherence of the state's ontological claims to authority. To comprehend the metaphysical implications of sovereignty in cyberspace, we must first reconfigure our understanding of power. Power, in its classical formulation, is tied to the control of space and resources, with the state's authority emanating from its ability to impose its will within its territorial domain. In the cyber age, however, power is increasingly exercised through the control of information and the regulation of digital flows, which operate outside the parameters of traditional spatial boundaries. As such, the locus of sovereignty shifts from the material control of territory to the immaterial control of data, networks, and digital infrastructures.

This reconfiguration of sovereignty gives rise to the concept of "digital sovereignty"—an emergent form of state power that is predicated upon the state's capacity to govern its cyber domain. Digital sovereignty is not a mere extension of territorial sovereignty into the digital realm; rather, it represents a new modality of sovereignty that is unmoored from the spatial logics of territoriality. It is, in essence, a form of networked sovereignty, where the state exerts control over a series of interconnected nodes rather than a contiguous geographical space. The assertion of digital sovereignty is enacted through a range of legal, technical, and infrastructural mechanisms, such as data localization laws, firewalls, and censorship regimes. These mechanisms function as digital analogues to territorial borders, enabling the state to impose boundaries within cyberspace and regulate the flow of information across those boundaries. Yet, unlike physical borders, these digital boundaries are porous and malleable, subject to constant renegotiation in response to the fluid dynamics of the cyber domain. As such, digital

sovereignty is a form of sovereignty that is inherently contingent, predicated upon the state's ability to adapt to the ever-shifting topology of cyberspace.

Despite its deterritorialized nature, cyberspace is not an entirely borderless domain. In fact, the state's efforts to assert digital sovereignty often result in the spatialization of cyberspace, wherein virtual borders are erected to delineate control over digital flows. This process of re-territorialization transforms cyberspace into a patchwork of digital territories, each governed by its own set of legal, technical, and political regimes. These digital territories, or «cyber jurisdictions», mirror the geopolitical divisions of the physical world, reflecting the state's desire to impose order and authority within the ostensibly chaotic and ungovernable realm of cyberspace. The spatialization of cyberspace is not merely a technical phenomenon but a metaphysical one, insofar as it constitutes an attempt to impose an ontological order upon a domain that defies spatial constraints. In re-territorializing cyberspace, the state seeks to reconcile the metaphysical tension between the immateriality of the digital realm and the materialist ontology of sovereignty. This reconciliation is achieved through the construction of digital architectures that function as proxies for territorial borders, enabling the state to exercise control over an otherwise amorphous and decentralized domain.

Yet, the process of re-territorialization is fraught with contradictions. The very nature of cyberspace – its fluidity, its permeability, its resistance to containment – undermines the state's efforts to impose a stable and coherent order upon it. Digital borders are inherently unstable; they can be breached, circumvented, or rendered obsolete by the rapid evolution of technology. As such, the state's assertion of digital sovereignty is always provisional, contingent upon its ability to maintain control over an inherently unstable and dynamic domain. In this sense, digital sovereignty is a form of «precarious sovereignty», one that is constantly subject to renegotiation and contestation in response to the evolving topology of cyberspace (Usman, H., Tariq, I., & Nawaz, B., 2023, 387). The metaphysical implications of sovereignty in cyberspace extend beyond questions of territoriality and control to encompass the deeper ontological relationship between the state, power, and identity. In the traditional Westphalian model, sovereignty is intimately tied to the state's capacity to define and defend its national identity within a bounded territory. The borders of the state serve not only as markers of political authority but as symbols of cultural and ideological differentiation. Sovereignty, in this sense, is not merely an expression of political power but a manifestation of the state's ontological claim to a distinct identity.

In the cyber age, however, the state's capacity to define and defend its identity is complicated by the deterritorialized nature of cyberspace. The fluidity of information flows, the permeability of digital borders, and the global interconnectedness of cyberspace all serve to erode the state's ability to maintain a coherent national identity. The state is no longer the sole arbiter of its own identity; it is subject to the influence of external actors, transnational networks, and global information flows that operate beyond its control. The erosion of the state's ontological claim to identity in cyberspace gives rise to a profound metaphysical tension between power and control. Power, in the traditional sense, is predicated upon the state's ability to control its territory and, by extension, its identity. In cyberspace, however, control is increasingly elusive, as the state's authority is constantly undermined by the decentralized and deterritorialized nature of the digital domain. This loss of control threatens the state's ontological coherence, as it becomes increasingly difficult to assert a stable and unified identity in a domain that is characterized by fragmentation, fluidity, and multiplicity.

The metaphysical implications of this loss of control are far-reaching. As the state's capacity to project power and assert identity diminishes, so too does its legitimacy as a sovereign entity. Sovereignty, in the cyber age, is no longer a stable and coherent construct; it is a contested and precarious one, subject to constant renegotiation in response to the evolving dynamics of cyberspace. The state, in this context, becomes a liminal entity, caught between the desire to assert control over a domain that defies containment and the recognition that such control may be ultimately unattainable. In the cyber age, sovereignty is no longer a static and territorially bounded concept but an evolving and networked one. The metaphysics of sovereignty in cyberspace requires us to move beyond traditional materialist conceptions of power and territory and toward a new ontology that can accommodate the fluid, decentralized, and deterritorialized nature of the digital realm. Sovereignty, in this context, becomes a dynamic and contingent construct, one that is constantly renegotiated in response to the shifting topology of cyberspace (Fasola, N., Lucarelli, S., Marrone, A., Massarin, M. V., & Moro, F. N., 2024, 87-91).

Digital sovereignty represents a reimagining of state power, one that is predicated upon the control of information rather than territory. This new form of sovereignty operates through a series of digital architectures that function as proxies for territorial borders, enabling the state to impose order within a domain that resists spatial constraints. Yet, digital sovereignty is also inherently precarious, as the state's ability to maintain control over cyberspace is constantly undermined by the fluidity and permeability of the digital realm.

The metaphysical implications of sovereignty in cyberspace extend beyond questions of control and territory to encompass deeper ontological questions about the state's identity and legitimacy in the cyber age. As cyberspace continues to evolve, the state's capacity to define and defend its identity will become increasingly contested, raising profound questions about the future of sovereignty in an era of networked power and deterritorialized space. The metaphysics of sovereignty in cyberspace thus requires a radical rethinking of the relationship between power, territory, and the state, one that can accommodate the complex and evolving dynamics of the digital age.

2. CYBER TERRITORIALITY AND THE FRAGMENTATION OF CYBERSPACE

The notion of cyber territoriality is an ontological response to the perceived chaos and disorder of cyberspace. States endeavor to territorialize the digital realm by erecting virtual walls that mirror physical borders, thus reifying their sovereignty within cyberspace. Yet, this territorialization does not occur uniformly across all states. Divergent cyber policies, coupled with varying degrees of technological prowess, have resulted in the fragmentation of cyberspace into a series of digital enclaves that reflect geopolitical allegiances and ideological rifts.

The most prominent instantiation of cyber territoriality can be observed in China's "Great Firewall" and its broader "cyber sovereignty" policy. China has sought to develop an insulated internet that reflects the Communist Party's ideological imperatives and shields the country from external influences. This model of digital insularity is increasingly emulated by authoritarian regimes that view the control of cyberspace as a vehicle for preserving regime stability and projecting state power. Conversely, Western democracies have traditionally favored an open and decentralized model of the internet, grounded in liberal principles of free expression, but are now facing pressures to reassert control over their digital infrastructures in response to mounting cyber threats and disinformation campaigns.

The result of these divergent approaches is a fractured global cyberspace, characterized by the emergence of distinct «cyber sovereignties» that correspond to competing political ideologies. This fragmentation challenges the notion of cyberspace as a global commons and augurs a future in which the internet becomes increasingly Balkanized along geopolitical fault lines. The digital schism between East and West, exemplified by the growing divide between China and the United States, has profound implications for the global balance of power. As states withdraw from the ideal of a unified cyberspace, they fortify their respective digital fortresses, thereby amplifying the competitive dynamics of international politics.

In the aftermath of the digital revolution, cyberspace has been conceptualized as an emancipatory arena, initially imagined as a borderless, fluid, and universally accessible domain unshackled by the traditional limitations of state boundaries. Prominent early thinkers, inspired by the ethos of democratization and the erosion of geographical constraints, envisioned cyberspace as a new form of global commons, one where information and interaction transcended the entrenched territorial divisions of the nation-state. Yet, this idealistic vision of cyberspace as a unified and borderless utopia has proven to be illusory. The emerging phenomenon of cyber territoriality—whereby states, corporations, and other actors carve out digital territories within cyberspace—marks a significant departure from this vision and leads to the fragmentation of what was once seen as an undivided virtual sphere.

Cyber territoriality, understood as the process of asserting sovereignty, control, and governance within the digital sphere, fundamentally transforms the metaphysics of statehood and power. By employing digital architectures—such as firewalls, data localization requirements, censorship regimes, and legal frameworks—states and non-state actors create and enforce virtual boundaries. These digital borders operate as proxies for territorial sovereignty, reifying the political, economic, and ideological divisions that shape the contemporary international order. The resultant fragmentation of cyberspace challenges traditional notions of sovereignty, territoriality, and governance, necessitating a deeper metaphysical exploration of the ways in which power is projected, controlled, and contested in the cyber age.

This research delves into the esoteric complexities of cyber territoriality and the resultant fragmentation of cyberspace, exploring how the state, as an ontological entity, reasserts control within the cyber domain and grapples with the contradictions inherent in this new form of territoriality. In doing so, it examines the emergent contours of digital borders, the ontological paradoxes they engender, and their implications for sovereignty, governance, and power in the postmodern world. Territoriality has long been a foundational element of sovereignty and statehood, grounded in the assumption that the state possesses ultimate authority over a defined geographic area. This territorial sovereignty, established by the Peace of Westphalia in 1648, demarcates the borders of political communities and delineates the spatial limits of state power. It is, at its core, an ontological construct that underpins the legitimacy of the state, with territorial borders serving as visible manifestations of state authority and control. The state, as a metaphysical entity, derives its sovereignty from its ability to regulate, govern, and defend the space within its borders.

In contrast, cyberspace defies traditional spatial logics. It is a non-Euclidean, deterritorialized domain that exists beyond the material confines of physical geography. Its architecture is composed of interconnected networks, protocols, and algorithms that facilitate the flow of information across vast distances, circumventing the barriers imposed by territorial borders. Cyberspace, in this sense,

challenges the very foundation of territorial sovereignty by introducing a domain that is, in theory, unbounded by geography and resistant to state control. Yet, despite its deterritorialized nature, cyberspace has not remained immune to the territorial impulses of the state. The emergence of cyber territoriality represents a profound ontological shift, as states attempt to reimpose territorial logics upon a domain that is inherently resistant to such impositions. This process is driven by a range of factors, including the state's desire to assert control over information flows, protect its national security, and preserve its cultural and ideological identity in an increasingly interconnected world.

Cyber territoriality, then, is an ontological response to the perceived threats posed by the borderlessness of cyberspace. It is an attempt to reclaim sovereignty within the digital sphere by creating and enforcing virtual borders that function as analogues to territorial borders in the physical world. These digital borders are not merely technical constructs; they are imbued with deep metaphysical significance, as they represent the state's assertion of authority and control within a domain that defies material boundaries. The creation of digital borders is enacted through a range of technical, legal, and infrastructural mechanisms, each of which serves to reterritorialize cyberspace in accordance with the state's geopolitical imperatives. Firewalls, data localization laws, and censorship regimes are among the most prominent tools employed by states to assert cyber territoriality and fragment cyberspace into distinct digital jurisdictions.

Firewalls, as digital architectures of control, serve as the primary instruments of cyber territoriality. By regulating the flow of information across digital borders, firewalls enable states to impose boundaries within cyberspace and restrict access to certain content or networks. The Great Firewall of China, perhaps the most iconic example of this phenomenon, functions as a virtual border that demarcates China's cyber territory from the broader global internet. This firewall, through its complex system of filters, algorithms, and censorship mechanisms, enforces the Chinese state's control over information flows and ensures that the digital domain within its borders aligns with its political and ideological objectives.

Similarly, data localization laws—mandates that require data to be stored within a country's physical territory—constitute a form of cyber territoriality that reinforces the state's sovereignty over digital information. These laws, often justified on the grounds of national security or data protection, reassert the state's control over the digital realm by anchoring data within its territorial jurisdiction. By imposing territorial constraints on data flows, states effectively fragment cyberspace into distinct digital territories, each governed by its own legal and regulatory frameworks.

Censorship regimes, too, play a crucial role in the fragmentation of cyberspace by creating digital enclaves that are insulated from external information flows. These regimes, often enacted through a combination of technical and legal measures, enable states to regulate the content that is accessible within their digital borders. The resultant digital enclaves function as virtual territories that reflect the political, cultural, and ideological values of the state, further fragmenting cyberspace into a series of discrete, territorially bounded digital spaces.

The architecture of digital borders, then, is not a mere technical phenomenon; it is a metaphysical process that reconfigures the ontological relationship between the state and cyberspace. By constructing digital borders, states seek to impose an order upon a domain that is inherently chaotic and decentralized, reasserting their sovereignty in a domain that challenges the coherence of traditional territorial logics. The emergence of cyber territoriality is fraught with paradoxes that reveal

the contradictions inherent in the state's attempt to impose territorial logics upon cyberspace. The most fundamental of these paradoxes lies in the tension between the deterritorialized nature of cyberspace and the state's efforts to reterritorialize it. Cyberspace, as a domain of information flows, networks, and virtual interactions, resists containment within fixed boundaries. Its fluidity, permeability, and decentralization render digital borders inherently unstable and porous, subject to constant breaches and circumventions.

This ontological instability undermines the state's ability to maintain control over its digital territory, leading to a perpetual state of contestation and renegotiation. Digital borders, unlike physical borders, cannot be enforced through the mere projection of military or police power; they require constant vigilance, technological innovation, and legal adaptation. The state's assertion of cyber territoriality, therefore, is always provisional, contingent upon its ability to adapt to the evolving dynamics of cyberspace. The paradoxes of cyber territoriality are further compounded by the fragmentation of cyberspace that results from the creation of digital borders. As states and other actors carve out digital territories, cyberspace becomes increasingly fragmented into a series of discrete, territorially bounded enclaves. This fragmentation undermines the global interconnectedness that was once seen as the defining characteristic of cyberspace, leading to a balkanization of the digital realm. The global internet, once imagined as a universal common, is transformed into a patchwork of digital territories, each governed by its own set of rules, norms, and values.

This fragmentation has profound implications for the metaphysics of sovereignty and power. In a fragmented cyberspace, the state's sovereignty is no longer absolute or uncontested; it is constantly challenged by external actors, transnational networks, and the decentralized nature of the digital realm. The state's ability to project power within its digital territory is always contingent, subject to the fluid and evolving dynamics of cyberspace. This precarious sovereignty reflects the deeper ontological tensions that underlie the state's relationship with cyberspace, as it grapples with the contradictions inherent in its attempt to impose territorial order upon a domain that resists containment.

The emergence of cyber territoriality and the fragmentation of cyberspace signal a profound shift in the ontology of the state and its relationship to sovereignty. The postmodern state, in this context, is characterized by its ability to navigate the complex and contradictory dynamics of a fragmented digital realm, asserting its sovereignty through the construction of digital borders and the regulation of information flows. Yet, this sovereignty is always provisional and contested, as the state's authority within cyberspace is constantly undermined by the fluidity, permeability, and decentralization of the digital domain.

The postmodern state, therefore, operates within a liminal space, caught between the desire to impose territorial order upon cyberspace and the recognition that such order may be ultimately unattainable. This liminality reflects the deeper ontological contradictions that underlie cyber territoriality, as the state grapples with the challenges of asserting sovereignty in a domain that defies spatial logics. In this sense, the postmodern state represents a new form of political community, one that is defined not by its control over a fixed geographic territory, but by its ability to navigate the complex and evolving dynamics of the digital realm.

The metaphysical implications of cyber territoriality, then, extend far beyond the technical and legal questions of digital borders and data flows. They challenge the very foundations of sovereignty,

territoriality, and governance in the postmodern world, necessitating a radical rethinking of the relationship between the state and cyberspace. The postmodern state, in its efforts to assert cyber territoriality, is engaged in a metaphysical struggle to redefine its identity and legitimacy in an era of networked power and deterritorialized space.

In conclusion, the fragmentation of cyberspace through cyber territoriality reveals the ontological contradictions at the heart of the postmodern state's relationship with the digital realm. As the state seeks to impose territorial order upon a domain that defies containment, it is confronted with profound challenges to its sovereignty, power, and legitimacy. The metaphysics of cyber territoriality, therefore, demands a radical rethinking of the state's role in the digital age, as it navigates the complex and evolving dynamics of a fragmented and deterritorialized cyberspace.

3. CYBER SOVEREIGNTY AS A STRATEGIC ASSET IN GEOPOLITICAL CONTESTATION

The assertion of cyber sovereignty represents not merely a defensive posture but a proactive strategy in the broader geopolitical contestation for dominance in the information age. Control over cyberspace confers distinct advantages in both conventional and unconventional forms of conflict. States that can successfully assert sovereignty over their digital domains gain the capacity to project power, influence global narratives, and conduct cyber operations with impunity. Moreover, cyber sovereignty facilitates the development of a domestic cyber-industrial complex, which bolsters national security and enhances the state's ability to compete in the global technological race. Cyber sovereignty is thus inextricably linked to the concept of technonationalism—the belief that technological innovation and cyber capabilities are essential components of national power. States that successfully assert cyber sovereignty are able to foster indigenous technological innovation, protect critical infrastructures, and secure economic competitiveness in the global digital economy. China's «Made in China 2025» initiative and Russia's emphasis on cyber resilience illustrate how cyber sovereignty functions as a pillar of technonationalist agendas (Whyte, J., 2022, 389).

Furthermore, cyber sovereignty operates as a conduit for information warfare, a form of conflict that transcends conventional military operations and targets the cognitive domains of both adversarial states and domestic populations. Information warfare encompasses a wide range of tactics, including disinformation campaigns, cyber espionage, and the weaponization of social media, all of which are facilitated by the state's control over cyberspace. States that assert cyber sovereignty can shape the information environment, manipulate public opinion, and erode the cohesion of rival states through sustained psychological operations. The manipulation of information flows is thus an essential tool for states seeking to disrupt the global balance of power and undermine the influence of hegemonic powers.

Cyber sovereignty, at its core, represents a reimagining of traditional state sovereignty in response to the evolution of digital technology and the global interconnectedness of information systems. Unlike physical sovereignty, which is manifest through territorial borders and the exertion of state power within a geographically bounded space, cyber sovereignty operates within a non-physical domain that is inherently global, decentralized, and porous. This ontological divergence creates profound challenges for states seeking to maintain control over cyberspace while simultaneously engaging in the international system's competitive and cooperative dynamics.

At the ontological level, cyber sovereignty reflects a shift in the state's relationship with power, one that is no longer confined to the material domain of military and economic strength. Instead, it is rooted in the state's ability to govern the flow of information, regulate digital infrastructure, and influence global narratives in a domain where the traditional mechanisms of control are less effective. Cyber sovereignty, therefore, is a mechanism of both defense and projection, allowing states to insulate themselves from external influence while simultaneously expanding their influence beyond their geographic borders through digital means.

This ontological foundation gives rise to a new form of power projection, one that is less reliant on physical coercion and more dependent on the ability to shape and control the digital environment. Cyber sovereignty, in this sense, becomes a strategic asset in the geopolitical contestation over influence and dominance, as states seek to secure their digital domains while simultaneously leveraging their cyber capabilities to project power on the global stage. This form of power projection is multifaceted, encompassing not only the protection of national digital infrastructure but also the ability to control information flows, influence global narratives, and assert dominance in the cyber domain.

Cyber sovereignty has evolved as both a legal construct and a geopolitical strategy, gaining recognition in the international community as states seek to assert control over their digital environments. Legal doctrines of sovereignty, historically premised on the Westphalian notion of territorial integrity, have been extended into the cyber domain, where states argue for the right to regulate and control digital infrastructures within their borders. This expansion of sovereignty reflects the growing importance of cyberspace as a critical element of national security, economic stability, and political autonomy.

Legal frameworks underpinning cyber sovereignty are often grounded in national legislation that governs data protection, cyber defense, and digital infrastructure. In China, for instance, the 2017 Cybersecurity Law serves as a prime example of a legal framework designed to enshrine cyber sovereignty by giving the state broad powers to regulate data flows, enforce cybersecurity measures, and protect national digital assets from foreign influence. Similarly, the European Union's General Data Protection Regulation (GDPR) reflects an effort to assert control over data within its jurisdiction, demonstrating how cyber sovereignty is becoming increasingly intertwined with legal norms related to privacy, security, and the flow of information.

Internationally, cyber sovereignty is also reflected in multilateral agreements and treaties that seek to establish norms and rules for state behavior in cyberspace. The Tallinn Manual on International Law Applicable to Cyber Warfare, for example, outlines principles related to state responsibility, sovereignty, and the use of force in cyberspace. These legal foundations contribute to the broader institutionalization of cyber sovereignty as a recognized element of state power, providing states with the legal basis to assert control over their digital domains while navigating the complex dynamics of international law and governance.

The rise of cyber sovereignty as a strategic asset has far-reaching implications for global geopolitics, particularly in the context of great power competition and emerging conflicts in cyberspace. States are increasingly leveraging cyber sovereignty as a means of advancing their geopolitical interests, using it both as a defensive shield and an offensive weapon in the struggle for influence, dominance, and control in the digital age. This dynamic is most visible in the context of the U.S.-China rivalry, where

cyber sovereignty plays a central role in shaping the contours of the broader geopolitical contest between these two global powers.

China's assertion of cyber sovereignty is closely tied to its broader geopolitical strategy of self-reliance and the protection of its national interests in the face of perceived external threats, particularly from the United States. Through its «Great Firewall» and comprehensive cyber surveillance apparatus, China has constructed a digital fortress that allows it to insulate its domestic internet from foreign influence, control information flows, and project power beyond its borders through cyber operations and strategic partnerships. China's cyber sovereignty is thus both a defensive measure aimed at protecting its digital infrastructure and a strategic tool for expanding its influence in the global digital space. The United States, by contrast, has historically promoted a vision of cyberspace as a free and open domain, one that is governed by shared international norms rather than national control. However, as the global digital landscape becomes increasingly fragmented and contested, the U.S. has also begun to assert its own form of cyber sovereignty, particularly in response to perceived threats from state and non-state actors. The United States' cyber strategy reflects a dual approach, combining efforts to protect its own digital infrastructure from cyberattacks while simultaneously engaging in offensive cyber operations aimed at disrupting adversaries and asserting dominance in the global cyber arena.

The geopolitical contestation over cyber sovereignty is not limited to the U.S.-China rivalry, however. Russia, too, has asserted its own vision of cyber sovereignty, developing a sovereign internet model that allows the Russian state to exert control over its domestic digital infrastructure while pursuing a strategy of cyber influence and disruption abroad. Similarly, smaller states and regional powers are leveraging cyber sovereignty as a means of asserting their autonomy in the digital domain, using legal frameworks, cyber defense capabilities, and strategic alliances to navigate the complexities of global cyber competition. This geopolitical contestation over cyber sovereignty is reshaping the global balance of power, creating new fault lines and alliances in the international system. States that can effectively assert and protect their cyber sovereignty are better positioned to project power and influence in the digital age, while those that fail to do so risk being marginalized in the emerging global order. Cyber sovereignty, therefore, is not merely a defensive mechanism; it is a strategic asset that is integral to the projection of state power and the reconfiguration of global hierarchies in the 21st century.

Despite its strategic significance, cyber sovereignty is fraught with ontological paradoxes that reflect the inherent contradictions of asserting sovereignty in a domain that defies traditional territorial logics. The most fundamental of these paradoxes lies in the tension between the state's desire to control cyberspace and the decentralized, borderless nature of the digital realm. Cyberspace is inherently fluid, with information flows and digital interactions transcending the boundaries of the nation-state. This creates profound challenges for states seeking to impose order and control within their digital domains, as the very architecture of cyberspace resists such efforts.

The paradoxes of cyber sovereignty are further compounded by the global interconnectedness of the digital domain. States that assert control over their digital infrastructure risk isolating themselves from the global internet, creating digital enclaves that are cut off from the broader flow of information and innovation. This isolation can have significant economic and political costs, as states that prioritize cyber sovereignty over openness may find themselves excluded from the global digital economy and the exchange of ideas and innovation that it facilitates. At the same time, the assertion of cyber

sovereignty can also create new forms of dependency and vulnerability, as states that seek to control their digital domains may become reliant on foreign technology and expertise to build and maintain their cyber infrastructure. This creates a paradox in which states that prioritize digital autonomy may find themselves increasingly dependent on external actors to achieve it, undermining the very sovereignty they seek to assert.

These ontological paradoxes reflect the deeper tensions that underlie the concept of cyber sovereignty, as states navigate the complex and evolving dynamics of power, control, and connectivity in the digital age. The metaphysics of cyber sovereignty, therefore, demands a radical rethinking of the relationship between the state and cyberspace, as states seek to assert control in a domain that resists containment while simultaneously grappling with the global interconnectedness that defines the digital realm. Cyber sovereignty, as a strategic asset in geopolitical contestation, represents a fundamental reconfiguration of power in the digital age. It is not merely a legal or technical construct but a deeply metaphysical phenomenon that reflects the evolving relationship between the state and cyberspace. By asserting control over their digital domains, states are not only safeguarding their national security and autonomy but are also projecting power and influence in the global arena. Yet, the paradoxes of cyber sovereignty highlight the profound challenges that states face in navigating the complexities of the digital age, as they seek to balance control with connectivity, autonomy with dependency, and order with fluidity. As the global balance of power continues to shift in the digital era, cyber sovereignty will remain a central axis of geopolitical contestation, shaping the contours of international relations and the future of global governance.

Beyond the strategic and geopolitical considerations, cyber sovereignty embodies deeper, more esoteric dimensions that warrant exploration. Cyber sovereignty can be understood as a manifestation of the state's will to power in the Nietzschean sense, where the assertion of sovereignty over cyberspace is an existential act of self-affirmation in an increasingly decentralized and chaotic world. This perspective invites a reevaluation of the relationship between the state and the digital realm, framing cyber sovereignty as an act of ontological ordering in response to the perceived entropy of cyberspace.

At a more abstract level, cyber sovereignty represents the state's attempt to construct and maintain a coherent national identity in the face of the globalizing forces of the internet. The state, as a sovereign entity, is intrinsically tied to the notion of borders—both physical and symbolic—that delineate its authority (Krasnyak, O., 2018, 78-90). The erosion of these borders in cyberspace poses an existential threat to the state's identity, compelling it to reassert its sovereignty by imposing order on the digital frontier. In this sense, cyber sovereignty can be seen as a form of digital nationalism, where the state seeks to preserve its cultural and ideological integrity against the homogenizing forces of global connectivity.

The esoteric dimensions of cyber sovereignty are further illustrated by the state's engagement in cyber defense and cyber offense as forms of digital warfare. The battle for control over cyberspace is not merely a technical struggle but a metaphysical contest for the preservation of sovereignty and identity in the face of an ever-expanding digital universe. As such, cyber sovereignty embodies the state's desire to assert control over both the material and immaterial dimensions of existence, where cyberspace becomes the new battlefield for the projection of national power and the defense of sovereignty.

4. REBALANCING THE GLOBAL BALANCE OF POWER: THE FUTURE OF CYBER SOVEREIGNTY

The ascendance of cyber sovereignty as a central feature of international politics heralds a profound rebalancing of the global balance of power. The ability of states to assert cyber sovereignty will be a decisive factor in determining the future contours of global governance and international relations. States that successfully control their digital territories will be better positioned to navigate the challenges of the information age, while those that fail to do so will find themselves increasingly vulnerable to external influence and internal instability.

The proliferation of cyber sovereignties will likely result in the emergence of new spheres of influence, where digital domains are segmented along ideological and geopolitical lines. This fragmentation of cyberspace could accelerate the formation of regional cyber blocs, where states align themselves with the cyber policies of dominant powers in exchange for protection and technological support. The creation of these cyber blocs would further entrench the multipolar nature of the global order, as the balance of power shifts away from the traditional hegemonic centers of influence.

Moreover, the assertion of cyber sovereignty will continue to reshape the dynamics of global power competition. States that possess the technological capabilities to assert control over their digital domains will gain a significant advantage in the cyber arms race, enabling them to project power in both the physical and digital realms. The ability to conduct cyber operations, protect critical infrastructures, and influence global narratives will be crucial in determining the future leaders of the global order.

In conclusion, cyber sovereignty represents a fundamental reimagining of state power and national sovereignty in the information age. It challenges traditional notions of territoriality, governance, and sovereignty, while offering new opportunities for states to assert their influence on the global stage. As the digital frontier continues to expand, the battle for control over cyberspace will become increasingly central to the ongoing struggle for global supremacy, ultimately reshaping the future of international politics and the global balance of power.

Cyber sovereignty has its roots in the broader historical concept of sovereignty, which originated in the Treaty of Westphalia (1648) and enshrined the principles of territorial integrity, non-intervention, and state authority over domestic affairs. However, as cyberspace emerged in the late 20th and early 21st centuries as a new domain of human activity, the limitations of traditional sovereignty became apparent. Cyberspace, inherently decentralized, transnational, and deterritorialized, challenged the state's ability to assert control over its borders, forcing a reconceptualization of sovereignty itself.

In its contemporary form, cyber sovereignty encompasses a range of practices, including regulation of data flows, protection of critical digital infrastructure, control over information ecosystems, and management of cyber threats. States seeking to assert cyber sovereignty face significant challenges, as the architecture of the internet was designed to facilitate the free flow of information across borders, making it difficult for states to enforce their authority in a domain that transcends geography.

The evolution of cyber sovereignty from an abstract legal concept to a strategic asset has been driven by several factors, including the growing recognition of cyberspace as a domain of national security, the increasing importance of digital economies, and the intensification of geopolitical competition in the digital sphere. As states began to realize that control over cyberspace was essential to maintaining their sovereignty, they developed new legal frameworks, technologies, and strategies for asserting

their authority in the digital domain. This shift has been particularly evident in the actions of states like China, Russia, and the United States, which have each developed distinct approaches to cyber sovereignty that reflect their broader geopolitical strategies.

The strategic importance of cyber sovereignty lies in its ability to enable states to control their digital environments, protect their national security, and project power in the global arena. States that can effectively assert cyber sovereignty are better positioned to influence the global balance of power, as control over cyberspace allows them to shape global information flows, protect their digital economies, and engage in offensive cyber operations. As such, cyber sovereignty has become a key factor in the rebalancing of global power, with states that can assert control over their digital domains gaining a strategic advantage in the international system.

The rise of cyber sovereignty has contributed to the fragmentation of cyberspace, as states assert their control over digital infrastructures within their borders and seek to insulate themselves from external influence. This fragmentation has given rise to a multipolar digital order, in which states, rather than operating within a unified global internet, are increasingly carving out distinct digital spheres of influence.

China's concept of «cyber sovereignty» is illustrative of this trend. Through its Great Firewall, China has created a tightly controlled domestic internet that is insulated from foreign influence and governed by strict state regulations. This model of cyber sovereignty is part of a broader strategy aimed at ensuring national security, protecting domestic industries, and promoting Chinese values and interests in the global digital sphere. China's cyber sovereignty is thus both a defensive measure, aimed at protecting its domestic internet from external threats, and an offensive tool, used to expand its influence in the global digital economy through initiatives like the Belt and Road Initiative's digital Silk Road.

The United States, historically a proponent of a free and open internet, has also begun to assert its own form of cyber sovereignty in response to the growing threats posed by state and non-state actors in cyberspace. Through initiatives like the Defense Department's Cyber Strategy, the United States has sought to protect its digital infrastructure from cyberattacks, while simultaneously engaging in offensive cyber operations to disrupt adversaries and assert dominance in the global cyber domain.

These differing approaches to cyber sovereignty have contributed to the fragmentation of cyberspace into distinct digital spheres, each governed by its own set of rules and norms. This fragmentation has significant implications for the global balance of power, as states that can assert control over their digital domains are better positioned to project power and influence in the international system. As cyberspace becomes increasingly multipolar, the ability to assert cyber sovereignty will become a key determinant of state power, with those states that can effectively control their digital environments gaining a strategic advantage in the global order.

The assertion of cyber sovereignty raises profound ontological questions about the nature of state authority in the digital age. Traditional conceptions of sovereignty are grounded in the notion of territoriality, which assumes that the state's authority is exercised within clearly defined geographic borders. However, cyberspace, by its very nature, defies these traditional notions of territoriality, as digital networks and information flows transcend national borders and operate on a global scale.

This ontological tension creates significant challenges for states seeking to assert sovereignty in cyberspace. On the one hand, states are increasingly reliant on digital technologies for their economic, political, and military power, making control over cyberspace essential to maintaining their sovereignty. On the other hand, the global and decentralized nature of cyberspace makes it difficult for states to exercise the same level of control over their digital environments as they do over their physical territories.

This paradox is particularly evident in the efforts of states to regulate data flows and protect their digital infrastructure. While states can pass laws and develop technologies aimed at controlling cyberspace within their borders, the global nature of the internet means that these efforts are often undermined by the actions of foreign governments, multinational corporations, and non-state actors. For example, states may seek to protect their citizens' data by implementing data localization laws, but these efforts can be circumvented by the actions of global tech companies that store data in multiple jurisdictions.

Similarly, states may seek to protect their digital infrastructure from cyberattacks, but the decentralized nature of cyberspace means that these attacks can originate from anywhere in the world and be difficult to attribute to a specific actor. This creates a situation in which states are increasingly vulnerable to external threats, even as they seek to assert control over their digital environments.

The ontological paradoxes of cyber sovereignty reflect the deeper tensions that exist between the state's desire for control and the decentralized, global nature of cyberspace. These tensions challenge traditional conceptions of state authority and necessitate a rethinking of the nature of sovereignty in the digital age. As states continue to grapple with the complexities of cyber sovereignty, they will need to develop new strategies for asserting control over cyberspace that take into account the unique characteristics of the digital realm.

Looking to the future, the rebalancing of the global balance of power through cyber sovereignty will depend on how states navigate the complex dynamics of digital governance, technological innovation, and geopolitical competition. Several scenarios emerge as potential pathways for the future of cyber sovereignty and its impact on global power structures.

In one scenario, the fragmentation of cyberspace continues to accelerate, with states increasingly asserting control over their digital environments and creating distinct digital spheres governed by their own rules and norms. This scenario would likely lead to a multipolar digital order, in which different regions of the world are governed by competing models of cyber sovereignty, such as the Chinese model of state control, the European model of data protection, and the American model of free and open internet. In this scenario, cyber sovereignty would become a key battleground in the struggle for global power, with states using their control over cyberspace to project influence and shape the international system.

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THE ROLE OF IDEOLOGICAL EXTREMISM IN RADICALIZATION: EXAMINATION OF COGNITIVE DISSONANCE, IDENTITY CONSTRUCTION, AND IDEOLOGICAL FIXATION

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Abstract

The phenomenon of radicalization, particularly in its relation to ideological extremism, necessitates a deep and complex analysis that transcends simplistic causal attributions. This study explores the intricate processes by which ideological extremism acts as both a catalyst and a reinforcing mechanism in the radicalization of individuals and groups. By examining the confluence of cognitive dissonance, identity construction, and the psychosocial underpinnings of ideological fixation, this research aims to elucidate the multifarious pathways through which radicalization unfolds. The study also considers the role of social networks, narrative reinforcement, and the psychological mechanisms that sustain commitment to extreme ideologies, thereby offering a comprehensive understanding of how ideological extremism perpetuates cycles of radicalization. The discourse on radicalization often conflates it with acts of terrorism or violence, yet it is fundamentally a process of ideological transformation that precedes and facilitates such actions. At its core, radicalization is driven by an engagement with and commitment to extreme ideologies—those that posit absolutist, exclusionary, and often binary worldviews. These ideologies provide a framework within which individuals and groups construct a coherent, albeit distorted, narrative of reality, leading to an ideological entrenchment that is resistant to countervailing perspectives.

The role of social networks in the radicalization process cannot be overstated. Ideological extremism thrives in environments where narratives are continuously reinforced through interaction with like-minded individuals. Social networks, both physical and virtual, serve as echo chambers where extremist ideologies are amplified and dissenting voices are marginalized or silenced. In these environments, the repetition and reinforcement of extremist narratives create a sense of collective identity and shared purpose, further entrenching individuals in the ideology. Moreover, the role of charismatic leaders or ideologues within these networks is pivotal. Such figures often articulate the extremist ideology in ways that resonate with the lived experiences of individuals, providing a coherent and compelling narrative that justifies radical action. The power of these narratives lies in their ability to simplify complex social and political issues into a binary framework of good versus evil, us versus them. This reductionist worldview is appealing to individuals who seek clarity and certainty in an increasingly complex and ambiguous world.

The psychological mechanisms that sustain commitment to extremist ideologies are multifaceted, involving a combination of cognitive biases, affective processes, and social influences. One such mechanism is the phenomenon of moral disengagement, where individuals rationalize their involvement in radical or violent activities by dehumanizing the perceived enemy and absolving

themselves of responsibility for their actions. This process of moral disengagement is facilitated by the extremist ideology, which provides the moral justification for actions that would otherwise be considered reprehensible. Another psychological mechanism is the illusion of invulnerability, where individuals believe that their commitment to the ideology makes them immune to the negative consequences of their actions. This illusion is often reinforced by group dynamics, where collective identity and solidarity create a sense of invincibility. Additionally, the sunk cost fallacy plays a role in sustaining extremist commitment. As individuals invest more time, energy, and resources into the ideology, they become more reluctant to abandon it, even in the face of evidence that contradicts their beliefs. The role of ideological extremism in radicalization is a complex and multifaceted phenomenon that involves a dynamic interplay of cognitive, emotional, and social processes. Ideological extremism serves as both a catalyst for and a product of radicalization, reinforcing cognitive dissonance, shaping identity, and sustaining commitment through social validation and psychological mechanisms. Understanding these processes is critical for developing effective strategies to counter radicalization and to disrupt the pathways that lead individuals and groups to embrace extremist ideologies.

Radicalization, particularly as it pertains to ideological extremism, is a multifaceted process that resists simplistic or linear explanations. This article delves into the profound psychological, sociocultural, and cognitive mechanisms underlying radicalization, focusing on the pivotal roles of cognitive dissonance, identity construction, and ideological fixation. By integrating insights from psychology, sociology, and political theory, this work seeks to unravel the complex interplay between individual psychology and collective ideology, elucidating how extremist beliefs become deeply embedded within the psyche, thereby driving the radicalization process. This comprehensive exploration also considers the influence of social networks, narrative framing, and the reinforcement of belief systems, ultimately contributing to a more nuanced understanding of the radicalization phenomenon.

Keywords: radicalization, ideological extremism, cognitive dissonance, identity construction, narrative reinforcement, moral disengagement, psychological mechanisms

INTRODUCTION

Central to the understanding of how ideological extremism fosters radicalization is the concept of cognitive dissonance, particularly in the context of ideological beliefs. Cognitive dissonance, as initially theorized by Festinger, refers to the psychological discomfort experienced when an individual holds two or more contradictory beliefs, values, or attitudes. In the context of ideological extremism, cognitive dissonance can arise when individuals encounter information or experiences that challenge their extremist views. However, rather than resolving this dissonance by moderating their beliefs, individuals often intensify their commitment to the extremist ideology as a means of restoring psychological equilibrium. This process, known as cognitive reinforcement, leads to ideological fixation, where the individual becomes increasingly resistant to alternative viewpoints and more entrenched in their extremist beliefs (European Foundation for Democrac y, European Policy Centre, & Counter Extremism Project, 2017, 145-147).

The role of cognitive dissonance in radicalization is further compounded by the social validation that individuals receive from like-minded groups. When extremist beliefs are echoed and validated within a group setting, the cognitive dissonance experienced by individuals is alleviated, reinforcing their ideological fixation. This dynamic creates a self-reinforcing loop where ideological extremism is both a cause and a consequence of radicalization.

Another critical factor in the role of ideological extremism in radicalization is the construction of identity. Ideologies, particularly extreme ones, provide individuals with a framework for understanding their place in the world, offering a sense of belonging, purpose, and significance. The process of radicalization often involves a reconfiguration of identity, where the individual adopts the ideology as a core component of their self-concept. This identity construction is particularly potent in contexts where individuals feel marginalized, disenfranchised, or alienated from mainstream society. The reconfiguration of identity through ideological extremism is not merely a cognitive process but is also deeply emotional and affective. The ideology provides a narrative that frames the individual's experiences of marginalization or alienation as part of a broader struggle against a perceived enemy or oppressive system. This narrative offers a sense of empowerment and agency, which is critical in the radicalization process. As the individual's identity becomes increasingly aligned with the extremist ideology, their actions and decisions are guided by the imperatives of that ideology, often leading to a willingness to engage in radical or even violent behaviors.

Radicalization is often conceptualized as the process through which individuals or groups come to adopt extremist ideologies, culminating in the endorsement or perpetration of violent actions in the name of those ideologies. However, this view, while broadly accurate, oversimplifies the intricate and dynamic nature of radicalization. Ideological extremism, characterized by rigid, absolutist, and exclusionary worldviews, plays a critical role in this process, acting as both a catalyst and a perpetuating force. To comprehend the true nature of radicalization, one must dissect the underlying cognitive and psychosocial processes, including the mechanisms of cognitive dissonance, the construction and solidification of identity, and the phenomenon of ideological fixation. These elements, far from operating in isolation, interact in complex ways to drive individuals toward increasingly radical positions.

1. COGNITIVE DISSONANCE AND IDEOLOGICAL REINFORCEMENT

Cognitive dissonance, a concept first introduced by Leon Festinger in the 1950s, refers to the psychological discomfort experienced when an individual holds two or more contradictory beliefs, values, or attitudes simultaneously. In the context of radicalization, cognitive dissonance often arises when individuals are confronted with information or experiences that challenge their extremist views. Rather than adjusting their beliefs to resolve the dissonance, individuals deeply invested in an ideology are more likely to experience cognitive reinforcement, whereby they intensify their commitment to the ideology to alleviate the discomfort. This process is crucial in understanding how ideological extremism can deepen and become more entrenched over time.

The mechanisms of cognitive reinforcement are particularly potent in ideologically homogenous environments, where alternative viewpoints are marginalized or outright rejected. Within such echo chambers, the repeated affirmation of extremist beliefs by peers not only alleviates cognitive dissonance but also strengthens the ideological fixation. The individual becomes increasingly insulated from external perspectives, further narrowing their worldview and solidifying their commitment to the extremist ideology. This cognitive entrenchment is a critical step in the radicalization process, as it reduces the likelihood of individuals reconsidering their beliefs or exiting the radicalization trajectory.

Cognitive dissonance, as conceptualized by Leon Festinger, refers to the psychological tension that arises when an individual holds two or more conflicting cognitions—beliefs, attitudes, or behaviors. This state of dissonance generates a drive to reduce the psychological discomfort, often leading individuals to either alter their beliefs or behaviors to restore cognitive harmony. In the context of radicalization, cognitive dissonance frequently emerges when individuals encounter information or experiences that challenge their extremist beliefs. However, rather than resolving the dissonance by moderating their views, individuals committed to extremist ideologies often resort to cognitive strategies that reinforce their existing beliefs.

This process of dissonance reduction is not merely a defensive reaction but is intricately linked to the reinforcement of ideological extremism. When confronted with dissonant information, individuals may engage in selective exposure, wherein they seek out information that aligns with their preexisting beliefs and avoid information that contradicts them. This selective exposure serves to minimize cognitive dissonance by creating an environment in which the individual's beliefs are constantly validated, thus reinforcing their commitment to the ideology. Moreover, the process of rationalization plays a crucial role in the reduction of cognitive dissonance within the context of ideological extremism. Rationalization involves the reinterpreting or justifying dissonant information in a way that aligns with the individual's ideological beliefs (Hegghammer, T., 2013). For instance, when faced with evidence that contradicts their extremist views, individuals may dismiss the evidence as biased or manipulated, thereby preserving the integrity of their beliefs. This rationalization not only reduces dissonance but also strengthens the individual's ideological fixation, as it reinforces the belief that the ideology is infallible and immune to criticism.

Ideological reinforcement refers to the process by which individuals become increasingly entrenched in their beliefs, often as a result of cognitive dissonance reduction strategies. In the context of radicalization, ideological reinforcement is both a consequence and a driver of cognitive dissonance. As individuals engage in selective exposure and rationalization to reduce dissonance, they create a feedback loop in which their extremist beliefs are continually validated and strengthened. This

feedback loop is further amplified by the role of social networks and group dynamics in the process of radicalization (Hornik, R., Jac obsohn, L., Orwin, R., Piesse, A., & Kalton, G., 2008). Within ideologically homogeneous groups, individuals are exposed to a constant stream of information that supports and reinforces their extremist beliefs. The social validation received from like-minded peers serves to further entrench individuals within the extremist ideology, as it provides a sense of belonging and shared purpose. This social validation not only alleviates cognitive dissonance but also reinforces the individual's identity as a member of the extremist group, thereby solidifying their commitment to the ideology.

The process of ideological reinforcement is also closely linked to the phenomenon of groupthink, wherein the desire for group cohesion and consensus overrides critical thinking and the consideration of alternative viewpoints. Within extremist groups, groupthink can lead to the amplification of radical beliefs, as dissenting opinions are suppressed, and members are encouraged to conform to the dominant ideology. This suppression of dissent serves to further reinforce the ideology, as it eliminates potential sources of cognitive dissonance and creates an environment in which the extremist beliefs are seen as universally accepted truths.

2. IDENTITY CONSTRUCTION AND THE ADOPTION OF EXTREMIST IDEOLOGIES

Identity construction is another central component in the process of radicalization. Ideological extremism often provides individuals with a clear and compelling narrative that explains their place in the world, offers a sense of belonging, and delineates a distinct in-group versus out-group dynamic. For many individuals, especially those who feel marginalized or alienated from mainstream society, the adoption of an extremist ideology offers a means of constructing a coherent and meaningful identity. This process of identity construction is not merely a cognitive exercise but is deeply rooted in emotion and affect. The ideology offers a narrative that resonates with the individual's experiences of disenfranchisement, presenting the extremist group as a community of like-minded individuals who share a common cause. This shared identity is reinforced through rituals, symbols, and language that differentiate the in-group from the broader society. As the individual's identity becomes increasingly intertwined with the extremist ideology, their sense of self becomes dependent on their adherence to the group's beliefs and values. This dependency further entrenches the individual's commitment to the ideology, making it difficult to disengage from the group or consider alternative perspectives. Moreover, the construction of identity through ideological extremism often involves the internalization of a victimhood narrative, where the in-group is portrayed as being under constant threat from a hostile and immoral out-group. This narrative not only justifies the group's radical actions but also serves to further solidify the individual's identity as a member of the in-group. The perception of existential threat amplifies the individual's sense of urgency and commitment to the cause, driving them toward increasingly radical behaviors.

Identity construction is a central theme in the study of social psychology, particularly in understanding how individuals come to define themselves and their relationships to the broader social world. Theories of identity construction emphasize the dynamic and fluid nature of identity, highlighting the ways in which it is shaped by social interactions, cultural norms, and individual experiences. In the context of radicalization, identity construction is particularly significant, as individuals often turn to extremist ideologies as a means of resolving crises of identity, belonging, and meaning. Social identity theory, developed by Henri Tajfel and John Turner in the 1970s, provides a foundational framework for understanding the process of identity construction. According to this theory, individuals derive a

significant portion of their self-concept from their membership in social groups. These groups provide individuals with a sense of belonging, purpose, and identity, shaping their beliefs, values, and behaviors. In the context of radicalization, extremist groups offer individuals a compelling and coherent identity, often framed in opposition to an out-group or perceived enemy. This sense of identity is particularly appealing to individuals who are experiencing a crisis of identity or who feel alienated from mainstream society.

The process of identity construction within extremist groups is further reinforced by the dynamics of social comparison and group polarization. Social comparison refers to the process by which individuals evaluate themselves in relation to others, often leading to the adoption of more extreme positions in order to align with the group's norms or to gain status and recognition within the group. Group polarization, on the other hand, refers to the tendency of group members to adopt more extreme positions as a result of group discussion and interaction (British Psychologica&Society, 2016). These dynamics contribute to the intensification of extremist beliefs and the entrenchment of an extremist identity. Cognitive dissonance, as conceptualized by Leon Festinger, refers to the psychological discomfort that arises when an individual holds two or more contradictory beliefs, values, or attitudes simultaneously. In the context of identity construction and radicalization, cognitive dissonance plays a critical role in both the adoption and reinforcement of extremist ideologies. When individuals encounter information or experiences that challenge their existing beliefs or threaten their sense of identity, they experience cognitive dissonance. This discomfort motivates individuals to reduce the dissonance, either by changing their beliefs or by engaging in behaviors that reinforce their existing identity.

In the context of radicalization, cognitive dissonance often arises when individuals encounter information or experiences that challenge their commitment to an extremist ideology. Rather than resolving the dissonance by moderating their beliefs or reevaluating their identity, individuals who are deeply invested in an extremist identity are more likely to engage in strategies that reinforce their commitment to the ideology. These strategies may include selective exposure to information that confirms their beliefs, reinterpretation of dissonant information, or increased investment in the ideology. These mechanisms not only alleviate the discomfort of cognitive dissonance but also contribute to the further entrenchment of an extremist identity. The process of cognitive dissonance reduction is particularly pronounced in the context of extremist groups, where group dynamics and social influence play a critical role in reinforcing the individual's commitment to the ideology. Within these groups, individuals are often exposed to a narrow range of perspectives that align with the group's ideology, creating an echo chamber in which dissenting voices are marginalized or silenced. This selective exposure to ideologically consistent information reinforces the individual's beliefs and contributes to the development of a rigid and uncompromising extremist identity. Moreover, the process of cognitive dissonance reduction is often accompanied by the internalization of a binary worldview, in which complex social and political issues are reduced to a simplistic dichotomy of good versus evil, us versus them. This binary thinking not only reinforces the individual's commitment to the extremist ideology but also fuels a sense of moral superiority and righteousness, further entrenching the extremist identity.

3. IDEOLOGICAL FIXATION AND THE ROLE OF SOCIAL NETWORKS

Ideological fixation refers to the process by which an individual becomes increasingly rigid and uncompromising in their beliefs, rejecting any information or experiences that challenge the core tenets of their ideology. This process is closely related to cognitive dissonance and identity construction, as the need to maintain cognitive consistency and a coherent identity drives individuals toward greater ideological rigidity. However, ideological fixation is also heavily influenced by the social environment in which individuals operate. Social networks, both online and offline, play a critical role in reinforcing ideological extremism and facilitating radicalization. Within these networks, individuals are exposed to a constant stream of information that affirms their beliefs and supports their worldview. This selective exposure to ideologically consistent information, combined with the echo chamber effect, creates a feedback loop that intensifies ideological fixation. Over time, individuals become increasingly isolated from alternative viewpoints, and their beliefs become more extreme.

The role of social networks in radicalization is particularly evident in the context of online communities, where individuals can easily find and join groups that share their extremist views. These online communities often provide a sense of anonymity and safety, allowing individuals to express their beliefs more openly and aggressively than they might in face-to-face interactions. The lack of accountability and the relative ease with which extremist content can be shared online contribute to the rapid spread and reinforcement of ideological extremism. Furthermore, the presence of charismatic leaders or influential figures within these networks can accelerate the process of radicalization. These individuals often articulate the extremist ideology in a compelling and persuasive manner, providing a clear and coherent narrative that resonates with the experiences and emotions of their followers. The authority and credibility of these leaders lend legitimacy to the extremist ideology, making it more difficult for individuals to question or reject the beliefs they have adopted (Neumann, P. R., 2015, 24-26).

Ideological fixation, at its core, represents a state of cognitive and emotional rigidity in which an individual becomes increasingly resistant to alternative viewpoints or contradictory information. This state of fixation is characterized by a narrowing of perspective, where complex social, political, or moral issues are reduced to simplistic, binary terms. The process of ideological fixation is closely linked to the cognitive mechanisms of confirmation bias and cognitive dissonance. Confirmation bias refers to the tendency of individuals to seek out, interpret, and remember information in a way that confirms their pre-existing beliefs. In the context of ideological extremism, confirmation bias plays a crucial role in reinforcing and entrenching extremist beliefs, as individuals selectively expose themselves to information that supports their worldview while disregarding or discrediting information that contradicts it. This selective exposure creates a feedback loop in which the individual's beliefs are continually reinforced, leading to greater ideological rigidity and fixation.

Cognitive dissonance, on the other hand, refers to the psychological discomfort that arises when an individual holds two or more contradictory beliefs, values, or attitudes simultaneously. In the context of radicalization, cognitive dissonance often occurs when individuals encounter information or experiences that challenge their extremist beliefs. Rather than adjusting their beliefs to resolve the dissonance, individuals who are ideologically fixated are more likely to engage in strategies that reinforce their commitment to the ideology, such as reinterpreting the dissonant information, increasing their investment in the ideology, or engaging in behaviors that reaffirm their beliefs. These

strategies not only alleviate the discomfort of cognitive dissonance but also contribute to the further entrenchment of ideological fixation.

While cognitive mechanisms such as confirmation bias and cognitive dissonance play a critical role in the development of ideological fixation, social networks—both offline and online—are equally important in reinforcing and intensifying this process. Social networks provide the context in which individuals are exposed to information, engage with others, and construct their identities. In the context of radicalization, social networks serve as echo chambers that reinforce extremist beliefs and provide a supportive environment for the development and entrenchment of ideological fixation. Within social networks, individuals are often exposed to a narrow range of perspectives that align with their pre-existing beliefs. This selective exposure is particularly pronounced in online communities, where algorithms and network dynamics create environments that prioritize ideologically consistent content. These online echo chambers not only reinforce the individual's beliefs but also amplify them, leading to greater ideological rigidity and fixation.

The role of social networks in ideological fixation is further reinforced by the dynamics of social identity and group membership. Social identity theory posits that individuals derive a significant portion of their self-concept from their membership in social groups. In the context of radicalization, extremist groups provide individuals with a sense of belonging, purpose, and identity. The group's ideology becomes a central component of the individual's self-concept, and any challenge to the ideology is perceived as a threat to the individual's identity. This perceived threat triggers a defensive response, in which the individual seeks to protect their identity by rejecting or discrediting the dissonant information, further reinforcing their commitment to the extremist ideology. The dynamics of group membership also play a critical role in the process of social comparison. Within social networks, individuals often compare themselves to others in the group, leading to a process of ideological escalation in which individuals adopt more extreme positions in order to align with the group's norms or to gain status and recognition within the group. This process of social comparison can lead to a ratcheting effect, in which the group's ideology becomes increasingly extreme over time, further intensifying the individual's ideological fixation.

4. THE PSYCHOLOGICAL MECHANISMS OF IDEOLOGICAL COMMITMENT

The psychological mechanisms that sustain commitment to extremist ideologies are varied and complex. One such mechanism is moral disengagement, a process through which individuals rationalize their involvement in radical or violent activities by dehumanizing their perceived enemies and absolving themselves of responsibility for their actions. Moral disengagement allows individuals to justify behaviors that would otherwise conflict with their moral values, reducing the cognitive dissonance that might arise from engaging in such actions. Another psychological mechanism is the sunk cost fallacy, where individuals continue to invest in an ideology or course of action because they have already committed significant resources—whether time, energy, or emotional investment—even when evidence suggests that the ideology is flawed or the course of action is detrimental. This fallacy is particularly relevant in the context of radicalization, as individuals who have devoted themselves to an extremist cause may find it difficult to disengage, even in the face of disillusionment or doubts about the ideology. Additionally, the process of radicalization often involves the internalization of a binary worldview, where complex social and political issues are reduced to a simplistic dichotomy of good versus evil, us versus them. This binary thinking not only reinforces ideological fixation but also fuels a

sense of moral superiority and righteousness, further entrenching the individual's commitment to the extremist ideology.

The advent of the internet and social media has dramatically transformed the landscape of radicalization, providing new platforms and opportunities for the development and reinforcement of ideological fixation. Online communities, particularly those that are organized around extremist ideologies, play a crucial role in the radicalization process by providing a supportive environment for the development and intensification of extremist beliefs. These online communities are characterized by several key features that contribute to the amplification of ideological fixation. First, they provide a platform for the dissemination of ideologically consistent content, allowing individuals to access a constant stream of information that reinforces their beliefs. This selective exposure to ideologically consistent content creates a feedback loop in which the individual's beliefs are continually reinforced, leading to greater ideological rigidity and fixation.

Second, online communities often operate as echo chambers, where dissenting voices are marginalized or silenced, and alternative perspectives are not represented. This lack of exposure to alternative viewpoints further reinforces the individual's beliefs and contributes to the development of ideological fixation. The echo chamber effect is particularly pronounced in online communities, where algorithms and network dynamics prioritize ideologically consistent content, creating environments that are highly conducive to the reinforcement of extremist beliefs. Third, online communities often provide a sense of anonymity and safety, allowing individuals to express their beliefs more openly and aggressively than they might in face-to-face interactions. This lack of accountability and the relative ease with which extremist content can be shared online contribute to the rapid spread and reinforcement of ideological extremism.

Finally, online communities often serve as platforms for the development of social networks that are organized around extremist ideologies. These networks provide a sense of belonging and identity for individuals who are marginalized or alienated from mainstream society. The group's ideology becomes a central component of the individual's self-concept, and any challenge to the ideology is perceived as a threat to the individual's identity. This perceived threat triggers a defensive response, in which the individual seeks to protect their identity by rejecting or discrediting the dissonant information, further reinforcing their commitment to the extremist ideology. Social networks not only provide a platform for the dissemination of ideologically consistent content but also play a critical role in shaping the dynamics of social influence and group polarization. Within social networks, individuals are often influenced by the opinions and behaviors of others, leading to a process of social comparison and conformity. This process is particularly pronounced in the context of extremist groups, where the pressure to conform to group norms can lead to a process of ideological escalation, in which individuals adopt more extreme positions in order to align with the group's ideology.

The dynamics of social influence are further reinforced by the phenomenon of group polarization, in which the opinions and attitudes of individuals within a group become more extreme over time as a result of group discussion and interaction. Group polarization is particularly likely to occur in ideologically homogenous groups, where the absence of dissenting voices leads to a process of mutual reinforcement, in which individuals become more committed to the group's ideology and more resistant to alternative viewpoints. The process of group polarization is further exacerbated by the presence of charismatic leaders or influential figures within the group, who articulate the group's ideology in a compelling and persuasive manner. These leaders often serve as role models for group

members, providing a clear and coherent narrative that resonates with the experiences and emotions of their followers. The authority and credibility of these leaders lend legitimacy to the group's ideology, making it more difficult for individuals to question or reject the beliefs they have adopted.

The reinforcement of ideological fixation within social networks is not only driven by cognitive and social dynamics but also by the use of rituals and symbols. Rituals and symbols play a critical role in the process of identity construction, providing individuals with a sense of belonging and purpose. In the context of extremist groups, rituals and symbols serve to reinforce the group's ideology and to strengthen the individual's commitment to the group. Rituals, such as group meetings, ceremonies, or initiation rites, serve to reinforce the group's ideology by providing a structured and repetitive framework for the expression of beliefs and values. These rituals often involve the repetition of key narratives or slogans, which serve to reinforce the individual's commitment to the group's ideology. The repetition of these narratives or slogans creates a sense of cognitive and emotional consistency, which reduces cognitive dissonance and reinforces ideological fixation.

5. CONCLUSION

The role of ideological extremism in radicalization is a deeply complex and multifaceted phenomenon that involves the interplay of cognitive dissonance, identity construction, and ideological fixation. These processes are not isolated but are influenced by a variety of social, psychological, and environmental factors that interact in dynamic and often unpredictable ways. Understanding the intricate mechanisms underlying radicalization is critical for developing effective strategies to counter extremism and prevent individuals from being drawn into radical ideologies. By examining the roles of cognitive dissonance, identity construction, and ideological fixation, this study has sought to shed light on the profound psychological processes that drive radicalization. The findings underscore the importance of addressing the underlying cognitive and emotional needs that extremist ideologies fulfill, as well as the role of social networks in reinforcing and perpetuating these beliefs. As the global landscape continues to evolve, it is essential that scholars, policymakers, and practitioners remain vigilant in their efforts to understand and counter the forces that contribute to radicalization.

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USING TECHNOLOGIES FOR THE DEVELOPMENT OF COMMUNICATION COMPETENCE IN THE EFL CLASSROOM

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Abstract

The integration of technology into English as a Foreign Language (EFL) classrooms has revolutionized the way communication competence is developed. This research explores the impact of various technological tools and platforms on enhancing communication skills among EFL learners. It examines how digital resources such as interactive software, online communication platforms, and multimedia content contribute to the improvement of key communicative competencies, including speaking, listening, and writing skills. The study highlights the role of technology in creating immersive and interactive learning environments that facilitate real-time language practice and feedback. Additionally, it discusses the benefits of technology-mediated learning experiences in increasing learner engagement, promoting authentic language use, and providing diverse and adaptive learning opportunities. Challenges such as digital literacy, access disparities, and potential distractions are also addressed. The findings underscore the necessity of effectively integrating technology to support language acquisition and provide practical recommendations for educators to maximize the potential of technological tools in fostering communication competence in EFL contexts. This research provides valuable insights for educators, curriculum developers, and policymakers aiming to enhance language education through innovative technological approaches.

Keywords: EFL, technology, communication, language acquisition

Jel Codes: Z00, Z13

INTRODUCTION

The integration of technology in education has become a pivotal factor in enhancing language learning, particularly in the context of English as a Foreign Language (EFL). In Albania, where English proficiency is increasingly valued for economic and social advancement, leveraging technology can significantly improve communication competence among learners. This research explores how various technological tools and platforms enhance communication skills in EFL classrooms, focusing on speaking, listening, and writing competencies.

1. LITERATURE REVIEW

1.1. The Role of Technology in Language Learning

According to research, technology has the power to revolutionize language learning settings and provide creative ways to improve student performance. Multimedia content, internet platforms, and interactive software are examples of tools that offer dynamic methods to engage students(González-Lloret & Ortega, 2014). With the use of these technology tools, learning may become more individualized and adaptable, enabling students to go at their own speed and go over difficult content again as needed (Stockwell, 2012).

Applications for language learning and interactive software are important for encouraging self-directed learning. Applications like Duolingo, Babbel, and Rosetta Stone utilize gamification elements to motivate learners and make the acquisition of language skills more enjoyable (Vesselinov & Grego, 2012). These platforms provide a variety of exercises that focus on various language skills, such as improving pronunciation, practicing grammar, and expanding one's vocabulary. These apps' instant feedback makes it easier for students to recognize and fix their errors in real time, which enhances the learning process (Burston, 2015).

1.2. Online Communication Platforms

Discussion boards, social networking, and video conferencing technologies are examples of online communication platforms that let students engage and use language in real-world contexts(Kern, 2006). By allowing students to converse in real time with classmates and native speakers, these platforms help them improve their speaking and listening abilities. Furthermore, learners can collaborate on projects using platforms like Google Docs and Slack, which promote collaboration and the useful use of language abilities in relevant circumstances (Li & Ni, 2020). Some online platforms are asynchronous, which offers flexibility by fitting various time zones and study patterns.

1.3. Multimedia Content and Digital Resources

Videos, podcasts, and interactive e-books are examples of multimedia content that enhances language acquisition by exposing students to a variety of linguistic inputs and cultural contexts (Mayer, 2009). Contextualized language usage from educational films and documentaries can help make abstract ideas more relevant and tangible (Blake, 2013). By exposing students to a range of accents and speaking tempos, podcasts give them the chance to enhance their listening comprehension—a crucial component of building strong listening abilities (Blake, 2013). By involving students in reading and writing exercises, interactive e-books and digital storytelling technologies promote deeper cognitive processing and language structure memory (Li & Ni, 2020).

1.4. Virtual Reality and Immersive Learning Environments

Emerging technologies that create immersive learning environments, such augmented reality (AR) and virtual reality (VR), are starting to make an impact on language instruction. Through the use of virtual reality simulations, students can be taken to virtual environments where they must navigate scenarios using English, improving their conversational skills in a controlled yet authentic setting (Johnson-Glenberg, 2016). According to Dunleavy, Dede, and Mitchell (2009), these immersive encounters encourage experiential learning by giving students the chance to hone their language abilities in settings that closely resemble real-life interactions.

1.5. Benefits of Technology-Mediated Language Learning

Increased learner engagement, individualized learning pathways, and access to a multitude of materials outside of the traditional classroom are just a few advantages of integrating technology into language instruction (Kukulska-Hulme, 2012). By offering visual, aural, and kinesthetic resources that suit individual preferences, technology-mediated learning environments can support a variety of learning styles (Fleming, 2001). Technology also makes it easier to evaluate progress and conduct ongoing assessments, which helps teachers customize their lessons to each student's unique needs (Bennett, 2011).

1.6. Challenges and Considerations

Notwithstanding its benefits, there are drawbacks to using technology for language acquisition. To optimize the use of technology tools, concerns including digital literacy, dependable internet access, and distraction potential need to be addressed (Ertmer & Ottenbreit-Leftwich, 2010). Furthermore, teachers need to be properly trained to use technology into their lessons in a way that enhances rather than diminishes the learning goals (Higgins, Xiao, & Katsipataki, 2012).

1.7. Communication Competence

The capacity to successfully deliver and interpret messages in a range of contexts and situations is referred to as communication competency. Linguistic competence, sociolinguistic competence, discourse competence, and strategic competence are its four main constituents, according to Canale and Swain (1980). Linguistic competence is the ability to build precise and meaningful sentences by mastering a language's vocabulary and grammatical norms. Understanding social norms, cultural quirks, and the appropriateness of language use in various contexts are all components of sociolinguistic competence, which is necessary for productive communication in a variety of contexts (Canale & Swain, 1980).

In order to ensure that communication is logically structured and contextually relevant, discourse competence refers to the capacity to create and understand long writings that are cohesive and coherent. The ability to use techniques to make up for communication errors, such paraphrasing, gesturing, or asking for clarification when needed, is known as strategic competence.

Building these qualities is essential for students learning English as a foreign language (EFL) in order to become fluent and confident speakers of the language in everyday settings. Through rote memorization and grammatical exercises, traditional educational environments frequently prioritize language competence over other aspects of communication competency. However, there are creative ways to solve this imbalance when technology is incorporated into EFL classes. To reinforce

grammatical accuracy and vocabulary development, interactive software and language learning programs, for example, give learners the chance to practice language abilities through fun exercises that provide instant feedback (Burston, 2015).

Furthermore, by exposing students to real language use in a variety of social circumstances, online communication platforms like discussion boards, social media, and video conferencing technologies aid in the development of sociolinguistic and discourse competences. Through interaction with peers from diverse cultural origins and native speakers, these platforms help learners better comprehend cultural norms and pragmatic language use (Kern, 2006). By offering language in a variety of formats and settings, multimedia content—such as podcasts, interactive e-books, and videos—further enhances discourse competency by enabling students to comprehend and generate cohesive, contextually relevant conversation (Mayer, 2009).

Through immersive learning environments created by virtual reality (VR) and augmented reality (AR) technologies, students can practice strategic competence in a controlled yet realistic setting by participating in simulated real-life events. To improve their total communication ability, virtual reality simulations, for instance, can put students in scenarios where they must negotiate meaning, navigate social relationships, and use techniques to get over obstacles to communication (Johnson-Glenberg, 2016).

Additionally, by pushing students to negotiate meaning, offer criticism, and collectively construct knowledge, collaborative platforms like Google Docs and Slack promote cooperation and interactive projects, which in turn fosters the development of both discursive and strategic competencies (Li & Ni, 2020). In addition to enhancing conventional teaching techniques, these technology-mediated experiences foster a more comprehensive approach to language instruction that takes into account all aspects of communication proficiency.

In conclusion, by offering a variety of engaging venues that transcend the confines of conventional classrooms, technology acts as a stimulant for the development of holistic communication competence in EFL learners. Technological tools are essential for equipping students to communicate effectively and confidently in a world that is becoming more linked and multicultural because they enable the simultaneous development of linguistic, sociolinguistic, discourse, and strategic competences.

1.8. EFL Context in Albania

Globalization and the growing need for qualified workers in both internal and foreign markets are major factors driving the push for English proficiency in Albania. Speaking English well has become essential for people looking to improve their employability and for companies looking to compete internationally as Albania attempts to further integrate into the European Union and the global economy (Krasniqi, 2016). In addition to being necessary for employment in multinational firms, proficiency in the English language is also necessary for participation in international digital economies, international research collaborations, and access to higher education options overseas.

The Albanian government has included English in the national curriculum because it understands how important it is. Beginning in primary school, English is made a required subject with a focus on practical language use and communicative skills (Pulepaj, 2018). With the help of technology, recent curriculum changes seek to replace the traditional grammar-focused teaching strategies with more engaging and student-centered ones that promote language acquisition. In order to modernize the Albanian

educational system and make it more adaptable to the demands of the workforce in the twenty-first century, these reforms are in line with larger educational objectives (Ministry of Education and Sports, 2020).

Notwithstanding these encouraging advancements, a number of obstacles stand in the way of Albania's successful adoption of technology-based language learning techniques. The disparity in digital literacy between teachers and students is one of the main challenges. Rural locations may have inadequate technology infrastructure and less opportunities for professional growth, whereas metropolitan areas may benefit from improved access to digital resources and training opportunities (Hoxha, 2019). This discrepancy results in a digital gap that impacts the uniformity and caliber of EFL instruction in various geographical areas.

Technology access itself continues to be a major obstacle. Many schools lack the gear and dependable internet access needed to facilitate the use of digital tools in the classroom, especially those in rural locations (Bishtaj, 2021). The availability of modern technological resources might be restricted by financial limitations and insufficient support, even in urban areas, making it more difficult for teachers to successfully integrate technology into their lesson plans. Furthermore, not all students have equal access to gadgets and internet services outside of school, which is crucial for technology-mediated learning, due to economic gaps among students (Kurtaj, 2022).

The lack of adequate training given to instructors on how to use technology in language instruction effectively is another significant issue. It's possible that a large number of Albanian teachers lack the abilities and self-assurance needed to successfully incorporate digital tools into their lesson plans (Nushi, 2020). The frequency and scope of professional development programs are frequently constrained, leaving instructors to handle the challenges of integrating technology on their own with little assistance. The quality of instruction is impacted by this training gap, which also restricts the potential advantages of technology in improving EFL learners' communication skills.

Albania's EFL educational environment is significantly shaped by socioeconomic variables as well. There can be disparities in how resources are distributed among schools; urban schools with more funding have greater access to technology and instructional resources than do their less wealthy counterparts (Kastrati, 2017). Additionally, tackling huge class numbers, which are common in many Albanian schools, and improving basic educational infrastructure are two urgent requirements that are frequently at odds with the primacy of technology in education (Bishtaj, 2021).

Despite these obstacles, efforts are still being made to integrate technology into the EFL framework in Albania. In order to improve digital infrastructure, train teachers, and create all-encompassing language learning programs that integrate technology, the government and non-governmental groups are collaborating (Ministry of Education and Sports, 2020). Furthermore, collaborations with global organizations and educational technology firms are making it easier to launch cutting-edge instruments and materials that can close the digital gap and promote fair access to high-quality EFL instruction (Pulepaj, 2018).

Expanding teacher professional development opportunities, investing more in technology infrastructure, and advocating for inclusive policies that guarantee all students have access to the required digital resources are some future prospects for improving EFL instruction in Albania. Albania can keep improving its EFL education system and give students the communication skills they need to succeed in a globalized society by tackling these issues and utilizing technology.

2. METHODOLOGY

This study uses a quantitative research design to investigate in detail how technology helps students in Albanian English as a Foreign Language (EFL) classrooms become more proficient communicators. A large sample of EFL teachers are given structured surveys as part of the quantitative component, which aims to measure the amount of technology use and how effective it is thought to be in improving communication skills.   50 EFL teachers from different parts of Albania are included in this study, guaranteeing a representative sample that includes both urban and rural environments.   One main tool was used to obtain the data: the questionnaire. The survey included questions about demographics, technology use, how technology affects communication skills, difficulties encountered, and outlooks for the future. With an 80% response rate, it was disseminated electronically to optimize ease and reach.

3. FINDINGS

This section presents the results from a questionnaire completed by 50 EFL lecturers in Albania. The data is organized into tables with descriptive explanations for each question.

3.1. Demographics

Category	Response	Percentage (%)
Age Distribution	20-30 years	10%
	31-40 years	30%
	41-50 years	40%
	51+ years	20%
Gender	Female	60%
	Male	40%
Years of Teaching Experience	Less than 5 years	15%
	5-10 years	30%
	11-20 years	35%
	20+ years	20%
Institution Type	University	40%
	High School	40%
	Language School	20%

The demographic information gathered from the 50 EFL professors who took part in the survey provides important context for understanding the makeup of Albania's teaching workforce. The majority of lecturers are between the ages of 31 and 50, which indicates a steady and seasoned group

of instructors who probably bring a plethora of information and real-world experience to their classes. This age group is perfect for putting technology-driven language learning tactics into practice and assessing their effectiveness because they often exhibit a balance between their eagerness to embrace new technologies and their practical knowledge from years of teaching.

With 60% of responses being female and 40% being male, the gender distribution demonstrates the notable presence of female instructors in Albania's EFL field. The dynamics of technology adoption may be impacted by this gender balance, since varying teaching philosophies and

motivational variables may have an impact on how technology is used in the classroom. In order to ensure that technology integration initiatives are inclusive and successful, it is helpful to understand the gender makeup in order to customize professional development programs that cater to the unique needs and strengths of both male and female educators.

3.2. Technology Usage

Frequency of Technology Use	Response	Percentage (%)
Never	1	2%
Rarely	5	10%
Occasionally	10	20%
Frequently	20	40%
Always	14	28%

68% of respondents to a poll on technology use among EFL instructors in Albania said they use technology regularly (40%) or always (28%), showing a substantial integration of digital tools within classrooms. The most often used technologies were video conferencing platforms like Zoom and Microsoft Teams, as well as multimedia content including instructional videos, podcasts, and interactive presentations. These tools allowed for real-time communication, interactive learning, and exposure to a variety of linguistic inputs. Furthermore, 70% of lecturers use language learning applications like Duolingo, Babbel, and Quizlet, which provide individualized and gamified learning experiences that improve pronunciation, grammar, and vocabulary.

Interactive whiteboards are used by 60% of teachers to create dynamic and eye-catching lessons, promote collaborative learning, and carry out interactive activities. Although technology is widely used, 10% of lecturers reported using it in their classes only infrequently, and 2% reported never using it at all. This is most likely due to problems including insufficient funding, poor training, and personal preferences for more traditional methods. The majority of EFL teachers in Albania, according to the study, are actively utilizing technology to enhance communication skills. This shows a thoughtful approach to meeting a variety of learner needs and establishing more stimulating and effective language learning environments. The following challenges must be resolved in order to ensure equitable and effective technology integration in all educational settings.

3.3. Impact on Communication Skills

Technological Tools Used	Response	Percentage (%)
Interactive whiteboards	30	60%
Language learning apps	35	70%
Video conferencing platforms	40	80%
Multimedia content	45	90%
Social media	25	50%

Skill	Average Rating (1-5)
Speaking	4.2
Listening	4.5
Writing	4.1

The professors gave technology high marks for improving EFL students' communication abilities in every category they evaluated, indicating a significant positive influence. With the highest average grade of 4.5 out of 5, listening skills demonstrate how technological aids like podcasts, multimedia content, and video conferencing platforms greatly improve learners' comprehension of spoken English. Strong listening comprehension requires exposure to a range of accents, speaking tempos, and real-world conversational situations, all of which are offered by these resources. With an average score of 4.2, speaking abilities were also highly evaluated, demonstrating how well interactive software, language-learning applications, and virtual speaking platforms offer chances for practice in real time and instant feedback.

These tools help students become more confident and fluent in spoken English by allowing them to participate in language exchanges, have simulated conversations, and get helpful criticism. With an average score of 4.1, writing abilities were evaluated somewhat lower but still showed a significant improvement. By enabling learners to receive immediate feedback, participate in peer reviews, and practice writing in a variety of formats and circumstances, tools like digital narrative resources, grammar-check apps, and collaborative writing platforms help students strengthen their writing skills. The fact that all three communication skills consistently received excellent scores highlights how important technology is to the creation of engaging and dynamic learning settings, which are essential for the comprehensive growth of language proficiency.

3.4. Challenges

Challenges Faced	Response	Percentage (%)
Lack of resources	25	50%
Limited digital literacy	22	44%
Distractions caused by technology	15	30%
Insufficient training	18	36%

The survey's findings point to a number of important obstacles Albanian EFL instructors confront when using technology into their lesson plans. Lack of resources is the most common problem, mentioned by 50% of respondents. This includes insufficient access to vital technology tools that are necessary for successful technology-mediated instruction, such as interactive whiteboards, dependable internet connectivity, and modern digital gadgets. Students' low levels of digital literacy, as reported by 44% of lecturers, make the issue worse since they may find it difficult to use the technology resources available to them for language acquisition, which reduces the potential advantages of these tools.

Furthermore, 36% of educators cited inadequate training as a significant obstacle, suggesting that many educators lack the abilities and self-assurance needed to successfully integrate technology into their lessons. The overall efficacy of technology integration may be hampered by this professional development gap, which may result in a dependence on conventional teaching techniques and underuse of the technologies that are accessible. Another significant issue is the 30% of teachers who cite technological distractions. Digital tools can increase student involvement, but if they are not used appropriately, they can also be sources of distraction, which could interrupt the classroom and make it harder for students to concentrate.

When taken as a whole, these issues—which range from a lack of resources and digital literacy to poor training and possible distractions—have a substantial influence on EFL teachers' capacity to use technology to foster communication proficiency. Maximizing the advantages of technology integration in Albanian EFL classrooms requires resolving these problems, guaranteeing that instructors and students can fully interact with and make use of digital resources to improve language learning results.

3.5. Future Perspectives

Support Needed	Response	Percentage (%)
Professional development workshops	35	70%
Improved technological infrastructure	30	60%
Resources for student training in digital literacy	25	50%

EFL instructors in Albania have identified a specific set of requirements for improving the use of technology in their classes going forward. Workshops for professional development are essential, according to a significant 70% of respondents, highlighting the need of ongoing training and skill

development for teachers. In order for instructors to successfully integrate digital resources into their teaching practices, these seminars are essential for providing them with the newest pedagogical techniques and technology tools. Teachers can better navigate the changing digital landscape and use cutting-edge teaching strategies that improve students' communicative ability by encouraging continuous professional development. Furthermore, 60% of lecturers emphasized the necessity of better technology infrastructure, emphasizing the value of dependable and cutting-edge technological solutions in educational settings.

Improved infrastructure would make it easier to use digital tools and lessen technical hiccups, which would make the atmosphere more suitable for immersive and interactive language learning. Additionally, half of those surveyed said that resources devoted to teaching students digital literacy were necessary. Maximizing the advantages of technology-mediated learning requires giving students the skills they need to use digital tools efficiently. By ensuring that students can interact with multimedia content, use online platforms, and actively participate in virtual communication activities, digital literacy training helps students become more proficient in language overall.

Together, these comments highlight how crucial it is to continue funding and supporting teacher preparation programs as well as technology infrastructure. Educational stakeholders can remove current obstacles, advance fair access to digital resources, and create an atmosphere where technology successfully improves communication skills in EFL classes by attending to these needs. In the end, these initiatives will help create more dynamic, interesting, and successful language learning environments, equipping Albanian EFL students to succeed in a world that is becoming more digitally connected and networked by the day.

4. CONCLUSION

This study has looked closely at how technology might help students in Albanian English as a Foreign Language (EFL) classrooms become more proficient communicators. The research has offered thorough insights into how technological tools and platforms impact the improvement of speaking, listening, and writing abilities among EFL learners through a mixed-methods approach that includes both quantitative surveys and qualitative interviews. The results show that a sizable majority of EFL lecturers regularly or always use technology in their instruction, with the most common instruments being language learning applications, multimedia content, and video conferencing platforms. The effectiveness of these technologies has received good ratings, especially for enhancing listening skills, which are closely followed by speaking and writing abilities.

But the report also points up important obstacles to the best possible use of technology in EFL instruction. The most important obstacles that impacted the overall effectiveness of technology-based language learning methodologies were students' low digital literacy and lack of resources. The smooth integration of digital tools in the classroom is further complicated by technological distractions and inadequate teacher training. Despite these challenges, instructors voiced a significant desire for tools aimed at improving students' digital literacy, professional development workshops, and upgraded technology infrastructure. These requirements highlight the need for constant assistance and calculated financial outlays in order to fully realize the promise of technology in promoting communication proficiency.

5. RECOMMENDATIONS

1. Professional Development: Give educators continual instruction on how to successfully use technology into their lesson plans.

2. Resource Allocation: To guarantee that all students have access to the resources they need, invest in technology infrastructure, especially in remote locations.

3. Curriculum Development: Carefully integrate technology into the curriculum to make sure it supports language learning goals.

4. Evaluation and Feedback: Use thorough evaluation techniques that take into consideration both conventional and technologically mediated learning.

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INVESTIGATION OF SECONDARY SCHOOL STUDENTS' COGNITIVE STRUCTURES RELATED TO THE CONCEPT OF NATURAL DISASTER THROUGH WORD ASSOCIATION TEST

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Abstract

This study examines the cognitive structures of middle school students in grades six, seven, and eight regarding the interdisciplinary concept of "natural disaster" through a word association test. The study sample consists of 201 students (n6th grade = 50, n7th grade = 63, n8th grade = 88) attending a public middle school in a central district of Ankara during the fall semester of the 2023-2024 academic year. The study sample was determined using the convenience sampling method, a non-random sampling technique. The research was designed according to the phenomenological approach, one of the qualitative research methods. A word association test assessed participants' cognitive structures related to the "natural disaster" concept. Students were asked to write down five words that came to mind when they thought of "natural disaster" in the space provided next to the key term within 60 seconds. The data obtained from the study were analyzed through content analysis. Direct quotations from the participants were provided to ensure the study's credibility. The researchers determined the consistency of the research through simultaneous coding of the data and calculation of the consensus rate. After completing the content analysis, conceptual networks were created based on the frequency of repeated words, and the findings were reported. The words generated by the participants were categorized into three conceptual categories (types of natural disasters, consequences of natural disasters, and causes of natural disasters). The most frequently mentioned word was "earthquake", followed by "flood and "avalanche". The words produced by the students indicate a focus on types of natural disasters, such as earthquake, flood, avalanche, landslides, and tsunamis, as well as their consequences and impacts on people. Words like "aid kit," "AFAD," and "unity and solidarity" reflect the implications of natural disasters. Among the data obtained from different grade levels, it was noted that the most frequently mentioned word in the 6th grade was "earthquake" (49), followed by "flood" (43) and "avalanche" (29). For the 7th grade, the most mentioned word was also "earthquake" (48), with "flood" (37) and "avalanche" (33) following. Notably, the most frequently mentioned word was

consistent across the 6th and 7th grades. For the 8th grade, "earthquake" (60) was also the most frequently mentioned word, followed by "flood" (52) and "avalanche" (36). The data indicate that while the most preferred word remained consistent, there was no significant difference between grade levels in how students defined natural disasters.

INTRODUCTION

Disasters are defined as technology, natural or human-induced events that cause biological, economic and social losses for a certain part or all of the society, interrupt or stop daily life and social activities, and the coping potential of the society they affect is not sufficient (AFAD, 2014). The effects of disasters can be multidimensional and long-lasting. Natural disasters; They are the destructions caused by natural events that occur in the geographical places where people live, whose formation cannot be prevented, cannot be stopped after they start, turn social and economic life upside down in a short time, and cause a large number of casualties. In other words, a natural disaster; It is a natural phenomenon that destroys local resources by affecting them and threatens the functioning and security of the society. (Yazıcı and Ulu Kalin, 2018) Natural disasters can be divided into ground-based natural disasters and atmospheric natural disasters. Earthquakes, landslides and tsunamis are natural disasters of ground origin. Avalanches, floods, erosion, forest fires and droughts are natural disasters of atmospheric origin. Humanity has been exposed to different natural disasters since ancient times. It is not clear when and how natural disasters will occur. With the development of technology over time, it can be predicted when some natural disasters will occur. Since it is not clear when and how natural disasters will occur, natural disasters threaten all living and non-living beings. People are often caught off guard by natural disasters. Even if preparations are made, these preparations are often insufficient. Natural disasters; It is divided into two as Ground-Based Natural Disasters and Atmospheric Natural Disasters.

Today, important studies have been carried out to reveal the cognitive maps of individuals such as thoughts, perceptions, knowledge, and needs about natural disasters (Doğan, Nacaroğlu and Ablak, 2021; Crime, 2021; Tokcan and Gençoğlu, 2019; Mutlu and Açıkgöz, 2019; Blackbird, 2019; Yazıcı & Ulu-Kalin, 2018; Aladağ and Kaya, 2017; Bozyiğit and Kaya, 2017; Tokcan and Yiter, 2017; Cvetković, Dragičević, Petrović, Mijalković, Jakovljević & Gačić, 2015; Aydemir and Çetin, 2014; King & Tarrant, 2013; Watson, Loffredo & McKee, 2011; Ercan, Taşdere and Ercan, 2010). It was determined that these studies were carried out on middle and high school students and teacher candidates. According to the results of the study, it has been determined that natural disasters are generally associated with death and students have some misconceptions and incomplete information on this subject.

In our country, where the risk of natural disasters is high, it is very important to reveal the cognitive schemas of the students for natural disasters and to organize the training programs for the development of disaster awareness for life. In this context, it is thought that the study will contribute to the literature in terms of its up-to-dateness and need-orientedness.

1. PURPOSE OF THE RESEARCH

The aim of this study is to determine what are the cognitive structures of secondary school sixth, seventh and eighth grade students regarding the concept of "natural disaster", which is an interdisciplinary concept. It has been determined as follows. In the investigation of the main problem of the study, related issues in the context of the concept of "natural disaster" were focused on the grade levels specified in Figure 1.

Doğal Afet Kavramı		
Altıncı Sınıflarda	Yedinci Sınıflarda	Sekizinci Sınıflarda

Figure 1. Grade Levels Investigating Cognitive Structures Related to the Concept of "Natural Disaster"

2. METHODOLOGY

2.1. Model of the Research

In this study, which was carried out to determine the cognitive structures of fifth, sixth, seventh and eighth grade students of secondary school regarding the concept of "natural disaster", which is an interdisciplinary concept, it was used in the survey model. Survey models are a research method used to collect data to describe a past or current situation as it is (Karasar, 2014). In this model, the researcher focuses on studying the current situation without any intervention in the dependent variable.

2.2. Working Group

Appropriate sampling method, which is one of the non-random study methods, was used to determine the study group of the research (Fraenkel & Wallen; 2006). In this context, the demographic characteristics of the study group of the research are given in Table 1.

Table 1: Study group demographics

Grade Level	Gender				Sum	
	Daughter		Male			
	N	%	n	%	N	%
Grade 6	26	52	24	48	50	25
Grade 7	38	60,31	25	39,69	63	31,5
Grade 8	45	51,13	43	48,87	88	43,5
SUM	109	54,22	92	45,78	201	100

When **Table 1** is examined, it is seen that 25% of the participants are sixth grade students, 31.5% are seventh grade students and 43.5% are eighth grade students.

2.3. Data Collection Tools

In order to collect the research data, the cognitive perceptions of secondary school students were evaluated on the key concept of "natural disaster" and categories were created based on the frequency distribution of the concepts associated with this concept. Word association tests aim to reveal the cognitive networks in students' minds. Through these tests, the adequacy and meaning levels of the

concepts in long-term memory are evaluated. In addition, the accuracy of the connections between concepts is examined and the conceptual relationships are visualized. How new information is related to existing information and the relationships between the first and last word can also be compared (Ercan, Taşdere & Ercan, 2010). It is important to follow certain rules during the administration of the word association test. Bahar and Özatlı (2003) suggest that the concepts to be included in the test should be presented in an appropriate number of cases. Students are asked to write a word related to each concept in the space left blank opposite that concept. The duration of the application may vary between 30 seconds and 1 minute depending on the average age of the participant group, and the time should be shortened as the age increases. If more than one concept is to be questioned, a separate paper should be used for each concept; Otherwise, students may experience interaction between concepts. For this reason, the concepts should be presented one by one and in the presence of a supervisor, and at the end of the period, the next concept should be passed.

In this study, students were given 60 seconds for the key concept of "natural disaster". Students were asked to write five words that came to mind in the blank space. In line with the recommendations of Bahar and Özatlı (2003), since the duration of the SOE application may vary between 30 seconds and 1 minute depending on the average age of the group, the recommended time was applied to secondary school students in 60 seconds.

2.4. Analysis of Data

The qualitative data obtained in the research were examined using qualitative data analysis stages. In this process, content analysis method was used. Content analysis was carried out in four stages: Coding the data, determining the themes, organizing the data in line with the codes and themes, and interpreting the findings (Yıldırım and Şimşek, 2021). The purpose of content analysis is to bring together and interpret similar data in a systematic way. According to Yıldırım and Şimşek, qualitative data is processed in the following four stages in content analysis: First, coding the data, then determining the themes and sub-themes, then organizing the data according to these codes and themes, and finally interpreting the findings (Yıldırım and Şimşek, 2021).

During the analysis of qualitative data, common codes and categories were determined using the open coding method. After irrelevant codes and categories were eliminated, the analysis was completed. Inductive analysis was preferred among the content analysis methods. At this stage, the researchers labeled the data and made citations suitable for the relevant categories. The stages of inductive content analysis are listed as planning, data coding, categorization, and interpreting the findings (Yıldırım and Şimşek, 2021).

The data were independently coded by each researcher. In order to ensure the reliability of the research, the data were coded simultaneously by two field experts and a consensus was reached. The status of "Consensus" and "Difference of Opinion" among the researchers was determined and marked. The reliability ratio was calculated using the formula proposed by Miles and Huberman (2015) to evaluate the consistency among the researchers. The inter-encoder reliability value for the word association test was obtained as .87. In order to ensure reliability in qualitative research, the harmony between the researcher and the expert must be at least .80 (Creswell, 2013).

Students are assigned special numbers; for example, S1 for student 1, S2 for student 2. The framework of the analysis was created using category, code, and example expressions. For example, the following steps were followed in coding the expression of the student with the code Ö45: The appropriate code

was determined for the student's expression and placed in the relevant category with this code. The expression "Earthquake" of Ö45 is associated with the category of "Natural disaster as a type".

3. FINDINGS AND INTERPRETATIONS

In this section; The responses of sixth, seventh and eighth grade students to the word association test for the concept of natural disaster were analyzed separately.

Findings of Sixth Grade Students on the Word Association Test Related to the Concept of Natural Disaster

The findings of the sixth grade students' answers to the word association test for the concept of natural disaster are given in Table 2.

Table 2: Sixth Grade Students' Content Analysis Results on the Natural Disaster Concept Word Association Test

Categories	Categories	Belongs to the category	Percent
	Codes and frequencies involved	Total Frequency	(%)
Natural disaster as a species	Earthquake (49), flood (33), avalanche (29), landslide (27), tsunami (18), erosion (17), tornado (17), landslide (9), storm (7), hurricane (4)	203	91,03
Natural disaster as a result	Death (3), search and rescue (3), loss of property and life (3)	9	4,03
Natural disaster as a cause	Fire (8), Forest Fire (3)	11	4,94
Sum		223	100

When **Table 2** is examined, the answers of the sixth grade students to the word association test for the concept of earthquake were collected in 3 categories (Earthquake as a type, earthquake as a result, earthquake as a cause).

When we look at the data obtained from the 6th grades, it is seen that the most repeated word is "earthquake" (49). This word is followed by "flood" (33) and "avalanche" (29).

Findings of Seventh Grade Students on the Word Association Test Related to the Concept of Natural Disaster

The findings of the seventh grade students' answers to the word association test for the concept of natural disaster are given in **Table 3.**

Table 3: Seventh Grade Students' Content Analysis Results on the Natural Disaster Concept Word Association Test

Categories	Categories Codes and frequencies involved	Belongs to the category Total Frequency	Percent (%)
Natural disaster as a species	Earthquake (48), flood (37), avalanche (33), fire (22), erosion (18), landslide (17), tsunami (17), tornado (9), volcano (3)	204	88,31
Natural disaster as a result	Death (5), drought (4), earthquake bag (4)	13	5,62
Natural disaster as a cause	Fire (7), Forest Fire (7)	14	6,07
Sum		231	100

When **Table 3** is examined, the answers of the seventh grade students to the word association test for the concept of earthquake are collected in 3 categories (earthquake as a type, earthquake as a result, earthquake as a cause). When we look at the data obtained from the 7th grades, it is seen that the most repeated word is "earthquake" (48). This word is followed by "flood" (37) and "avalanche" (23).

Findings of Eighth Grade Students on the Word Association Test Related to the Concept of Natural Disaster

The findings of the eighth grade students' answers to the word association test for the concept of natural disaster are given in **Table 3**.

Table 4: Eighth Grade Students' Content Analysis Results on the Natural Disaster Concept Word Association Test

Categories	Categories Codes and frequencies involved	Belongs to the category Total Frequency	Percent (%)
Natural disaster as a species	Earthquake (60), flood (52), avalanche (36), landslide (30), erosion (7), volcano (5), storm (5), tornado (3), volcanic eruption (3)	201	68,83
Natural disaster as a result	Death (14), fear (9), destruction (7), aid (5), disaster (5), debris (4), danger	64	21,91

	(4), unity and solidarity (4), homelessness (3), family (3), AFAD (3), loss of property (3)		
Natural disaster as a cause	Fire (20), forest fire (4), unconsciousness (3)	27	9,26
Sum		292	100

When **Table 4** is examined, the answers of secondary school eighth grade students to the word association test for the concept of earthquake were collected in 3 categories (Earthquake as a type, earthquake as a result, earthquake as a cause). When we look at the data obtained from the 7th grades, it is seen that the most repeated word is "earthquake" (60). This word is followed by "flood" (52) and "avalanche" (36).

4. CONCLUSION AND DISCUSSION

In this study, the cognitive structures of secondary school sixth, seventh and eighth grade students regarding the concept of "natural disaster", which is an interdisciplinary concept, were examined through the word association test.

According to the results obtained from the research, the answers of the sixth grade students to the word association test for the concept of earthquake were collected in 3 categories (earthquake as a type, earthquake as a result, earthquake as a cause).

When we look at the data obtained from the 6th grades, it is seen that the most repeated word is "earthquake" (49). This word is followed by "flood" (33) and "avalanche" (29). When the literature is examined, Tokcan and Yiter (2015), '5. Investigation of Cognitive Structures of Grade Students Regarding Natural Disasters Through Word Association Test' 5. Classroom students' cognitive structures related to natural disasters were examined. The study group was conducted in two primary schools affiliated to the center in Niğde province 5. There are 223 students (101 girls and 122 boys) in the class. Six key concepts (extreme snow, earthquakes, landslides, floods, avalanches, erosion, drought, forest fires and tsunamis) that make up natural disasters were selected to create the test. Looking at the results of the study, 100 or more students were able to associate the key concepts of avalanche, excessive snow, flood, forest fire, landslide, drought from the disasters in the SOE with various words, but the concepts of tsunami, erosion and earthquake were not included in this range. It has been observed that all natural disasters are associated with "death" in the range of 20-39 as the only common word. This shows that when it comes to natural disasters, the word death comes to students' minds first. In addition, the students' association of the concept of erosion with "landslide" showed that the students had a misconception about the concept of erosion. As a result, according to the findings, it has been seen that word association tests are an effective technique in revealing cognitive structure and detecting misconceptions.

According to another result obtained from the research; The answers of the seventh grade students to the word association test for the concept of earthquake were collected in 3 categories (earthquake as a type, earthquake as a result, earthquake as a cause). When we look at the data obtained from the 7th grades, it is seen that the most repeated word is "earthquake" (48). This word is followed by "flood"

(37) and "avalanche" (23). The answers of the eighth grade students to the word association test for the concept of earthquake were collected in 3 categories (Earthquake as a type, earthquake as a result, earthquake as a cause). When we look at the data obtained from the 7th grades, it is seen that the most repeated word is "earthquake" (60). This word is followed by "flood" (52) and "avalanche" (36). In the literature, Karakuş (2019) reveals the cognitive structures of Social Studies teacher candidates regarding natural disasters through the Word Association Test (KIT) in the study titled 'Investigation of Social Studies Teacher Candidates' Perceptions of Natural Disaster Concepts through Word Association Test. The study group consists of 115 students (1st, 2nd, 3rd, 4th grades) studying in the Department of Social Studies Teaching. Seven key concepts (earthquake, forest fire, flood, landslide, avalanche, erosion, drought) consisting of the most common natural disasters in Turkey were selected to create the test. As a result of the study, the students' concept of earthquake was mostly destroyed; The concept of avalanche is snow, the concept of erosion is soil; the concept of landslide is soil, the concept of drought is thirst; It has been determined that they associate the concept of forest fire with the concepts of trees and the concept of flood with the concepts of rain. According to the results of the study, it was seen that most of the students were able to make sentences containing scientific information about the concepts of natural disasters (earthquake, forest fire, flood, landslide, avalanche, erosion, drought) and did not have misconceptions about the concepts of landslides and avalanches. It was determined that very few of the students had misconceptions about the concepts of earthquake, forest fire, flood, erosion and drought.

Considering the data obtained as a result of this research, it was noted that there was no significant difference between the classes in terms of students' definition of natural disasters, as well as the fact that the most preferred word was the same.

5. SUGGESTIONS

According to the results obtained in this research; Several recommendations have been made to educators, program developers, and researchers:

Recommendations for educators:

In this study, in which the cognitive structures of secondary school students towards the concept of "natural disaster" are examined, applications where students can actively participate in methods, practices and activities that will increase their disaster awareness levels should be included.

At all levels of education, from pre-school to higher education, sustainable studies can be included that will allow individuals to increase disaster awareness.

Recommendations for program developers:

Curricula can be updated again within the scope of "Natural resources" or "Natural disasters and ways of protection" in the curriculum.

In our country, where the risk of natural disasters is high, it is necessary to update the training programs for life in order to increase awareness about natural disasters.

"Natural disaster", which is an interdisciplinary concept, should be included in every discipline and disaster education should become a part of our lives.

Recommendations for researchers:

Experimental studies can be carried out in order to ensure and observe the development of disaster awareness level.

Disaster awareness levels of primary, secondary, high school and higher education students can be investigated and comparisons can be made between these levels.

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MARRIED WOMEN'S OPINIONS ON ISSUES AFFECTING THEIR MARRIAGE DURATION

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Abstract

Marriage is defined with different meanings according to society and individuals, and today it is shaped by many sociodemographic factors such as people's emotions as well as their lifestyles, economic situations, and cultural differences. Marriage refers to the union established between men and women through marriage. The perspectives of women and men on marriage, their roles in marriage, and their responsibilities in marriage are always different from each other, and women have more roles and responsibilities than men. The fact that women have more roles and responsibilities in marriage than men changes their perspectives on marriage, and accordingly affects their marriage duration. Factors such as economic status, age at marriage, having children, social media use, sexuality, social norms, ethnicity, violence, and emotional satisfaction that affect marriage are in question. In this study, women's perspectives on marriage and their thoughts on the effects on their marriage duration were investigated. The research was designed in the screening model, one of the quantitative research methods. 242 married women living in the center of Karabük province were included in the scope of the research. A significant relationship was found between the duration of women's marriage and their views on marriage.

Keywords: marriage, family, women's marriage duration

INTRODUCTION

Marriage is a socially accepted system that has a universal place in almost all cultures and is regulated by laws, rules, traditions, beliefs and attitudes in order for two adults who have grown up in different or similar values and cultures to share a common life. Marriage is the most basic building block necessary for the formation of healthy families in a society. Getting married is not only about maintaining the continuation of the generation, but also a form of relationship created to meet the social, emotional and personal needs of the spouses. In marriage, the respect of the spouses towards each other, their love, their attitudes, their behavior patterns, their sexual lives, the feelings of loyalty and trust they feel towards each other, and the tolerance they show are of great importance because these are important elements that make up the marriage, keep the spouses together, and make the marriage work. At the heart of marriage, there are factors such as meeting the needs of the spouses such as mutual understanding, caring and acceptance of each other. When these factors cannot be met in marriage, problems arise between spouses and they begin to experience difficulties in their married life (Erkal, 2016; Battal, 2008; ASPB, 2015; Gökmen, Eralp and Kayış 2019).

The main goal of the institution of marriage is to create a solid society. However, marriage also has many purposes and benefits such as increasing the population, staying away from illegitimate relationships, protecting chastity, establishing or developing kinship and friendship relations (Ahmedov, 2010). One of the goals of marriage is to embrace all the goodness and beauty together in order to be happy and successful together, to experience the pleasure and to try to make it sustainable, as well as to share, share and communicate with a common understanding and fair understanding of problems. It is difficult to maintain a marriage without well-defined goals because there are no goals that can drive the marriage. If the spouses have common aspects, it is very easy to create goals within the marriage, but it can become very difficult to create these goals for couples who have nothing in common, so it is very important for the spouses to raise awareness about how they get along with each other and for the survival of their marriage. While creating goals within the marriage, it is one of the other important elements that the spouses give each other freedom and understanding. Couples who are understanding and positive towards each other can achieve their goals more easily in marriage, but it can be very difficult to achieve goals for negative couples who do not tolerate each other in marriage, and this situation may most likely lead to divorce (Gültekin, D. T. and Parlar, 2019; H. Şendil, G. and Korkut, Y. 2008; Aslan Cevheroğlu, B. A. and Tutarel Kislak, S. 2022).

In general, the death of one of the spouses naturally ends the marriage period. However, spouses can end their marriage at their own request. There are various demographic and socio-economic factors that affect the divorce process. Some of these factors are; economic reasons, age of marriage, having children, frequency of social media use, family pressure on women, sexuality, social norms, ethnicity, violence against women in marriage and emotional satisfaction. When we look at the researches on marriage, early marriage (Aslan Cevheroğlu, B. A. and Tutarel Kışlak, Ş. 2022; Kaya, H., Alnak, A., Subaşı, B. Z., Arslan, N. B. and Şahin, D. 2022), age of marriage (Kanburoğlu, B. 2019), type of marriage and marital satisfaction (Uğur, Z.ve Uz Baş, A. 2022; Rock, B. 2023; Gültekin, D. T. and Parlar, H. 2019; Kabasakal, Z. and Soylu, Y. 2016), marital harmony (Şendil, G. and Korkut, Y. 2008), reasons for divorce (Turğut, M. 2014), marital conflicts (Taş, Y. 2016), issues affecting the duration of first marriage (Gökmen, Ş., Eralp, A., and Atay Kayış, A. 2019). In this study, women' s views on the issues affecting marriage and the duration of marriage were examined.

1. METHODOLOGY

Quantitative research method was used in this research. The population of the study consists of married women living in Karabük. A random sample of 242 married women was included. The data were collected through a questionnaire form created by using various studies and analyzed in the SPSS statistical package program. Statistical tests such as one-way analysis of variance (ANOVA) and t-test were applied to the research data.

2. RESULTS

The demographic information of the participants is given in **Table 1**.

Table 1: Demographic information of the participants

Age Group	Number	Percent	Education	Number	Percent
26 and under	38	15,7	First	26	10,7
27-34	56	23,1	Middle	26	10,7
35-42	74	30,6	High school	100	41,3
43 +	74	30,6	University	90	37,2
Sum	242	100,0	Sum	242	100,0
Duration of marriage			Employment Status		
5 and under	74	30,6	Running	108	44,6
6-10	32	13,2	Nonoperating	134	55,4
11-15	22	9,1		242	100,0
16 and stu	114	47,1			
Sum	242	100,0			

15.7% of the respondents were 26 years old and younger, 23.1% were 27-34 years old, 30.6% were 35-42 years old and 30.6% were 43 years old and over. 10.7% of the participants were primary and secondary school graduates, 41.3% were high school graduates and 37.2% were university graduates.

The duration of marriage was 5 years or less, 13.2% was 6-10 years, 9.1% was 11-15 years and 47.1% was 16 years or more. 44.6% of the respondents are working and 55.4% are not working in any job.

Table 2: Women's agreement with statements about issues affecting the duration of marriage and marriage N (242).

Expressions	Joining status	%
	I disagree	22,3

For women, marrying early or late affects the quality/duration of their marriage."	Strongly disagree	8,3
	Neither agree nor disagree	12,4
	Agree	34,7
	Strongly agree	22,3
Seeing any of the types of violence in marriage will cause me to end my marriage	I disagree	9,9
	Strongly disagree	6,6
	Neither agree nor disagree	17,4
	Agree	28,9
	Strongly agree	37,2
The fact that a woman has economic freedom may cause conflicts within the marriage, as it will ensure that she does not need her husband financially.	I disagree	34,7
	Strongly disagree	23,1
	Neither agree nor disagree	18,2
	Agree	19,8
	Strongly agree	4,1
If there is no regular sex life within the marriage, the marital relationship may be damaged.	I disagree	15,7
	Strongly disagree	8,3
	Neither agree nor disagree	14,0
	Agree	39,7
	Strongly agree	22,3
The fact that women are from the same or different culture as the person they marry affects the duration of marriage	I disagree	24,8
	Strongly disagree	11,6
	Neither agree nor disagree	16,5
	Agree	30,6
	Strongly agree	16,5
If my spouse pays too little or too much attention to me, it can cause me to move away from him	I disagree	20,7
	Strongly disagree	8,3
	Neither agree nor disagree	9,1
	Agree	36,4
	Strongly agree	25,6

The fact that all domestic responsibility is placed on the woman during the marriage can affect the duration of the marriage	I disagree	12,4
	Strongly disagree	8,3
	Neither agree nor disagree	9,1
	Agree	36,4
	Strongly agree	33,9
The fact that my husband fulfills my expectations in every aspect of the marriage has a positive effect on our marriage	I disagree	13,2
	Strongly disagree	4,1
	Neither agree nor disagree	9,1
	Agree	42,1
	Strongly agree	31,4
The number of children in the marriage is more or less affects the level of satisfaction of the relationship	I disagree	39,7
	Strongly disagree	14,0
	Neither agree nor disagree	10,7
	Agree	24,0
	Strongly agree	11,6
My husband's thoughts and behaviors towards me can affect our marriage time.	I disagree	12,4
	Strongly disagree	1,7
	Neither agree nor disagree	6,6
	Agree	42,1
	Strongly agree	37,2
For the sake of my children's order, I can turn a blind eye to the cracks in my marriage and put up with the problems.	I disagree	24,0
	Strongly disagree	17,4
	Neither agree nor disagree	20,7
	Agree	24,8
	Strongly agree	13,2

For women, marrying early or late affects the quality/duration of their marriage." More than half of the participants (57.0%) stated that they agreed with the sentence. Those who agree with the statement "Seeing any of the types of violence in marriage will cause me to end my marriage" are approximately 2/3 (66.1%). 57.8% of the participants stated that they did not agree with the statement "Since the economic freedom of the woman will ensure that she does not need her husband financially,

it may cause conflicts within the marriage." 62.0% of the respondents stated that they agreed with the statement "If there is no regular sexual life in marriage, the marital relationship may be damaged".

The rate of those who agree with the statement "The fact that women are from the same or different culture as the person they marry affects the duration of marriage" is 47.1%. The rate of those who say "My spouse's less or more attention to me may cause me to move away from him" is 62.0%. 70.3% of the respondents agreed with the sentence "Placing all domestic responsibility on the woman in marriage can affect the duration of the marriage". 73.5% of the respondents agreed with the statement "My husband's fulfillment of my expectations in every aspect of the marriage will have a positive effect on our marriage". 53.7% of the respondents said that they did not agree with the statement "The number of children in the marriage affects the satisfaction level of the relationship". The majority of the respondents (79.3%) agree with the sentence "My wife's thoughts and behaviors towards me may affect our marriage time." The total respondents who agreed with the statement "I can turn a blind eye to the cracks in my marriage and endure the problems for the order of my children" were 38.0% (24.2% agree, 13.8% strongly agree).

The results of the statistical analysis of women's participation in the statements according to the duration of marriage are given in Table 3.

Table 3: One-way variance (ANOVA) Analysis Results of women's participation in the statements according to the duration of marriage

Expressions	Duration of marriage	N	Average	Std. deviation	F	P
For women, getting married at an early or late age affects the quality and duration of their marriage.	5 and under	74	3,27	1,407	,540	,035
	6-10	32	3,63	1,408		
	11-15 16 and above Total	22	2,91	1,446		
		114	3,23	1,547		
		242	3,26	1,471		
Seeing any of the types of violence in marriage will cause me to end my marriage.	5 and under	74	4,11	1,265	2,374	,044
	6-10	32	4,13	,957		
	11-15 16 and above Total	22	3,64	1,362		
		114	2,47	1,324		
		242	3,77	1,289		
The fact that a woman has economic freedom may cause conflicts within the marriage, as it will ensure that she does not need her husband financially.	5 and under	74	2,24	1,256	,240	,868
	6-10	32	2,56	1,315		
	11-15 16 and above Total	22	2,36	1,206		
		114	2,37	1,277		

		242	2,36	1,257		
If there is no regular sex life within the marriage, the marital relationship may be damaged.	5 and under	74	3,57	1,365	,194	,900
	6-10	32	3,38	1,310		
	11-15 16 and above Total	22	3,55	1,128		
		114	3,37	1,410		
		242	3,45	1,348		
The fact that women are from the same or different culture as the person they marry affects the duration of marriage.	5 and under	74	3,14	1,566	,286	,835
	6-10	32	2,88	1,088		
	11-15 16 and above Total	22	2,73	1,348		
		114	3,05	1,493		
		242	3,02	1,446		
If my partner pays too much or too little attention to me, it can cause me to move away from him.	5 and under	74	3,89	1,286	2,956	,035
	6-10	32	3,63	1,258		
	11-15 16 and above Total	22	3,09	1,375		
		114	3,04	1,581		
		242	3,38	1,473		
The fact that all domestic responsibility is placed on the woman during the marriage can affect the duration of the marriage.	5 and under	74	4,03	1,343	2,177	,024
	6-10	32	4,13	,957		
	11-15 16 and above Total	22	3,36	1,502		
		114	3,46	1,364		
		242	3,71	1,344		
The fact that my husband fulfills my expectations in every aspect of the marriage has a positive effect on our marriage	5 and under	74	4,14	1,110	1,629	,186
	6-10	32	3,63	1,258		
	11-15 16 and above Total	22	3,55	1,368		
		114	3,56	1,402		
		242	3,74	1,307		
Roles in marriage are determined by societal norms, and this can change my perspective on marriage.	5 and under	74	3,03	1,518	,300	,825
	6-10	32	2,88	1,500		
		22	2,55	1,635		

Statement	Duration	N	Mean	SD	F	p
	11-15 16 and above Total	114	2,89	1,435		
		242	2,90	1,474		
My husband's behavior and thoughts towards me can affect our marriage time	5 and under	74	4,11	1,242	1,065	,367
	6-10	32	4,13	,957		
	11-15 16 and above Total	22	4,00	1,183		
		114	3,68	1,378		
		242	3,90	1,1274		
The high or low number of children in the marriage affects the level of satisfaction of the relationship	5 and under	74	2,59	1,624	,754	,522
	6-10	32	3,00	1,549		
	11-15 16 and above Total	22	2,27	1,489		
		114	2,42	1,401		
		242	2,54	1,495		
For the sake of my children's order, I can turn a blind eye to the cracks in the marriage and put up with the problems.	5 and under	74	2,57	1,259	2,416	,070
	6-10	32	2,38	1,408		
	11-15 16 and above Total	22	3,45	1,368		
		114	3,07	1,400		
		242	2,86	1,380		

As a result of the statistical analysis made according to the scores of the women from the statements and the duration of their marriage, "For women, getting married at an early or late age affects the quality and duration of their marriage." (P<0.05), "Seeing any of the types of violence in marriage will cause me to end my marriage" (P<0.05), "My husband's excessive or underpayment of interest in me may cause me to move away from him" (P<0.05), "Placing all domestic responsibility on the woman in marriage may affect the duration of the woman's marriage" (P<0.05) A significant difference was found between the states of agreement and the duration of marriage.

"If there is no regular sexual life in marriage, the marital relationship may be damaged" "My husband's thoughts and behaviors towards me can affect our marriage time." "The fact that women are from the same or different culture as the person they marry affects the duration of marriage" "I can turn a blind eye to the cracks in my marriage and put up with problems for the sake of my children." There was no significant difference between the participation status of the statements and the duration of marriage (P>0.05).

3. RESULT

As a result, factors such as the fact that married women have children, lack of economic freedom or the level of satisfaction in marriage, the order of sexual life, and cultural differences do not affect the issues related to the duration of women's marriage. However, women state that early marriage, being exposed to violence in the family, insufficient attention of the spouse, and the fact that all responsibilities in the house are in the hands of the woman, have effects such as more or less duration of marriage. Women should be supported and made aware of the fact that they are unhappy, subjected to violence and not satisfied, without being dependent on anyone and without feeling under any obligation, without wearing out socially and spiritually. On the contrary, those who have problems in their marriages should be supported to eliminate these problems and maintain a happy marriage.

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UNIVERSITY STUDENTS' ATTITUDES TOWARDS DOMESTIC VIOLENCE

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Abstract

Violence refers to the acts of an individual consciously harming another individual or group in physical, psychological, verbal, social, cultural, political and economic ways. Domestic violence refers to acts of physical, psychological, sexual or economic harm that occur between individuals living in the same family. This type of violence can occur between spouses, children, elderly family members or other relatives. Domestic violence threatens the safety of the victim and can lead to long-term consequences such as psychological trauma and social exclusion in addition to physical injuries. As a result of violence, the general health status of individuals deteriorates, their quality of life decreases and their rate of using health services increases. Raising awareness and providing education and support services are extremely important for the solution of this problem. This study was conducted to reveal the perspectives and awareness of university students towards domestic violence. 384 students selected from Karabük University students through a random sampling method were included in the scope of the research. In the study, a survey technique was applied using the Domestic Violence Awareness Scale. The participants' descriptive information was analyzed with numerical data and percentage values. According to the findings, it was seen that violence was perceived differently among gender groups and that income level had a significant effect on the definition of domestic violence, understanding, accepting and normalizing its consequences, and that as students' grades increased, their perspectives on violence also changed (P<0.05).

Keywords: Violence, domestic violence, university students

INTRODUCTION

Domestic violence refers to acts of physical, psychological, sexual or economic harm that take place between individuals living within the same family. This type of violence can occur between spouses, children, elderly family members, or other relatives. Domestic violence threatens the safety of the victim and can lead to long-term consequences such as physical injuries as well as psychological trauma and social exclusion. As a result of violence, the general health status of individuals deteriorates, their quality of life decreases and the rate of using health services increases. Raising awareness, training and support services are important for the solution of this problem. Combating domestic violence is an issue that concerns all segments of society and everyone should take responsibility in this regard (Yavaş and Ersoy, 2016; Erkal, 2016).

The family is the most private area of the human being and the most important harbor where he can cope with all kinds of problems. However, sometimes there can be violence in the family. Societal violence is often overt, while domestic violence occurs more covertly. When it is exposed, distorted traditional points of view often get in the way of the law: "Private life", "no interrogation between husband and wife", "father loves and beats". However, violence can cause irreparable wounds to people's bodies and psyches. Therefore, domestic violence is an issue that should be taken seriously (Dağlar, Bilgiç and Demirel, 2017). Domestic violence is usually directed against women and children, and most of the time, the perpetrator is a man (Shepherd, 2019).

Various studies on domestic violence (Akça, 2019; Çiler-Kılıç, 1999; Kandemirci D. and Kağnıcı, D. Y. 2014; Ozaltın, 2001; Gök and Ersoy, 2021). In this study, it was aimed what are the attitudes and perspectives of university students on domestic violence.

1. RESEARCH METHODOLOGY

Research; The aim of this study is to examine the attitudes and perspectives of university students on domestic violence. For this purpose, the study was carried out at Karabuk University. 384 students from different faculties who volunteered to participate in the research were included in the research.

The research data were collected using the "Attitude Scale Towards Domestic Violence" developed by Özyürek and Kurnaz (2019). The collected data were analyzed in SPSS statistical package program. For the research data, whether there is a statistically significant difference between the averages of variables such as gender, age, income, class and faculty on domestic violence perceptions was analyzed by one-way analysis of variance (ANOVA) and independent sample t-test.

2. RESULTS

29.2% of the students included in the study were in the 1st grade, 31.0% in the 2nd grade, 21.1% in the 3rd grade and the remaining 18.8% in the 4th grade. The students were between the ages of 19-25, 72.9% were female and 27.1% were male (**Table 1**).

Table 1: Demographic Information of Students

		S	%			S	%	
Classes	1st grade	112	29,2	Income	1500-	111	28,9	
	Grade 2	119	31,0		1501-2500	85	22,1	
	Grade 3	81	21,1		2501-3500	58	15,1	
	Grade 4	72	18,8		3501+	130	33,9	
	Sum	384	100,0		Sum	384	100,0	
Age	19-	98	25,5	Gender	Woman	280	72,9	
	20-21	162	42,2		Male	104	27,1	
	22+	124	32,3		Sum	384	100,0	
	Sum	384	100,0					

In the Results section, each item in the Domestic Violence Awareness Scale was taken separately and tabulated. The results obtained from the analyzes are given below.

Table 1: Domestic Violence is when a member of the family commits acts that are economically harmful to others t-Test Results of Statement Scores According to Gender Variable

Expression		N	Standard deviation	Average	F	P
Domestic violence is when a family member commits acts that are economically harmful to others (not giving them money, not meeting their mandatory needs, not allowing them to work, etc.).	Woman	280	1,250	3,64		
	Male	104	1,280	3,24	7,753	,006
	Sum	384	1,269	3,53		

A statistically significant difference was found between men and women in participating in the statement "Domestic violence is when one of the family members commits actions that are economically harmful to others (not giving money, not meeting their compulsory needs, not allowing them to work, etc.)" and the relationship between them according to gender and the statement investigated by t-test ($p < 0.05$). The relationship between age, class and income variables of the participants in the study was also analyzed with one-way variance (ANOVA). While there was no significant difference with age and income ($P > 0.05$), a statistically significant difference was found according to classes ($P < 0.05$).

Table 2: Domestic Violence is the Act of One of the Family Restricting the Socio-Cultural Life of the Others t-Test Results of the Statement Scores According to the Gender Variable

Expression		N	Standard deviation	Average	F	P
Domestic violence is when one of the family members takes actions that restrict the socio-cultural life of the others (not going out on the street, preventing them from meeting with their relatives, etc.).	Woman	280	1,111	3,96		
	Male	104	1,335	3,55	8,908	,003
	Sum	384	1,187	3,85		

A statistically significant difference was found between men and women as a result of the t-test conducted regarding the relationship between the participants of the study according to gender with the statement "Domestic violence is when one of the family members takes actions that restrict the socio-cultural life of others (not going out on the street, preventing them from meeting with their relatives, etc.) (p <0.05). There was no statistically significant difference between the expression and the one-way analysis of variance (ANOVA) between the expression and the age and income variables (p> 0.05). A statistically significant difference was found between the classes as a result of the ANOVA of the class variable (p <0.05).

Table 3: Domestic Violence is when a family member commits acts that are emotionally harmful to others t-test results by gender variable

Expression		N	Standard deviation	Average	F	P
Domestic violence is when a family member commits acts that are emotionally damaging (humiliation, contempt, disregard, etc.) to others.	Woman	280	,990	4,17		
	Male	104	1,384	3,84	6,503	,011
	Sum	384	1,118	4,08		

"Domestic violence is when a family member commits acts that are emotionally damaging (humiliation, contempt, depreciation, etc.) to others." It was found that there was a statistically significant difference between men and women as a result of the t-test performed on the relationship between them and their expression according to gender (p <0.05). There was no statistically significant difference between the expression and the one-way analysis of variance (ANOVA) performed on age, income and class variables (p> 0.05). There was no statistically significant difference in the t-test regarding the relationship between the expression and the faculty variable (p> 0.05).

Table 4: Domestic Violence is when one member of the family commits sexually harmful acts against the other/others T-Test Results by Gender Variable

Expression		N	Standard deviation	Average	F	P
Domestic violence is when one member of the family commits acts that are sexually harmful (coercion, abuse, incest, etc.) to the other(s).	Woman	280	1,053	4,28	11,380	< 0.001
	Male	104	1,435	3,83		
	Sum	384	1,184	4,16		

It was found that there was a statistically significant difference as a result of the t-test performed according to gender with the statement "Domestic violence is when one of the family members commits acts that are sexually harmful to the other/others (forced sexual intercourse, abuse, incest, etc.) (p <0.05). There was no statistically significant difference between the expression and the one-way analysis of variance (ANOVA) performed on age, income and class variables (p> 0.05).

Table 5: Domestic Violence is when a family member commits acts that are physically harmful to others t-test results by gender variable

Expression		N	Standard deviation	Average	F	P
Domestic violence is when a family member commits acts that are physically harmful to others (slapping, kicking, putting out a cigarette on them, etc.).	Woman	280	,984	4,35	6,975	,009
	Male	104	1,407	4,01		
	Sum	384	1,122	4,26		

It was found that there was a statistically significant difference as a result of the t-test conducted regarding the relationship between the participants of the study according to gender and the statement "Domestic violence is when a family member commits physically harmful actions (slapping, kicking, putting out a cigarette on him, etc.) (p <0.05). There was no statistically significant difference between the expression and the one-way analysis of variance (ANOVA) regarding age and income variables (p> 0.05). A statistically significant difference was found as a result of the one-way analysis of variance (ANOVA) regarding the relationship between the expression and the class variable (p <0.05). A statistically significant difference was found as a result of the t-test regarding the relationship between the statement and the faculty variable (p <0.05).

Table 6: Results of t-Test Scores According to Gender Variable of Statements That Domestic Violence Causes Problems Such as Turning to Crime in Society

Expression		N	Standard deviation	Average	F	P
Domestic violence causes problems such as turning to crime in society.	Woman	280	,914	4,25	1,170	,280
	Male	104	1,157	4,13		
	Sum	384	,986	4,22		

It was found that there was no statistically significant difference as a result of the t-test conducted regarding the relationship between the participants of the study according to gender and the statement "Domestic violence causes problems such as turning to crime in society" (p>0.05). A statistically significant difference was found as a result of one-way analysis of variance (ANOVA) regarding the relationship between expression and age and class variables (p<0.05). There was no statistically significant difference between the expression and the one-way analysis of variance (ANOVA) (p> 0.05). There was no statistically significant difference in the t-test regarding the relationship between the expression and the faculty variable (p> 0.05).

Table 7: Results of t-Test by Gender Variable of Domestic Violence May Result in Suicide or Homicide Statement Scores

Expression		N	Standard deviation	Average	F	P
Domestic violence can result in suicide or murder.	Woman	280	,910	4,32	2,499	,115
	Male	104	1,135	4,14		
	Sum	384	,977	4,27		

It was found that there was no statistically significant difference as a result of the t-test performed on the relationship between the participants according to gender and the statement "Domestic violence may result in suicide or murder" (p>0.05). There was no statistically significant difference between the expression and the one-way analysis of variance (ANOVA) regarding age and income variables (p> 0.05). A statistically significant difference was found as a result of the one-way analysis of variance (ANOVA) regarding the relationship between the expression and the class variable (p <0.05). There was no statistically significant difference in the t-test regarding the relationship between the expression and the faculty variable (p> 0.05).

Table 8: Results of t-Test Scores of Domestic Violence Causes Health Problems by Gender Variable

Expression		N	Standard deviation	Average	F	P
Violence in the family causes individuals to experience health problems.	Woman	280	,800	4,38	11,492	,001
	Male	104	1,202	4,02		
	Sum	384	,938	4,29		

A statistically significant difference was found between men and women as a result of the t-test conducted on the relationship between the participants according to gender and the statement "Violence in the family causes individuals to experience health problems". This shows that gender is an effective factor in terms of the health effects of domestic violence (p <0.05). There was no statistically significant difference between the expression and the one-way analysis of variance (ANOVA) (p> 0.05)). A statistically significant difference was found as a result of the one-way analysis of variance (ANOVA) regarding the relationship between the expression and income and class variables (p<0.05). There was no statistically significant difference in the t-test regarding the relationship between the expression and the faculty variable (p> 0.05).

Table 9: Results of t-Test Scores of Domestic Violence Causes Family Disintegration by Gender Variable

Expression		N	Standard deviation	Average	F	P
Domestic violence causes the family to break up.	Woman	280	,814	4,39	1,401	,237
	Male	104	,989	4,27		
	Sum	384	,865	4,36		

It was found that there was no statistically significant difference between men and women as a result of the t-test performed on the relationship between the participants according to gender and the statement "Domestic violence causes the disintegration of the family" (p>0.05). There was no statistically significant difference between the expression and the one-way analysis of variance (ANOVA) regarding age and income variables (p> 0.05). A statistically significant difference was found as a result of the one-way analysis of variance (ANOVA) regarding the relationship between the expression and the class variable (p <0.05). There was no statistically significant difference in the t-test regarding the relationship between the expression and the faculty variable (p> 0.05).

Table 10: Results of the t-Test Scores of the Statement That Domestic Violence Causes Undesirable Behaviors in Individuals According to the Gender Variable

Expression		N	Standard deviation	Average	F	P
Domestic violence causes undesirable behaviors (depression, substance abuse, running away from home, etc.) in individuals.	Woman	280	,799	4,42		
	Male	104	1,156	4,10	9,131	,003
	Sum	384	,919	4,33		

It was found that there was a statistically significant difference as a result of the t-test conducted on the relationship between the participants according to gender and the statement "Domestic violence causes undesirable behaviors (depression, substance addiction, running away from home, etc.) in individuals" (p < 0.05). There was no statistically significant difference between the expression and the one-way analysis of variance (ANOVA) performed on age, income and class variables (p > 0.05). There was no statistically significant difference in the t-test regarding the relationship between the expression and the faculty variable (p > 0.05).

Table 11: T-Test Results of the Scores of the Statement That You Should Not Respond If the Perpetrator Is the Elder of the Family According to the Gender Variable

Expression		N	Standard deviation	Average	F	P
If the perpetrator is the elder of the family, he should not respond.	Woman	280	1,012	4,47		
	Male	104	1,284	4,01	13,409	,001
	Sum	384	1,109	4,35		

It was found that there was a statistically significant difference as a result of the t-test conducted on the relationship between the participants of the study according to gender and the statement "If the perpetrator is the elder of the family, he should not respond" (p < 0.05). This shows that gender is an influential factor in responses to domestic violence. There was no statistically significant difference between the expression and the one-way analysis of variance (ANOVA) regarding age and class variables (p > 0.05). A statistically significant difference was found as a result of the one-way analysis of variance (ANOVA) between the expression and the income variable (p < 0.05). There was no statistically significant difference in the t-test regarding the relationship between the expression and the faculty variable (p > 0.05).

Table 12: Results of the t-Test Scores of the Statement That It Is Not Appropriate for Someone Outside the Family to Intervene in Domestic Violence According to the Gender Variable

Expression		N	Standard deviation	Average	F	P
It is not appropriate for someone outside the family to intervene in domestic violence.	Woman	280	1,196	4,24	15,820	,001
	Male	104	1,445	3,66		
	Sum	384	1,292	4,08		

It was found that there was a statistically significant difference as a result of the t-test conducted on the relationship between the participants of the study according to gender and the statement "It is not appropriate for someone outside the family to intervene in violence in the family" (p <0.05). This indicates that gender is an influential factor on views on domestic violence intervention. There was no statistically significant difference between the expression and the one-way analysis of variance (ANOVA) between class and income variables (p> 0.05). A statistically significant difference was found as a result of the one-way analysis of variance (ANOVA) between the expression and the income variable (p<0.05). A statistically significant difference was found as a result of the t-test regarding the relationship between the statement and the faculty variable (p <0.05).

Table 13: Domestic Violence Is Harmful Only When Family Members Have Little Love and Commitment to Each Other t-Test Results of the Statement Scores According to the Gender Variable

Expression		N	Standard deviation	Average	F	P
Domestic violence is only harmful when the members of the family have little love and commitment to each other.	Woman	280	1,289	4,00	8,223	,004
	Male	104	1,453	3,56		
	Sum	384	1,348	3,88		

It was found that there was a statistically significant difference as a result of the t-test conducted regarding the relationship between the participants according to gender and the statement "Domestic violence is only harmful when the love and commitment of the family members to each other is low" (p <0.05). This indicates that gender is an influential factor on the relationship between domestic violence and lack of love and commitment. There was no statistically significant difference between the expression and the one-way analysis of variance (ANOVA) performed on age, income and class variables (p> 0.05). A statistically significant difference was found as a result of the t-test regarding the relationship between the statement and the faculty variable (p <0.05).

Table 14: T-Test Results of Statements That Legal Remedies Should Be the Last Resort in Domestic Violence by Gender Variable

Expression		N	Standard deviation	Average	F	P
In case of domestic violence, taking legal action should be the last resort.	Woman	280	1,072	4,44	20,992	,001
	Male	104	1,344	3,83		
	Sum	384	1,182	4,27		

It was found that there was a statistically significant difference as a result of the t-test conducted regarding the relationship between the participants according to gender and the statement "Applying for legal remedies should be the last resort in domestic violence" (p <0.05). This indicates that gender is an influential factor in views on legal remedies for domestic violence. A statistically significant difference was found as a result of one-way analysis of variance (ANOVA) performed on income and class variables (p <0.05). There was no statistically significant difference between the expression and the one-way analysis of variance (ANOVA) (p> 0.05). There was no statistically significant difference in the t-test regarding the relationship between the expression and the faculty variable (p> 0.05).

Table 15: Results of t-Test According to the Gender Variable of Domestic Violence Should Stay in the Family Statement Scores

Expression		N	Standard deviation	Average	F	P
Domestic violence must remain within the family.	Woman	280	1,074	4,48	19,057	,001
	Male	104	1,390	3,90		
	Sum	384	1,195	4,33		

Respondents said, "Violence in the family should remain within the family." It was found that there was a statistically significant difference in the t-test regarding the relationship between them and their expression according to gender (p <0.05). This indicates that gender is an influential factor on views that domestic violence should remain within the family. A statistically significant difference was found as a result of one-way analysis of variance (ANOVA) regarding age and class variables related to expression (p <0.05). There was no statistically significant difference between the expression and the one-way analysis of variance (ANOVA) (p> 0.05). There was no statistically significant difference in the t-test regarding the relationship between the expression and the faculty variable (p> 0.05).

Table 16: T-Test Results of Statements That Individuals in the Family Deserve Violence According to the Gender Variable

Expression		N	Standard deviation	Average	F	P
There are situations in which members of the family deserve violence.	Woman	280	,979	4,62	11,778	,001
	Male	104	1,187	4,21		
	Sum	384	1,054	4,51		

It was found that there was a statistically significant difference as a result of the t-test conducted on the relationship between the participants of the study with the statement "There are situations where the members of the family deserve violence" and according to gender (p <0.05). There was no statistically significant difference between the expression and the one-way analysis of variance (ANOVA) regarding age and class variables (p> 0.05). A statistically significant difference was found as a result of the one-way analysis of variance (ANOVA) between the expression and the income variable (p<0.05). There was no statistically significant difference in the t-test regarding the relationship between the expression and the faculty variable (p> 0.05).

Table 17: Comparative Analysis of the Scores of the Statement It is Difficult to Maintain the Family Without Pressure and Intimidation with the t-Test by Gender Variable

Expression		N	Standard deviation	Average	F	P
It is difficult to maintain the family without pressure and intimidation.	Woman	280	1,203	4,29	6,732	,010
	Male	104	1,377	3,92		
	Sum	384	1,262	4,19		

It was found that there was a statistically significant difference as a result of the t-test conducted with the statement "It is difficult to ensure the continuation of the family without pressure and intimidation" and the relationship between the participants according to gender (p <0.05). There was no statistically significant difference between the expression and the one-way analysis of variance (ANOVA) performed with age, income and class variables (p> 0.05). A statistically significant difference was found as a result of the t-test regarding the relationship between the statement and the faculty variable (p <0.05).

Table 18: T-Test Results of Statements That Using Insults and Abusive Words Should Be Preferred Instead of Beating in the Family According to the Gender Variable of Statement Scores

Expression		N	Standard deviation	Average	F	P
In the family, it is preferable to use insults and abusive words instead of beatings.	Woman	280	,968	4,65	1,553	,214
	Male	104	1,014	4,50		
	Sum	384	,981	4,61		

It was found that there was no statistically significant difference between the gender groups as a result of the t-test conducted on the relationship between the participants according to gender and the statement "It should be preferred to use insults and abusive words instead of beating in the family" (p>0.05). There was no statistically significant difference between the expression and the one-way analysis of variance (ANOVA) regarding age and class variables (p> 0.05). A statistically significant difference was found as a result of the one-way analysis of variance (ANOVA) between the expression and the income variable (p<0.05). There was no statistically significant difference in the t-test regarding the relationship between the expression and the faculty variable (p> 0.05).

Table 19: T-Test Results of Gender Variable of Statement Scores That Beating Is Sometimes Necessary to Ensure Discipline in the Family

Expression		N	Standard deviation	Average	F	P
Sometimes beatings are necessary to maintain discipline within the family.	Woman	280	,905	4,70	9,414	,002
	Male	104	1,148	4,35		
	Sum	384	,987	4,60		

It was found that there was a statistically significant difference as a result of the t-test conducted regarding the relationship between the participants of the study according to gender and the statement "Sometimes beating is necessary to ensure discipline in the family" (p <0.05). There was no statistically significant difference between the expression and the one-way analysis of variance (ANOVA) regarding age and class variables (p> 0.05). A statistically significant difference was found as a result of the one-way analysis of variance (ANOVA) between the expression and the income variable (p<0.05). There was no statistically significant difference in the t-test regarding the relationship between the expression and the faculty variable (p> 0.05).

Table 20: Results of t-Test Scores of Statements That Sometimes Members of the Family Need to Be Suppressed to Maintain the Order of the Family by Gender Variable

Expression		N	Standard deviation	Average	F	P
Sometimes it is necessary to put the members of the family under pressure in order to maintain the order of the family.	Woman	280	,976	4,52		
	Male	104	1,174	4,13	11,022	,001
	Sum	384	1,046	4,42		

It was found that there was a statistically significant difference between the participants of the study as a result of the t-test performed according to gender with the statement "Sometimes it is necessary to put the members of the family under pressure in order to maintain the order of the family" (p <0.05). A statistically significant difference was found as a result of one-way analysis of variance (ANOVA) performed on income and class variables (p <0.05). There was no statistically significant difference between the expression and the one-way analysis of variance (ANOVA) (p>0.05). A statistically significant difference was found as a result of the t-test regarding the relationship between the statement and the faculty variable (p <0.05).

3. CONCLUSION AND RECOMMENDATIONS

According to the findings, violence is perceived in different ways between gender groups. There are significant differences in perceptions of the sources and consequences of violence between men and women. Women are often able to define violence more clearly and understand its consequences more deeply.

Socio-economic level has a significant impact on the definition, understanding, acceptance and normalization of domestic violence.

As a result of the research, it has been observed that as the income level increases, there are differences between individuals with low income levels in terms of defining domestic violence, recognizing the consequences of violence, normalizing and accepting domestic violence, and individuals with low income levels stand differently in normalizing and accepting violence. Given the impact of income level on the perception and acceptance of domestic violence, it is important to support and empower economically disadvantaged individuals.

In general, although it is seen that the views of the students of the Faculty of Economics and Administrative Sciences and the Faculty of Letters on domestic violence coincide with each other, it is seen that there are some differences between male and female students, especially regarding their views on the causes of violence and what should be done to prevent it.

In line with these results revealed in the research, the suggestions presented by the researchers are as follows:

It is recommended to organize awareness-raising seminars and conferences on gender issues in universities and to expand the course contents to cover this important issue. From the perspective of social services, it is foreseen that such trainings will contribute to reducing the factors that cause

domestic violence and making students more aware of this issue. Universities, in collaboration with social workers, can develop comprehensive programs for students on violence prevention and intervention. These programs can be part of an overall strategy to reduce violence in society by increasing students' knowledge and skills on domestic violence.

Economic support programs for low-income families should be expanded and the accessibility of social services should be increased. In addition, special training and support programs should be organized for low-income individuals on recognizing domestic violence and understanding the consequences of violence. These programs can reduce individuals' tendency to normalize and accept violence, thus contributing to the development of healthier family relationships.

The findings of the research emphasize the importance of social services and multi-sectoral cooperation in combating violence. In this context, it is recommended to expand and increase the accessibility of support services for victims of violence. Social services should support the reintegration of victims into society and their recovery processes, covering various areas such as counselling, psychological support, housing and legal support. In addition, cooperation and coordination between public institutions, non-governmental organizations, local governments and the private sector need to be strengthened in order to ensure effectiveness and sustainability in the fight against violence. This multi-sectoral approach will ensure more efficient use of resources, increase stakeholder participation in policy-making processes, and ensure that strategies to combat violence are delivered to broad segments of society. The implementation of these recommendations will contribute to better meeting the needs of victims of violence and reducing violence in society.

With the implementation of these recommendations, it will be possible to reduce domestic violence and create a healthier living environment in the society. However, it is also important that this process is constantly monitored and evaluated.

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THE ROLE OF TEACHING TURKISH AS A FOREIGN LANGUAGE IN THE TRANSMISSION OF INTANGIBLE CULTURAL HERITAGE

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Abstract

Intangible cultural heritage is an important element that transfers the identity and cultural riches of a society from generation to generation. The teaching of Turkish as a foreign language plays a critical role in the transmission of this heritage. This paper deals with how the teaching of Turkish as a foreign language serves as a bridge in the protection and dissemination of intangible cultural heritage. The elements such as proverbs, idioms, folk literature and music contained in the contents used during Turkish teaching enable students to recognize and understand not only the language, but also the Turkish culture. In this study, it will be discussed how to enrich Turkish teaching with cultural elements and how these elements can be effectively transferred to foreign students. In addition, examples of how cultural content is used in the language teaching process and the introduction of intangible cultural heritage to foreign students will be examined. The use of folk stories, traditional games and local music in Turkish lessons helps students to internalize cultural heritage while improving their language skills. As a result, the teaching of Turkish as a foreign language contributes to the recognition of intangible cultural heritage on a global scale and becomes an important tool for carrying this heritage into the future. In this paper, the role of Turkish language teaching in the protection and transmission of cultural heritage will be examined in depth and suggestions will be presented for educators.

Keywords: intangible cultural heritage, Turkish education for foreigners, culture

INTRODUCTION

Intangible cultural heritage is a set of traditional knowledge, beliefs, practices and values that reflect the identity and cultural richness of a society and form a deep-rooted bond between the individuals who make up the society (UNESCO, 2003). Cultural heritage preserves the authentic identity of a society through these elements that are passed down from generation to generation, and language functions as one of the main tools in this transmission process (Smith, 2006). Cultural elements such as proverbs, idioms, folk literature, and music reflect a society's way of perceiving the world and its social structures. These elements play a critical role in the protection and dissemination of intangible cultural heritage. Teaching Turkish as a foreign language offers an important platform for the transfer of intangible cultural heritage. Foreign students who learn Turkish gain not only the language structure but also an in-depth understanding of Turkish culture. The transfer of cultural heritage to foreign students is ensured through language teaching materials, and students internalize cultural elements along with grammar (Byram & Feng, 2004). In this context, cultural elements such as proverbs, idioms, folk tales and traditional games used during language education enable students to learn the language in a more meaningful way and to establish a connection with Turkish culture. The aim of this paper is to examine the importance and impact of cultural elements used in the transfer of intangible cultural heritage in teaching Turkish as a foreign language. The study will discuss how Turkish teaching fulfills the function of preserving and disseminating cultural heritage and will present effective strategies for educators. In addition, exemplary practices and methods for the use of cultural content in the language teaching process will be discussed and how cultural heritage can be effectively transferred to students.

1. INTANGIBLE CULTURAL HERITAGE AND THE ROLE OF LANGUAGE

Intangible cultural heritage includes traditional knowledge, skills, values and norms that reflect the social, cultural and individual identity of a society and are passed down from generation to generation (UNESCO, 2003). While this heritage enables the society to gain a unique identity, it also strengthens the sense of cultural belonging of individuals. Cultural elements such as proverbs, folk literature, music, traditional dances, and handicrafts form the basis of intangible cultural heritage and ensure the continuity of cultural accumulation (Smith, 2006).

Language is one of the most basic tools in the transmission of cultural heritage. Cultural heritage is passed on to future generations through language, shaping the way society thinks and expresses. Language plays a central role in the preservation of cultural heritage, as it is a structure that reflects all the oral and written values of culture (Kramsch, 1998). In order to protect the language and cultural values in Turkish culture, it is of great importance to include cultural elements in language teaching. Cultural elements such as proverbs, idioms, folk tales and folk songs, especially used in teaching Turkish as a foreign language, enable foreign students to get to know Turkish culture better and help them establish a cultural bond (Byram & Feng, 2004).

Materials containing cultural heritage elements in teaching Turkish as a foreign language are used not only for the development of language skills, but also for the purpose of creating cultural awareness and contributing to the promotion of cultural heritage. These materials allow students to understand and internalize the values of Turkish culture. For example, advising proverbs and idioms, which are frequently encountered in Turkish folk literature, make the Turkish learning process of students more meaningful (Tomlinson, 2011). At the same time, knowledge of the cultural background of the community as well as the language is conveyed through folktales and fairy tales, which allows students

to establish a strong connection between language and culture (Risager, 2006). Intangible cultural heritage is a social heritage that is maintained through language and transmitted between generations. In teaching Turkish as a foreign language, the opportunities provided by the language in the transfer of this heritage not only increase the cultural awareness of the students who receive language education; it also supports the global recognition of Turkish culture. Language, as the carrier of cultural values, ensures the continuity of cultural heritage and establishes a bridge between individuals from different cultures.

2. USE OF CULTURAL ELEMENTS IN TEACHING TURKISH AS A FOREIGN LANGUAGE

The use of cultural elements in teaching Turkish as a foreign language allows students to get to know Turkish culture in depth, beyond acquiring structural knowledge in the language. In this process, cultural elements such as proverbs, idioms, folk tales, traditional games and music are included in language teaching materials and a cultural dimension is added to the language learning process of students. The use of these materials contributes to the development of students' cultural awareness and increased motivation to learn language (Byram & Kramsch, 2008). The use of cultural elements in teaching Turkish as a foreign language allows students to establish a cultural bond as well as improve their language skills. For example, proverbs and idioms are structures that are frequently used in everyday life but are difficult to learn grammatically. These expressions reflect the cultural richness of the language and the way of life of the society (Lazar, 2003). The use of proverbs and idioms in Turkish lessons helps students understand the cultural context of the language and use the language more fluently (Kramsch, 1993). The use of cultural elements in language teaching shows students that language is not only grammar and vocabulary, but also a set of cultural values. Folk tales, fairy tales and traditional games are other cultural elements that are frequently used in Turkish teaching. Folktales contribute to students' understanding of grammatical structures and also allow them to understand the value judgments and traditional life of Turkish society (Tomlinson, 2011). These stories help students reinforce their language skills while developing their imagination. Fairy tales and folktales are used as an effective tool in educational materials, especially for children's age groups, and enable children to learn Turkish in a fun and meaningful context (Hadaway & Young, 2008).

Traditional music and folk songs are also among the cultural elements in Turkish teaching and help to learn the natural rhythm of the language. The effect of music on language learning has also been supported by research; Music in language teaching allows students to both learn phonetic structure and recognize cultural elements (Paquette & Rieg, 2008). Traditional folk songs used in teaching Turkish enable students to learn about Turkish culture while improving their language skills. For example, Turkish words and phrases taught together with folk music contribute to students learning the language in a rhythmic context and thus have a more memorable experience. The cultural elements used in teaching Turkish as a foreign language make the language learning process of students more meaningful. The inclusion of cultural elements in materials improves not only students' language skills, but also their cultural awareness and understanding. This allows students learning Turkish to see the language not only as a means of communication, but also as a carrier of culture.

3. CONTRIBUTIONS OF TURKISH LANGUAGE TEACHING IN THE PRESERVATION OF INTANGIBLE CULTURAL HERITAGE

The protection of intangible cultural heritage is critical to ensuring the sustainability of a society's identity. Teaching Turkish as a foreign language serves as a tool for the promotion and dissemination

of this heritage on a global scale, allowing rich elements of Turkish culture to interact with different cultures (Oğuz, 2011). Cultural elements such as idioms, proverbs, folk literature products and traditional games, which are especially unique to Turkish culture, not only improve language skills in teaching Turkish as a foreign language, but also contribute to the protection and dissemination of cultural heritage (Bayraktar, 2013).

Öcal Oğuz's work points to the importance of preserving and transmitting intangible cultural heritage within the framework defined by UNESCO. Oğuz (2009) emphasizes that the transmission of intangible cultural heritage through language is a critical tool for the maintenance of social values and cultural identity. In this direction, transferring the folk tales, proverbs and idioms used in Turkish teaching to the students enables them not only to learn the language, but also to understand the social structure and values of the Turkish society. Such elements allow individuals who learn about Turkish culture to develop an understanding of the depth of the culture (Oğuz, 2011). The contribution of Turkish teaching to the transfer of intangible cultural heritage also enables students to establish a cultural bond. Traditional folk tales and folk songs, especially used in language teaching, make it easier for students to adopt Turkish culture and establish a connection with it (Ersoy, 2017). The materials used in teaching Turkish as a foreign language do not only teach grammar; it also teaches the values, social norms and elements specific to Turkish society contained in the language. In this context, integrating intangible cultural heritage into teaching materials allows students to integrate with the culture while learning a language (Özdemir, 2019).

Another benefit of introducing intangible cultural heritage in Turkish language teaching is that it increases the recognition of Turkish culture on a global scale. Individuals who learn Turkish as a foreign language use the language they learn with cultural awareness in daily life and carry Turkish culture and values to their own environment (Çoban & Kafadar, 2018). Thus, the process of preserving and promoting intangible cultural heritage through Turkish language teaching does not only remain within the borders of the Turkic world, but also becomes widespread on an international platform. This ensures that Turkish culture finds a place among universal values.

In conclusion, teaching Turkish as a foreign language is an effective tool in preserving and promoting intangible cultural heritage. This teaching process enables students who learn Turkish culture to establish a cultural bond, to transfer this bond to their own culture, and to contribute to the spread of cultural heritage on a global scale. This highlights the fact that language is not only a means of communication, but also a cultural carrier.

4. CONCLUSION AND RECOMMENDATIONS

This study reveals the importance of transferring intangible cultural heritage in teaching Turkish as a foreign language and examines how Turkish functions as a bridge in the protection and dissemination of cultural heritage through language teaching. The findings show that teaching Turkish not only provides linguistic knowledge, but also contributes to students' cultural connection, understanding and internalization of values specific to Turkish society. In this context, the integration of cultural elements such as proverbs, idioms, folk stories, folk songs and traditional games reflecting Turkish culture into language teaching materials stands out as an important tool in the process of protecting intangible cultural heritage (Oğuz, 2011; Çoban & Kafadar, 2018).

The transfer of cultural heritage in teaching Turkish as a foreign language allows students to understand the social and cultural structure of Turkish society, while at the same time increasing the recognition of Turkish culture on a global scale. It is seen that the effective use of cultural elements in language teaching helps students to gain awareness of Turkish culture. This kind of awareness allows students to establish a link between language and culture, taking language learning out of just a process of acquiring knowledge (Bayraktar, 2013). In this way, in the process of language teaching, students adopt the language they learn not only as a means of communication, but also as a reflection of the culture.

In this context, some suggestions can be made to educators and material developers for the effective transfer of intangible cultural heritage in Turkish teaching:

Integration of Cultural Elements into Materials: Turkish teaching materials should be prepared in a way that offers students a meaning in a cultural context. Cultural elements such as proverbs, idioms, folk tales, and folk songs can make learning more effective by providing meaningful contexts in language teaching (Oğuz, 2009).

Use of Audio and Visual Aids: The use of traditional folk music and visual materials in Turkish teaching allows students to feel closer to Turkish culture. In particular, the integration of Turkish music and dances into the course materials provides students with the opportunity to learn the language in a natural context (Özdemir, 2019).

Culturally Themed Projects and Activities: Culturally themed projects and activities in the language teaching process allow students to internalize cultural knowledge by applying what they have learned. These projects enable students to learn about Turkish culture and spread cultural heritage more widely among students (Çoban & Kafadar, 2018).

Educational Programs to Increase Cultural Awareness: Organizing programs that create cultural awareness in Turkish teaching deepens students' knowledge and understanding of Turkish culture. These programs can be supported by activities such as cultural days, film screenings and folk dance activities that can be organized in Turkish teaching centers or language schools (Ersoy, 2017).

As a result, teaching Turkish as a foreign language offers an effective method for the protection and transfer of intangible cultural heritage. Integrating elements reflecting Turkish culture into the language teaching process enables students to learn the language more comprehensively and establish a connection with Turkish culture. This situation increases the recognition of Turkish on a global scale not only as a language but also as a carrier of cultural heritage. Educators and material preparers can contribute to students' knowledge of cultural heritage and blending this knowledge with their own culture while learning Turkish by effectively incorporating elements of Turkish culture into the materials.

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THE USE OF READING BOOKS FOR CHILDREN IN TEACHING TURKISH TO FOREIGNERS

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Abstract

The use of reading books for children in teaching Turkish to foreigners plays an important role in the language learning process. This paper examines the contributions of reading books for children to language development. In Turkish teaching, reading materials prepared for the purpose of improving both children's grammar and vocabulary increase their cultural knowledge and enable them to learn Turkish more effectively. In addition, through reading books, children develop their text analysis skills in the target language, while at the same time being able to better understand the structure of the language. In this study, methods for the use of reading books prepared for children of different age groups will be discussed. For example, books supported by age-appropriate content and images increase children's interest in the process of learning Turkish and make learning more fun. At the same time, story-based books also help children develop imagination and critical thinking skills while learning a language. As a result, the use of reading books prepared for children in teaching Turkish to foreigners accelerates their language learning process and increases their motivation to learn. In this paper, approaches to the selection of texts related to the use of these books will be discussed and suggestions will be presented for teachers who teach Turkish to foreigners and those who prepare materials.

Keywords: teaching Turkish to foreigners, reading book, text selection

INTRODUCTION

The importance of reading books for children in language teaching is very great in terms of making the language learning process more enjoyable and efficient. Reading materials designed especially for children learning Turkish as a foreign language do not only improve their language skills; it also serves as an important bridge for them to understand the cultural codes of the target language (Bialystok & Hakuta, 1999). In the language learning process, reading materials enriched with appropriate content for children make it easier for them to understand the structural elements in the language, while at the same time helping them to gain cultural awareness (Kramsch, 1993).

The habit of reading and the ability to analyze texts acquired at an early age are very effective in the development of language skills (Ellis, 2008). Reading books, especially for children in the 5-12 age group, support learning by offering simplified texts in order to make the complex structures of the language more understandable. Through these books, children are introduced to new words, observe sentence structures, and comprehend the natural flow of language (Nation, 2001). In addition, stories and narratives that incorporate cultural elements allow children to establish a link between the language and the target culture. In particular, a language learner's understanding of the cultural context enables him to better grasp the depth of meaning of the language and improves his communication skills (Duff & Anderson, 2015).

Reading books play a critical role in developing reading comprehension skills, which is one of the key elements of the language learning process (VanPatten, 2015). Through these books, language learners have the opportunity to apply the rule structures of the language and learn to analyze the semantic relationships in the text. This process of analysis supports not only the comprehension of grammatical rules, but also the creation of meaningful contexts in the language and the development of a language use that is closer to native speakers (Brown, 2007). The meaning-oriented learning approach, which is one of the theories of language acquisition, reveals that children make the meaning-making processes in language more effective through texts (Long, 1983). Therefore, the effective use of reading books for children in language teaching both contributes to language development and increases children's interest in language learning.

Cultural transmission also plays a critical role in the language learning process. Texts that contain cultural elements enable children to learn the norms, values and ways of thinking of that language in addition to the language. Considering that culture and language are inseparable, the selection of reading materials that convey cultural values gains importance in teaching Turkish to foreign children (Kramsch, 1998). In particular, story-based books that describe the values, traditions and social structure of Turkish culture support children's language acquisition and increase their motivation to learn (Byram & Kramsch, 2008). The use of Turkish reading books prepared for foreign children accelerates the language learning process and contributes to the development of students' language skills. In this paper, approaches to the selection of reading materials for children will be discussed; Suggestions will be made available to teachers and material developers.

1. METHODOLOGY

The method of this study aims to examine the reading books prepared for children learning Turkish as a foreign language with a descriptive analysis only on the text contents. With this approach, we evaluate the effects of children's reading materials on language development in terms of textual

features and the cultural elements they contain. The textual analysis method is a frequently used approach to determine the quality and relevance of language learning materials and allows for the analysis of cultural transmission as well as linguistic elements in texts (McDonough & Shaw, 2003).

The text analysis method focuses on elements such as language structures, word choice, grammatical difficulty level, and cultural content of reading books arranged in accordance with children's age groups. Text analysis in foreign language teaching is one of the most important techniques that contribute to the direct acquisition of the target language; because the correct identification of the characteristics that will support children's language acquisition is essential for an effective language teaching program (Cohen, Manion, & Morrison, 2013). In this study, by examining the children's books prepared for the 5-12 age group, these elements necessary for language development were analyzed in detail.

In language learning, the study of reading materials plays a critical role in understanding whether the materials are appropriate for students and how they contribute to the learning process. In particular, the content structure of the materials prepared for children is important for them to understand the grammatical structures that support the learning process. For this reason, the reading books examined in this study were selected from materials that will improve children's grammar and vocabulary and have content suitable for their age groups (Tomlinson, 2011). In addition, the inclusion of cultural elements and introductory elements of Turkish culture in the texts plays an important role in establishing a connection with the target culture (Kramsch, 1993).

The text analysis method used in this study aims to reveal how linguistic and cultural elements are involved in the process of analyzing the internal structure of language teaching materials. While this analysis process sheds light on the methods of teaching the language through both word and sentence structures, it also deals with the cultural context of the target language. In this context, the study of texts such as children's books helps children to better grasp meaning structures and understand the nuances in language (Nation, 2001).

2. RESULTS

The findings of this study reveal the contributions of children's reading books used in teaching Turkish to foreigners to language development by considering various aspects. Analyses show that reading books have significant effects on areas such as grammar development, expansion of vocabulary, cultural awareness and development of text analysis skills.

2.1. GRAMMAR DEVELOPMENT

Reading books for children contribute to the natural learning of grammar rules. In particular, texts organized with simple and age-appropriate sentence structures help children to comprehend the basic grammatical structure of Turkish (Ellis, 2008). Grammar is one of the building blocks of language, and the acquisition of these building blocks at an early age creates a solid foundation in language (VanPatten, 2015). Most of the Turkish reading books for children consist of stories and exercises that will enable the grammar structures to be repeated frequently; This accelerates the process of acquiring children's language knowledge.

2.2. VOCABULARY EXPANSION

Vocabulary breadth in language learning is directly related to an individual's ability to understand expressions in language and express themselves (Nation, 2001). Children's reading books contain a variety of words that are not often encountered in everyday language, but develop the child's vocabulary. These books enable children to learn about the variety of words in the language and help them make sense of new words (Beck, McKeown, & Kucan, 2002). Story-based books, in particular, allow words in context to be learned more easily. In this context, children learn the words they encounter in the reading process in the context of meaning and gain the ability to use these words later (Schmitt, 2008).

2.3. ACQUISITION OF CULTURAL AWARENESS

Introducing the cultural elements of the target language in the language learning process enables the student to establish a meaningful connection between the language and culture (Kramsch, 1993). In teaching Turkish to foreigners, the cultural motifs in the reading books for children contribute to their recognition of Turkish culture and to develop an understanding of this culture. For example, stories that contain idioms, proverbs and daily life practices specific to Turkish culture allow children not only to learn the language, but also to acquire important knowledge and values related to the culture (Byram & Kramsch, 2008). These materials blended with culture show that language is not only a means of communication, but also an expression of identity and belonging (Risager, 2006).

2.4. DEVELOPMENT OF TEXT ANALYSIS SKILLS

Reading books are an important tool in improving the text analysis skills of children learning languages. Through reading books, children develop the ability to analyze the semantic relationships within the text by better comprehending the structural features of language (Brown, 2007). Text analysis skills enable children to understand not only grammatical structures, but also the semantic integrity of texts. In this process, storybooks guide children both in finding the main idea of the text and in understanding the details (Snow, 2002). In particular, reading books that are structured in accordance with age and prepared by taking into account the language level reinforces children's meaning-making skills and support language development (Grabe, 2009).

2.5. INCREASING LANGUAGE LEARNING MOTIVATION

Another important contribution of children's reading books is that they increase interest and motivation in the language learning process. Storybooks presented with fun and engaging content allow children to learn the language more willingly (Gardner, 1985). These materials for children make the process of learning a language more than a boring task into an activity to be enjoyed. Story-based books, in particular, stimulate children's imagination and help them develop their language skills in a natural way (Arnold & Brown, 1999).

As a result, the use of reading books prepared for children in teaching Turkish to foreigners makes the language learning process a multidimensional experience and improves children's language skills and makes them more competent in the language.

3. DISCUSSION

In this study, the positive effects of reading books prepared for children in teaching Turkish to foreigners on language development were discussed and the contributions of these materials to children's language learning processes were detailed. The findings reveal that children's reading books have an important role in the acquisition of grammar structures, the expansion of vocabulary, the acquisition of cultural awareness, the development of text analysis skills and increasing the motivation to learn a language. First of all, children's reading books help children better grasp the basic building blocks of language by presenting grammar rules in a natural and fluent way (Ellis, 2008; VanPatten, 2015). These simple, age-appropriate materials make it easier for children to understand complex grammar rules while also allowing them to learn these rules in a hands-on way. Since grammar learning is an important process that forms the building blocks of language, introducing children to these structures at an early age allows them to gain a solid foundation in the language.

The potential of children's reading books to improve vocabulary is another important finding highlighted in the study. In language learning, vocabulary is an element that directly affects communication skills. These books allow children to acquire not only the vocabulary used in everyday speech, but also a larger and richer vocabulary (Nation, 2001; Beck, McKeown, & Kucan, 2002). When the words in story-based books are learned in the context of meaning, children are more likely to remember these words in the long term and use them in everyday conversations. This is one of the lasting benefits that reading books offer in language teaching. The importance of gaining cultural awareness in language learning is another key element discussed in this study. Reading books for children, with their content containing cultural elements, enable children to see the target language not only as a means of communication but also as a carrier of cultural identity (Kramsch, 1993; Byram & Kramsch, 2008). Materials containing stories, idioms and proverbs, especially those specific to Turkish culture, allow children to gain cultural knowledge and better understand the natural context of the language while learning a language. Culturally blended reading books encourage children to learn the language more deeply and develop a language competence that is integrated with the culture.

In addition, the development of text analysis skills of reading books makes an important contribution to the language learning process of children. The ability to analyze semantic relationships within the text enables children to comprehend the building blocks of language and to form meaningful wholes (Brown, 2007; Snow, 2002). Age-appropriate structured reading books reinforce these skills and make language development more effective. As children's text analysis skills develop, they acquire high-level language skills such as understanding the integrity of the meaning in the language and making inferences more easily. Finally, it is seen that reading books prepared for children increase interest and motivation in the language learning process. Fun, story-based, and engaging content makes children see language as an enjoyable activity, not a task (Gardner, 1985; Arnold & Brown, 1999). Considering the importance of motivation in language learning, one of the main factors that increase the effectiveness of these materials is that reading books create a continuous desire to learn in the process of developing children's language skills. In the light of these findings, it can be concluded that the use of reading books prepared for children in teaching Turkish to foreigners transforms the language learning process into a versatile experience and offers an important resource for children to develop their language skills. Especially for teachers and specialists who prepare materials, the effective selection and use of such books accelerates the language development of children and supports the

learning process. It is clear that the effective use of children's reading books will contribute to the creation of a strong foundation in both language knowledge and cultural knowledge of children. This study once again reveals the importance of choosing appropriate materials and effective use of these materials for the language development of children learning Turkish as a foreign language.

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INVESTIGATION OF DISASTER CONCEPTS IN PRIMARY SCHOOL LIFE SCIENCE AND SOCIAL STUDIES TEXTBOOKS

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Abstract

Disasters are defined in different ways by different disciplines and organizations according to their areas of interest. The common point in many definitions is expressed as events that harm people and their environment. Although disasters are classified in different ways, it is common to classify them as natural and human disastersIt is important to take preventive or protective measures to prevent or mitigate disasters, whether natural or human in origin. The aim of this study is to determine the disaster concepts in primary school Life Science and Social Studies textbooks. In this study, document analysis design, one of the qualitative research methods, was used. Disaster concepts in Life Sciences and Social Studies textbooks were analyzed using document analysis. In the study, 21 different disaster concepts were identified in Life Sciences and Primary School Social Studies textbooks. When these disaster concepts were classified according to grade level, it was concluded that there were 11 disaster concepts in the 1st grade Life Science textbook, 14 disaster concepts in the 2nd grade Life Science course, 13 disaster concepts in the 3rd grade Life Science course, and 17 disaster concepts in the 4th grade Social Studies course. It was found that the most recurrent disaster concepts in Life Sciences and Social Studies textbooks were war (88), earthquake (61), flood (27), fire (26), landslide (23), avalanche (19) and migration (18). In general, it can be said that there is an increase in the number of disaster concepts in the Life Science and Social Studies textbooks from the 1st to the 4th grade.

Keywords: disaster, disaster concept, life science textbook, social studies textbook

INTRODUCTION

The concept of disaster; It is defined in different ways by different disciplines and organizations according to their interests and boundaries. In many definitions, it is expressed as events that harm people and their environment. Disaster; They are the results of events that affect all or certain segments of societies, cause economic, physical and social losses for society, exceed the coping capacity of the society, and directly or indirectly affect daily life. A common feature in recent definitions is that a disaster is not an event itself, but its result (AFAD, 2014).

Although it is seen that disasters are classified in different ways, it is common to classify them as natural and human disasters in general. Because geological, climatic, meteorological and hydrological disasters are seen as a part of natural disasters, and social and technological disasters are seen as a part of human disasters.

When the natural disasters that occur in the world are examined, it is seen that the vast majority of disasters are of meteorological origin. The frequency and impact levels of natural disasters vary from country to country and even from region to region. The most common meteorological disasters in Turkey are landslides, hail, floods, floods, droughts, lightning, avalanches, frost, snow, and storms (AFAD, 2020). Again, when the human disasters that occur in the world are examined; oil spills, mining accidents, ship accidents, various explosions, fires, migration and refugee flows (Usta, 2023). The most common human disasters in Turkey are terrorism, various fires, mining accidents, ammunition explosions, refugee and asylum seeker flows.

Preventive or protective measures are required to prevent disasters or reduce their damage. In general; While protective measures can be taken against natural disasters such as earthquakes, hurricanes, tsunamis and landslides, preventive measures can be taken against human disasters such as epidemics, war, terrorism and migration (Özmen, 2018). As it can be understood from this, in order to reduce or eliminate the damages caused by disasters, disaster knowledge, awareness and awareness should be gained to the whole society, and social disaster resistance should be increased. Because the resilience and capacity building of communities that may be affected by disasters depends on the success of mitigation practices. The way to this success is primarily through a correct disaster education and awareness. This can best be done by giving sufficient scope and importance to the issue of disaster in schools, lessons, programs and textbooks.

Disaster education is started to be given in life science and social studies courses in the first level of formal education. Life science and social studies courses are the most important courses that contain content for disaster education. Individuals should be made aware of disaster education in schools from an early age (Değirmenci, 2019). In addition, disaster education given in schools should cover all dimensions of disasters and should be sustainable and systematic (Kırıkkaya, Ünver and Çakın, 2011).

When the literature is examined, it is seen that the concept and subject of disaster are frequently included in the Life Science and Social Studies textbooks, and earthquakes are emphasized more among the types of disasters (Değirmenci, Kuzey and Yetişensoy, 2019), disaster topics are not included sufficiently in Life Science and Social Studies textbooks (Karaca, 2022; Demirhan, 2021), in these books, it is seen that disaster topics are not at a level appropriate for the students' levels (Kılıç, 2019) and that the trainings given for disaster awareness in schools are theoretical and not associated with real life (Zengin, 2021).

The aim of this study is to determine the concepts of disaster in primary school Life Science and Social Studies textbooks. Based on the idea that the inclusion of disaster concepts, disaster types, disaster education and awareness in primary school Life Science and Social Studies textbooks, where disaster education started formally, was found worthy of study in terms of both due diligence and contribution to the literature. Within the framework of this purpose, answers to the following sub-problems were sought.

1- What is the distribution of disaster concepts in Primary School Life Science and Primary School Social Studies textbooks according to disaster types?

2- What is the distribution of disaster concepts in Primary School Life Science and Primary School Social Studies textbooks?

3- What is the distribution of disaster concepts in Primary School Life Science and Primary School Social Studies textbooks according to grade level?

1. METHODOLOGY

1.1. Design of the Study

In this study, document analysis design, which is one of the qualitative research methods, was used. Document analysis includes the analysis of printed, written or electronic sources containing information about the facts and events to be investigated (Yıldırım and Şimşek, 2016). Document analysis is carried out to determine the existing situation by accessing, interpreting and synthesizing the information produced by researchers and authors on the research subject (Karasar, 2016). With this method, information related to the researched subject can be accessed in a shorter time and at less cost.

1.2. Data Collection Tools of the Study

In the selection of documents that can be used as data sources in the document analysis method, it is important that they shed light on the solution of the problem and are closely related to it. In research on education; textbooks, program instructions, in-school and out-of-school correspondence, student records, meeting minutes, student guidance records and files, student and teacher handbooks, etc. can be used as data sources (Bogdan and Biklen, 1992). Textbooks from different publishers (İhsan, SDR Dikey, Tuna and Ferman) are used in primary school life studies and social studies lessons throughout Turkey. Among these books, the textbooks used in primary schools in Kırşehir were examined by using the easy sampling method. In this context, the data source of the research is the Life Science and Social Studies textbooks used in the 2023-2024 academic year.

1.3. Analysis of Data

Disaster concepts in Life Science and Social Studies textbooks were examined using document analysis. According to Foster (1995), five stages should be followed in document review. These stages are; accessing documents, checking their originality, understanding documents, analyzing data, using data (cited in Yıldırım and Şimşek, 2016). In the first stage, Primary School 1st, 2nd, 3rd grade life studies and 4th grade social studies textbooks were obtained from a primary school in Kırşehir and the documents were accessed. In the second stage, the originality of the books was checked on the website of the Ministry of National Education Education Information Network. In the third stage, the

documents obtained were analyzed in a certain system and the documents were made understandable. The data obtained in the fourth stage were analyzed by creating categories. In the fifth stage, the data were evaluated and interpreted by making inferences.

In the analysis of the research, two researchers analyzed the data independently of each other and created categories. By comparing the analysis evaluations of the researchers, the number of consensus and disagreement was determined. Miles and Huberman (1994) used the reliability formula (Reliability = Consensus / Consensus + Disagreement) and found that the reliability of the categories and subcategories was 0.96. According to the result, it was seen that a high level of reliability was reached in the detection, classification and creation of categories.

2. FINDINGS

In this section, the findings regarding the classification of disaster concepts in Primary School Life Science and Social Studies textbooks are given in Table 1.

Table 1: Distribution of Disaster Concepts in Primary School Life Science and Social Studies Textbooks by Disaster Types

Disasters	Grade 1	Grade 2	Grade 3	Grade 4
Natural disasters	3	7	4	9
Human disasters	8	7	9	8
Sum	11	14	13	17

In **Table 1**, when the distribution of disaster concepts in Primary School Life Science and Social Studies textbooks according to disaster types is examined, 23 disaster concepts related to natural disasters and 32 disaster concepts related to human disasters were determined. In the 1st grade Life Science course, 11 disaster concepts were determined, 3 of which were natural disasters and 8 were human disasters, 14 disaster concepts were determined in the 2nd grade Life Science course, 7 of which were the concept of natural disasters, 7 of them were the concept of human disasters, 13 disaster concepts were determined in the 3rd grade Life Science course, and 4 of them were the concept of natural disasters, 9 of them are the concept of human disaster, 17 disaster concepts were determined in the 4th grade Social Studies course, 9 of them were determined as the concept of natural disaster and 8 of them were determined as the concept of human disaster.

In **Table 2**, the findings regarding the distribution of disaster concepts in Life Science and Social Studies textbooks are presented in Table 22.

Table 2: Distribution of Disaster Concepts in Primary School Life Science and Social Studies Textbooks

Sequence no.	Disasters	Life Science	Social Studies	Sum
1	War	31	57	88
2	Earthquake	43	18	61

3	Flood	21	6	27
4	Fire	22	4	26
5	Landslide	8	15	23
6	Avalanche	7	12	19
7	Immigration	16	2	18
8	Storm	5	3	8
9	Wildfire	0	7	7
10	Traffic accidents	7	0	7
11	Hose	5	0	5
12	Environmental pollution	4	1	5
13	Epidemics	1	2	3
14	Erosion	1	2	3
15	Air pollution	3	0	3
16	Water pollution	3	0	3
17	Tsunami	0	2	2
18	Soil contamination	2	0	2
19	Desertification	0	1	1
20	Explosion	1	0	1
21	Hurricane	0	1	1
Sum		180	133	313

In **Table 2**, when the concepts of disaster are examined in Primary School Life Science and Social Studies textbooks; A total of 21 disaster concepts have been identified. It was determined that 15 of these 21 disaster concepts were included in life science textbooks, while 13 were included in Social Studies textbooks. It has been determined that the most repetitive concepts in Life Science and Social Studies textbooks are war (88), earthquake (61), flood (27), fire (26), landslide (23), avalanche (19) and migration (18). These disaster concepts; storms, forest fires, traffic accidents, tornadoes, environmental pollution, epidemics, erosion, air pollution, water pollution, tsunamis, soil pollution, desertification, explosions and hurricanes.

Table 3 presents the findings on the distribution of disaster concepts in primary school life science and social studies textbooks according to grade level.

Table 3: Distribution of Disaster Concepts in Primary School Life Science and Social Studies Textbooks by Grade Level

Disasters	Life Science Grade 1	Life Science Grade 2	Life Science Grade 3	Social studies Grade 4
War	12	5	14	57
Earthquake	3	23	17	18
Flood	4	8	9	6
Fire	5	7	11	11
Landslide	0	6	2	15
Avalanche	0	7	0	12
Immigration	3	5	8	2
Storm	0	5	0	3
Wildfire	0	0	0	7
Traffic accidents	1	3	3	0
Hose	0	5	0	0
Environmental pollution	2	1	1	1
Erosion	0	0	1	2
Epidemics	0	0	1	2
Water pollution	2	1	0	0
Air pollution	2	0	1	0
Tsunami	0	0	0	2
Soil contamination	1	1	0	0
Explosion	0	0	1	0
Hurricane	0	0	0	1
Desertification	0	0	0	1

Sum	32	45	47	73

In **Table 3**, when the distribution of disaster concepts in Primary School Life Science and Social Studies textbooks according to grade level is examined; The concepts of disaster in the 1st grade Life Science textbook are as follows; war (12), fire (5), flood (4), earthquake (3), migration (3), environmental pollution (2), water pollution (2), air pollution (2), soil pollution (1) and traffic accidents (1). The disaster concepts in the 2nd grade Life Science textbook are as follows; earthquake (23), flood (8), fire (7), avalanche (7), landslide (6), war (5), migration (5), storm (5), tornado (5), traffic accidents (3), water pollution (1) and soil pollution (1). The disaster concepts in the 3rd grade Life Science textbook are as follows; earthquake (17), war (14), fire (11), flood (9), avalanche (7), migration (8), traffic accidents (3), landslide (2), environmental pollution (1), air pollution (1), erosion (1), diseases (1) and explosions (1). The disaster concepts in the 4th grade Social Studies textbook are as follows; war (57), earthquake (18), landslide (15), avalanche (12), fire (11), forest fire (7), flood (6), storm (3), erosion (2), epidemics (2), tsunami (2), migration (2), environmental pollution (1), hurricane (1) and desertification (1).

3. CONCLUSION AND DISCUSSION

In this study, the concepts of disaster in primary school Life Science and Social Studies textbooks were examined and the results are given below.

In the study, when the concepts of disaster were classified according to the grade level; In the 1st grade Life Science textbook, there are 11 different disaster concepts, 8 of which are human disasters and 3 of which are natural disasters, in the 2nd grade Life Science course, 14 disaster concepts, 7 of which are the concept of natural disasters and 7 of which are the concept of human disasters, 13 disaster concepts, 4 of which are the concept of natural disasters and 9 of which are the concept of human disasters, in the 3rd grade Life Science course, In the 4th grade Social Studies course, it was concluded that there were 9 concepts of natural disasters, 8 of them were human disasters and 17 disaster concepts. In general, it can be said that there is an increase in the number of disaster concepts in these textbooks from the 1st grade to the 4th grade. In addition, the concepts of disaster 2. Except for the Classroom Life Studies textbook, it has been determined that human disaster types are in the majority in other textbooks. It has been concluded that the concepts of human disaster are in the majority in the 1st and 3rd grade textbooks, and the concepts of natural disaster are in the majority in the 2nd and 4th grade textbooks. Again, in general, it can be said that there is an increase in the number of disaster concepts in textbooks from the 1st grade to the 4th grade.

When the concepts of disaster are examined in primary school Life Science and Social Studies textbooks; A total of 21 disaster concepts have been identified. It was concluded that 15 of these 21 disaster concepts were included in Life Science textbooks, while 13 were included in Social Studies textbooks. It has been concluded that the most recurring disaster concepts in Life Science and Social Studies textbooks are war (88), earthquake (61), flood (27), fire (26), landslide (23), avalanche (19) and migration (18). Them; storm, forest fire, traffic accidents, tornado, environmental pollution, epidemic, erosion, air pollution, water pollution, tsunami, soil pollution, desertification, explosion and hurricane concepts.

When the distribution of disaster concepts in primary school Life Science and Social Studies textbooks according to grade level is examined; In the 1st grade Life Science textbook, it is stated that the most

recurring disaster concepts are war, fire, flood, earthquake and migration, respectively; In the 2nd grade Life Science textbook, it is stated that the most recurring disaster concepts are earthquake, flood, fire, avalanche, landslide, war, migration, storm and tornado, respectively; In the 3rd grade Life Science textbook, it is stated that the most repetitive disaster concepts are earthquake, war, fire, flood, avalanche and migration, respectively; In the 4th grade Social Studies textbook, it was concluded that the most recurring disaster concepts were war, earthquake, landslide, avalanche, fire, forest fire, flood and storm, respectively. In general, when the textbooks are evaluated, it can be said that the common concepts of disasters that recur at all grade levels are war, fire, flood, earthquake, migration and avalanche.

4. RECOMMENDATIONS

Turkey is a country with a high probability of natural and human disasters due to its mathematics and special location. For this reason, it may be recommended to include disaster issues and disaster concepts in a spiral way in Life Science and Social Studies lessons so that children can gain accurate knowledge and awareness about disasters.

It is seen that in the first three years of primary school, human disaster types are mostly included. Along with these types of disasters, it can be suggested to include natural disasters that deeply affect the society and have a high destructive power at these grade levels with concretizing examples and to try to raise awareness in children.

The disasters that affect society the most in Turkey (war, earthquake, fire, flood, migration and avalanche) are mentioned with the same intensity in Life Science and Social Studies textbooks. In order to take preventive and protective measures against disasters, it may be recommended to include practices and exercises in addition to the theoretical information in the textbooks.

Children's ability to gain disaster awareness at an early age depends on their ability to recognize and define disaster issues. In Life Science and Social Studies textbooks, it can be recommended to include disaster topics at a sufficient level according to disasters that are likely to be seen in Turkey.

In this study, only the concepts of disaster in Primary School Life Science and Social Studies textbooks were examined. By examining the concepts of disaster in basic education second-level social studies textbooks and secondary school geography textbooks, more comprehensive suggestions can be developed by making correct inferences about the disaster topics and concepts in these courses and textbooks.

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SAMSUN İLİ KADIN KOOPERATİFLERİNİN SWOT VE SOR ANALİZİ İLE DEĞERLENDİRİLMESİ

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ÖZET

Tarih boyunca toplumsal ve iktisadi yapının içerisinde yer alan kadınlar, nüfusun yaklaşık yarısını oluşturmasına rağmen, iktisadi ve toplumsal alanda aynı oranda temsil edilememiştir. Ülkelerin gelişmişlik düzeylerine göre farklılık göstermekle birlikte, kadınların genel olarak erkeklere göre iş gücüne katılım ve istihdam oranları daha düşüktür. Kadınların iş gücüne katılımı ve istihdamı, sürdürülebilir ekonomik büyüme ve dengeli sosyal kalkınma açısından büyük önem taşımaktadır. Kadın kooperatifleri, kadının ekonomik ve sosyal hayata katılımlarının artırılmasında, istihdam yaratılmasında, yoksullukla mücadelede ve cinsiyet eşitsizliği sorununun çözülebilmesinde önemli bir politika aracı olarak görülmektedir. Bu araştırmada Samsun ilinde yer alan kadın kooperatiflerinin SWOT ve SOR analizi ile değerlendirilmesi amaçlanmıştır. Araştırmanın ana materyalini Samsun ilinde faaliyet gösteren 15 kadın kooperatif yöneticilerinden yüz yüze görüşmeye dayalı anket çalışmalarından ve kooperatif ziyaretlerinde yapılan gözlemlerden elde edilen birincil veriler oluşturmaktadır. Araştırmada kadın kooperatiflerinin güçlü ve zayıf yönleri, fırsatlar ve tehditler SWOT analizi ile, kooperatiflerin gelişmesine yönelik strateji önermeleri ise SOR analizi ile değerlendirilmiştir. SWOT analizi sonuçlarına göre, kadın kooperatiflerinde güvenin yüksek olması ve kadınların birlikte hareket etmeye istekli olması en güçlü yönler, finansman yetersizliği ve kooperatif bilincinin yetersiz olması en zayıf noktaları olarak belirlenmiştir. Buna ilave olarak, ürünlerde kadın kooperatifi yazmasının talebi artırdığı ve toplumda kooperatife ve kooperatif ürünlerine güvenin çok yüksek olması en önemli fırsatlar iken hammadde maliyetlerinin sürekli artması ve kooperatif bilincinin yetersiz olması en önemli tehditler olarak belirlenmiştir. SOR analizi sonucuna göre, kadın kooperatiflerinin saldırı şansının yüksek ve tehditlerin üstesinden gelmek için güce sahip olduğu, krizlerin ciddi boyutlarda olmadığı ve kooperatiflerin sahip olduğu fırsatları ve güçlü yönleri kullanarak zayıflıkların ve tehditlerin üstesinden gelinebilecek durumda oldukları belirlenmiştir.

Anahtar kelimeler: kadın kooperatifleri, SWOT, SOR, Samsun

Jel Codes: Q1, Q13

EVALUATION OF WOMEN'S CO-OPERATIVES IN SAMSUN PROVINCE WITH SWOT AND SOR ANALYSIS

ABSTRACT

Women, who have been involved in the social and economic structure throughout history, have not been represented at the same rate in the economic and social spheres, although they constitute approximately half of the population. Although it varies according to the development levels of countries, women generally have lower labour force participation and employment rates than men. Women's participation in the labour force and employment are crucial for sustainable economic growth and balanced social development. Women's co-operatives are seen as an important policy instrument for increasing women's participation in economic and social life, creating employment, combating poverty and addressing gender inequality. In this study, it is aimed to evaluate women's co-operatives in Samsun province with SWOT and SOR analyses. The main material of the study consists of primary data obtained from 15 women's co-operative managers operating in Samsun province through face-to-face interviews, questionnaires, and observations during co-operative visits. In the study, the strengths, weaknesses, opportunities and threats of women's co-operatives were assessed using SWOT analysis, and the strategy recommendations for the development of co-operatives were assessed using SOR analysis. According to the results of the SWOT analysis, high trust in women's co-operatives and women's willingness to act together were identified as the most important strengths, while insufficient financing and insufficient co-operative awareness were identified as the most important weaknesses. In addition, the most important opportunities were identified as the fact that the labeling of women's co-operatives on the products increased demand and that there was a high level of trust in co-operative products in the society, while the continuous increase in raw material costs and insufficient awareness of co-operatives were identified as the most important threats. Based on the results of the SOR analysis, it was found that women's co-operatives have a high chance of attack and have the strength to overcome threats, that crises are not serious, and that co-operatives are in a position to overcome weaknesses and threats by using their opportunities and strengths.

Keywords: women cooperatives, SWOT, SOR, Samsun.

1. GİRİŞ

Tarih boyunca toplumsal ve iktisadi yapının içerisinde yer kadınlar, her toplumda hemen hemen nüfusun yarısını oluşturmasına karşın, aynı oranda iktisadi ve toplumsal alanda yer alamamışlardır (Kılıç Topuz ve Ege, 2024). Ülkelerin kalkınma hedeflerine ulaşabilmesi ve uzun vadeli büyümeyi artırabilmesi için beşeri sermayeyi geliştiren, üretkenliği artıran, kamu harcamalarının verimliliğini artıran ve daha fazla kadının işgücüne katılmasını teşvik eden politikaları yürürlüğe koyması gerektiği belirtilmektedir (WB, 2024a). Dünya Bankası 2024 verilerine göre, gelişmekte olan ülkelerde cinsiyetler arası farkların kapatılmasında kadınların işgücüne katılımlarının artırılmasında ilerleme kaydedilmiş olmasına rağmen, gelişmiş ekonomilerdekinin oldukça gerisinde olduğu belirtilmektedir (WEF 2023; WB, 2024b).

Günümüzde kadınların halen erkeklerin sahip olduğu hakların tamamına sahip olamadığı, erkeklerde %80 olan işgücüne katılım oranının kadınlarda %53 olarak kaldığı ve işgücü piyasasında cinsiyet eşitsizliğinin büyük bir sorun olmaya devam ettiği belirtilmektedir (WB, 2023a; WEF, 2023). Oysa, bir ülkenin gelişmiş bir ülke olarak kabul edilebilmesi için kadınların işgücüne katılım ve istihdam oranlarının erkeklere denk olması gerekmektedir. Ayrıca, kadınların en az erkekler kadar işgücüne katılması durumunda uzun vadeli gayri safi hasılanın %20 oranında artacağı tahmin edilmektedir (WB, 2023b). Kadınların işgücüne katılımı ve istihdamı, sürdürülebilir ekonomik büyüme ve dengeli sosyal kalkınma açısından büyük önem taşımaktadır. Kadınların iş gücüne katılımlarının artması beraberinde yoksulluğun azalmasına, hane halkı gelirinin artmasına ve dolayısıyla daha yüksek bir yaşam standardına kavuşmaya, tasarruf eğilimlerinde artışa, sağlık ve eğitime daha fazla pay ayrımına ve çocuk ölümlerinde azalmaya önemli pozitif katkılar sunacağı belirtilmektedir (Günsoy ve Özsoy, 2012).

Türkiye'de toplumsal cinsiyet eşitsizliğinin ortadan kaldırılması konusunda 2000'li yıllardan sonra önemli ilerlemeler kaydedilmiş olmasına rağmen, yeterli düzeyde değildir. Nitekim, OECD ülkelerinde kadınların istihdam oranı %64,1, Avrupa Birliği (AB) ülkelerinde %70,2 iken, bu oran Türkiye'de %31,7'dir (Eurostat, 2023; OECD, 2023). Ayrıca, OECD raporuna göre Türkiye Avrupa'da cinsiyetler arası işgücüne katılım farkının en yüksek olduğu ülke konumundadır. Türkiye'de son on yılda kaydedilen ilerlemeye rağmen, işgücünün önemli bir kısmı olan kadınlar hala işgücü piyasalarına aktif olarak katılmamaktadır ve kayıt dışılık son on yılda önemli ölçüde azalmış olsa da özellikle kadınlar arasında yüksek olmaya devam etmektedir (OECD, 2023). Ayrıca, Türkiye'de kadınların eğitim seviyesi erkeklerden daha düşük, sosyal güvenceleri yetersiz ve işgücüne katılımda dezavantajlı konumdadır. TÜİK 2022 verilerine göre, Türkiye'de kadınların işgücüne dahil olmamalarındaki en önemli sebep %47 oran ile ev işleriyle meşgul olmaları olarak tespit edilmiştir.
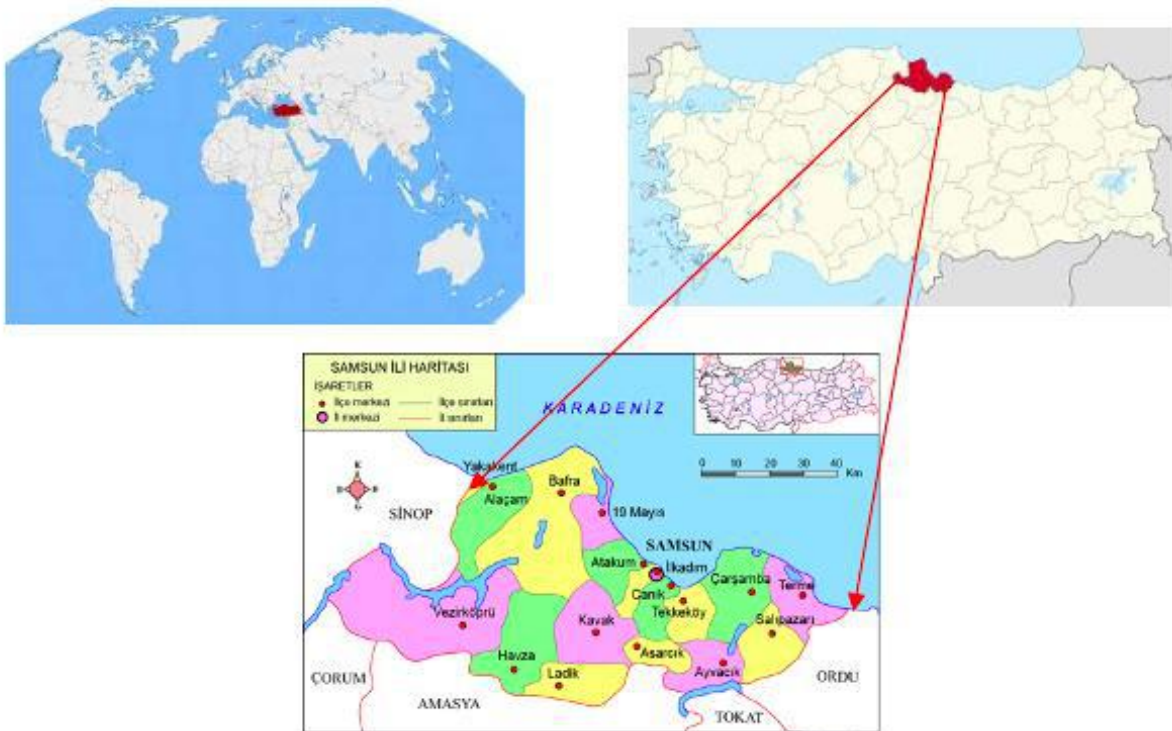
Kadınların ekonomik ve sosyal hayata katılımlarının artırılmasında, kadın istihdam oranının artırılmasında, ekonomik büyümeye katkı sağlamada, yoksulluk gibi tehditlerle mücadelede ve kadının güçlendirilmesinde temel politika araçlarından birisi kadın kooperatifleri olarak görülmektedir (Kurtege Sefer, 2020; Şahankaya Adar ve ark., 2023; TBMM, 2023). Kadınlar tarafından kurulup işletilen kadın kooperatifleri, düşük sermayeli kadın girişimcileri bir araya getirerek, emeğini bireysel olarak pazarlayamayan kadınlara işgücü olanağı sağlar ve böylece bölgesel kalkınmaya katkıda bulunmaktadır. Ayrıca, ortaklar için ekonomik ve sosyal işlevler üstlenen, gelir ve istihdam yaratarak ekonomik faaliyetler sunan, kadınların sosyal hayata katılımını teşvik eden, ulusal ve küresel düzeyde bilgi ve deneyim paylaşımı için fırsatlar yaratan kuruluşlardır (ILO, 2018).

Birleşmiş Milletler Sürdürülebilir Kalkınma Hedeflerinden yoksulluğa son, açlığa son ve toplumsal cinsiyet eşitliği ve kadının güçlenmesi hedeflerine ulaşılmasında kadın kooperatifleri önemli bir araç olarak görülmektedir (UNDP, 2022). Nitekim, Türkiye'nin 2024-2028 yıllarını kapsayan 12. Kalkınma Planı'nda da kadın kooperatifleri ile sosyal nitelikli kooperatifler olmak üzere öncelikli sektörlerde

faaliyette bulunan kooperatiflere destek sağlanacağı belirtilmektedir (Resmi Gazete, 2024). Bunun yanı sıra, Aile ve Sosyal Hizmetler Bakanlığı tarafından yayınlanan Kadının Güçlenmesi Strateji Belgesi ve Eylem Planı (2024-2028)'nda da başta tarım satış kooperatifleri, kadın kooperatifleri ile sosyal nitelikli kooperatifler olmak üzere öncelikli sektörlerde faaliyette bulunan kooperatiflere destek sağlanacağı ve kadın kooperatiflerinin güçlendirilmesi amacıyla çalışmalar yapılması stratejiler arasında yer almaktadır (ASHB, 2024). Türkiye'de kadın kooperatifçiliği 2000'li yılların başında oluşmaya başlamıştır ve son verilere göre 944 adet kadın kooperatifi bulunmaktadır (Ticaret Bakanlığı, 2022). Bu araştırmada Samsun ilinde yer alan kadın kooperatiflerinin SWOT ve SOR analizi ile değerlendirilmesi ve kooperatiflere yönelik stratejiler geliştirilmesi amaçlanmıştır.

2. MATERYAL VE YÖNTEM

Türkiye'nin onaltıncı büyük, Karadeniz Bölgesi'nin ise en büyük ili konumunda olan Samsun 9.549 km^2 yüzölçümüne ve 1 milyon 368 bin nüfusa sahip olup, 17 adet ilçesi bulunmaktadır (Anonim, 2023a). Samsun ilinde Ticaret İl Müdürlğü'ne bağlı 15 adet kadın kooperatifi bulunmakla birlikte, Tarım ve Orman İl Müdürlüğü'ne bağlı kadın kooperatifi bulunmamaktadır (Anonim, 2023b). Araştırmanın materyalini Samsun Ticaret İl Müdürlüğü'ne kayıtlı olan 15 kadın kooperatif başkanından elde edilen birincil veriler ve konu ile ilgili yayınlanmış literatür, ilgili kurum ve kuruluşların raporlarından elde edilen ikincil veriler oluşturmaktadır. Samsun ilinde bulunan kadın kooperatiflerinin ilçelere göre dağılımı ise İlkadım ilçesinde 3, Bafra ilçesinde 2, Atakum, Canik, 19 Mayıs, Yakakent, Alaçam, Vezirköprü, Havza, Kavak, Ladik ve Terme ilçelerinde ise 1'er adet şeklindedir.

Şekil 1. Araştırma Alanı

Bu araştırmada Samsun ilinde yer alan kadın kooperatiflerinin değerlendirilmesinde SWOT ve SOR analizi ile kullanılmıştır. SWOT analizi incelenen kuruluşun, sürecin, tekniğin ya da durumun güçlü ve zayıf yönlerini ortaya koyarak dış çevreden kaynaklanan fırsat ve tehditleri belirlemede kullanılan bir

tekniktir. SWOT kelimesi, güçlü yönler "Strength", zayıf yönler "Weakness", fırsatlar "Opportunity" ve tehditler "Threat" kelimelerinin baş harflerinden oluşmaktadır. Araştırmada SWOT analizi yapılarak kadın kooperatiflerinin mevcut durumu belirlenir. SOR analizi ise SWOT Analizi'nin çıktılarını kullanarak stratejiler geliştirme süreci olarak tanımlanmaktadır (Rajasekaran 2009). SOR kelimesi Stratejik Yönelim "Strategic Orientation" kelimelerinin baş harflerinden oluşmaktadır. SOR analizinin ilk aşaması stratejiler geliştirilecek organizasyonların SWOT analizinin yapılmasıdır. Daha sonra SWOT faktörleri arasında öncelik sıralaması yapmak ve stratejik önem konularını belirlemek için puanlama yapılarak en önemli beş güçlü, zayıf yön, fırsat ve tehdit faktörleri belirlenir. SWOT analizi ile mevcut durum analizi yapılır ve ardından SOR analizi ile stratejiler oluşturulmaktadır. SOR analizi, nitel analiz olarak adlandırılan SWOT analizinin sonuçlarını nicel analize çeviren bir teknik olarak kabul edilmektedir (Prosperi et al., 2020). Strateji geliştirme, güçlü yanları ve fırsatları ön plana çıkararak, zayıflıkları ve tehditleri engellemeyi amaçlar. Her fırsat ve tehdit için tehditleri azaltacak ve fırsatları büyütecek stratejiler oluşturulur. Stratejik Yönelim Matrisi ile çözüm önerilerinde hangi güçlü yönlerin kullanılacağı ve hangi zayıf yönlerin azaltılacağı belirlenir. Fırsat ve tehditler için somut hedefler ortaya konur ve bunların hangi güçlü ya da zayıf yönlerle ilişkili olduğu tespit edilir. Son olarak, güçlü ve zayıf yönlerin kesiştiği stratejik opsiyon seçilerek süreç tamamlanır (Sav, 2014). SOR matrisinin yorumlanmasında Tablo 1'de yer alan açıklamalardan, stratejilerin geliştirilmesinde ise aşağıda yer alan sorulardan yararlanılmaktadır.

G-F: Bu fırsattan en iyi şekilde yararlanmak için bu güçlü yönü ne ölçüde kullanabiliriz?

G-T: Bu tehditle mücadele etmek için bu güçlü yönden ne ölçüde yararlanabiliriz?

Z-F: Bu fırsattan yaralanmak için bu zayıf yönü ne ölçüde engellemeliyiz?

Z-T: Bu zayıf yön, bu tehditle başa çıkmayı ne ölçüde engelliyor?

Tablo 1. SOR Matris yorumlama

| Skor	Ne anlama geliyor?	Ne yapılabilir?
Her bir G, Z, F, T'nin aldığı toplam puan	G, Z, F, T'lerin farklı olması ne kadar önemli?	Strateji, dışsal faktörlerden maksimum düzeyde yararlanmak için en önemli fırsat ve tehdit etrafında 2 veya 3 adet geliştirilir.
Her bir kombinasyonun aldığı toplam puan	F veya T'nin veya G veya Z ile ilişkili olması ne kadar önemli?	En yüksek skorları sağlayan kombinasyonlar için stratejik amaçlar geliştirilir.
Her bir çeyreğin aldığı toplam puan	Gelecekle ilgili genel beklentiler nedir?	Yüksek G-F: Saldırı, Şans yüksek Yüksek G-T: Savunma, tehditlerin üstesinden gelmek için gücümüz var. Yüksek Z-F: Temiz Gemi, Fırsatlardan yararlanmak için zayıflıklar üzerine çalış. Yüksek Z-T: Kriz, Tehditler ciddi ve başa çıkmak için gerekli araçlara sahip değilsiniz.

Gellynck and Vermeire (2009)

3. ARAŞTIRMA BULGULARI

Araştırmada kadın kooperatiflerinin kuruluş yılları Şekil 2'de verilmektedir. Kadın kooperatiflerin kuruluşu henüz çok yeni olmakla birlikte, %40'ı 2020 yılında, %33,3'ü 2021 yılında, %20'si 2022 yılında ve %6,7'si 2023 yılında kurulmuştur.
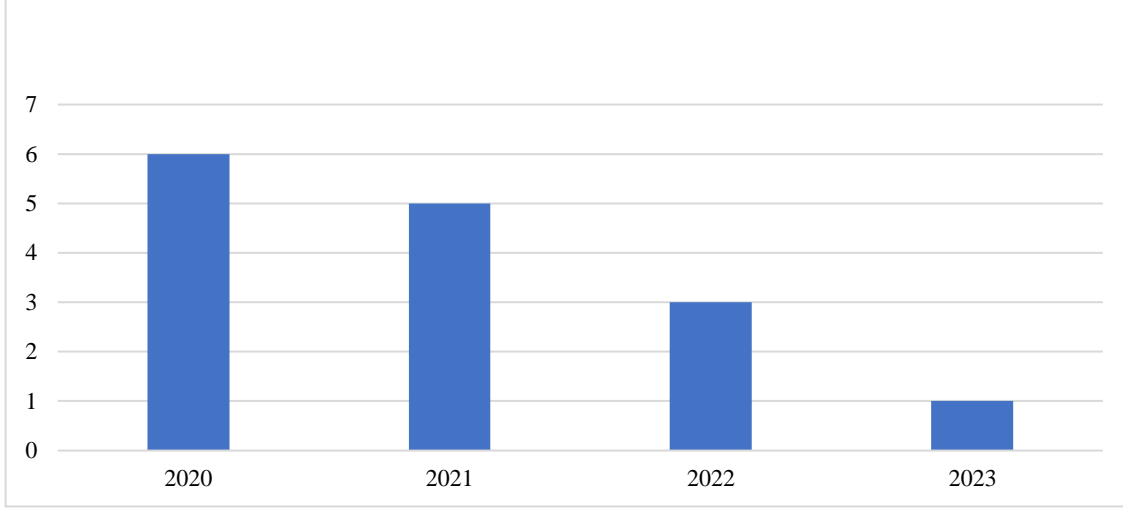
Şekil 2. Kadın Kooperatiflerinin Kuruluş Yılları

Kooperatiflerin aktif ve aktif olmayan ortak sayıları Şekil 3'de verilmektedir. Araştırma sonuçlarına göre, kadın kooperatiflerinin en az yedi, en fazla 30 ortağı bulunmakla birlikte, kooperatiflerin yaklaşık yarısının (%46,7: Canik, Engiz, İlk Kıvılcım, Kavak, Nerik, Yakakent ve Yedidesen Kadın Kooperatifi) ortaklarının tamamının aktif olduğu belirlenmiştir. Kooperatiflerin genelinde ortakların %75'i aktif durumdadır.
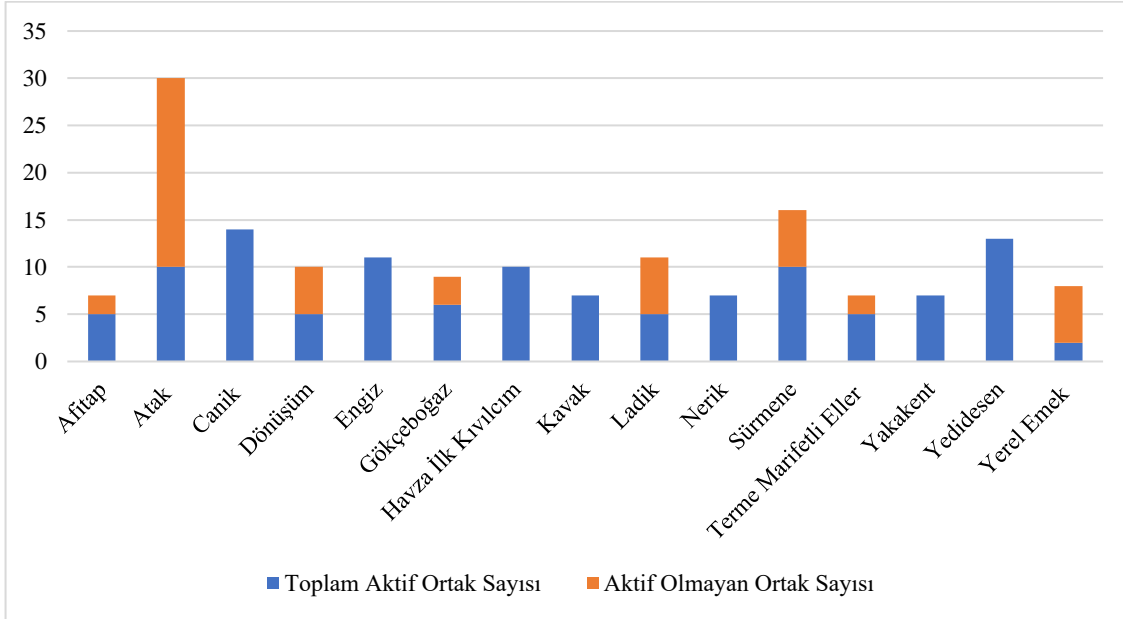
Şekil 3. Kadın Kooperatiflerinin Ortak Sayıları

Araştırma kapsamında kadın kooperatiflerinin bina varlığı incelendiğinde ise %66'sının belediye tarafından tahsis edilen bir binada faaliyetlerini sürdürdüğü, %27'sinin özel mülkiyetten kiralanan

binada faaliyetlerini sürdürdüğü, %7'sinin ise kooperatife ait bir binasının olmadığı tespit edilmiştir (Tablo 2).

Tablo 2. Kadın Kooperatifleri Bina Varlığı

	Sayı	Oran (%)
Kooperatif binası yok	1	7,0
Belediyeden kiralama	10	66,0
Özel mülkiyetten kiralama	4	27,0
Toplam	15	100,0

Kooperatiflerin faaliyetlerini sürdürdüğü binaların kira bedelleri incelendiğinde ise (Tablo 3) belediyeler tarafından tahsis edilen binaların kira bedelinin özel mülkiyet tarafından kiralama bedeline göre oldukça düşük olduğu belirlenmiştir. Şöyle ki, kadın kooperatiflerin %50'sinin belediye tarafından kiralanan binalar için herhangi bir kira ödemediği, kira ödeyenlerin de ortalama aylık kooperatif binası kira bedelinin yaklaşık 3 bin TL olduğu, özel mülkiyetten kiralanan kooperatif binalarının ise yaklaşık 5 bin TL olduğu belirlenmiştir. Buradan, yerel yönetimler tarafından desteklenen kadın kooperatiflerinin kira bedelinin oldukça düşük olduğu belirtilebilir. Nitekim Ticaret Bakanlığı tarafından yayımlanan raporda, kadın kooperatifleri ile yerel idarelerin iş birliği içerisinde olması, atıl alan ve binaların kadın kooperatiflerine tahsis edilmesi veya uygun fiyatla kiraya verilmesi önerilmekte, belediye ve diğer kamu kuruluşlarının satın aldığı mal ve hizmetlerde kadın kooperatiflerine ayrıcalık tanınması gerektiği belirtilmektedir (Ticaret Bakanlığı, 2013).

Tablo 3. Kadın Kooperatifleri Bina Kira Bedeli

		Sayı	Oran (%)	Ortalama aylık kira bedeli (TL/ay)
Belediyeden kiralama	Kira ödemiyor	5	50,0	0
	Henüz aktif değil	1	10,0	-
	Belediyeye kira	4	40,0	2.956
	Ortalama	-	-	1.313
Özel mülkiyetten kiralama		4	27,0	4.750

Araştırmada kadın kooperatiflerinin faaliyet konuları Tablo 4'de verilmektedir. Kooperatiflerin büyük çoğunluğunun faaliyet konusu erişte, mantı, turşu, börek, tatlı, kurabiye, kuşburnu, yufka, tarhana, pekmez, reçel gibi gıda ürünleridir. Hediyelik eşya konusunda faaliyet gösteren kooperatiflerin oranı da oldukça fazladır. Kooperatiflerin yalnızca %20'si tıbbi aromatik bitkiler ve %7'si çocuk kreşi işletme alanında da faaliyet göstermektedir. Buradan, Samsun ilindeki kadın kooperatiflerinin faaliyet konusu ürünlerin genelde aynı olduğu, ürün farklılaşmasının ise sınırlı kaldığı belirtilebilir.

Tablo 4. Kadın Kooperatiflerinin Faaliyet Konuları

Ürün	Üreten Kooperatif Sayısı	%	Ürün	Üreten Kooperatif Sayısı	%
Erişte	12	85,71	Aronya	2	14,29
Mantı	12	85,71	Siyez Unu ve Nişasta	1	7,14
Turşu	12	85,71	Sirke	1	7,14
Börek, Tatlı, Kurabiye	11	78,57	Bal, Polen, Propolis	1	7,14
Kuşburnu	11	78,57	Çikolata	1	7,14
Yufka	10	71,43	Salep	1	7,14
Tarhana	10	71,43	Çilek	1	7,14
Pekmez, Reçel Marmelat	10	71,43	Likör	1	7,14
Salça	6	42,86	Üzüm Suyu	1	7,14
Hediyelik	6	42,86	Glutensiz Ürünler	1	7,14
Yaprak Sarma	5	35,71	Süt Ürünleri	1	7,14
Tıbbi Aromatik Bitkiler (Kekik, Tıbbi Nane, Aynı Sefa, Melisa)	3	20,0	Çocuk kreşi	1	7,14

Araştırma kadın kooperatiflerinin güçlü ve zayıf yönleri ile fırsatlar ve tehditlerden her birinin hangi unsurlardan oluştuğu, kooperatif yöneticilerinin görüşlerine göre belirlenmiştir ve Tablo 5'da verilmiştir. Araştırmada SWOT analizinin belirlenmesinde 5'li likert ölçek tipi sorular kullanılmıştır ve elde edilen toplam skor ve ortalamaya göre en yüksek skora sahip 5'er unsur belirlenmiştir. Kadın kooperatiflerinin en güçlü olduğu yönler sırasıyla; ortaklar arası ve kooperatif-ortak arası güvenin yüksek olması, kadınların birlikte hareket etmeye istekli olması, ortakların kooperatif ile ilgili faaliyetlerde çok istekli olması olarak belirlenmiştir. Kadın kooperatiflerinin en zayıf yönleri ise finansman yetersizliği, kooperatif bilincinin yeterli olmaması ve devlet desteğinin yetersiz olmasıdır. Kadın kooperatiflerinin en önemli fırsatları satışı yapılan ürünlerde kadın kooperatifi yazmasının talebi artırması, toplumda kooperatife ve kooperatif ürünlerine güvenin çok yüksek olması iken, kooperatiflerin en önemli tehdit unsurları hammadde maliyetlerinin sürekli artması, kooperatif bilincinin yetersiz olması ve kooperatiflerin vergiden muaf tutulmaması olarak belirlenmiştir.

Tablo 5. Samsun İlindeki Kadın Kooperatiflerinin SWOT Analizi

Güçlü Yönler	Skor	Ort.	Zayıf Yönler	Skor	Ort.
G1. Ortaklar arası ve kooperatif-ortak arası güvenin yüksek olması	70	4,67	Z1. Finansman yetersizliği	68	4,53
G2. Kadınların dayanışması ve birlikte hareket etmeye istekli olması	66	4,40	Z2. Kooperatif bilincinin yetersiz olması	53	3,53
G3. Ortakların kooperatifin faaliyetlerinde çok istekli olması	62	4,13	Z3. Devlet desteğinin yetersizliği	47	3,13
G4. Kooperatiflerin az sayıda ortağa sahip olması	51	3,40	Z4. Ürünlerin pazarlanamaması	45	3,00
G5. Kooperatifin yıllık ortalama gelirinin artıyor olması	46	3,07	Z5. Kadınların sosyal güvencesinin olmaması	36	2,40
Fırsatlar			Tehditler		
F1. Ürünlerde kadın kooperatifi yazmasının talebi artırması	69	4,60	T1. Hammadde maliyetlerinin sürekli artması	61	4,07
F2. Toplumda kooperatife ve kooperatif ürünlerine güvenin çok yüksek olması	65	4,33	T2. Toplum olarak kooperatifçiliğin öneminin farkında olmamamız	59	3,93
F3. Ortakların çok istekli olması ve kollektif yaşama bilinci	62	4,13	T3. Kooperatiflerin vergiden muaf olmaması	58	3,87
F4. Geliri olmayan kadınların gelir elde etmeye başlaması	56	3,73	T4. Kadınların para kazanmaya başlamasının eşleriyle problem yaşamalarına sebep olması	51	3,40
F5. Kooperatifin Belediyeler tarafından bina, satış ofisi, vs. olarak desteklenmesi	52	3,47	T5. Hala kooperatifçilik eğitimi almamış birçok ortak olması	46	3,07

Araştırmada kadın kooperatiflerinin SOR matrisi sonuçları ise Tablo 6'de verilmektedir. SOR matrisinin sonuçlarına göre, F2= Toplumda kooperatife ve kooperatif ürünlerine güvenin çok yüksek olması ve F3= Ortakların çok istekli olması ve kollektif yaşama bilinci kooperatiflerin sahip olduğu en önemli fırsatlardır. T4= Kadınların para kazanmaya başlamasının eşleriyle problem yaşamalarına sebep olması ve T5= Hala kooperatifçilik eğitimi almamış birçok ortak olması kadın kooperatiflerini tehdit eden en önemli unsurlardır. Kadın kooperatiflerinin en güçlü yanları G5= Kooperatifin yıllık ortalama gelirinin artıyor olması ve G2= Kadınların dayanışması ve birlikte hareket etmeye istekli olması iken en zayıf noktaları Z1= Finansman yetersizliği ve Z2= Kooperatif bilincinin yetersiz olmasıdır.

Tablo 6. Samsun İli Kadın Kooperatiflerinin SOR Analizi

		Fırsatlar					Tehditler					Toplam
		F1	**F2**	**F3**	F4	F5	T1	T2	T3	**T4**	**T5**	
Güçlü Yönler	G1	13	43	42	35	40	25	6	38	28	37	307
	G2	35	42	40	45	45	39	16	16	42	42	**362**
	G3	30	40	44	38	36	10	18	15	39	18	288
	G4	15	22	24	11	22	9	12	24	13	19	171
	G5	41	38	42	43	45	39	34	22	30	37	**371**
Zayıf Yönler	**Z1**	38	44	45	44	30	45	18	13	22	40	**339**
	Z2	42	41	43	42	36	22	45	11	38	9	**329**
	Z3	15	33	14	15	39	16	39	43	40	42	296
	Z4	43	39	27	45	23	14	14	18	36	10	269
	Z5	13	38	40	36	12	6	9	22	19	20	215
Puanlama		285	**380**	**361**	354	328	225	211	222	**307**	**274**	

G1= Ortaklar arası ve kooperatif-ortak arası güvenin yüksek olması	F1= Ürünlerde kadın kooperatifi yazmasının talebi artırması
G2= Kadınların dayanışması ve birlikte hareket etmeye istekli olması	F2= Toplumda kooperatife ve kooperatif ürünlerine güvenin çok yüksek olması
G3= Ortakların kooperatifin faaliyetlerinde çok istekli olması	F3= Ortakların çok istekli olması ve kollektif yaşama bilinci
G4= Kooperatiflerin az sayıda ortağa sahip olması	F4= Geliri olmayan kadınların gelir elde etmeye başlaması
G5= Kooperatifin yıllık ortalama gelirinin artıyor olması	F5= Kooperatifin Belediyeler tarafından bina, satış ofisi, vs. olarak desteklenmesi
Z1= Finansman yetersizliği	T1= Hammadde maliyetlerinin sürekli artması
Z2= Kooperatif bilincinin yetersiz olması	T2= Toplum olarak kooperatifçiliğin öneminin farkında olmamamız
Z3= Devlet desteğinin yetersizliği	T3= Kooperatiflerin vergiden muaf olmaması
Z4= Ürünlerin pazarlanamaması	T4= Kadınların para kazanmaya başlamasının eşleriyle problem yaşamalarına sebep olması
Z5= Kadınların sosyal güvencesinin olmaması	

		T5= Hala kooperatifçilik eğitimi almamış birçok ortak olması

SWOT matrisi, kooperatiflerin stratejik hedeflerinin ve küresel stratejisinin geliştirilmesi için temel bir araç olarak kullanılmaktadır. Bu matris SOR (Strategic Orientation Analysis) analizinin girdisidir. Araştırmada SOR analizinin yorumlanmasında Borisov and Behluli (2020) referans alınmıştır. Kooperatif stratejik hedeflerine ve misyonuna ulaşmak için ne tür bir küresel strateji izlemelidir? Toplam SOR matrisinin her bir çeyreğindeki puanların toplamı cevabı vermektedir. En yüksek puan kooperatifin küresel stratejisinin türünü göstermektedir. Araştırmada, kadın kooperatiflerinin küresel stratejisi SALDIRMAKTIR (bu çeyrekte toplam puan en yüksektir - 871). "SALDIRI - stratejisi", önünüzdeki en cazip fırsatları yakalamak için tüm güçlü yönlerinizi kullanmak anlamına gelmektedir. "SAVUNMA - strateji", tüm güçlü yönlerinizi kullanarak kendinizi savunmak ve bundan sonra önünüzdeki fırsatları değerlendirmek anlamına gelmektedir. "TEMİZ GEMİ - stratejisi", kooperatifin daha yüksek verimlilik elde etmek için faaliyetlerini yeniden düzenlemesi gerektiği anlamına gelmektedir. "KRİZ - stratejisi" karlı olmayan tüm işletmeleri kapatmak ve tüm maliyetleri en aza indirmek; kooperatifin tüm faaliyetlerini durdurmak anlamına gelmektedir (Tablo 7).

Tablo 7. Final SOR Matrisi

		Fırsatlar					Tehditler				
		F1	**F2**	**F3**	F4	F5	T1	T2	T3	**T4**	**T5**
Güçlü Yönler	G1	Saldırı (Attack): 871					Savunma (Defence): 628				
	G2										
	G3										
	G4	15	22	24	11	22	9	12	24	13	19
	G5	41	38	42	43	45	39	34	22	30	37
Zayıf Yönler	**Z1**	Temiz Gemi (Clean ship): 837					Kriz (Crisis): 611				
	Z2										
	Z3										
	Z4	43	39	27	45	23	14	14	18	36	10
	Z5	13	38	40	36	12	6	9	22	19	20
Puanlama		285	**380**	**361**	354	328	225	211	222	**307**	**274**

Toplam SOR matrisi kadın kooperatiflerinin stratejik hedeflerini vermektedir. Her stratejik hedef üç unsur olan S, O, R (S - Güçlü Yönler; O - Fırsat ve R - Barikatlar (kooperatiflerin önemli Tehditleri ve Zayıf Yönleri) kullanılarak tanımlanmaktadır. SOR Matrisine göre, F2 ve F3 kooperatiflerin önündeki en cazip fırsatlardır. Bu fırsatlar en yüksek puan 371 ile G5 ve 362 puan ile G2 güçlü yönler kullanılarak kavranabilir. En önemli tehditler ise T4 ve T5'tir. T4, G5 kullanılarak yenilebilir (bu güçlü yön en yüksek puana sahiptir). T5, F2 ve F3 (en yüksek puanla) kullanılarak yenilebilir. Kooperatifler başarılı olmak

istiyorlarsa Z1 ve Z2 zayıf yönlerini iyileştirmek zorundadırlar. Araştırmada gerçekleştirilen SOR analizi sonucunda 3 adet stratejik hedef belirlenmiştir ve bu hedefler aşağıdaki gibidir:

Stratejik Hedef 1: Kadın kooperatiflerinin yıllık ortalama gelirinin artıyor olması (G5) güçlü yönü toplumda kooperatife ve kooperatif ürünlerine güvenin çok yüksek olması (F2) fırsatı kullanılarak finansman yetersizliği (Z1) sorununun çözülebilmesi mümkündür.

Stratejik Hedef 2: Kadınların ekonomik güç kazanmaya başlamasının eşleriyle problem yaşamalarına sebep olması tehdidi (T4), kooperatiflerin yıllık ortalama gelirinin artıyor olması (G5) güçlü yanı, kadınların dayanışması ve birlikte hareket etmeye istekli olması (G2) ve kadınların kooperatifçilik hareketinde çok istekli olması ve kollektif yaşama bilinci (F3) gibi unsurlar kullanılarak yenilebilir.

Stratejik Hedef 3: Hala kooperatifçilik eğitimi almamış ortak, yönetici varlığı (T5) kooperatif bilincinin yetersiz olmasına (Z2) sebep olmaktadır ve bu sorunların çözülebilmesi için de toplumda kooperatife ve kooperatif ürünlerine güvenin çok yüksek olması (F2) ve kadınların kooperatifçilik hareketinde çok istekli olması ve kollektif yaşama bilinci (F3) fırsatları lehine çevrilerek kooperatifçilik eğitimleri sürekli olarak düzenlenmelidir. Böylece toplumda kooperatifçilik bilinci artacak ve kadınların ekonomik güç kazanmaya başlamasının eşleriyle problem yaşamalarına sebep olması (T4) tehdidi de ortadan kalkmış olacaktır.

4. SONUÇ VE ÖNERİLER

Araştırmada Samsun ilinde faaliyet gösteren kadın kooperatiflerinin kurulumunun henüz çok yeni olduğu ve son üç yıldır kurulmaya başlandığı belirlenmiştir. Ortak sayıları oldukça düşük olan kadın kooperatiflerinin büyük çoğunluğu çeşitli şekillerde belediye tarafından desteklenmektedir. Ancak yerel belediyeler tarafından desteklenmeyen kadın kooperatiflerinin kooperatif binalarına ödedikleri kira bedeli fazladır. Kadın kooperatiflerinin faaliyet alanının gıda ürünlerinde yoğunlaştığı, üretilen ürünlerin (erişte, tarhana, turşu, vb.) büyük oranda aynı olduğu ve ürün farklılaşmasının çok yetersiz kaldığı belirlenmiştir. Kadın kooperatiflerinde bölgenin ve yörenin özelliklerine göre ürün farklılaşmasına gidilmelidir. Aksi halde, bu durum kooperatiflerin sürdürülebilirliği konusunda sorun yaratabilecektir. Kooperatif başkanlarının genç ve eğitim seviyesi yüksek kişilerden oluşması bir fırsat olarak görülmektedir. Kadın kooperatiflerinin üst örgütlerini kurmuş olmaları önemli bir gelişme olarak görülmektedir. Kadın kooperatiflerinin en zayıf yönleri finansman yetersizliği ve kooperatif bilincinin yetersiz olması iken en güçlü yönleri ortaklar arası ve kooperatif-ortak arası güvenin yüksek olması, kadınların kooperatif ile ilgili faaliyetlerde çok istekli olmasıdır. Kadın kooperatiflerinin en önemli fırsatları satışı yapılan ürünlerde kadın kooperatifi yazmasının talebi artırması, toplumda kooperatife ve kooperatif ürünlerine güvenin çok yüksek olması iken, kooperatiflerin en önemli tehdit unsurları hammadde maliyetlerinin sürekli artması ve toplum olarak kooperatifçilik bilincinin yetersiz olması olarak belirlenmiştir. Araştırmanın SOR Analizi sonuçlarına göre, kadın kooperatiflerinin saldırı şansı yüksektir ve tehditler ciddi boyutlarda değildir. Bu durum avantaja çevrilerek, fırsatlardan yararlanmak için zayıflıklar üzerinde çalışılmalıdır. Eş deyişle, kadın kooperatifleri sahip olduğu fırsatlar ve güçlü yönleri kullanarak zayıflıkların ve tehditlerin üstesinden kolaylıkla gelebilecek durumdadır. Başarılı olmak isteyen kooperatiflerin zayıflıkları üzerinde durması ve zayıflıklarını sahip olduğu güçlü yanlar ve fırsatları kullanarak iyileştirmesi gerekmektedir. Sonuç olarak, kadın kooperatiflerine yönelik dünyada ve Türkiye'de artan ilgi ve destek avantaja çevrilerek, kooperatifler güçlü yönlerini ve fırsatlarını kullanarak zayıflıklarını gidermeli ve tehditleri ortadan kaldırmalıdır.

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MUSTAFA KEMAL ATATÜRK, KOOPERATİFÇİLİK VE TÜRK KOOPERATİFÇİLİK KURUMU

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Özet

Türkiye'de kooperatif hareketinin gelişimi, Mithat Paşa tarafından kurulan Memleket Sandıkları ile başlamıştır. Cumhuriyetin ilk yıllarında kurulan kooperatiflerin sayısına Atatürk'ün kooperatifçilikle ilgili söylemlerine ve gayretlerine bakıldığında ne kadar çok önem verdiği görülmektedir. Özellikle 1929 ve 1935 yıllarında çıkarılan tarım kredi ve tarım satış kooperatifleri kanunları ile Türkiye'deki kooperatiflerin sayılarında önemli artışlar görülmüştür. Cumhuriyet yıllarında Atatürk'ün kooperatifçilik konusuna verdiği önem, yayınlanmış olan eserler, çıkarılan dergiler, kooperatif düşüncesinin gelişimine katkıda bulunan önemli isimler üzerinde durulmaktadır. Kooperatif düşünceye katkıda bulunan isimler, yapmış oldukları konuşmalarla vermiş oldukları değerli eserlerle, kooperatif kuruculuğunda görev almalarıyla kooperatif düşüncesinin gelişiminde büyük rol oynamışlardır. Atatürk 1931 yılında kooperatif konusunu bilimsel bir yaklaşımla ele alacak, hareketi gerçek temellerine oturtacak, kamu yararına çalışacak bir cemiyet kurulması talimatını vermiştir. Böylece 20 Mayıs 1931'de, İstanbul'da, "Türk Kooperatifçilik Cemiyeti" kurulmuştur. İki yıl sonra Ankara'ya nakledilen Cemiyet, 1934 yılında İktisat Vekili Celal Bayar başkanlığında ilk genel kurulunu yapmıştır. Cemiyetin ilk işlerinden biri, üç ayda bir yayımlanan "Kooperatifçilik" dergisi ile aylık yayımlanan "Karınca" dergisini çıkarmak olmuştur. Cemiyet, 1946 yılından beri de Türk Kooperatifçilik Kurumu adı altında faaliyetlerine devam etmektedir. Bu çalışmada, Mustafa Kemal Atatürk'ün Kooperatifçilik konusundaki gayretlerine ve Türk Kooperatifçilik Kurumu'nun kuruluşundan bugüne faaliyetlerine yer verilmiştir.

Anahtar Kelimeler: Atatürk, Kooperatifçilik, Türk Kooperatifçilik Kurumu

MUSTAFA KEMAL ATATÜRK, COOPERATIVES AND TURKISH COOPERATIVES INSTITUTION

Abstract

The development of the cooperative movement in Turkey began with the National Funds established by Mithat Pasha. When we look at the number of cooperatives established in the early years of the Republic and Atatürk's statements and efforts regarding cooperatives, we see how much importance he attached to them. In particular, the agricultural credit and agricultural sales cooperative laws enacted in 1929 and 1935 saw significant increases in the number of cooperatives in Turkey. The importance Atatürk gave to cooperatives during the Republican years, the works published, the magazines published, and the important names who contributed to the development of the cooperative idea are emphasized. The names who contributed to the cooperative idea played a major role in the development of the cooperative idea with the valuable works they gave, the speeches they made, and their participation in the establishment of cooperatives. In 1931, Atatürk gave instructions for the establishment of a society that would approach the cooperative issue with a scientific approach, establish the movement on its true foundations, and work for the public good. Thus, on May 20, 1931, the "Turkish Cooperative Society" was founded in Istanbul. The Society, which was transferred to Ankara two years later, held its first general assembly in 1934 under the chairmanship of the Minister of Economics Celal Bayar. One of the first works of the Society was to publish the quarterly "Cooperative" magazine and the monthly "Karınca" magazine. The Society has continued its activities under the name of the Turkish Cooperative Society since 1946. In this study, Mustafa Kemal Atatürk's efforts in the field of cooperatives and the activities of the Turkish Cooperative Society from its establishment to the present are included.

Keywords: Atatürk, Cooperatives, Turkish Cooperatives Institution

1.   INTRODUCTION

When we look at the cooperative practices in Turkey in the historical process before the Republic, the principles of cooperatives such as mutual aid, solidarity and sacrifice are similar to the collective work culture that has existed for the Turkish nation since the past. This similarity in collective work culture can be considered as unorganized cooperatives. Apart from this, another source of inspiration for cooperatives is the Ahi Unions that emerged in the 13th century during the Anatolian Seljuk period. These unions are professional organizations formed by tradesmen and craftsmen. The characteristics of the Ahi system such as preventing excessive income and wealth differences, providing jobs for the unemployed, protecting both the producer and the consumer, and providing vocational training are similar to cooperatives.

Ahi Unions began to transform into guilds in the 17th century and entered a period of decline in the second half of the 19th century. The emergence of modern cooperatives in Turkey also coincides with the period of decline of these guilds.

The first agricultural credit organization called "Memleket Sandığı", which is considered the beginning of modern cooperatives, was established by Mithat Pasha in the town of Pirot in 1863. The Memleket Sandığı, which were implemented between 1863 and 1883, eventually failed to fulfill their intended purposes and were replaced by the Menafi Sandıkları. The

problems in the Memleket Sandığı continued in the Benefit Funds and the capital of the Menafi Sandıkları was transferred to Ziraat Bank.

The period starting from 1888 and continuing until the revival of the cooperative movement in 1913 is the stagnation period of our cooperative movement. In 1913, Ahmet Cevat Emre, one of the important pioneers of Turkish cooperatives, published the first book in our country on cooperatives. The sixty-article articles of association of consumer cooperatives were included at the end of this book, titled İktisatta İnkılap: İstihlak Teavün Şirketleri (Revolution in Economics: Consumption and Solidarity Companies). With the positive influence of Ahmet Cevat Emre, who is considered the first important representative of consumer cooperatives, the first consumer cooperative was opened in 1913 in the Çırçır Neighborhood of the Fatih district of Istanbul. After this, many consumer cooperatives were established, but all of them were closed in 1919.

In the years when consumer cooperatives emerged, agricultural sales cooperatives also began to develop in the Aegean Region. In 1911, 45 minority and foreign merchants who exported figs in Izmir came together and formed a trust in order to purchase products from the public at the price they wanted. A commission agents company was established under the name of Incir Anonim Şirketi, which acted in parallel with this. In order to combat both the trust and the Commission Agents Company, the "Aydın İncir Himaye-i Zürra Anonim Şirketi" was established in Aydın in 1911, but it was closed shortly after. Ultimately, the solution was seen in cooperatives, and the National Aydın Bank was opened in 1913 in order to financially support the cooperative to be established. With the support of this bank, the first agricultural sales cooperative, which was first opened as a commission agent store and later changed its title to "Kooperatif Aydın Incir Producers Partnership (Kooperatif Aydın İncir Müstahsilleri Ortaklığı)" in 1915, thus took its place in history. The activities of this cooperative, which was the first to use the word cooperative in its title in our language, did not last long.

Following the victory of the War of Independence, cooperative activities gained momentum under the leadership of Atatürk with the opening of the Turkish Grand National Assembly. The first study was the Cooperative Companies Law Draft consisting of 77 articles prepared in 1920 in order to establish cooperatives on a legal basis. This draft law, which was submitted to the parliament on September 27, 1920, was put on the agenda of the General Assembly with some amendments, but it could not be fully discussed and thus could not become law. Another law prepared and accepted on September 10, 1921 regarding cooperatives was the Havza-i Fahmiye (Coal Basin) Law. The 4th article of this law foresaw the establishment of "Reserve and Mutual Aid Funds", i.e. cooperatives, in the Coal Basin.

The first Economic Congress was held in Izmir between February 17 and March 4, 1923, to discuss the economic situation of the new Turkey. One of the important issues discussed at this congress held in 1923 was cooperatives. At the opening of the congress, Minister of Economics Mahmut Esat Bozkurt, who spoke after Atatürk, made a speech that included the need to establish all kinds of companies, and that more importance should be given to cooperative companies that fully expressed the needs of our country. The fact that cooperatives were considered before the republic was even declared, the establishment of cooperatives, the inclusion of farmers in the cooperatives to be established, and even the decisions such as the state covering the establishment capital of these cooperatives – in return for the debt to the farmers – are of historical importance for the cooperative movement.

Shortly after the convening of the Izmir Economic Congress, on March 19, 1923, a book called "Cooperative Companies" was published by the then General Directorate of Press and Broadcasting. This book, prepared with the approval of Atatürk and consisting of six chapters, contains short and concise technical information and some advice on cooperatives. Cooperative companies were shown as one of the solutions for the salvation of the country, and it was emphasized that only cooperatives could provide the necessary power and capital. The book showed the way for the cooperative movement in our country by giving successful examples from cooperatives in western countries. The last chapter also includes advice on the important duties that fall on village teachers for the development of cooperatives and that efforts should be made with a sense of national duty in this regard. This work, which is quite important in terms of the development of the idea of cooperatives, has the characteristic of being the fundamental source of the cooperative movement in the republican period.

In order to encourage cooperatives and facilitate the establishment of cooperatives, the "Production Purchase and Sale Partnership Cooperatives Regulation" was issued in 1923, before the declaration of the republic. This regulation, consisting of 97 articles, envisaged that cooperatives would be provided with aid from the Ministry of Economy budget and that the Ziraat Bank would provide loans. The regulation went into effect for all types of cooperatives. Based on this regulation, approximately 40 cooperatives were established until 1928. Atatürk also became a partner in the Ankara Civil Servants' Consumption Cooperative, the first modern consumer cooperative. This regulation is important as it is the first regulation to enter into force among cooperative laws.

After the declaration of the Republic, the necessary legal arrangements for the development of cooperatives continued. With the law numbered 396 accepted on January 5, 1924, cooperatives, namely partnership companies, were added to the commercial companies listed as collective, limited partnership and joint stock companies in the Land Trade Law of 1850 that was in force at the time. Thus, cooperatives were included in a law for the first time. In the Turkish Commercial Code enacted on May 29, 1926, cooperative companies were also included in the section reserved for capital companies.

On April 21, 1924, the first agricultural cooperative law, the "Reputational Agricultural Unions Law", was enacted. As a result of this law not being able to show the expected success, a new law was enacted. On June 5, 1929, the "Agricultural Credit Cooperatives Law" numbered 1470 was put into effect.

Atatürk, who was pleased with the cooperatives that were rapidly organized together with the legal regulations in the field of cooperatives, emphasized in his opening speech at the Turkish Grand National Assembly on November 1, 1929, that this organization made him happy and that it should be spread throughout the country. During his country tour that started in the late 1930s and covered 21 provinces, Atatürk talked about the importance of cooperatives in various places he visited and defended cooperatives against those who criticized them. In the fourth article of the section devoted to economic affairs of the third congress of the period, which was held in 1931 and was the only party founded by Atatürk, it was emphasized that their aim was to provide farmers with economic institutions such as credit and production cooperatives, and to develop and increase these institutions. Thus, cooperatives were included in a party program for the first time. In the program accepted at the fourth grand congress of the party, which was held in 1935, cooperatives were given a wider place compared to the one in 1931. In this program, important issues such as the fact that seasonal credit for small

farmers should be provided by agricultural credit cooperatives and that the establishment and increase of agricultural sales cooperatives are given importance were included.

The first construction cooperative in Turkey in its current sense was also established during this period. Bahçelievler Housing Construction Cooperative, which was established in Ankara in 1934 and whose first partners were homeless civil servants, constitutes the core of today's Bahçelievler district.

With the enactment of Law No. 2834, agricultural sales cooperative unions began to be established. The Hazelnut Agricultural Sales Cooperative Union was established on July 28, 1938. In a meeting attended by the founders and administrators of the İzmir Fig and İzmir Grape Agricultural Sales Cooperative Union, it was emphasized that cooperatives were no longer a matter of debate in our country, and that cooperatives, which had been generally amateur until then, had developed and become a very serious and important business.

Atatürk was extremely pleased with these arrangements and the progress made, and he himself established an agricultural credit cooperative and showed the way to farmers. During a visit to Mersin in 1925, Atatürk saw the Tekir farm in Tekir Village of Silifke and decided to buy it. On June 30, 1936, Atatürk submitted a petition to Ziraat Bank together with the producers around the Tekir farm, declaring that they wanted to establish an agricultural credit cooperative in the region including the Tekir farm. Minister of Economy Celal Bayar sent a telegram to Atatürk informing him that the establishment procedures had been completed. In his response to this telegram, Atatürk expressed his joy regarding the issue and wished for agricultural credit cooperatives to cover the entire country in a short time. Years later, Minister of Economy Celal Bayar stated in an interview with Karınca Magazine that he had given Atatürk the idea of becoming a partner in this cooperative. Atatürk also honored this offer and took the cooperation with farmers to a further step. With this behavior, Atatürk showed his belief in cooperatives and also shed light on this issue for farmers. Today, Tekir Farm Agricultural Credit Cooperative has moved to Silifke and its name has been changed to Atatürk Tekir Agricultural Credit Cooperative.

The laws on the Turkish Republic Ziraat Bank and the Turkish People's Bank, which were organized to finance cooperatives, were also enacted during this period. In 1933, the People's Funds and People's Bank Law numbered 2284 was enacted, aiming to organize small craftsmen and tradesmen into cooperatives and to finance them. The current Turkish Republic Ziraat Bank was established with the law numbered 3202 dated June 12, 1937. This law includes provisions supporting agricultural cooperatives, especially credit and sales cooperatives. Therefore, cooperatives were encouraged and priority was given to cooperatives so that credit could be obtained more easily. Atatürk's interest in cooperatives dates back to before the foundation of the Republic. Mustafa Kemal, as the President of the Assembly, also signed the Cooperative Companies Law Draft submitted to the Turkish Grand National Assembly in 1920.

On March 19, 1923, a publication called "Cooperative Companies" was published with the knowledge and approval of Atatürk. This publication clearly documents the great value Atatürk and the administration of that period gave to cooperatives even amidst the vital problems they faced.

The last section of this booklet, which begins with the sentence "The establishment and proliferation of cooperative companies in our country will constitute an economic victory for our nation in itself", states that "Every Turkish village and town teacher who loves his country

should consider it a conscientious and sacred duty to make the utmost effort to spread this institution in our country, which will raise our villages economically and socially".

The early years of the Republic were the years when cooperatives were included in various laws and their existence was accepted as a form of organization. Starting in late November 1930, Atatürk embarked on a three-month long, nationwide tour of twenty-one provinces. In İzmir, which was chosen as one of the most important stops on this tour, Atatürk's first visit to the public institution was Ziraat Bank, and his first inspection subject was agricultural credit cooperatives.

In his speech at the İzmir People's Party congress on January 27, 1931, it can be seen that Atatürk attached great importance to cooperatives. Only four days after this speech, in a meeting held at the İzmir Chamber of Commerce on February 1, 1931, Atatürk responded to criticisms about cooperatives by saying, "I believe that there is definitely strength in unity. Establishing a cooperative is combining material and spiritual forces, intelligence and skills."

After the publication of the book "Cooperative Companies", Atatürk intervened in the ongoing and fruitless cooperative discussions among the intellectuals of the time by giving the order to establish the Turkish Cooperative Society. Atatürk asked the Minister of the Interior of the period, Şükrü Kaya, to establish a society that would approach the cooperative issue with a scientific approach, establish the movement on its true foundations and work for the public good. Thus, on May 20, 1931, the "Turkish Cooperative Society" was founded in Istanbul. The Society, which was transferred to Ankara two years later, held its first general assembly in 1934 under the chairmanship of Minister of Economy Celal Bayar. One of the first works of the Society was to publish the quarterly "Cooperative Society" magazine and the monthly "Karınca" magazine. The Society has continued its activities under the name of the Turkish Cooperative Society since 1946. Since its establishment, the Turkish Cooperative Society has been carrying out its work on Cooperatives by organizing academic panels, symposiums, congresses, providing training, publishing journals and books. Today, we are carrying out one of these activities, the 26th International Turkish Cooperative Congress.

The most productive year in terms of legal regulations regarding cooperatives during the Atatürk period was 1935. Both the "Agricultural Sales Cooperatives and Unions Law" numbered 2834 and the "Agricultural Credit Cooperatives Law" numbered 2836 were enacted in 1935 upon Atatürk's directives and immediately put into effect. Based on these two laws, hundreds of cooperatives were established all over the country.

The year 1936 is of great importance in terms of Atatürk's cooperative action. Because Atatürk submitted a petition to Ziraat Bank on June 3, 1936, to establish an agricultural credit cooperative with producers around Tekir Farm, which he owned in Tekir village of İçel. This petition was signed by 36 producers who were founding members of the cooperative. The first of these signatures belongs to Kemal Atatürk.

The name of this cooperative, which has moved to Silifke district today, has been renamed as " Atatürk Tekir Agricultural Credit Cooperative". The day of the establishment petition, June 30, has been celebrated as "Cooperative Day" by various cooperative organizations in recent years. Finally, Atatürk once again expressed the importance he gave to cooperatives in the use of machinery in his last Turkish Grand National Assembly opening speech on November 1, 1937.

2. CONCLUSION

As a result, while there were almost no cooperatives in Turkey at the beginning of the War of Independence, the fact that the cooperative movement had made great progress by 1938 is, of course, the work of Atatürk and his colleagues. During this period, legal regulations regarding cooperatives were made, Atatürk mentioned the importance of cooperatives in many of his speeches, publications on cooperatives were published, numerous articles and books were translated, and even cooperative courses began to be given in schools. In 1932, cooperatives were included in the programs as a separate course at the Istanbul Higher Economics and Trade School. Later, cooperative courses were also included as courses in the programs of the Higher Trade Schools opened in Izmir, Ankara and Eskisehir. Between 1922 and 1930, Mehmet Izzet Bey gave some space to cooperatives in his sociology courses at the Istanbul University. In the years following 1934, cooperative courses were given in the department of sociology, social policy and cooperatives at the Faculty of Economics founded by Prof. Dr. Gerhard Kessler in 1937 at Istanbul University. Prof. Dr. Ernst E. Hirsch also focused on cooperatives as a type of company within commercial law.

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İMALATÇI İŞLETMELERİN TEKNOLOJİ DÜZEYLERİNE GÖRE İHRACAT PERFORMANSINI ETKİLEYEN DEĞİŞKENLERİN BELİRLENMESİ

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ÖZET

İhracat performansına yönelik yapılan araştırmalar çerçevesinde işletmelerin teknoloji düzeyi ile ihracat performansları arasında ilişki olduğu bir çok çalışmada ortaya konmuştur. Bu çalışma da ise bağımsız değişken olarak ele alınan imalatçı işletmelerin teknoloji düzeyleri ile bağımlı değişkenler arasındaki ilişkiyi değiştirecek veya etkileyecek faktörler incelenmiştir. İşletmelerin ihracat süreçlerinde yaşadığı problemlerin ortaya konmasının yanında, dış pazarlardaki ticareti engelleyici uygulamalar, mevcut üretim teknolojilerinin seviyelerini artırmaya yönelik planlarının ve Ar-Ge ve inovasyon çalışmaların varlığı, pazar araştırması ve ticari istihbarat faaliyetleri yapıp yapmaması, lojistik sorunlar, dış pazarlardaki olumsuz algı, dış pazarlardaki rekabetin bir problem olarak algılanma durumunun, dış pazarlarda bağımsız aracı kullanımının, ihracat yöntemlerinin ve devlet desteklerinden yaralanma durumunun işletmelerin teknoloji düzeyleriyle ilişkisinin ne düzeyde olduğuna dair bulgular ortaya çıkarılmıştır. Buna göre, dış pazarlarda ticareti engelleyici uygulamalar, dış pazarlardaki işletmelerin ürünlerine yönelik olumsuz tutum, Ar-Ge ve inovasyon çabaları, ihraç pazarlarına yönelik pazar araştırması yapması, ticari istihbarat faaliyetlerinin varlığı ve devlet desteklerinden yararlanma durumu değişkenlerinin işletmelerin dış pazarlardaki performansını etkileme özelliğine sahip olduğu sonucuna ulaşılmıştır.

Anahtar Kelimeler: İhracat, Teknoloji, İhracat performansı

Jel Kodu: F14-F18

DETERMINATION OF VARIABLES AFFECTING EXPORT PERFORMANCE OF MANUFACTURING ENTERPRISES ACCORDING TO THEIR TECHNOLOGY LEVELS

ABSTRACT

Within the scope of researches conducted on export performance, it has been revealed in many studies that there is a relationship between the technology level of enterprises and their export performance. In this study, the factors that will change or affect the relationship between the technology level of manufacturing enterprises, which is considered as an independent variable, and the dependent variables were examined. In addition to revealing the problems experienced by enterprises in their export processes, findings were revealed on the level of the relationship between trade-impeding practices in foreign markets, plans to increase the levels of current production technologies and the existence of R&D and innovation studies, whether or not they conduct market research and trade intelligence activities, logistics problems, negative perception in foreign markets, the perception of competition in foreign markets as a problem, the use of independent intermediaries in foreign markets, export methods and the status of benefiting from state supports. Accordingly, it was concluded that the variables of trade-impeding practices in foreign markets, negative attitudes of enterprises in foreign markets towards their products, R&D and innovation efforts, conducting market research on export markets, the existence of trade intelligence activities and the status of benefiting from state supports have the feature of affecting the performance of enterprises in foreign markets.

Keywords: Exports, tecnology, export performance

Jel Codes: F14-F18

1.   GİRİŞ

İşletmelerin ihracat performansına yönelik yapılan çalışmaların bir kısmı teknoloji seviyesi (ürettikleri ürünlerin girdiği teknoloji sınıfı) ile ihracatlarının seyri arasında bir ilişki üzerine yapılmıştır. Genellikle, daha yüksek teknolojik kabiliyetlere sahip işletmelerin daha çok miktarda ihracat yapma ve ihracatlarını çeşitlendirme becerisine sahip olduğu düşünülmektedir. Bu ilişki birkaç temel nokta da tartışılmaktadır. Birinci noktada işletmelerin teknoloji düzeyi yükseldikçe dış pazarlarda yine kendisi gibi yüksek teknoloji düzeyinde işletmelerle rekabet etmek durumunda kalacaktır. İşletmelerin rekabet ettiği sınıf (orta-yüksek veya yüksek teknoloji grubu gibi) değişecek ama rekabet düzeyinin ne yönde değişeceği sektörel değişkenlere bağlı kalabilecektir. Dolayısıyla teknoloji gelişimi doğrusal olarak işletmelerin dış pazarlardaki ihracat performansını doğrudan artıran bir unsur olmayabilir. Bu tür piyasalarda ihracatın performansı başka değişkenlere bağlı olarak gelişebilecektir. Bu düşüncenin yanı sıra ikinci görüş daha çok ampirik bulgularla desteklenmiştir. Buna göre işletmelerin teknolojik düzeyi arttıkça ihracata yönelik performansının da arttığı kabul edilmektedir. Teknoloji seviyesi yüksek olan işletmeler genellikle daha fazla rekabet avantajına sahip olacak ve bu da ihracat faaliyetlerinde başarılı olma olasılıklarını artıracaktır.

Yüksek teknoloji düzeyine sahip işletmelerin uluslararası pazarlarda daha başarılı olma olasılığı, düşük teknolojiye sahip işletmelere göre daha yüksek olacaktır. Ancak, başarılı bir ihracat stratejisi yalnızca teknolojiye değil, aynı zamanda pazar analizi, müşteri ilişkileri ve operasyonel stratejilere de bağlı olacağı gözlerden kaçmamalıdır.

2. LİTERATÜR TARAMASI

E-İşletmelerin teknoloji düzeyi ile ihracat performansı arasındaki ilişkiyi inceleyen çalışmalarda özellikle yüksek teknoloji düzeyine sahip işletmelerin daha yenilikçi ve katma değeri yüksek ürünler üretebilme yeteneğine sahip oldukları bilinmektedir. Ethier ve Markusen (1996), Xu (2011) ve Keller (2010) çalışmasında ifade ettiği gibi bu tür ürünlerin uluslararası pazarlarda daha fazla talep görmesi ürünün kalitesi ve işlevselliği açısından rakip ürünlere üstünlük kurmakta zorlanmayacaklarını ifade etmişlerdir. Katma değeri yüksek bu yüksek teknoloji ürünler, daha fazla kâr marjını beraberinde getirebilecektir. Böylece bu işletmelerin performansı ve ihracat gelirleri de artacaktır (Sharma 2018, 52).

Teknoloji düzeyini artıran işletmelerde üretim süreçleri daha verimli hale gelmesi beklenmektedir (Dosi G., ve dğ. 2015, 1802). Verimlilik artışı beraberinde de maliyetleri düşürmesi beklenmektedir. Kathuria (2002), Fu (2011), verimlilik ve karlılık artışı dış piyasalarda rekabetçi olma özelliğini de beraberinde getirmektedir. Kleinschmith ve Ross(1984) ve Keller (2010), üretimdeki maliyetlerin azalması, özellikle fiyat rekabetinde işletmelere esneklik sağlayacağını tespit etmişlerdir. Türk işletmelerinin özellikle fiyat rekabeti üzerine kurulu bir rekabet anlayışının varlığı düşünüldüğünde dış pazarlarda daha iyi ve rekabetçi bir konuma gelme ihtimalleri de artıracaktır. Newman ve dğ. (2015), Sharma (2015), ileri teknoloji kullanan işletmelerin, Ar-Ge veya inovasyon faaliyetleri ile daha fazla yenilik yapabileceklerini vurgulamaktadır. Yenilikçi ürünler ve hizmetler üreten işletmeler, dış pazarlarda kendi ürünlerini veya belki de markalarını farklılaştırmak suretiyle pazar paylarını da artırması beraberinde gelecektir (Soete, 1987,111).

Dış pazarlarda özellikle Türk ihracatçıları için son derece önemli Avrupa Birliği pazarında bazı problemlere neden olan uluslararası standartlar ve sertifikasyonlara ilişkin problemlerin de etkisini azaltmak yine teknolojinin açtığı bir kilittir. Özellikle sıfır emisyon, kalite yönetimi, çevreye duyarlılık gibi kriterler açısından dış pazarlarda önemli avantajlar yüksek kaliteli ürünler ve teknoloji ile beraber gelmektedir. Spulber (2008), uluslararası standartlara uygun ürünlerin, ticari kısıtlamaları aşma ve geniş pazarlara erişim anlamında işletmelere çok ciddi kolaylıklar da sağlayacakları incelenmiştir.

Teknoloji yatırımları işletmelere ürün geliştirme, ürün farklılaştırma ve hatta üretim süreçlerinde yenilik yapma fırsatları sağlama hususunda en önemli yatırım çeşididir. Elbette bu yatırım sadece sermaye yatırımı değil, insan kaynaklarına da ciddi yatırım bu değişimi sağlayan faktörler olmaktadır. Bu gelişim işletmelere yeni pazar fırsatları sunacak ve müşteri bağlılığı oluşturarak uzun vadede ihracat gelirlerini de artıracaktır.

3. YÖNTEM

Araştırmanın temel amacı işletmelerin ihracat pazarlarında performanslarını etkileyen değişkenlerin, işletmelerin teknoloji seviyelerine göre değişiklik gösterip göstermediğini ortaya koymaktır. Başka bir ifadeyle tanımlayıcı bir araştırma tekniği tercih edilmiştir. Bunu yaparken araştırmanın betimsel bir analiz üzerine kurulduğu ifade edilmelidir. Veri toplama yöntemi olarak anket kullanılmıştır. Konuya ilişkin belirli bir ölçek üzerinden analizler yapılmamıştır. Çalışma daha ziyade araştırmanın amacına da uygun olarak işletmelerin teknoloji düzeyine etki eden faktörlerin tespitine yöneliktir. Buna bağlı olarak frekans tabloları ile çapraz tablolar hazırlanmak suretiyle bulgulara ulaşılmaya çalışılmıştır. Daha ziyade ileride yapılabilecek çalışmalara ön veri sağlayacak nitelikte sonuçlara ulaşılmak istenmiştir.

Çalışma evreni içindeki işletmelere anket formları gönderilmiş ve 1.175 tanesinden değerlendirmeye uygun cevap gelmiştir. Gelen cevaplar SPSS 26.0 paket programına aktarılmış ve analizler burada gerçekleştirilmiştir. Araştırma metodoloji kapsamında hipotez kurulmaktan kaçılmış, daha önce de ifade edildiği gibi daha ziyade tanımlayıcı sonuçlara varmaya çalışan betimsel bir analiz gerçekleştirilmiştir.

Değişkenler

Araştırma amacına uygun olarak işletmelerin "teknoloji düzeyi" bağımsız değişken olarak belirlenmiştir. Bağımlı değişken olarak da işletmelerin "ihracat süreçlerinde yaşadığı problemlerin ortaya konmasının yanında, dış pazarlardaki ticareti engelleyici uygulamalar, mevcut üretim teknolojilerinin seviyelerini artırmaya yönelik planlarının ve Ar-Ge ve inovasyon çalışmaların varlığı, pazar araştırması ve ticari istihbarat faaliyetleri yapıp yapmaması, lojistik sorunlar, dış pazarlardaki olumsuz algı, dış pazarlardaki rekabetin bir problem olarak algılanma durumu, dış pazarlarda bağımsız aracı kullanımı, ihracat yöntemleri ve devlet desteklerinden yaralanma durumu " değişkenleri alınmıştır. İşletmelerin teknoloji düzeyi uluslararası sınıflandırmalarda olduğu gibi düşük, orta-düşük, orta-yüksek ve yüksek teknoloji düzeyi olarak dört farklı sınıfta değerlendirilmiştir.

4. BULGULAR

Çalışma kapsamında belirlenmiş bağımsız değişkenler ile işletmelerin teknoloji düzeyleri arasındaki eğilimi ölçen çapraz tablolar çıkarılmıştır. BU çerçevede aşağıda ifade edilen tablo ve grafikler elde edilmiştir.

1.KOBİ'lerin Dış Pazarlarda Ticareti Engelleyici Uygulamaların İhracat Potansiyellerini Azaltma Durumunun Teknoloji Düzeyine Göre Dağılımı

Teknoloji düzeyine göre değerlendirildiğinde, çalışmaya katılan ihracatçı Kobilerin sadece % 3'ü yüksek teknoloji ürünleri üretmekte ve ihracatını yapmaktadır. Orta-düşük teknoloji düzeyinde ürün ihraç edenlerin oranı % 29.2, orta-yüksek teknoloji seviyesinde ürün ihracatı yapanların oranı % 30.5 ve orta-düşük teknoloji seviyesinde ihracatçı olanların oranı ise % 36.3 düzeyindedir.

Düşük teknoloji seviyesinde ürün ihracatı yapan işletmelerin % 44.2'si dış pazarlardaki kısıtlayıcı düzenlemelerin ihracat potansiyellerini azalttığını ifade ederken, orta-düşük teknoloji içinde bu cevabı verenlerin oranı % 33.7 olarak görülmektedir. Orta yüksek teknoloji seviyesinde bu oran % 40.9 iken, düşük teknoloji seviyesindeki bu oran % 31.1 olarak görülmektedir.

Tablo 1. KOBİ'lerin Dış Pazarlarda Ticareti Engelleyici Uygulamaların İhracat Potansiyellerini Azaltma Durumunun Teknoloji Düzeyine Göre Dağılım Tablosu

Teknoloji	Evet Oldukça Azaltıyor	Evet Ama Çok Fazla Değil	Fikrim Yok	Hayır Azaltmıyor	Toplam
Düşük Teknoloji	189	124	65	49	427
Orta-Düşük Teknoloji	116	119	54	55	344
Orta-Yüksek Teknoloji	147	131	38	43	359
Yüksek Teknoloji	14	15	11	5	45
Toplam	466	389	168	152	1175

Dış pazarlardaki kısıtlamaların ihracat potansiyellerini düşürmediğini ifade eden ve en yüksek oranda bu cevabı veren işletmelerin % 15.9 ile orta-düşük teknoloji seviyesindeki Kobiler olduğu dikkat çekmektedir.
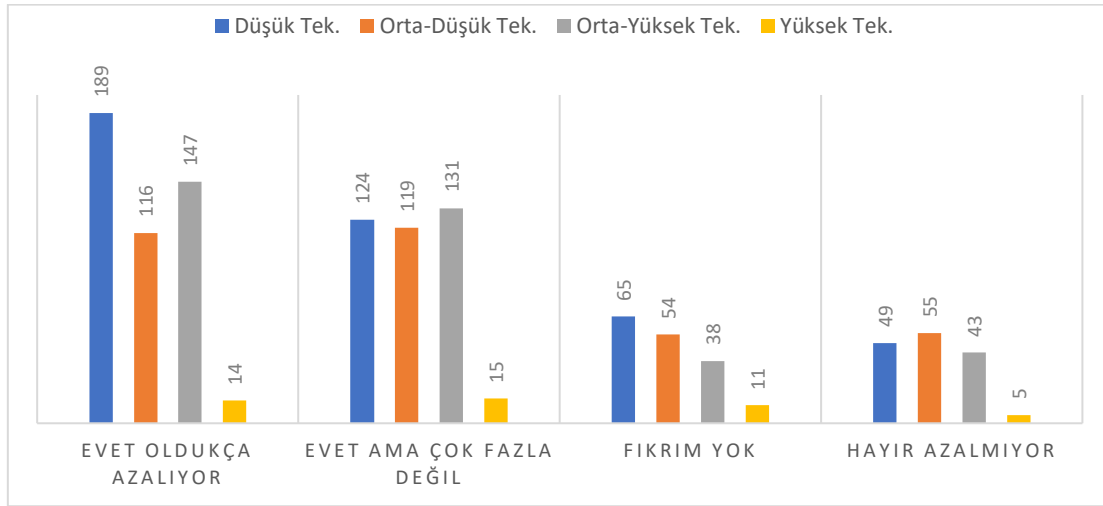
Şekil 1. KOBİ'lerin Dış Pazarlarda Ticareti Engelleyici Uygulamaların İhracat Potansiyellerini Azaltma Durumunun Teknoloji Düzeyine Göre Dağılımı

Çalışmaya katılan yüksek teknoloji seviyesindeki işletmelerin oranı toplam içinde çok düşük kaldığı için, (% 3 dolayında) bu Kobilerin ihracat potansiyellerinin, diğer teknoloji seviyesindeki Kobilere göre ticareti kısıtlayıcı engellerden daha az etkilendikleri sonucunu çıkarmak anlamlı görülmemektedir. Düşük, Orta-yüksek ve yüksek teknoloji ürün ihracatı yapan tüm Kobilerde ticareti kısıtlayıcı

engellerden dolayı ihracat potansiyellerinin azalmadığını düşünenlerin oranı % 11-12 arasında değişiklik göstermektedir. Bu durum teknoloji düzeyi ile ticareti engelleyici uygulamalardan dolayı ihracat potansiyellerinin azaldığı görüşü arasında doğrusal bir ilişki kurmanın bu verilerle mümkün olmadığının altını çizmektedir.
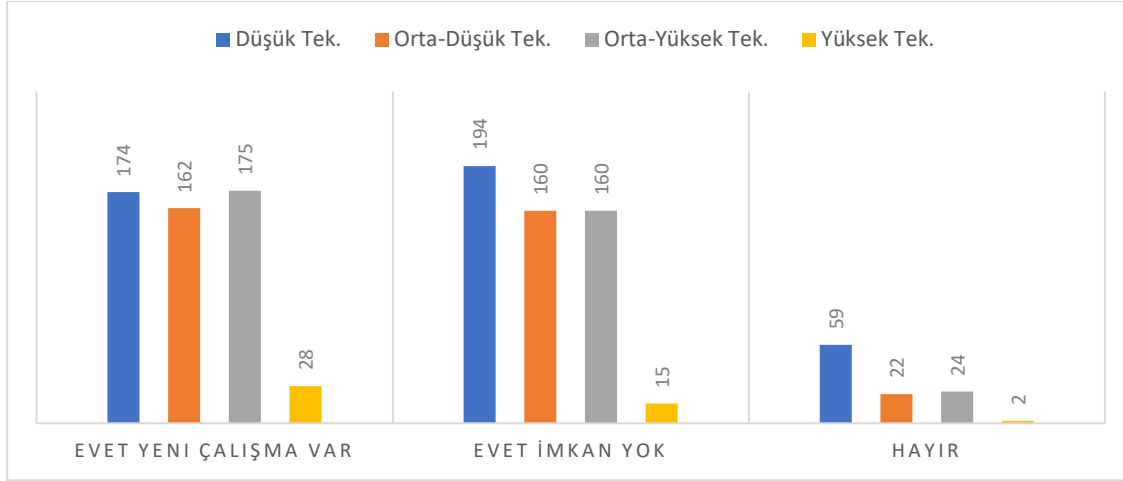
2. KOBİ'lerin Mevcut Üretim Teknolojilerinin Seviyelerini Artırmaya Yönelik Planlarının Teknoloji Düzeyine Göre Dağılımı

Düşük teknoloji grubundaki Kobilerimizin % 45.4'ünün mevcut üretim teknolojilerini artırmaya yönelik planlarının olduğunu ama imkanlarının olmadığını ifade ederken yine düşük teknoloji seviyesinde olan ve mevcut teknoloji düzeyini artırma planları olduklarını ifade eden Kobilerin oranı % 40.7 olarak tespit edilmiştir. Orta-düşük teknoloji seviyesindeki Kobilerimizin % 47'si, orta-yüksek teknoloji düzeyindeki Kobilerimizin % 48.7'si ve yüksek teknoloji grubunda ürün üreten Kobilerimizin ise % 62.2'si bu yönde yani mevcut üretim teknolojilerinin seviyesini artırmaya yönelik bir planlarının olduğunu ifade etmektedir.

Tablo 2. KOBİ'lerin Mevcut Üretim Teknolojilerinin Seviyelerini Artırmaya Yönelik Planlarının Teknoloji Düzeyine Göre Dağılım Tablosu

Teknoloji	Evet, buna göre yeni çalışmalar yapıyoruz	Evet ama imkan yok	Hayır	Toplam
Düşük Teknoloji	174	194	59	427
Orta-Düşük Teknoloji	162	160	22	344
Orta-Yüksek Teknoloji	175	160	24	359
Yüksek Teknoloji	28	15	2	45
Toplam	539	529	107	1175

Bu sonuçlara bakıldığında, ilk göze çarpan konu, işletmelerin teknoloji düzeyi yükseldikçe, mevcut üretim teknolojilerinin seviyelerini artırmaya yönelik planlarının da arttığıdır. Başka bir ifadeyle Kobilerimizin teknoloji seviyeleri ile üretim teknolojilerini artırma yönündeki planları arasında pozitif bir ilişki kurulmaktadır. Bundan sonraki araştırmalarda, yeni ölçekler yardımıyla bu ilişkinin mutlaka test edilmesi gerekir. Bu amaçla belki Kobilerin teknoloji düzeylerine göre de ölçeklerin farklılaşması suretiyle daha hassas ve kritik bilgiler ortaya çıkarılabilecektir.
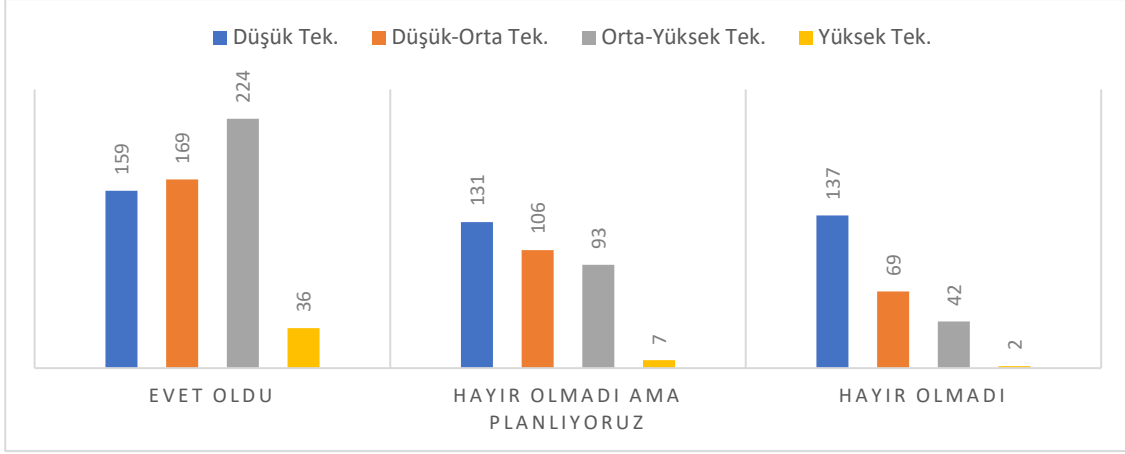
Şekil 2. KOBİ'lerin Mevcut Üretim Teknolojilerinin Seviyelerini Artırmaya Yönelik Planlarının Teknoloji Düzeyine Göre Dağılımı

3. KOBİ'lerin Ar-Ge ve İnovasyon Çalışmaların Teknoloji Düzeyine Göre Dağılımı

KOBİ'lerin teknoloji seviyeleri arttıkça Ar-Ge ve inovasyon çalışmalarına ağırlık verdikleri burada da ortaya çıkmaktadır. Düşük teknoloji ürünleri üreten işletmelerin Ar-Ge faaliyetleri yapma oranı % 37.2, orta-düşük teknoloji düzeyindeki KOBİ'lerin % 49.1, orta-yüksek teknolojilerin % 62.3 ve yüksek teknoloji ürünler üreten işletmelerin ise % 80 olarak tespit edilmiştir.

Tablo 3. KOBİ'lerin Ar-Ge ve İnovasyon Çalışmaların Teknoloji Düzeyine Göre Dağılım Tablosu

| Teknoloji	Evet oldu	Hayır olmadı, ama planlıyoruz	Hayır olmadı	Toplam
Düşük Teknoloji	159	131	137	427
Orta-Düşük Teknoloji	169	106	69	344
Orta-Yüksek Teknoloji	224	93	42	359
Yüksek Teknoloji	36	7	2	45
Toplam	588	337	250	1175

Şekil 3. KOBİ'lerin Ar-Ge ve İnovasyon Çalışmaların Teknoloji Düzeyine Göre Dağılımı

4 .KOBİ'lerin Ar-Ge ve İnovasyon Türünün Teknoloji Düzeyine Göre Dağılımı

Diğer konu başlıklarında olduğu gibi "diğer" seçeneğinin yüksek frekansı burada yorum yapmayı zorlaştırmakla beraber, ortaya çıkan bir unsur da, teknoloji seviyesi arttıkça KOBİ'lerin ürün geliştirmeye yönelik Ar-Ge çalışmaları da artmaktadır. Bu oran düşük teknolojilerde %30'lardan sırayla % 36'ya, % 55'e ve % 77'ye çıkmıştır.

Tablo 4. KOBİ'lerin Ar-Ge ve İnovasyon Türünün Teknoloji Düzeyine Göre Dağılım Tablosu

| Teknoloji	Ürün Geliştirmeye Yönelik	Ürün Farklılaştırmaya Yönelik	Üretim Süreçlerine Yönelik	Diğer	Toplam
Düşük Teknoloji	130	14	14	269	427
Orta-Düşük Teknoloji	124	14	31	175	344
Orta-Yüksek Teknoloji	198	12	14	135	359
Yüksek Teknoloji	35	1	0	9	45
Toplam	487	41	59	588	1175
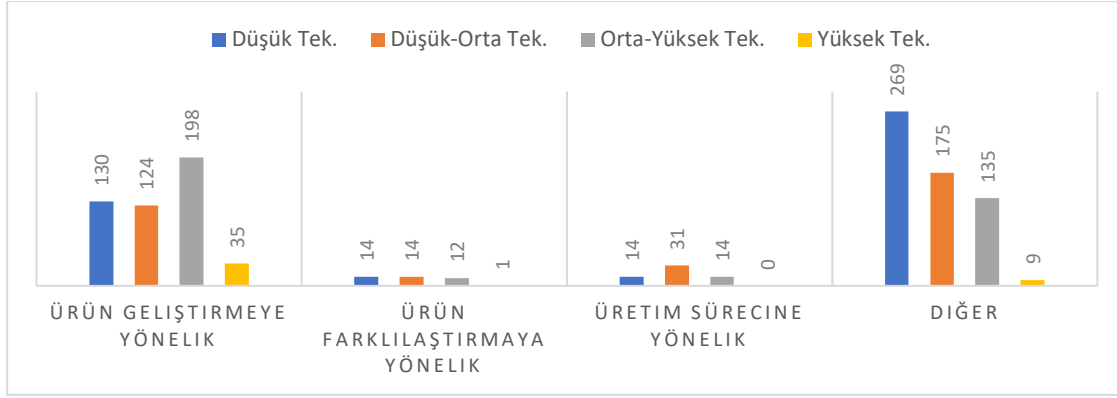
Şekil 4. KOBİ'lerin Ar-Ge ve İnovasyon Türünün Teknoloji Düzeyine Göre Dağılımı

5. KOBİ'lerin Kobilerin En Önemli Beş Probleminin Teknoloji Düzeyine Göre Dağılımı

KOBİ'lerin teknoloji düzeyleri ile en önemli gördükleri problemler arasında bir ilişki kurmak burada mümkün olmamıştır. Teknoloji seviyesinden bağımsız olarak KOBİ'lerin en önemli olarak ifade ettikleri problemler kendi içinde bir örüntü oluşturmamaktadır. Başka bir ifadeyle teknoloji düzeyi problem algısında bir değişken olmamaktadır.

Tablo 5. KOBİ'lerin Kobilerin En Önemli Beş Probleminin Teknoloji Düzeyine Göre Dağılım Tablosu

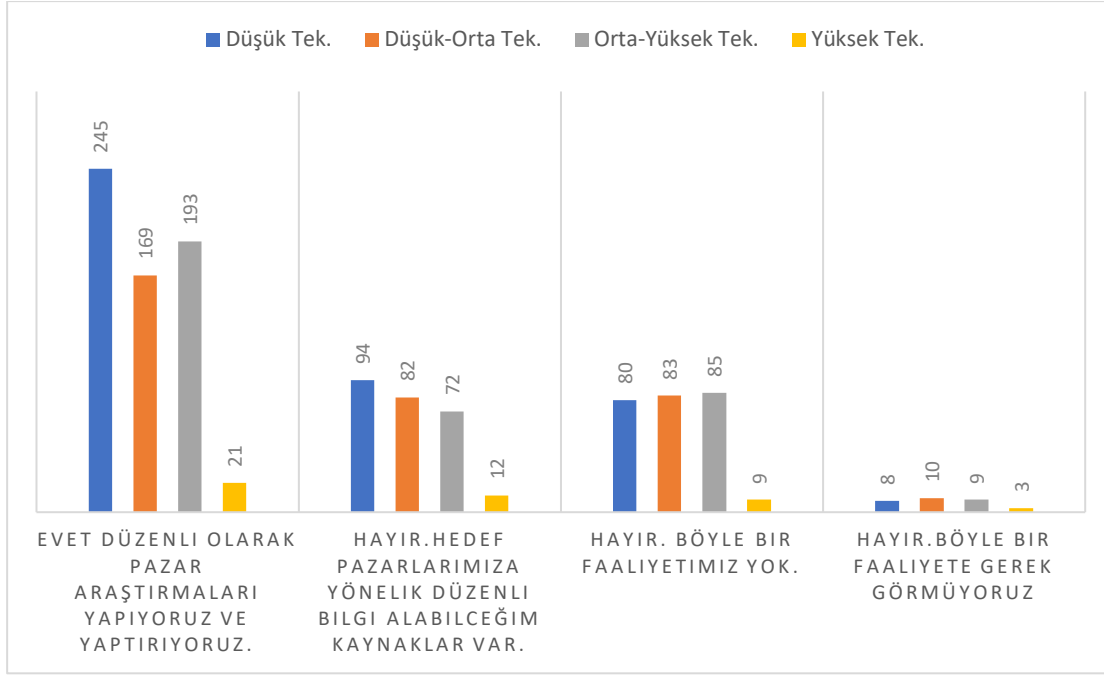| Teknoloji	Yüksek Girdi Maliyetleri	Yüksek İşçilik Maliyetleri	Döviz Kurlarında Oynaklık	Kredi Faizlerinin Yüksekliği	Finansal Teşviklerin Yetersiz Oluşu
Düşük Teknoloji	331	263	132	144	85
Orta-Düşük Teknoloji	259	201	118	106	88
Orta-Yüksek Teknoloji	262	187	105	83	64
Yüksek Teknoloji	29	20	16	14	12
Toplam	881	671	371	347	249
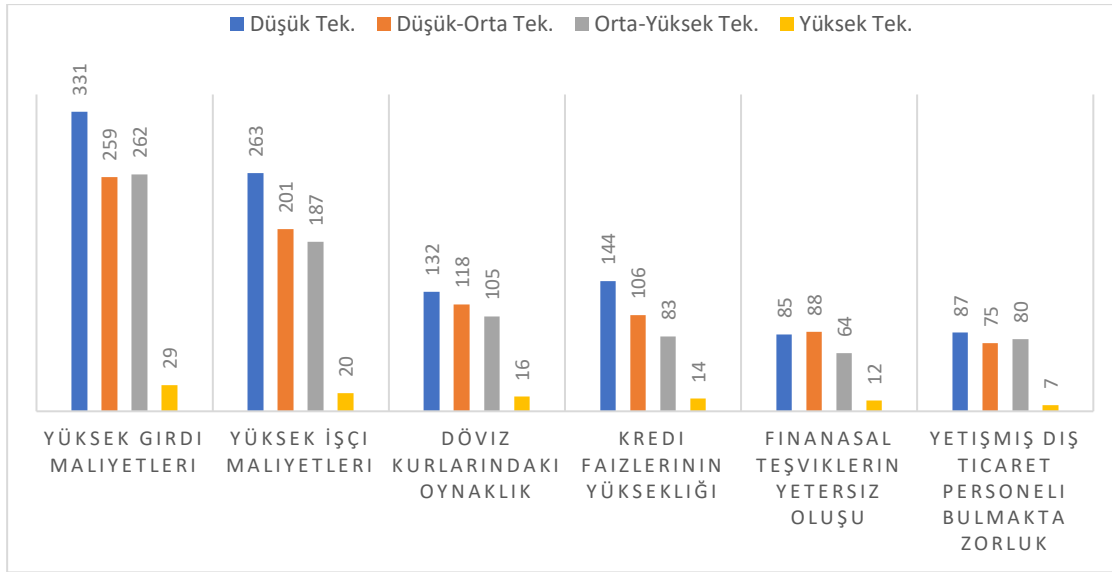
Şekil 5. KOBİ'lerin Kobilerin En Önemli Beş Probleminin Teknoloji Düzeyine Göre Dağılımı

6. KOBİ'lerin Pazar Araştırması Yapmalarının Teknoloji Düzeyine Göre Dağılımı

KOBİ'lerin teknoloji düzeyi pazar araştırması yapmalarına ilişkin bir değişken olmadığı görülmektedir. Teknoloji düzeyinden bağımsız, KOBİ'ler benzer oranlarda pazar araştırması yaptıklarını veya yaptırdıklarını söylerken (% 46 ile % 57 aralığında), "*hayır yaptırmıyorum*" diyenlerin oranı da yine benzer şekilde % 18.7 ile % 24.1 arasında sıkışmış bir aralıkta ifade edilmektedir.

Tablo 6. KOBİ'lerin Pazar Araştırması Yapmalarının Teknoloji Düzeyine Göre Dağılım Tablosu

| Teknoloji	Evet düzenli olarak pazar araştırmaları yapıyoruz ve yaptırıyoruz.	Hayır. Hedef pazarlarımıza yönelik düzenli bilgi alabileceğim kaynaklar var.	Hayır. Böyle bir faaliyetimiz yok.	Hayır. Böyle bir faaliyete gerek görmüyoruz.	Toplam
Düşük Teknoloji	245	94	80	8	427
Orta-Düşük Teknoloji	169	82	83	10	344
Orta-Yüksek Teknoloji	193	72	85	9	359
Yüksek Teknoloji	21	12	9	3	45
Toplam	628	260	257	30	1175

Şekil 6. KOBİ'lerin Pazar Araştırması Yapmalarının Teknoloji Düzeyine Göre Dağılımı

7. KOBİ'lerin Ticari İstihbarat Faaliyetlerinin Teknoloji Düzeyine Göre Dağılımı

KOBİ'lerin ticari istihbarat yapma düzeyleri de tıpkı pazar araştırması yapmalarında olduğu gibi teknoloji düzeyi ile ilintili değildir. Teknoloji düzeyinden bağımsız, KOBİ'ler benzer oranlarda ticari istihbarat yaptıklarını veya yaptırdıklarını söylerken (% 30 dolayında), KOBİ'lerin teknoloji düzeylerinden bağımsız olmak üzere, *"böyle bir istihbarat sürecinden haberim yok"* diyenlerin oranı da yine benzer şekilde % 18.7 ile % 22 arasında bir oran almaktadır.

Tablo 7. *KOBİ'lerin Ticari İstihbarat Faaliyetlerinin Teknoloji Düzeyine Göre Dağılım Tablosu*

Teknoloji	Evet var. Zaman zaman bu tür istihbaratlar yaptırıyoruz.	Hayır. Bu tür bir istihbarat faaliyetimiz yok.	Böyle bir istihbarat sürecinden haberimiz yok.	Toplam
Düşük Teknoloji	130	215	82	427
Orta-Düşük Teknoloji	106	162	76	344
Orta-Yüksek Teknoloji	103	189	67	359
Yüksek Teknoloji	15	22	8	45
Toplam	354	588	233	1175
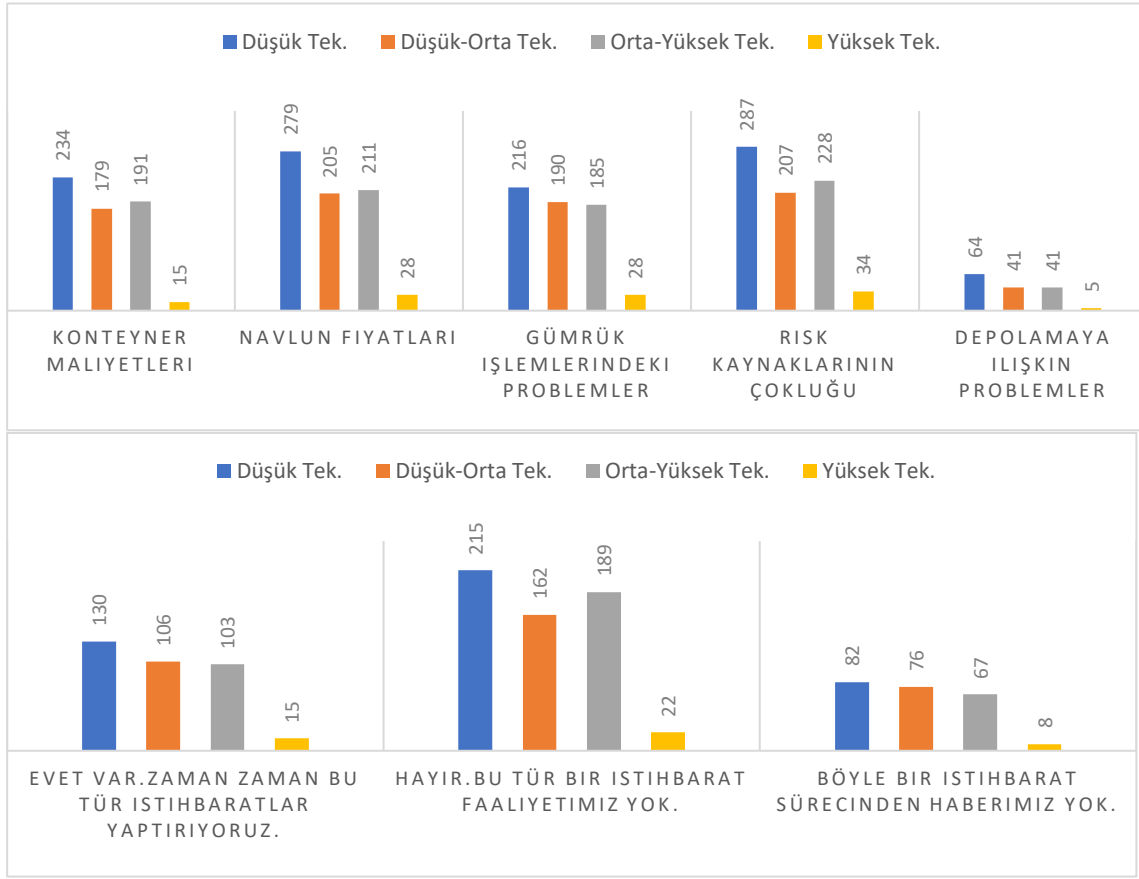
Şekil 7. KOBİ'lerin Ticari İstihbarat Faaliyetlerinin Teknoloji Düzeyine Göre Dağılımı

8. Kobilerin Lojistik Problemleri Teknoloji Düzeyine Göre Dağılımı

KOBİ'lerin teknoloji düzeyi ile ifade ettikleri lojistik problemler kendi içinde bir örüntü ortaya çıkarmamaktadır. Başka bir ifadeyle, teknoloji düzeyi KOBİ'lerin lojistik problemleri algılama sürecinde etkin bir değişken değildir. Teknoloji seviyesinin değişiklik göstermesi lojistik problemlerde bir farklılık yaratmamaktadır.

Tablo 8. Kobilerin Lojistik Problemleri Teknoloji Düzeyine Göre Dağılım Tablosu

Teknoloji	Konteyner maliyetleri	Navlun fiyatları	Gümrük işlemlerindeki problemler	Risk kaynaklarının çokluğu	Depolamaya ilişkin problemler
Düşük Teknoloji	234	279	216	287	54
Orta-Düşük Teknoloji	179	205	190	207	41
Orta-Yüksek Teknoloji	191	211	185	228	41
Yüksek Teknoloji	15	28	28	34	5
Toplam	619	723	619	756	141

Şekil 8. KOBİ'lerin Lojistik Problemleri ile Teknoloji Düzeyine Göre Dağılımı
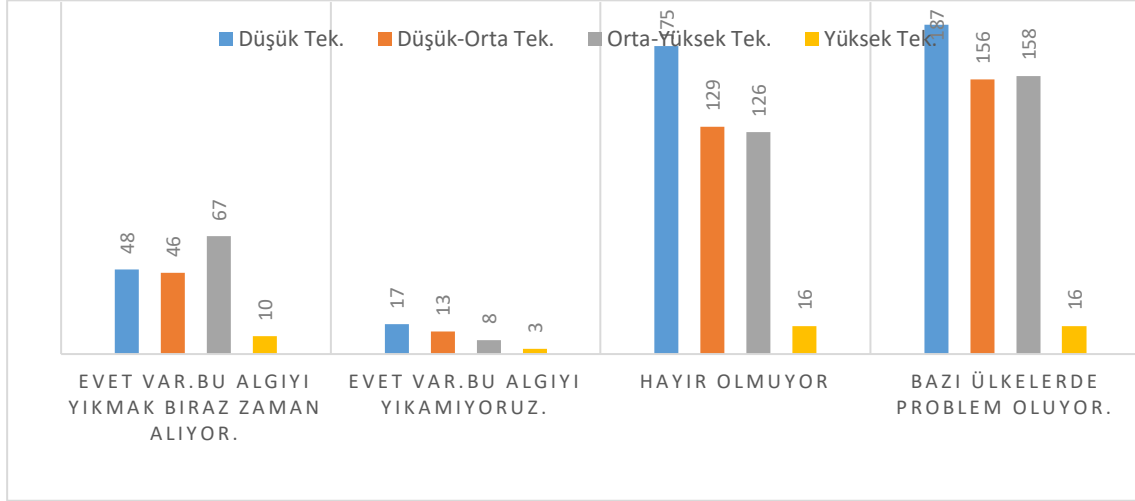
9. KOBİ'lerin Dış Pazarlardaki Olumsuz Algı ve Teknoloji Düzeyine Göre Dağılımı

KOBİ'lerin teknoloji düzeyi ile dış pazarlarda ürünlerine ilişkin olumsuz algını varlığına yönelik sorulan soruda bir ilişki ağı görülmektedir. KOBİ'lerin teknoloji düzeyi yükseldikçe "Evet var. Bu algıyı yıkmak biraz zaman alıyor" seçeneğine olan eğilim artış göstermektedir. Mesela, düşük teknoloji sektörlerde bu algı % 11.2 olarak hissedilirken, orta düşük seviyede % 13.3, orta yüksek teknoloji düzeyinde % 18.6 ve yüksek teknoloji düzeyinde % 22 olarak tespit edilmiştir.

Başka bir ifadeyle, KOBİ'lerin teknoloji düzeyinin artması, dış pazarlardaki olumsuz algının etkisini artırmaktadır. Yüksek teknoloji seviyesindeki KOBİ'ler bu algıdan daha fazla etkilenmektedir.

Tablo 9. KOBİ'lerin Dış Pazarlardaki Olumsuz Algı ve Teknoloji Düzeyine Göre Dağılım Tablosu

| Teknoloji	Evet var. Bu algıyı yıkmak biraz zaman alıyor.	Evet var. Bu algıyı yıkamıyoruz	Hayır olmuyor	Bazı ülkelerde problem oluyor.	Toplam
Düşük Teknoloji	48	17	175	187	427
Orta-Düşük Teknoloji	46	13	129	156	344
Orta-Yüksek Teknoloji	67	8	126	158	359
Yüksek Teknoloji	10	3	16	16	45
Toplam	171	41	446	517	1175

Şekil 9. KOBİ'lerin Dış Pazarlardaki Olumsuz Algı ve Teknoloji Düzeyine Göre Dağılım

10. KOBİ'lerin Dış Pazarlardaki Rekabetin Bir Problem Olarak Algılanma Durumunun Teknoloji Düzeylerine Göre Dağılımı

KOBİ'lerin teknoloji düzeyi yabancı pazarlardaki rekabetten çekinmeleri veya bir problem olarak algılamalarını etkilememektedir. KOBİ'lerin teknoloji düzeyi kendi rekabet dünyalarında bir değişken değildir. "*Hayır rekabetten çekinmiyoruz*" seçeneğini işaretleyin oranı % 28- ile % 35 bandının arasında değişiklik göstermektedir ama teknoloji seviyesine göre bir örüntü yaratmamaktadır.

Tablo 10. KOBİ'lerin Dış Pazarlardaki Rekabetin Bir Problem Olarak Algılanma Durumunun Teknoloji Düzeylerine Göre Dağılım Tablosu

| Teknoloji	Hayır, hiçbir bölgede rekabetten çekinmiyoruz.	Evet, rekabet bizi zorluyor.	Toplam
Düşük Teknoloji	117	310	427
Orta-Düşük Teknoloji	117	227	344
Orta-Yüksek Teknoloji	121	238	359
Yüksek Teknoloji	16	29	45
Toplam	371	804	1175
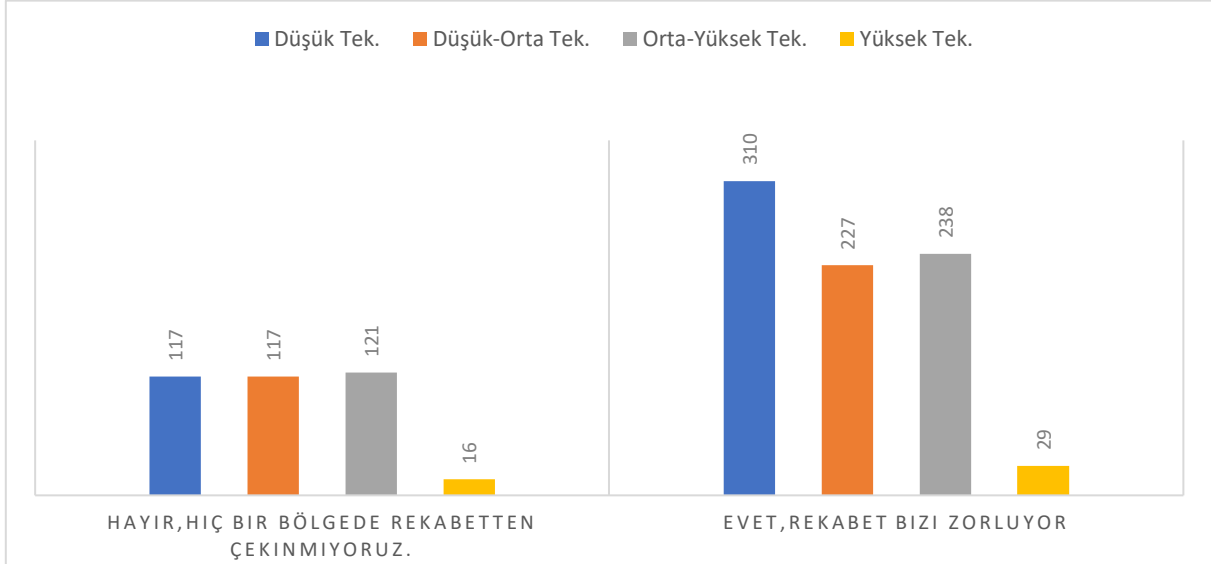
Şekil 10. KOBİ'lerin Dış Pazarlardaki Rekabetin Bir Problem Olarak Algılanma Durumunun Teknoloji Düzeylerine Göre Dağılım

11. KOBİ'lerin Dış Pazarlarda Bağımsız Aracı Kullanımının Teknoloji Düzeyine Göre Dağılımı

KOBİ'lerin teknoloji düzeyi yabancı pazarlarda aracı kullanma davranışları arasında bir ilişki kurulamamıştır. KOBİ'lerin teknoloji düzeyi dış pazarlada müşteri bulmak adına aracı kullanma noktasında davranışlarını veya tutumlarını değiştiren bir faktör olmamaktadır.

Tablo 11. KOBİ'lerin Dış Pazarlarda Bağımsız Aracı Kullanımının Teknoloji Düzeyine Göre Dağılım Tablosu

| Teknoloji	Evet sık sık kullanıyoruz	Bazı pazarlarda aracı kullanıyoruz	Hayır. Müşterileri biz buluyoruz	Evet tamamen aracılara ihtiyaç duyuyoruz	Toplam
Düşük Teknoloji	64	144	195	24	427
Orta-Düşük Teknoloji	27	99	200	17	344
Orta-Yüksek Teknoloji	53	117	178	10	359
Yüksek Teknoloji	4	16	24	1	45
Toplam	148	376	597	52	1173
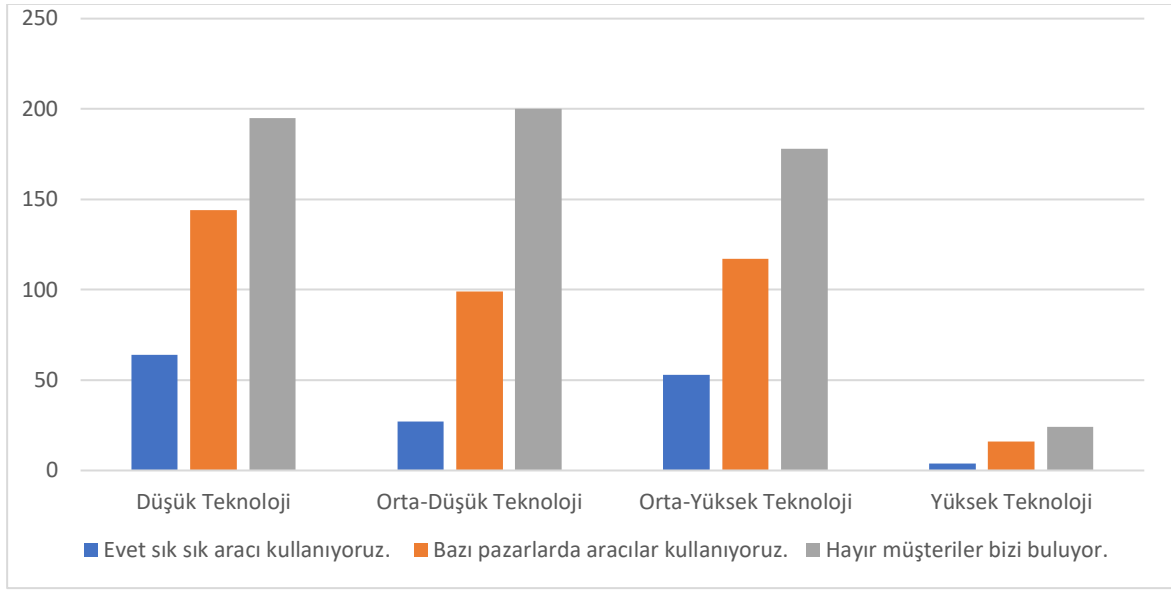
Şekil 11. KOBİ'lerin Dış Pazarlarda Bağımsız Aracı Kullanımının Teknoloji Düzeyine Göre Dağılımı

12. KOBİ'lerin İhracat Yöntemlerinin Teknoloji Düzeylerine Göre Dağılımı

Bir önceki soruda yani aracı kullanımına ilişkin sorulan soruda olduğu gibi KOBİ'lerin teknoloji düzeyi ihracat yönteminin belirlenmesi veya değiştirilmesi sürecine etki eden bir değişken değildir. Buradaki davranış kalıplarını KOBİ'lerin teknoloji düzeyi açıklayamamaktadır.

Tablo 12. KOBİ'lerin İhracat Yöntemlerinin Teknoloji Düzeylerine Göre Dağılım Tablosu

Teknoloji	Aracılar müşteri buluyor	Aracılara satış yapıyoruz.	Müşteriler i biz buluyoruz	Müşteriler bizi buluyor.	Yurt içindeki aracılar bizi buluyor.	Tüm yöntem. Kullanıyoruz.	Toplam
Düşük Teknoloji	74	53	221	54	18	7	427
Orta-Düşük Teknoloji	50	42	185	49	13	4	343
Orta-Yüksek Teknoloji	65	51	176	50	9	7	358
Yüksek Teknoloji	9	6	16	10	1	3	45
Toplam	198	152	598	163	41	21	1173
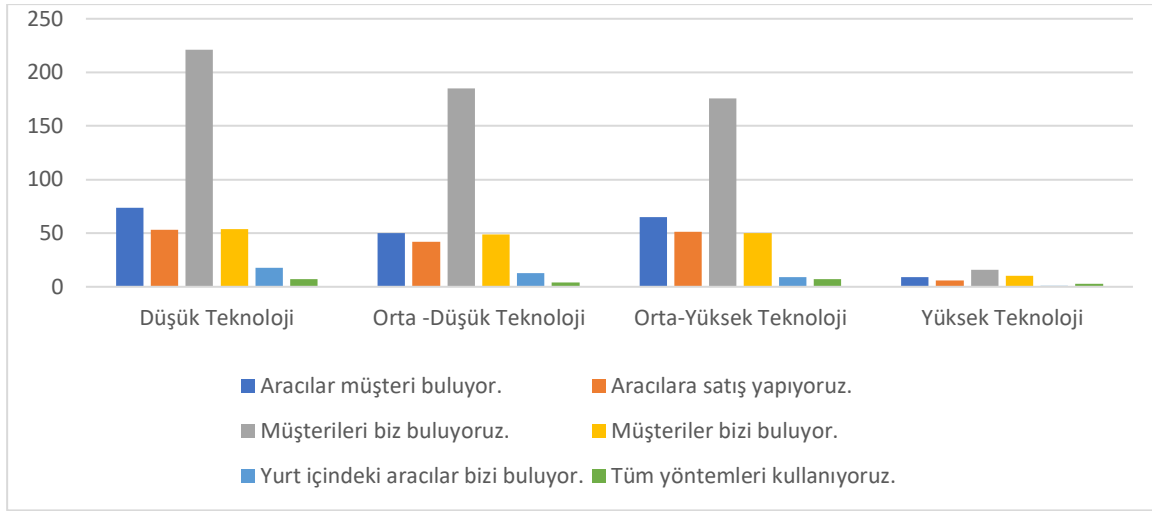
Şekil 12. KOBİ'lerin İhracat Yöntemlerinin Teknoloji Düzeylerine Göre Dağılımı

13. KOBİ'lerin Devlet Desteklerinden Yaralanma Durumunun Teknoloji Düzeyine Göre Dağılımı

KOBİ'lerin teknoloji düzeyi devlet desteklerinden yararlanmalarında bir değişiklik veya farklılık yaratmamaktadır. Düşük teknoloji sektörlerindeki KOBİ'lerde devlet desteklerinden yararlanma oranı % 50.1, orta – düşük teknolojilerde % 40.5, orta – yüksek teknoloji seviyesinde %%44.4 ve yüksek teknoloji düzeyinde ise % 48 olarak gerçekleşmiştir. Yani % 10'luk bir band içinde oynamalar meydana gelmektedir. Dolayısıyla burada teknoloji düzeyinin devlet desteklerinden yararlanma düzeylerini artırdığı veya azalttığı gibi bir sonuca ulaşılamamaktadır.

Tablo 13. KOBİ'lerin Devlet Desteklerinden Yaralanma Durumunun Teknoloji Düzeyine Göre Dağılım Tablosu

Teknoloji	Evet Yararlandım.	Hayır yararlanmadım.	Toplam
Düşük Teknoloji	214	213	427
Orta-Düşük Teknoloji	139	204	343
Orta-Yüksek Teknoloji	159	199	358
Yüksek Teknoloji	22	23	45
Toplam	371	804	1173

5.   SONUÇ, ÖNERİ VE TARTIŞMALAR

KOBİ'lerin mevcut üretim teknoloji seviyesini artırmaya yönelik planlamalarının olması gerektiğinin bilinci içinde olduğu, ancak yaklaşık yarısının imkanlarının izin vermediği için bir çalışma başlatamadıklarını ortaya koymaktadır. Özellikle, gerek KOSGEB gerekse de diğer devlet kurumlarının fonladığı destek programları içinde yer alan üretim teknolojilerinin artırılmasına yönelik uygulamalar, bu işletmelerin nelere veya hangi unsurlara ihtiyacı olduğunun belirlenmesi suretiyle etkinlik kazanabilecektir.

İşletmelerin ölçekleri büyüdükçe Ar-Ge/İnovasyon çalışması yapmaları arasında doğrusal pozitif bir ilişki olmamasıdır. Başka bir ifadeyle ölçek büyüdükçe Ar-Ge'ye eğilim artmamaktadır. Dolayısıyla

burada işletmeleri Ar-Ge ve inovasyona iten unsur veya unsurların başka nedenlerden kaynaklandığı düşünülmektedir. Bu konu için de yani işletmeleri Ar-Ge ve inovasyona iten neden ve şartların araştırılmasına yönelik ayrı bir araştırmanın yapılmasında fayda bulunmaktadır.

KOBİ'lerin yaklaşık % 50'ye yakını mevcut teknoloji seviyelerini artırma yönünde bir çaba içinde olduklarını ifade etmektedir. Bu yönde planları olup, imkanı olmadığı gerekçesiyle böyle bir adım atamayan işletmelerin de eklenmesi durumunda KOBİ'lerin yaklaşık % 90'lık bir kısmı bu tür bir gelişim gösterme ihtiyacı içinde oldukları sonucunu çıkarmak yanlış olmayacaktır. Bu durum mevcut teknoloji seviyelerinden memnun olmadıkları sonucunu da beraberinde getirmektedir. Gerçekten de araştırmanın bir diğer sorusunda ortaya çıkarıldığı üzere, KOBİ'lerin ağırlıklı olarak teknoloji seviyelerinin düşük ve orta-düşük teknoloji düzeyinde olması işletmeleri bu yönde bir motivasyona itebilmekte veya dış pazarlardaki rekabetçi yapı, KOBİ'lerin üretim teknolojilerini daha iyi seviyeye çıkarma hususunda zorlamaktadır.

KOBİ'lerin teknoloji düzeyi yükseldikçe, mevcut üretim teknolojilerinin seviyelerini artırmaya yönelik planlarının da arttığı görülmektedir. Başka bir ifadeyle, KOBİ'lerin teknoloji seviyeleri ile üretim teknolojilerini artırma yönündeki planları arasında pozitif bir ilişki kurulmaktadır. Bundan sonraki araştırmalarda, yeni ölçekler yardımıyla bu ilişkinin test edilmesi fayda sağlayacaktır. Bu amaçla KOBİ'lerin teknoloji düzeylerine göre de ölçeklerin farklılaşması suretiyle daha hassas ve kritik bilgiler ortaya çıkarılabilecektir.

KOBİ'lerin teknoloji seviyeleri arttıkça Ar-Ge ve inovasyon çalışmalarına ağırlık verdikleri bu çalışmada ulaşılan bir diğer sonuç olmuştur. Düşük teknoloji ürünleri üreten işletmelerin Ar-Ge faaliyetleri yapma oranı % 37.2, orta-düşük teknoloji düzeyindeki KOBİ'lerin % 49.1, orta-yüksek düşük teknoloji düzeyindekilerin % 62.3 ve yüksek teknoloji ürünler üreten işletmelerin ise % 80 olarak tespit edilmiştir.

KOBİ'lerin çok büyük bir kısmı yaptıkları Ar-Ge/inovasyon türünü "ürün geliştirme" olarak ifade etmişlerdir. Diğer cevabının da dikkst çekici seviyede olması sonraki çalışmalar için bir yol gösterici olmaktadır. Ancak ürün geliştirmenin KOBİ'ler tarafından nasıl algılandığının daha açık şekilde ortaya konması gerekir. Ürün konseptin belirlenmesi, endüstriyel tasarım, mekanik tasarım, prototip üretimi, test yöntemlerinin geliştirilmesi, hızlı imalat gibi ne tür bir "ürün geliştirme" çabası içinde oldukları, olmaya gayret ettikleri veya planladıkları ortaya koyulmalıdır. Bunun belirlenmesi özellikle KOBİ'lerin Ar-Ge/inovasyon veya üretim teknolojilerini artırma yönündeki planlarının anatomisini ortaya koymak açısından önem arz eder ki bu durum da verilmesi gereken Ar-Ge desteklerinin türünü belirlemek suretiyle KOSGEB desteklerinin verimliliğini ve etkinliğini artıracaktır.

KOBİ'lerin teknoloji düzeyi ile dış pazarlarda ürünlerine ilişkin algılanan olumsuz algının varlığına yönelik sorulan soruda bir ilişki ağı görülmektedir. KOBİ'lerin teknoloji düzeyi yükseldikçe "Evet var. Bu algıyı yıkmak biraz zaman alıyor" seçeneğine olan eğilim artış göstermektedir. Mesela, düşük teknoloji sektörlerde bu algı % 11.2 olarak hissedilirken, orta düşük seviyede % 13.3, orta yüksek teknoloji düzeyinde % 18.6 ve yüksek teknoloji düzeyinde % 22 olarak tespit edilmiştir. Başka bir ifadeyle, KOBİ'lerin teknoloji düzeyinin artması, dış pazarlardaki olumsuz algının etkisini artırmaktadır. Yüksek teknoloji seviyesindeki KOBİ'ler bu algıdan daha fazla etkilenmektedir.

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2024 TÜRKİYE YÜZYILI MAARİF MODELİ ÖĞRETİM PROGRAMLARI ORTAK METNİNİN SÜRDÜRÜLEBİLİRLİK OKURYAZARLIĞI AÇISINDAN İNCELENMESİ

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ÖZET

Bu araştırmanın amacı, 2024 Türkiye Yüzyılı Maarif Modeli öğretim programları ortak metninin sürdürülebilirlik okuryazarlığı açısından incelenmesidir. Araştırmada, nitel araştırmalar veri toplama yöntemlerinden biri olan doküman inceleme yöntemine başvurulmuştur. Araştırmanın verileri, Millî Eğitim Bakanlığı TTKB tarafından yayınlanan 2024 Türkiye Yüzyılı Maarif Modeli öğretim programları ortak metni ile toplanmıştır. Araştırma sürecinde, öğretim programları ortak metni birincil veri kaynağı olarak yazılı ve görsel materyallerin elde edilmesiyle incelenmiştir. Veriler içerik analizi yöntemi kullanılarak analiz edilmiştir. Araştırmadan elde edilen bulgulara göre; öğretim programları kapsamında belirlenen öğrenme çıktılarına yönelik sınıf içinde ve dışında yapılacak olan tüm etkinliklerde uygun yerlere okuryazarlık süreç bileşenleri nüfuz ettirilerek okuryazarlık becerilerinin kazandırılması hedeflenmektedir. Türkiye Yüzyılı Maarif Modeli'nin öncelikli amaçlarından biri, öğrencilere okuryazarlık becerilerinin kazandırılmasıdır. Bu becerilerden biri de sistem okuryazarlığını oluşturan sürdürülebilirlik okuryazarlığıdır. Ortak metinde yer alan sistem düşüncesi entegrasyonuna göre, sürdürülebilirlik okuryazarlığı farkındalık, işlevsellik ve eylemsellik temellerine dayandırılmaktadır. Farkındalık temelinde, *sürdürülebilirliği ve sürdürülebilir kalkınmayı anlama*; *sürdürülebilir ve sürdürülebilir olmayan sistemleri anlama*yı içermektedir. İşlevsellik temelinde, *sürdürülebilirliğin ve sürdürülebilir kalkınmanın bileşenlerini çözümleme*; *sürdürülebilir ve sürdürülebilir olmayan sistemleri yapılandırma*; *sürdürülebilir olmayan sistemlere yönelik problemleri ve sorunları tartışma*yı içermektedir. Eylemsellik temelinde, *sürdürülebilir sistem davranışlarını tahmin eden araçları oluşturma/seçme/kullanma*; *sistemlerin sürdürülebilirliğini etkileyen problemleri çözme*; *sistemlerin sürdürülebilirliği için geliştirdiği çözüm önerilerini eyleme dönüştürme*yi içermektedir. Sürdürülebilirlik okuryazarlığı 8 bütünleşik beceriyi ve 25 süreç becerisini kapsamaktadır.

Anahtar kelimeler: Maarif modeli, öğretim programı, sürdürülebilirlik, sürdürülebilirlik okuryazarlığı.

EXAMINATION OF THE 2024 TÜRKİYE CENTURY EDUCATION MODEL CURRICULUMS COMMON TEXT IN TERMS OF SUSTAINABILITY LITERACY

ABSTRACT

This study aims to examine the 2024 Turkey Century Education Model curriculum's common text from the perspective of sustainability literacy. The study employs document analysis, a qualitative research method for data collection. The data for the research were collected from the 2024 Turkey Century Education Model curriculum's common text published by the Ministry of National Education's Curriculum and Instruction Department. During the research process, the common text of the curriculum was analyzed as a primary data source through the acquisition of written and visual materials. The data were analyzed using content analysis methods. According to the findings, the curriculum aims to integrate literacy process components into all classroom and extracurricular activities related to the learning outcomes specified within the curriculum to develop literacy skills. One of the primary objectives of the Turkey Century Education Model is to equip students with literacy skills, including sustainability literacy, which forms a part of systems literacy. According to the system thinking integration outlined in the common text, sustainability literacy is based on the foundations of awareness, functionality, and action. The awareness foundation includes understanding sustainability and sustainable development and differentiating between sustainable and unsustainable systems. The functionality foundation involves analyzing the components of sustainability and sustainable development, structuring sustainable and unsustainable systems, and discussing problems and issues related to unsustainable systems. The action foundation encompasses creating/selecting/using tools that predict sustainable system behaviors, solving system sustainability problems, and translating developed solutions into actionable steps. Sustainability literacy encompasses eight integrated skills and twenty-five process skills.

Keywords: Education model, curriculum, sustainability, sustainability literacy.

1. GİRİŞ

Heinberg (2016, s.27) sürdürülebilir sözcüğünü "zaman içinde muhafaza edilebilir olan" şeklinde açıklamaktadır. Büyükyeğen'e (2008) göre ise "sürdürülebilirlik sürekliliğin ve kesintisizliğin olması durumu" dur. Yani kırılganlıktan, durgunluktan öte dayanıklılık, devamlılık durumudur. Bütün insanlık için gerek sürdürülebilir kalkınma gerekse sürdürülebilir kalkınma eğitiminin hayati bir önemi vardır (Kaya ve Tomal, 2011). Sürdürülebilir kalkınma eğitimi çevresel, ekonomik ve sosyal alanlar açısından öğrencilerde yeni bir anlayış ve sorumluluk duygusunun geliştirilmesine ve toplumda yer alan bir birey olarak yaptıkları tercihlerin toplumun tüm kesimlerini etkilediğine yönelik bilincin sağlanması anlamında katkı sağlayacaktır (Alkış & Öztürk, 2007). Sürdürülebilir kalkınma; gelecek nesillerin kendi ihtiyaçlarını karşılama imkânı elinden alınmadan günümüz ihtiyaçlarının karşılanmasıdır (WCED, 1987). Diğer bir ifade ile sürdürülebilir kalkınma doğal kaynakların korunması ve üretim değerleri dikkate alınarak işletilmesiyle faydalanmaya dayanır (Atalay, 2004). 2005-2014 yılları arası Birleşmiş Milletler tarafından "Sürdürülebilir Kalkınma İçin Eğitim On Yılı" olarak ilan ettiği bir raporla birlikte yaygınlaşmaya başlamıştır (UNESCO, 2005). Raporda sürdürülebilir gelişim genelde <u>çevre, toplum ve ekonomi</u> olmak üzere birbiriyle ilişkili üç bileşende ele alınmaktadır

- Ekolojik sürdürülebilirlik; Temel ekolojik süreçler, biyolojik çeşitlilik ve biyolojik kaynakların devamlılığının sağlanması, çevresel açıdan zararlı faaliyetlerin kontrol altına alınması,
- Sosyal ve kültürel sürdürülebilirlik; Toplum kimliğini güçlendiren, toplumun devamını sağlayan ve değişimden etkilenen kültür ve toplumsal değerler ile uyumlu, insanların yaşam kalitelerinin arttırılması, nesil içi ve nesiller arası uyum,
- Ekonomik sürdürülebilirlik; Doğal ve kültürel kaynakların gelecek nesillere mirası için gerekli ekonomik gelişmelerin sağlanması

21. yüzyılda, çağın gereksinimleri doğrultusunda nitelikli insan özelliklerinde farklılıklar bulunmaktadır. Nitelikli insan özellikleri incelendiğinde, bireyin çevresine uyum sağlaması, bilgi ve iletişim teknolojilerine ayak uydurabilmesi, bilgiler arasında gerçek bilgiyi seçebilmesi, bilgiyi öz değerlendirme basamaklarından geçirebilmesi, bilgiyi davranışa ve ürüne dönüştürebilmesi adına temel becerilere ve üst düzey becerilere sahip bireyler olması beklenmektedir. Öğretim programlarında bu özellikler dikkate alınarak, sadece bilişsel kazanımlar yerine bilişsel, duyuşsal ve psikomotor beceriler kazanımlarına odaklanan öğrenci merkezli, günlük yaşamla ilişki kurulabilen ve bilim ile teknolojinin etkin kullanımına yönelik eğitim anlayışının vizyon olarak yerini aldığı görülmektedir. Bu bağlamda, öğretim programlarının amaçları ve kazanımları, nitelikli insan özellikleri göz önünde bulundurularak 2024 yılında güncellenmiştir. 2024 Türkiye Yüzyılı Maarif Modeli'nde eğitim, herkesin hayat boyu erişiminin teminat altına alındığı temel bir hak olarak görülür. Eğitim alma ve öğrenme; hayatın toplumsal açıdan herkes için daha güvenli, müreffeh kılınması, birlikteliğimizin pekiştirilmesi ve Türkiye Cumhuriyeti'nin dinamik vizyonuyla güçlü bir şekilde varlığını devam ettirmesi bağlamında bir ödevdir (MEB, 2024). Eğitim birçok bileşeni olan bir bütündür. Bir ayağı geçmişte duran eğitimin diğer ayağı insanlığın geleceğine ufuklar açan bir kapıdır. Millîve manevi değerler manzumesi ile maddi gelişmenin zirvesini hedefleyen Türkiye Yüzyılı Maarif Modeli; öğretim programlarının temel yaklaşımı, öğrenci profili, Erdem-Değer-Eylem Çerçevesi, beceriler çerçevesi bileşenlerinden oluşan bütüncül bir modeldir (MEB, 2024).

Sürdürülebilirliğin her alanda öneminin git gide arttığı Dünyada, sürdürülebilirliğe yönelik çalışmaların hassasiyetle yapılması, okul öncesinden itibaren farkındalığının aşılanmasına ilişkin eğitim programlarının yaşantıya yönelik olarak düzenlenmesi gerekmektedir. Bu bağlamda çalışmanın güncelliği ve ihtiyaca yönelik olması bakımından alanyazına katkı sağlayacağı düşünülmektedir.

1.1. Araştırmanın Amacı

Bu araştırmanın amacı, 2024 Türkiye Yüzyılı Maarif Modeli öğretim programları ortak metninin sürdürülebilirlik okuryazarlığı açısından incelenmesidir. Bu bağlamda araştırmanın problem cümlesi "2024 Türkiye Yüzyılı Maarif Modeli öğretim programları ortak metninin sürdürülebilirlik okuryazarlığı açısından nasıldır?" şeklinde belirlenmiştir. Çalışmanın temel probleminin araştırılmasında "sürdürülebilirlik" kavramı bağlamında ilgili konular Tablo 1'de belirtilen öğretim programlarının ortak metnindeki konu ve kazanım içeriklerine odaklanılmıştır.

2024

Türkiye Yüzyılı
Maarif Modeli
Öğretim Programları
Ortak Metni

Şekil 1. 2024 Türkiye Yüzyılı Maarif Modeli Öğretim Programları Ortak Metni

2. YÖNTEM

Bu çalışmada nitel araştırma yöntemi tercih edilmiştir. Veriler, araştırmanın hedeflerine uygun şekilde basılı ve elektronik materyallerin detaylı incelenmesini mümkün kılan doküman inceleme deseni aracılığıyla elde edilmiştir. Doküman incelemesi, incelenen belgelerin belirli bir bağlamda değerlendirilmesine ve bunların sunduğu sonuçların açığa çıkmasına olanak sağlar (Bowen, 2009).

2.1. Veri Toplama Araçları

Araştırma verilerinin toplanması amacıyla 2024 Türkiye Yüzyılı Maarif Modeli öğretim programları ortak metnine Milli Eğitim Bakanlığı resmi internet sitesi aracılığıyla erişim sağlanmıştır. Bu araştırma kapsamında kullanılan yazılı belgeler birincil kaynak niteliğinde olup, araştırmacılar tarafından online olarak temin edilmiştir.

Doküman incelemesi süreci şu şekilde işletilmiştir (Brantlinger, Jimenez, Klingner, Pugach ve Richardson, 2005):

- ✓ Dokümanlar ilgili kaynaklardan bulundu.
- ✓ Araştırmanın amacına göre dokümanların ilgili düzeyleri belirlendi.
- ✓ Dokümanlar dikkatli bir şekilde saklandı.
- ✓ Dokümanlar iyi bir şekilde tanımlandı ve alıntılandı.

2.2. Verilerin Analizi

Bu araştırmada verilerin analizi için doküman analizi yöntemi kullanılmıştır. Doküman analizi, yazılı belgelerin içeriğini sistematik ve titiz bir şekilde incelemek amacıyla uygulanan bir nitel araştırma yöntemidir (Wach, 2013). Bu yöntem, basılı ve elektronik materyalleri kapsayan tüm belgelerin değerlendirilmesi için kullanılan sistematik bir yaklaşımdır. Nitel araştırmalarda kullanılan diğer yöntemler gibi, doküman analizi de anlam çıkarma, ilgili konu hakkında derin bir anlayış geliştirme ve ampirik bilgi oluşturma amacıyla verilerin incelenmesi ve yorumlanmasını gerektirir (Corbin & Strauss, 2008). Veri analizine, araştırma problemi doğrultusunda Şekil1'de sunulan 2024 Türkiye Yüzyılı Maarif Modeli Öğretim Programları Ortak Metni bir veri havuzu şeklinde oluşturularak başlanmıştır. Ardından, ortak metindeki "Sürdürülebilirlik" kavramını içeren ifadeler veya kazanımlar bir Word dosyası formatında tasnif edilmiştir.

2.3. Geçerlik ve Güvenirlik Aşaması

"Sürdürülebilirlik" kavramını içeren ifadeler ya da kazanımlar word dosyası şeklinde tasniflenerek her bir araştırmacı tarafından ayrı ayrı rapor edilmiştir (Hard, Lee ve Dockett, 2018). Burada kodlayıcılar arası tutarlılık göz önünde bulundurularak araştırmanın geçerliği artırılmaya çalışılmıştır (Merriam, 1998).   2024 Türkiye Yüzyılı Maarif Modeli öğretim programları ortak metnindeki sürdürülebilirlik kavramı tablo şeklinde sunulmuştur. Araştırmacılar tarafından ayrı ayrı programlar incelenerek,

"sürdürülebilirlik" kavramı ile ilgili temalar oluşturulmuştur. Daha sonra oluşturulan temalar için puanlayıcılar arası güvenirlik hesaplaması yapılmıştır. Bu hesaplamada Güvenirlik=görüş birliği/(görüş birliği + görüş ayrılığı) formülü kullanılmıştır (Miles & Huberman, 1994). İki araştırmacı tarafından oluşturulan temaların güvenirlik katsayısı .90 olarak hesaplanmıştır. Elde edilen güvenirlik katsayısı sonuca göre; temaların güvenirliği .70 den büyük olduğu için güvenilir olduğu kabul edilir (Yıldırım ve Şimşek, 2008).

3. BULGULAR

Bu bölümde, araştırmada elde edilen bulgular sunulmuştur. Araştırmada, 2024 Türkiye Yüzyılı Maarif Modeli öğretim programları ortak metnindeki "sürdürülebilirlik" kavramına ne düzeyde yer verildiği incelenmiştir.

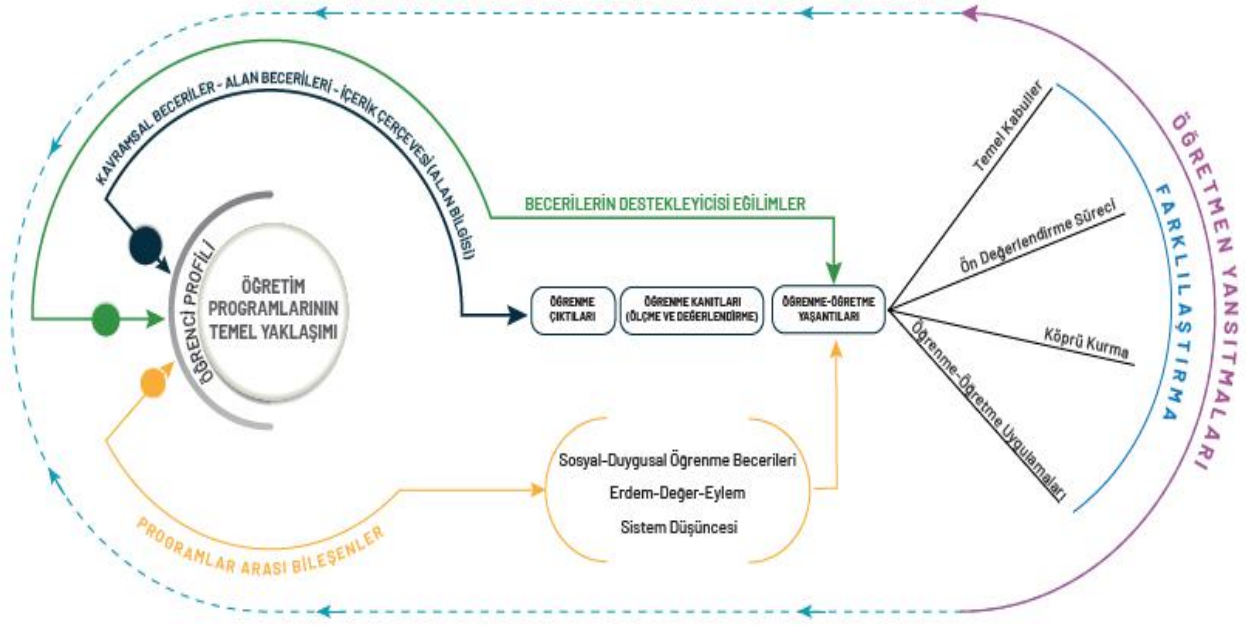**Türkiye Yüzyılı Maarif Modeli'nde Öğretim Programlarının Temel Yaklaşımı**

- Türkiye Yüzyılı Maarif Modeli'nin merkezinde insan vardır. İnsan; zihinsel, duygusal, bedensel, sosyal ve manevi gelişim yönleriyle bütüncül olarak ele alınır.
- İnsanın kendini tanımasına ve keşfetmesine imkân tanınarak kişilerin ilgi ve kabiliyetleri ölçüsünde esnek ve özgür öğrenme ortamlarının yaygınlaştırıldığı hak ve gelişim temelli bir öğrenme süreci yapılandırılır.

Türkiye Yüzyılı Maarif Modeli'nde Öğrenci Profili

- Türkiye Yüzyılı Maarif Modeli'nin nihai hedefi, yetkin ve erdemli insanlar yetiştirmektir. Yetkinlik ve erdem, birbirini tamamlayan iki önemli değerdir. Yetkinlik belli bir alanda gerekli olan bilgi ve becerilere sahip olmayı ifade ederken erdem, ruhsal olgunluğu başka bir ifadeyle ahlaken övülen meziyetleri kapsar.
- Yetkinlik ve erdemin merkezde olduğu öğrenci profilinde öğrencilerin bilgi, beceri, eğilim ve değerleri göz önünde bulundurulmaktadır.

Türkiye Yüzyılı Maarif Modeli

- İnsan; doğası gereği çok yönlü bir varlıktır. Bu doğrultuda insanın zihinsel, sosyal, duygusal, fiziksel, ahlaki bakımdan çok yönlü gelişimini destekleme ihtiyacı "bütüncül eğitim yaklaşımı"nı gerektirmektedir.
- Bütüncül eğitim, insan ve toplum hayatında yer alan tüm alanların dikkate alındığı bir eğitim yaklaşımıdır.
- Bütüncül eğitimin en genel hedefi; insanı temel değerler doğrultusunda yetiştirmek, insanın kendisi dâhil tüm varlıkların varoluşunun değerini bir varoluşsal bütünlük içinde kavramasıyla hayatı anlamlı kılmaktır.
- Bütüncül eğitim yaklaşımı esas alınarak oluşturulan Türkiye Yüzyılı Maarif Modeli, çok yönlü bir varoluşu gerçekleştirme çabasıdır.

Bilgi Görseli: Türkiye Yüzyılı Maarif Modeli

Türkiye Yüzyılı Maarif Modeli Öğrenme Çıktıları Çerçevesi
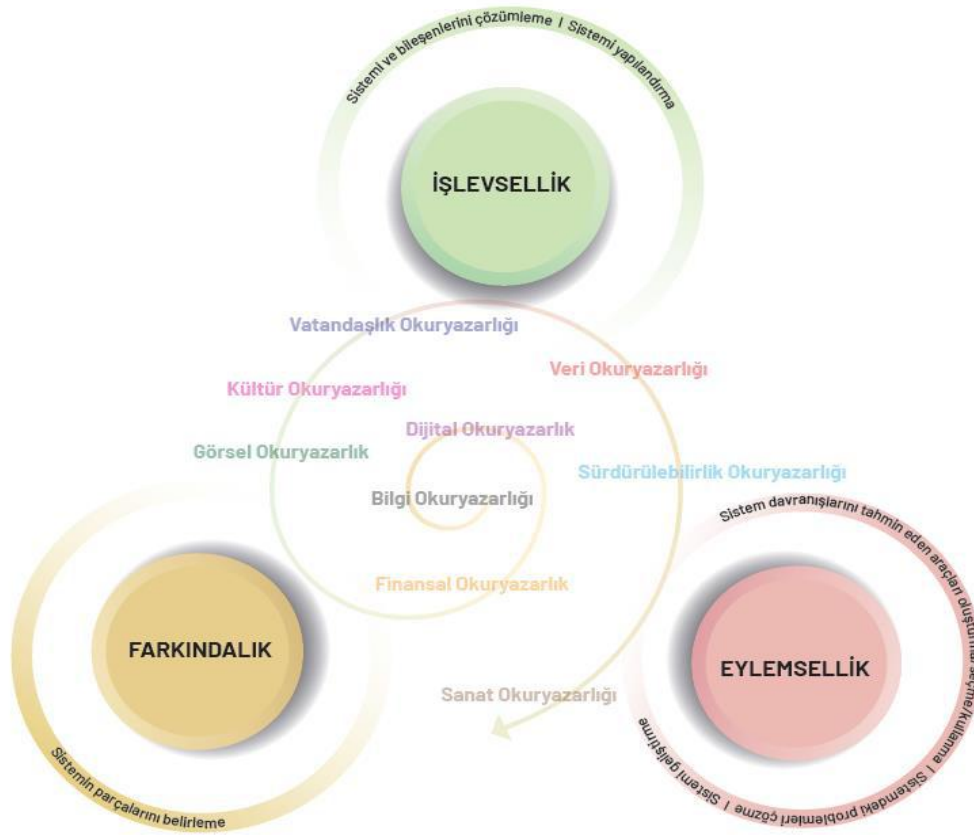
- Değişim sürecinde zihinsel faaliyetlerin insanlar tarafından anlamlandırılıp kullanılması için değişim ve dönüşümün bir bütün olarak tanımlanması gerekmiştir. Buna göre söz konusu dönüşümlerin birer yansıması olarak öğrencileri çağın gerektirdiği bilgi ve becerilerle donatmak için çeşitli yenilikçi politika ve uygulamaları öğretim programları aracılığıyla hayata geçirmek amaçlanmıştır.
- Bu amaç doğrultusunda öğretim programları, özellikle soyut zihinsel süreçleri daha anlaşılır ve adımlanabilir bir yapıda görünür hâle getirerek öğrencilerin zihinsel süreçleri somutlaştırmalarına destek olmaktadır. Türkiye Yüzyılı Maarif Modeli'nde becerilerin gelişimi; zihinsel, sosyal-duygusal, fiziksel ve ahlaki boyutları içeren bütüncül bir yapıda ele alınmaktadır.

Türkiye Yüzyılı Maarif Modeli Öğrenme Çıktıları Çerçevesi

- Değişim sürecinde zihinsel faaliyetlerin insanlar tarafından anlamlandırılıp kullanılması için değişim ve dönüşümün bir bütün olarak tanımlanması gerekmiştir. Buna göre söz konusu dönüşümlerin birer yansıması olarak öğrencileri çağın gerektirdiği bilgi ve becerilerle donatmak için çeşitli yenilikçi politika ve uygulamaları öğretim programları aracılığıyla hayata geçirmek amaçlanmıştır.
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- Bu doğrultuda öğretim programlarında farklı okuryazarlık becerileri yapılandırılırken sistem düşüncesi içerisinde hareket edilmesi amaçlanmıştır.
- Bu amaç doğrultusunda aşağıdaki tabloda sunulan "Sistem Düşüncesi" öğretim programlarında yer verilen "bilgi okuryazarlığı, dijital okuryazarlık, finansal okuryazarlık, görsel okuryazarlık,

kültür okuryazarlığı, vatandaşlık okuryazarlığı, veri okuryazarlığı, sürdürülebilirlik okuryazarlığı ve sanat okuryazarlığı" türlerinin bütünleşik becerileri, sistem düşüncesi bütünleşik becerileri ile ilişkilendirerek belirlenmiştir.

Okuryazarlık Becerileri

- Türkiye Yüzyılı Maarif Modeli'nde yer alan okuryazarlık becerilerine ait süreç bileşenleri üç düzeyde öğrencilere kazandırılmak üzere kurgulanmıştır.
- Bu üç düzey; okuryazarlık türünde geçen temel bilgi, terim, kavram ve olguları tanımlama, anlama, bunların farkında olma ve duyarlılık göstermeye yönelik farkındalık düzeyi; öğrencilerin bu bilgi, terim, kavram ve olgulara yönelik bütüncül ilişkiyi fark etmelerine yönelik işlevsellik düzeyi ve edinilen bilgilere yönelik öğrencilerin eyleme geçeceği eylemsellik düzeyidir.
- Bu düzeyler, gelişime uygun ve sarmal bir yapıda kurgulanmıştır. Bu sarmal sürecin farkındalıkla başlayıp eylemsellik ile tamamlanması beklenmektedir.

2024 Yılı Öğretim Programları Ortak Metninde "Sürdürülebilirlik" Kavramı

Bilgi Görseli: Sistem Okuryazarlığı Bağlamında Okuryazarlık Türleri

Sürdürülebilirlik Okuryazarlığı

Türkiye Yüzyılı Maarif Modeli'nde sistem düşüncesinin öğrencilere kazandırılmasına yönelik belirlenen okuryazarlık becerilerinin süreç bileşenlerinin öğrenme-öğretme sürecinde yapılan etkinliklerle bütünleştirilerek kullanılması gerekmektedir. Bu nedenle program kapsamında belirlenen öğrenme çıktılarına yönelik sınıf içinde ve dışında yapılacak olan tüm etkinliklerde uygun yerlere okuryazarlık süreç bileşenleri nüfuz ettirilerek okuryazarlık becerilerinin kazandırılması hedeflenmektedir.

Sürdürülebilirlik Okuryazarlığı Bütünleşik Beceriler ve Süreç Becerileri

Tablo1. Sürdürülebilirlik Okuryazarlığı Bütünleşik Beceriler ve Süreç Becerileri

Bütünleşik Beceriler	Süreç Bileşenleri
OB8.1. Sürdürülebilirliği ve Sürdürülebilir Kalkınmayı Anlama	OB8.1.SB1. Sürdürülebilir ve sürdürülebilir olmayan süreçlerin farkında olmak
OB8.2. Sürdürülebilir ve Sürdürülebilir Olmayan Sistemleri Anlama	OB8.2.SB1. Sürdürülebilir ve sürdürülebilir olmayan süreçleri tanımlamak
	OB8.2.SB2. Ekosistemin kompleks, tahmin edilemeyen ve belirsiz süreçlerinin farkında olmak
OB8.3. Sürdürülebilir ve Sürdürülebilir Olmayan Sistemleri Çözümleme	OB8.3.SB1. Sürdürülebilir ve sürdürülebilir olmayan sistemlerin parçaları (sosyal, ekonomik ve çevre- sel boyutları göz önünde bulundurarak) arasındaki ilişkileri belirlemek
	OB8.3.SB2. Sürdürülebilirliği sağlayan sistem parçaları arasındaki döngüleri anlamak
OB8.4. Sürdürülebilir ve Sürdürülebilir Olmayan Sistemleri Yapılandırma	OB8.4.SB1. Sürdürülebilir ve sürdürülebilir olmayan sistemleri inceleyerek hiyerarşik, nedensel ya da mantıksal ilişkiler ortaya koymak
	OB8.4.SB2. Sürdürülebilir sistemleri oluşturmak/ortaya koymak

OB8.5. Sürdürülebilir Olmayan Sistemlere Yönelik Problemleri ve Sorunları Tartışma	OB8.5.SB1. Sürdürülebilir olmayan sistemlerin problemlerine ve sorunlarına yönelik farklı bakış açı rından (çevresel, sosyal, ekonomik, ahlaki, etik, sağlık, vb.) mantıksal temellendirme yapmak
	OB8.5.SB2. Sürdürülebilir olmayan sistemlerin problemlerine ve sorunlarına yönelik bilimsel verilere dayalı farklı görüşler arasından mantıksal çelişki tutarsızlıkları veya geçersizlikleri tespit etmek
	OB8.5.SB3. Sürdürülebilir olmayan sistem süreçlerinin ahlaki ve etik açıdan varlıkların yaşamına, mutluluğuna ve bütünlüğüne yönelik oluşturdukları tehditleri belirlemek
	OB8.5.SB4. Sürdürülebilir olmayan sistemlerin problemlerine ve sorunlarına yönelik bilimsel verilere dayalı farklı görüşleri çürütmek veya kabul etmek
OB8.6. Sürdürülebilir Sistem Davranışlarını Tahmin Eden Araçları Oluşturma/Seçme/ Kullanma	OB8.6.SB1. Sürdürülebilir sistem davranışları ile sürdürülebilir olmayan sistem davranışlarını analiz etmek
	OB8.6.SB2. Sürdürülebilir ve sürdürülebilir olmayan sistem davranışlarını tahmin etmeye yönelik modellemeler/simülasyonlar yapmak
	OB8.6.SB3. Sürdürülebilir ve sürdürülebilir olmayan sistem davranışlarını tahmin etmeye yönelik yargıda bulunmak
OB8.7. Sistemlerin Sürdürülebilirliğini Etkileyen Problemleri Çözme	OB8.7.SB1. Sistemlerin sürdürülebilirliğini etkileyen problemleri yapılandırmak
	OB8.7.SB2. Sistemlerin sürdürülebilirliğini etkileyen problemleri özetlemek
	OB8.7.SB3. Sistemlerin sürdürülebilirliğini etkileyen problemlerin çözümünde gözleme dayalı/mevcut bilgiye/veriye dayalı tahminde bulunmak
	OB8.7.SB4. Sistemlerin sürdürülebilirliğini etkileyen problemlerin çözümüne yönelik önermeler üzerinden akıl yürütmek
	OB8.7.SB5. Sistemlerin sürdürülebilirliğini etkileyen problemlerin çözümüne ilişkin yansıtmada/değerlendirmede bulunmak
	OB8.7.SB6. Sistemlerin sürdürülebilirliğini etkileyen problemlere yeni ve yaratıcı çözüm önerileri geliştirmek
	OB8.8.SB1. Sistemlerin sürdürülebilirliği için geliştirdiği çözüm önerilerini eyleme dönüştürmek için plan yapmak
	OB8.8.SB2. Belirlediği eylem planının olası çıktılarının etkilerini belirlemek için farklı taraflarla soysal etkileşimlerde bulunmak

OB8.8. Sistemlerin Sürdürülebilirliği İçin Geliştirdiği Çözüm Önerilerini Eyleme Dönüştürmek	OB8.8.SB3. Sosyal etkileşimler sonucunda düzenlediği eylem planını uygulamak
	OB8.8.SB4. Eylemlerinin sonuçlarının bireysel ve sistemsel değişikliklere olan etkilerini değerlendirmek
	OB8.8.SB5. Eylemleri ile sistem değişimini başlatmak ve güçlendirmek

4. SONUÇ VE TARTIŞMA

Bu çalışmada, 2024 Türkiye Yüzyılı Maarif Modeli öğretim programları ortak metninin sürdürülebilirlik okuryazarlığı açısından incelenmiştir.

Araştırmadan elde edilen bulgulara göre, Türkiye Yüzyılı Maarif Modeli'nin "Sürdürülebilirlik" kavramı incelendiğinde, disiplinler arası bir yapıya sahip olduğu görülmektedir. Türkiye Yüzyılı Maarif Modeli'nin öncelikli amaçlarından biri, öğrencilere okuryazarlık becerilerinin kazandırılmasıdır. Bu becerilerden biri de sistem okuryazarlığını oluşturan sürdürülebilirlik okuryazarlığıdır. Ortak metinde yer alan sistem düşüncesi entegrasyonuna göre, sürdürülebilirlik okuryazarlığı farkındalık, işlevsellik ve eylemsellik temellerine dayandırılmaktadır. **Farkındalık temelinde,** *sürdürülebilirliği ve sürdürülebilir kalkınmayı anlama*; *sürdürülebilir ve sürdürülebilir olmayan sistemleri anlama*yı içermektedir. **İşlevsellik temelinde,** *sürdürülebilirliğin ve sürdürülebilir kalkınmanın bileşenlerini çözümleme; sürdürülebilir ve sürdürülebilir olmayan sistemleri yapılandırma; sürdürülebilir olmayan sistemlere yönelik problemleri ve sorunları tartışma*yı içermektedir. **Eylemsellik temelinde,** *sürdürülebilir sistem davranışlarını tahmin eden araçları oluşturma/seçme/kullanma; sistemlerin sürdürülebilirliğini etkileyen problemleri çözme; sistemlerin sürdürülebilirliği için geliştirdiği çözüm önerilerini eyleme dönüştürme*yi içermektedir. Sürdürülebilirlik okuryazarlığı 8 bütünleşik beceriyi ve 25 süreç becerisini kapsamaktadır.

Alanyazında, ülkeler açısından programlar incelendiğinde sürdürülebilirlik kavramı, bazı ülkelerde ayrı bir ders olarak (Yunanistan, Finlandiya ve Belçika), farklı derslerle iç içe geçilmiş şekilde (İngiltere, İspanya ve Hollanda) veya disiplinler arası bir eğitim olarak (Danimarka ve Avusturya) yer almaktadır (Stokes, Edge ve West, 2001; Tanrıverdi, 2009).

Ülkemizde ise bu konu ilkokul ve ortaokul seviyesinde farklı dersler kapsamında öğretilirken (MEB, 2024), yükseköğretim seviyesinde ise farklı lisans programlarındaki dersler içinde yer almaktadır (Yükseköğretim Kurulu (YÖK), 2018). Ateş (2019) tarafından, 2018 yılı Fen Bilimleri dersi öğretim programını inceleyen çalışmasında, sınıf düzeylerinde farklı oranlarda sürdürülebilir kalkınma konusuna program içerisinde yer verildiği ve programdaki toplam 305 kazanımdan % 10.82'sinin (f=33) sürdürülebilir kalkınma ile ilgili olduğu görülmüştür. Farklı çalışmalarda, her ne kadar konuya yönelik 2018 Fen Bilimleri programında sürdürülebilir kalkınma bilincinin sağlanması adına çaba gösterilmiş olsa da önceki çalışmalar incelendiğinde, bazı araştırmacılar programlarda sürdürülebilir kalkınma eğitimi ile ilgili konu ve kazanımların yetersiz olduğunu ifade etmişlerdir (Tanrıverdi, 2009; Yapıcı, 2003).

Öneriler

Bu çalışma bağlamında;

- Araştırmada elde edilen sonuçlara göre, programda sürdürülebilir kalkınma ile ilgili konulara daha uygulamaya dönük düzeyde yer ayrılması gerektiği düşünülmektedir.
- Programda sürdürülebilir kalkınma çerçevesi sınırlı tutulmuştur. Bu kapsamın artırılarak daha çok konunun vurgulanması gerekmektedir.
- «Sürdürülebilirlik» kavramının farklı disiplinlerdeki yeri; konu ve kazanım bağlamında incelenebilir.
- Öğrencilerde sürdürülebilir kalkınma bilincinin sağlanması okullarla sınırlı tutulmamalı, informal eğitim ortamlarında da (aile ve arkadaş ortamı) bu amaca ulaşmak adına çalışmalar yürütülebilir.
- Farklı kurum ve kuruluşlar ile iş birliği içinde faaliyetler yürütülebilir.
- Öğretmenlere yönelik konu ile ilgili hizmet içi eğitim sıklıklarla verilebilir.

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DENEYAP TEKNOLOJİ ATÖLYELERİ ROBOTİK VE KODLAMA EĞİTİMLERİNE KATILAN ORTAOKUL ÖĞRENCİLERİNİN BİLGİ İŞLEMSEL DÜŞÜNME BECERİSİNE YÖNELİK ÖZ YETERLİK ALGILARININ İNCELENMESİ

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ÖZET

Türkiye'nin teknoloji yatırımları hızlı bir biçimde devam etmektedir. Bu yatırımlardan birisi de Deneyap Teknoloji Atölyeleri'dir. Bu atölyelerin temel amacı ortaokul ve lise grubundaki öğrencileri teknoloji geliştirme süreçlerine katmak ve gençlerin üretim odaklı teknoloji destekli girişimciliklerini artırmaktır. Bu amaç doğrultusunda ortaokul ve lise öğrencileri tasarım ve üretim, robotik ve kodlama, elektronik programlama ve nesnelerin interneti, yazılım teknolojileri, siber güvenlik, enerji teknolojileri, yapay zeka, çevrimiçi yazılım teknolojileri ve ileri robotik konularında uzun süreli eğitimler almaktadırlar. Bu araştırmanın amacı robotik ve kodlama eğitimine katılan ortaokul öğrencilerinin Bilgi İşlemsel Düşünme Becerisine Yönelik Öz Yeterlik Algısını incelemektir. Araştırma toplam 1643 öğrencinin katılımı ile gerçekleştirilmiştir. Veri toplama aracı olarak beş faktör ve 36 maddeden oluşan Bilgi İşlemsel Düşünme Becerisine Yönelik Öz Yeterlik Algısı Ölçeği kullanılmıştır. Araştırma sonuçları robotik ve kodlama eğitimine katılan öğrencilerin Algoritma Tasarlama Yeterliği, Problem Çözme Yeterliği, Veri İşleme Yeterliği, Temel Programlama Yeterliği ve Özgüven Yeterliği boyutlarında anlamlı farklılıklar olduğunu ortaya çıkarmıştır.

Anahtar Kelimeler: Deneyap atölyeleri, robotik ve kodlama eğitimi, öz yeterlik

ABSTRACT

Türkiye's technology investments continue rapidly. One of these investments is Deneyap Technology Workshops. The main purpose of these workshops is to include middle school and high school students in technology development processes and to increase the production-oriented technology-supported entrepreneurship of young people. In line with this purpose, middle and high school students receive long-term training in design and production, robotics and coding, electronic programming and the internet of things, software technologies, cyber security, energy technologies, artificial intelligence, online software technologies and advanced robotics. The purpose of this research is to examine the Self-Efficacy Perception Towards Computational Thinking Skills of middle school students who participate in robotics and coding training. The study was conducted with the participation of a total of 1643 students. The Self-Efficacy Perception Towards Computational Thinking Skills Scale consisting of five factors and 36 items was used as the data collection tool. The research results revealed significant differences in the dimensions of Algorithm Design Competence, Problem Solving Competence, Data Processing Competence, Basic Programming Competence and Self-Confidence Competence of the students who participated in robotics and coding training.

1. GİRİŞ

Deneyap Teknoloji Atölyeleri, Türkiye'nin son dönemde özellikle önem verdiği ve üzerinde çeşitli projeleri hayata geçirmeye çalıştığı Milli Teknoloji Hamlesi doğrultusunda genç nesilleri teknoloji alanında yetiştirmek amacıyla kurulan bir platformdur. Bu platform üzerinde çeşitli teknoloji eğitimleri verilmekte ve atölyelerde uygulamalı biçimde bu eğitimlerin çıktısı olan somut projeler üretilmektedir. Atölyelerin eğitim programı, uzman eğitmenler tarafından geliştirilmiş olup, geleceğin teknoloji liderlerini desteklemeyi ve ülkemiz ile insanlık adına önemli teknolojik yenilikler sunabilen bireyler yetiştirmeyi hedeflemektedir.

Bu hedef doğrultusunda, ülke genelinde yetenekli öğrencilerin tespiti ve gelişimlerine yönelik gerekli desteklerin sağlanması büyük önem taşımaktadır. Eğitim programları, gençlerin takım çalışması, yenilikçi düşünme ve proje geliştirme yeteneklerini artırmayı hedeflemektedir. Atölyeler, yeterli fiziki imkanlar ve teknik donanımlar ile gençleri bilim ve teknoloji alanında yenilikçi bireyler haline getirmeye yönelik bir ortam sunmaktadır.

Deneyap Teknoloji Atölyeleri'nde, ortaokul ve lise seviyesindeki öğrenciler için iki farklı düzeyde eğitim programı sunulmaktadır (Deneyap, 2024). Bu program, teknolojiye ilgi duyan ve yetenekli öğrencilerin gelişimini desteklemek amacıyla tasarlanmış 36 aylık bir eğitim sürecinden oluşur. Programa kabul edilen öğrenciler, on bir farklı alanda ücretsiz teknoloji eğitimleri alma fırsatına sahip olurlar. Bu alanlar *"Tasarım ve Üretim, Robotik ve Kodlama, Elektronik Programlama ve Nesnelerin İnterneti (IoT), İleri Robotik, Siber Güvenlik, Enerji Teknolojileri, Havacılık ve Uzay Teknolojileri, Yazılım Teknolojileri, Malzeme Bilimi ve Nanoteknoloji, Mobil Uygulama Geliştirme ve Yapay Zekâ"*. Eğitim programı iki aşamadan oluşmaktadır. İlk 24 ayda proje temelli derslerle öğrencilerin temel teknoloji bilgilerini ve uygulama becerilerini geliştirmeleri amaçlanmakta; sonraki 12 ayda olan ve takımlar dönemi olarak adlandırılan bu aşamada ise, öğrenciler ekip çalışması yaparak projeler geliştirmekte ve bu projeler üzerinde derinlemesine çalışarak teorik bilgilerini pratiğe dönüştürmektedirler.

Ülkemizde son dönemde Deneyap Teknoloji Atölyelerine katılan öğrencilerle ilgili farklı disiplinlerde çeşitli çalışmaların yapıldığı görülmektedir. Bu araştırmanın amacı Deneyap

Teknoloji Atölyeleri Robotik ve Kodlama eğitimlerine katılan ortaokul öğrencilerinin bilgi işlemsel düşünme becerisine yönelik öz yeterlik algılarını incelemektir.

2 .YÖNTEM

Bu araştırmada ön-test son-test modeli uygulanmıştır. Deneyap teknoloji atölyelerinde Robotik ve Kodlama eğitimlerine katılan ortaokul öğrencilerinin bilgi işlemsel düşünme becerisine yönelik öz yeterlik algılarının incelenmesi amacıyla, eğitim öncesi ve sonrası veri toplama aracı uygulanarak veriler toplanmıştır. Eğitim, robotikle ilgili temel hususlar, algoritma geliştirme ve geliştirilen algoritmaların akış diyagramlarını çizme, robotik projelerinde motorların kullanımı, programlama ile ilgili farklı komutlar, donanımların ya da sensörlerin uzaktan kontrol edilmesi gibi konuları ve içerikleri kapsamaktadır. Eğitimin süresi 12 hafta olup eğitim yüz yüze verilmiştir.

Çalışma Grubu

Araştırmanın katılımcıları 2023-2024 yılında Deneyap Teknoloji Atölyeleri'nde eğitimlerine devam eden 1643 öğrenciden oluşmaktadır. Öğrencilerin 944'ü 5. Sınıf, 600'ü 6. Sınıf ve 99 tanesi de 7. Sınıf öğrencisi olup öğrencilerin 692'i kız, 952'si ise erkektir.

Verilerin Toplanması

Veri toplama aracı olarak Gülbahar, Kert ve Kalelioğlu (2018) tarafından geliştirilen, beş faktör ve 36 maddeden oluşan Bilgi İşlemsel Düşünme Becerisine Yönelik Öz Yeterlik Algısı Ölçeği kullanılmıştır. Ölçek ortaokul düzeyindeki öğrenciler için geliştirilmiş olup, 3'lü Likert yapıdan (Evet, Kısmen ve Hayır) oluşmaktadır. Ölçekten alınabilecek en düşük puan 36, en yüksek puan ise 108'dir. Puanlamada evet 3 puan, kısmen 2 puan ve hayır ise 1 puan olarak hesaplanmaktadır. Ölçeğin maddeleri arasında ters puanlamayı gerektiren herhangi bir madde yer almamaktadır.

Verilerin Analizi

Alt faktörlere ait toplam puan alındığından ve yapılan istatistiksel analizlerde sonraki ve önceki ölçüm arasındaki fark normal dağıldığından dolayı bağımlı örneklem t testi yapılarak veri analizi gerçekleştirilmiştir. Tüm analizlerde IBM Spss Statistics 25 yazılımı kullanılmıştır.

BULGULAR VE YORUM

Araştırma bulguları robotik ve kodlama eğitimine katılan öğrencilerin Algoritma Tasarlama Yeterliği, Problem Çözme Yeterliği, Veri İşleme Yeterliği, Temel Programlama Yeterliği ve Özgüven Yeterliği boyutlarında incelenmiştir.

Yeterliliklere İlişkin bulgular

Toplam 5 boyutta ölçülen ortaokul öğrencilerinin bilgi işlemsel düşünme becerisine yönelik öz yeterlik algılarına ait bulgular Tablo 1'de görülmektedir.

Tablo 1. Yeterliliklere ilişkin t testi sonuçları

Yeterlilikler	Ölçümler	N	Ortalama	S	t	df	p
Algoritma Tasarlama Yeterliği	Ön test	1643	14.45	3.03	-79.749	1642	.000
	Son test	1643	21.99	2.39			

Problem Çözme Yeterliği	Ön test	1643	15.71	3.16			
	Son test	1643	22.01	2.45	-81.101	1642	.000
Veri İşleme Yeterliği	Ön test	1643	11.18	2.90	-64.108	1642	.000
	Son test	1643	17.89	2.67			
Temel Programlama Yeterliği	Ön test	1643	7.88	2.74	-18.88	1642	
	Son test	1643	12.32	2.31			.000
Özgüven Yeterliği	Ön test	1643	8.98	2.65	-17.09	1642	.000
	Son test	1643	12.60	2.26			

Tablo 1 incelendiğinde ortaokul öğrencilerinin beş yeterlilik boyutunda da ön test ve son test puanları arasında anlamlı farklılık olduğu görülmektedir (p<.001). Algoritma tasarlama yeterliliği ön test puan ortalaması 14.45 iken son test puan ortalamasının 21.99 olduğu; problem çözme yeterliliği ön test puan ortalaması 15.71 iken son test puan ortalamasının 22.01 olduğu; veri işleme yeterliliği ön test puan ortalaması 11.18 iken son test puan ortalamasının 17.89 olduğu; temel programlama yeterliliği ön test puan ortalaması 7.88 iken son test puan ortalamasının 12.32 olduğu ve özgüven yeterliliği ön test puan ortalaması 8.98 iken son test puan ortalamasının 12.60 olduğu görülmektedir. Robotik ve Kodlama eğitimlerine katılan ortaokul öğrencilerinin Bilgi İşlemsel Düşünme Becerisine Yönelik Öz Yeterlik Algılarının ölçekte yer alan tüm boyutlarında anlamlı bir farklılık oluştuğu ve puan ortalamalarının artış gösterdiği görülmektedir.

3. ARTIŞMA, SONUÇ VE ÖNERİLER

Ülkemizde Deneyap Teknoloji Atölyelerinin etki değerlendirmesi ile ilgili son dönemde çeşitli akademik çalışmaların yapıldığı göze çarpmaktadır. Karoğlu, Bal ve Cimşir (2020) ülkemizde eğitimde dijital dönüşüm sürecinde Deneyap eğitim modelinin çeşitli avantajlarını irdelemiş ve uygulanmak istenen modelin ülkemiz için önemine vurgu yapmıştır. Küreci ve Bulunuz (2020) Bilim ve Sanat Eğitim Merkezi (BİLSEM) öğrencilerinin Deneyap atölyelerindeki sorgulama ve keşfetmeye yönelik teorik ve uygulamalı deneyimlerini araştırmıştır.

Bilgi işlemsel düşünme (Computational Thinking), problem çözme, sistem tasarlama ve insan davranışlarını anlamada bilgisayar bilimi kavramlarından yararlanmaya dayanan bir beceridir (Wing, 2006). Bu beceri, sadece bilgisayar bilimleriyle ilgilenenler için değil, günümüz bireyleri için de önemlidir. Özellikle son yıllarda, bu becerinin önemi arttıkça kodlama eğitimi de dikkat çekmeye başlamıştır.

Kodlama, bilgisayara komutlar vererek belirli işleri yaptırmak olarak tanımlanabilir. Kodlama eğitimlerinde, öğrenci seviyelerine uygun çeşitli ortamların kullanıldığı görülmektedir. İlköğretim düzeyinde genellikle blok tabanlı görsel programlama araçları tercih edilirken, ortaöğretim ve üstü seviyelerde metin tabanlı programlama araçları kullanılmaktadır. Kodlama eğitimi, çağın gereksinimlerini karşılamak amacıyla bir ihtiyaçtan çok zorunluluk haline gelmiştir (Sayın ve Seferoğlu, 2016). Öğrenciler yazılım ve bilgisayar alanlarında kariyer düşünmeseler bile, erken yaşta algoritma ve kodlama mantığını kavramaları, diğer alanlardaki başarılarını olumlu yönde etkileyecektir (Baz, 2018). Kodlama odaklı etkinlikler, özellikle soyut

kavramların öğrenilmesini kolaylaştırarak bu kavramlar arasında sağlam ilişkiler kurulmasını desteklemektedir (Çatlak, Tekdal ve Baz, 2015). Bu tür etkinliklerin, öğrencilerin üst düzey düşünme becerilerini ve akademik başarılarını artırma potansiyeline sahip olduğu belirtilmektedir (Oluk, Korkmaz ve Oluk, 2018). Ayrıca, kodlama becerileri, eleştirel, analitik ve algoritmik düşünme becerilerinin gelişimine de önemli katkılar sağlamaktadır (Akçay ve Çoklar, 2016). Kodlama eğitimi, öğrencilerin sadece teknolojiyle değil, aynı zamanda problem çözme, sistematik düşünme ve yaratıcı çözümler üretme gibi hayati becerilerle donatılmalarını destekleyen bir araç olarak öne çıkmaktadır.

Kodlama eğitiminin hangi yaş grubunda başlaması gerektiği konusunda literatürde farklı görüşler bulunsa da, birçok araştırmacı bu eğitimin okul öncesi dönemde başlamasının faydalı olduğunu savunmaktadır (Demirer ve Sak, 2016; Saygıner ve Tüzün, 2017). Erken yaşlarda verilen kodlama eğitimi, çocukların temel problem çözme becerilerini, yaratıcı düşünme yetilerini ve algoritmik düşünce yapılarını geliştirmelerine olanak sağlar. Bu dönemde çocukların bilişsel gelişimlerinin hızla ilerlemesi, onları teknoloji ve dijital dünyayla tanıştırmak açısından uygun bir zemin sunar. Ayrıca, okul öncesi dönemde sunulan kodlama eğitimi, daha sonraki eğitim hayatlarında bu becerilerin daha derinlemesine anlaşılmasına ve uygulanmasına zemin hazırlayabilir.

Bu çalışmada Deneyap teknoloji atölyelerinde robotik ve kodlama eğitimi görmüş 1643 öğrencinin katılımıyla bir araştırma gerçekleştirilmiştir. Bu araştırma kapsamında öğrencilerin bilgi işlemsel düşünme becerisine yönelik öz yeterlik algıları incelenmiş ve işlem sonunda ön test ve son test puan ortalamaları arasında anlamlı bir farklılık bulunmuştur. Bilgi işlemsel düşünme becerisinin alt boyutları olan Algoritma tasarlama yeterliği, Problem çözme yeterliği, Veri işleme yeterliği, Temel programlama yeterliği ve Özgüven yeterliğinin tamamında öğrencilerin ortalama puanlarının işlem sonrası artış gösterdiği görülmüştür. Bundan sonra yapılacak çalışmalarda öğrencilerin düşünme becerilerinin geliştirilmesi için robotik ve kodlama ile ilgili etkinliklerin kazanımlarla ilişkilendirilerek farklı uygulamaların devam ettirilmesinin öğrenciler için yararlı olacağı düşünülmektedir.

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GÖRME ENGELLİLERE YÖNELİK E- SINAVI ORTAMININ TASARIMI, GELİŞTİRİLMESİ, UYGULANMASI VE DEĞERLENDİRİLMESİ

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ÖZET

Görme engelli bireyler eğitim hayatlarında birçok bariyer ile karşı karşıya kalmaktadır. Bu bariyerlerin sebebi öğrencilerin eğitim ve öğretimde en önemli duyu olan görme duyusunda yaşadıkları sorundan kaynaklanmaktadır. Görme engelli bireyler eğitim hayatlarındaki yaşadıkları sorunlardan biri sınavlardır. Sınavlarda, görme engelli öğrenci birtakım sorunlarla karşılaşmaktadır. Bu sorunlar; zaman, sınav sistemi, sınavda teknoloji kullanımı, okuyucu, kodlayıcı... vb. Bu gibi sorunlar üstesinden gelebilmek için farklı sınav sistemleri denenmelidir. Farklı sınav sistem ve platformlardan biri e-sınav ortamıdır ve bu çalışmada görme engellilerin e-sınav ortamının kullanılabilirliğine bakılmıştır. Genel olarak bu çalışmanın amacı total düzeyde görme yetersizliği olan ortaokul öğrencilerine yönelik e-sınav ortamının tasarımı, geliştirilmesi ve kullanılabilirliğin incelenmektir. Bu amaçla bir e-sınav ortamı geliştirilmiştir ve iki görme engelli ortaokul öğretmeninin (kendileri de birer görme engelli) görüşüne başvurulmuştur. Bu uzmanlardan gelen geri bildirimlere dayanarak tasarım revizyonlardan geçti ve nihai versiyonu ortaya çıkmıştır. Geliştirilen e-sınav ortamın uygulanması, değerlendirilmesi ve kullanılabilirliği test etmek için karma araştırma yöntemi kullanılmıştır. Karma araştırma yöntemlerinden çeşitleme (yakınsak paralel desen) deseni tercih edilmiştir. Yakınsak paralel desenli karma yöntemlerin amacı, nicel ve nitel verileri birleştirerek araştırma probleminin kapsamlı bir analizini sağlamaktır. Çalışma grubu 11 tam kör ortaokul öğrencisinden oluşmaktadır. Öğrencilere görevler verildi bu görevleri yerine getirirken araştırmacı tarafından gözlem yapılmıştır. Sonra öğrencilere veri toplama aracı olarak Sistem Kullanılabilirlik Ölçeği (SKÖ) uygulanmıştır. Sonuçlar, total düzeyde görme yetersizliği olan ortaokul öğrencilerinin bilgisayar yeterliliğinin genel olarak güçlü olduğunu göstermektedir. E-sınav ortamı için SUS puanları 75 ile 95 arasında değişmekte olup, 11 katılımcının ortalama puanı 82,5'tir.

Anahtar Kelimeler: e-sınav; görme engelli; tam kör; kullanılabilirlik ve e-sınav ortamı tasarım.

DESIGN, DEVELOPMENT, IMPLEMENTATION AND EVALUATION OF E-EXAM ENVIRONMENT FOR THE VISUALLY IMPAIRED

ABSTRACT

Visually impaired individuals face many barriers in their education. The reason for these barriers is the problems experienced by students in their sense of sight, which is the most important sense in education and training. One of the problems experienced by visually impaired individuals in their education is exams. Visually impaired students encounter several problems in exams. These problems are; time, exam system, use of technology in the exam, reader, coder… etc. To overcome such problems, different exam systems should be tried. One of the different exam systems and platforms is the e-exam environment and this study examined the usability of the e-exam environment for visually impaired individuals. In general, this study aims to examine the design, development, and usability of an e-exam environment for middle school students with total visual impairment. For this purpose, an e-exam environment was developed and the opinions of two visually impaired middle school teachers (who are also visually impaired) were sought. Based on the feedback from these experts, the design went through revisions and the final version emerged. A mixed research method was used to implement, evaluate, and test the usability of the developed e-exam environment. The diversification (convergent parallel design) design was preferred among the mixed research methods. The aim of the convergent parallel design mixed methods is to provide a comprehensive analysis of the research problem by combining quantitative and qualitative data. The study group consists of 11 completely blind middle school students. The students were given tasks and the researcher observed them while they were performing these tasks. Then, the System Usability Scale (SUS) was applied to the students as a data collection tool. The results show that the computer proficiency of middle school students with total visual impairment is generally strong. The SUS scores for the e-exam environment ranged from 75 to 95, and the average score of the 11 participants was 82.5.

Keywords: e-exam; blind; completely blind; usability and e-exam environment design.

1. GİRİŞ

Dünya Sağlık Örgütüne (WHO) göre 1,3 milyar kişinin görme bozukluğundan muzdarip olduğu tahmin ediliyor; bunlardan hafif görme bozukluğu olan kişiler 188,5 milyon, orta ila şiddetli görme bozukluğu olan kişiler 217 milyon ve total düzeyde görme yetersizliğin olan 36 milyon görme engelli bulunmaktadır (Manjari et al., 2020). Görme engelliler görme yetisinin kaybetmekten dolayı günlük hayatta birçok problemle karşılaşmaktadır. Bu problem, görme engellilerin eğitim serüvenin ve yaşam kalitesini olumsuz etkilemektedir. Görme engelliler öğrenciler, engelli olmayan yaşıtları gibi eğitim fırsatlarına erişme ve ulaşma hakkına sahip olmalılardır. Devlet, eğitim kurum ve kuruluşları bu eşit erişme, ulaşma, katılma ve diğer öğrencilerden ayırmadan bu fırsatı sağlamalıdır. Görme engellilerin hayata tutunabilmeleri için, makul bir düzeyde yaşamlarını idame ettirebilmeler ve toplumda yerlerini alabilmeleri için eğitimlerine önem verilmelidir. Görme engelliler bazı çalışmalar iki (az görenler ve total düzeyde görme yetersizliği olan) (McLaughlin & Kamei-Hannan, 2018) ve bazı çalışmalarda üçe (total düzeyde görme yetersizliği olan, az görme ve renk körlüğü)(Tigwell, 2021) ayrılmaktadır.

Teknolojinin ilerlemesi ve insanların hayatının vazgeçilmez bir parçası olarak yerini alması ile birlikte görme engellilerin de hayatına büyük kolaylık ve fırsatlar sağlamaktadır. Engellilerin kullandığı

teknolojik araçlara yardımcı teknolojiler denilmektedir. Bu teknolojiler her alanda olduğu gibi eğitim alanında da kullanılmaktadır. Yardımcı teknoloji, engelli kişilerin toplumdaki sosyal, altyapısal ve aktivite katılım engellerini aşmak ve aktiviteleri daha kolay ve güvenli bir şekilde gerçekleştirmek için kullandıkları teknoloji, ekipman, cihazlar, aletler, hizmetler, sistemler, süreçler ve değiştirilmiş bir ortamı kapsayan geniş bir terimdir (Ketema Dabi & Negassa Golga, 2024). Yardımcı teknolojilerin, görme engelli insanların hayatını kolaylaştırmakta ve iletişimlerini artırmaktadır. Görme engellilerin eğitiminde yardımcı teknolojiler kullanılmaktadır. Çalışmalar, yardımcı teknolojinin kullanımı el yazısı, motor becerileri, okuma, görsel dikkat ve algı ve matematik becerileri gibi beceri edinimini ve performansını artırdığını göstermiştir, bunun yanında bilişsel faydaların neden-sonuç ilişkisinin anlaşılması, dikkat süresinin artması ve problem çözme yeteneği becerisinin de geliştiğini bildirmiştir (Senjam et al., 2020).

Görme engelli kişilerin eğitim müdahalelerine etkili ve verimli bir şekilde erişebilmeleri için ihtiyaç duydukları en yaygın yardımcı teknolojiler şunlarındır; Braille yazıcılar, metinden sese dönüştüren teknoloji ve ekran büyütme yazılımlarıdır (Kamali Arslantas et al., 2021). Senjam et al. (2020) yaptıkları çalışmaya göre görme engellilerin eğitimine katkı sağlayan teknolojiler; büyük puntolu kitap, optik büyüteç, düşük görüş lambaları(aydınlatmayı geliştiren lambalar), Braille okuma kitapları, elektronik büyüteçler, ses formatı materyalleri, yazı Braille levhası ve kalemi, Braille daktilosu, bilgisayar klavyesi (büyük tuşlu), Braille klavyesi, taşınabilir kalem büyüteçleri, taşınabilir ses kaydedici ve ekran okuyucular emsaldir. Yardımcı teknolojilerin görme engelli bireylerin öğrenmesine sağladığı faydaları; okuma ve yazmayı geliştirme, anlama ve okuma hızını geliştirme, elektronik materyallerin ve sesli kitapların erişilebilirliğini artırma, görme engelli öğrencilere aşırı bağımlılığı en aza indirme, herhangi bir yerde ve herhangi bir zamanda eğitim materyallerinin erişilebilirliğini artırmaktadır (Kisanga & Kisanga, 2022).

Ancak bazı yardımcı teknolojilerin fiyatı yüksektir veya bütün dillerde bulunmamakta ve görme engelliler birtakım engellerle karşılaşmaktadır. Bu engeller; finansman, planlama, ekipmanın kendisi (yardımcı teknoloji) ve eleman yetiştirme (Copley & Ziviani, 2004) yardımcı teknolojilere ulaşım biraz zordur çünkü maliyetleri yüksektir (Kumar et al., 2017) ve birçoğunda sadece İngilizce bulunmaktadır (Ndume, 2021; Silman et al., 2017).

Görme engelli öğretmenleri, öğretim tasarım ilkeleri ve teknolojik yeteneğe sahip olmalıdır. Çünkü bu grup öğrenciye hazırlanan materyaller farklı olmalıdır. Bunun yanında görme engellilere yönelik sınav sistemleri de farklı olmalıdır. Öyle ki; sıradan bir sınav sistemiyle görme engelli öğrenciler için değerlendirmeler yapmak biraz zor olabilir (Azeta et al., 2017). Görme engeliler için kullanılan en yaygın sınavlar; büyük yazı tipi kâğıt, sözlü sınav, Braille sınav kâğıdıdır (Junying & Baiwen, 2012). Bu tür sınavlarda öğretmenlere büyük yük düşmektedir. Öğretmen, öğrencinin görme durumuna göre sınav materyali hazırlamalı (kasetler, büyük yazı kâğıtları, Braille kâğıtları gibi çeşitli sınav) ve sınavı yapılmalı ve sınavın kontrol etmeli ve değerlendirmelidir, bu da zaman alacaktır. Görme engellilerin, birçok sınavları, sınav salonunda tek öğrenci ve okuyucu (soruları okuyan) gözetmen ve kodlayıcı (cevapları kayıt eden) olarak yapılmaktadır. Görme engelli öğrencilere bu tür sınavlarda bazı sorunlarla karşılaşmaktalardır. Bazı görme engelli öğrenciler sınavlarda okuyucudan soru kökünü ve şıklarını tekrar okutmaktan çekinebilir ve cevaplar kodlayıcı tarafından kodladığı için öğrenci sınav boyunca yanlış kodlandığından korkmaktadır (Şenel, 2015). Görme engellilere yönelik en sık kullanılan sınav çeşidi okuyucu destekli sınavlardır, ama hala bu tür sınavlar ile ilgili literatürde olumsuz psikolojik sonuçlar bulunmaktadır; bunlar görme engelli öğrencinin okuyucuya bağımlı olması hissi ve bazı görme engelli öğrenciler üzerlerinde psikolojik baskı hissedebilmesi ve okuyucudan yardım istemekten

çekinebilmektedir (Şenel & Kutlu, 2018). Bu zorluklar, istemeden de olsa görme engelli öğrencilerin akademik performanslarını etkiledi ve öğretim ve öğrenme sürecine katılımlarını etkilemektedir.

Okuyucu destekli sınavlar görme engellilere yönelik kullanılan en sık sınav türdür. Okuyucu destekli sınav yerine bilgisayar destekli sınavlar kullanılırsa öğrencileri çekinmeden istediği kadar soruyu ve şıklarını tekrar edebilir ve öğrenciye psikolojik olarak rahatlık sağlar (Stone & Davey, 2011). Bilgisayar destekli sınavlarda öğrenciler okumayı kendisi ayarlayabiliyor, kendisi istediği şekilde soruları okuyabiliyor ve yanıtlayabiliyor bu da öğrenciye kendini özgür hissetmesini sağlamaktadır. Görme engellilere yönelik hazırlanan sınav sistemleri (sınav platformları) ile ilgili az sayıda çalışma bulunmaktadır örneğin A.Anuprıya and S.Vıjayalakshmı (2015) Akriti Vats et al. (2016), Deepika et al. (2017) J.Kanimozhi et al. (2017)) sınav platformu hakkında teorik bir çerçeve sunmaktadır. E-sınav ortamlarını veya platformlarını hazırlarken tasarım ve kullanılabilirlik ilkelerine dikkat edilmelidir. Kullanılabilirlik, ürünü kullanan kişiler görevlerini tamamlamak için bunu hızlı ve kolay bir şekilde yapabilmeleridir veya bir kullanıcının bir hedefe ulaşmak için bir ürünü başarıyla tam olarak öğrenebilme ve kullanabilme derecesidir(Jeng, 2005).

Yapılan çalışmalar incelendiğinde konu ile ilgili çok az sayıda çalışmaya rastlanmıştır. Total düzeyde görme yetersizliği olan ortaokul öğrencilerine yönelik e-sınav ortamının tasarımı, geliştirilmesi ve değerlendirmesini kullanılabilirliğin incelenmesi önemli olmakla birlikte, literatürdeki boşluğu doldurmak açısından da önemli görülmektedir. Bu çalışmanın amacı total düzeyde görme yetersizliği olan ortaokul öğrencilerine yönelik e-sınav ortamının tasarımı, geliştirilmesi ve kullanılabilirliğin incelenmektir. Çalışmanın alt amacı, görme engellilerin bilgisayar kullanım seviyeleri nedir? görme engellilerin bilgisayar kullanım seviyeleri nedir? Görme engellilerin e-sınav kullanımını etkileyen faktörler nelerdir?

2. YÖNTEM

Bu çalışmada, total düzeyde görme yetersizliği olan ortaokul öğrencilerine yönelik e-sınav ortamının tasarımı, geliştirilmesi ve kullanılabilirliğinin incelenmesi amaçlanmıştır. Bu çalışmada karma araştırma yöntemi tercih edilmiştir. Karma araştırma yönteminde tek bir araştırmada hem nicel hem nitel verileri toplanmaktadır. Karma araştırma yöntemlerinden yakınsak paralel deseni bu çalışmaya uygun görülmüştür. Yakınsak paralel deseni nicel ve nitel veriler aynı anda toplanır ve toplanan veriler ayrı ayrı analiz edilir, birleştirilir ve yorumlanır (Lee & Yun, 2020). Çalışma grubunun evreni 2023-2024 öğretim yılı Ankara İl Milli Eğitim Müdürlüğüne bağlı görme engelli ortaokul öğrencilerden oluşmaktadır. Çalışmanın örneklemi ise Ankara'da bulunan total düzeyde görme yetersizliği olan ortaokul öğrencileridir. Çalışma gurubu seçiminde amaçlı örnekleme yöntemi kullanılmıştır. Katılımcılar; total düzeyde görme yetersizliği olan ve ortaokul öğrencisi, ulaşılabilir ve gönüllü kriterine uygun olması gerekmektedir. Bu kriterleri taşıyan 11 total düzeyde görme engelliye ulaşılmıştır.
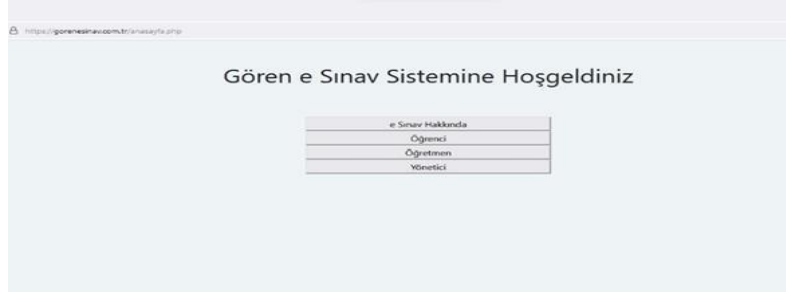
E- Sınav Ortamı

Total düzeyde görme yetersizliği olan ortaokul öğrencilerine yönelik e-sınav ortamının tasarımı, geliştirilmesi ve kullanılabilirliğinin incelenmesi çalışmasında E-sınav ortamını hazırlarkenW3Schools Online Web Tutorials sitesinden yararlanılmıştır ve Visual Studio Code - Code Editing. Redefined, PHP (Hypertext Preprocessor), HTML (HyperText Markup Language), CSS (Cascading Style Sheets) ve javascript ve web sunucusu olarak XAMPP kullanılmıştır. Hazırlanan ilk sürüm iki görme engelli öğretmenin (kendileri de birer görme engelli olan) görüşüne başvurulmuştur. Bu öğretmenlerden gelen

geri bildirimlere dayanarak tasarım revizyonlardan geçti ve nihai versiyonu ortaya çıkmıştır. Görme engellilere yönelik e-sınav ortamı son sürümü aşağıda tanıtılmıştır https://gorenesinav.com.tr/.

Ana Sayfa

Bu sayfa e-sınav ortamının ana sayfasıdır. Burada 4 adet düğme bulunmaktadır. Birincisi e-sınav hakkında düğmesi diğer üç ise (Öğrenci, Öğretmen ve Yönetici) giriş ile ilgilidir.

Şekil 1. *E-sınav ortamının ana sayfası*

E-sınav Hakkında: Burada görme engelli öğrencilere e-sınav hakkında bilgi verilmektedir. Giriş olarak e-sınav ortamının 3 farklı girişi bulunmaktadır. Birinci yönetici (Okul Müdürü ve Müdür Yardımcıları), ikinci öğretmenler ve son olarak öğrenciler. Her biri farklı giriş yöntemine ve yetkisine sahiptir. Yönetici, öğretmen ekle, öğretmen bilgilerini güncelle, öğrenci ekle, öğrenci bilgilerini güncelle sonuçları göster ve sistemden çıkış yapabilir. Öğretmen, öğrenci ekle, soru ekle, soruları göster, sonuçları göster ve çıkış yap düğmelerini içermektedir. **Öğretmen, yönetici gibi öğrenci ekleyebilir bunun yanı sıra soru da ekleyebilir.** Öğrenci girişi, öğrenci botuna tıklandıktan sonra yeni bir sayfa açılmaktadır. Bu sayfada sınava başlamadan önce, sınavın süre ve kullanım kılavuzu ile ilgi bilgi verilmektedir.
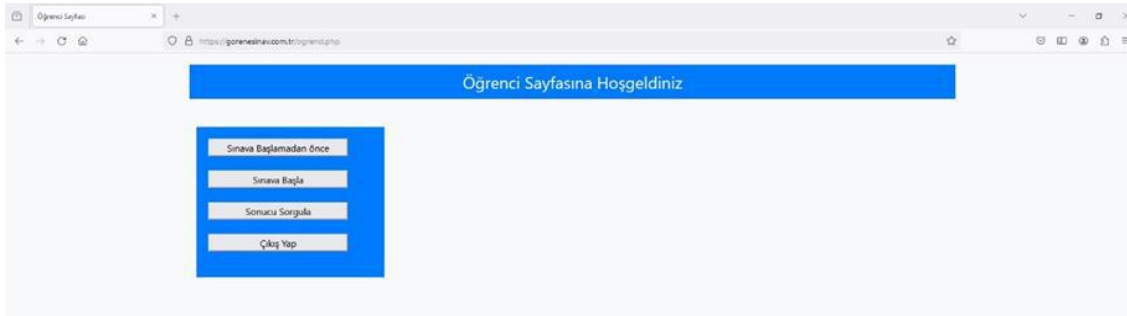
Şekil 2. *Öğrenci Sayfası*

Sınava başla, öğrenci numarası ve parolayı girdikten (Şekil 3) sonra öğrenciyi direkt sınav sayfasına yönlendirmektedir. Sonucu sorgula*, öğrenci sınavı tamamladıktan sonra sonucu öğrenebilir. Çıkış yap, öğrenci sayfasından çıkış yapabilmektedir.*

Şekil 3. *Sınava Giriş Sayfası*

Sınav sayfası ekranında, soru no, soru kökü ve seçenekleri, sınav süresi, cevabı kaydet, önceki soru, sonraki soru, boş bırak ve notu kaydet düğmeleri bulunmaktadır.

Şekil 4. *Sınav Sayfası*

Cevabı kaydet, öğrenci istediği seçeneği seçtiğinde sonra Cevabı Kaydet butonuna tıklaması gerekmektedir. Önceki soru, öğrenci bir önceki soruya tekrar bakabilir. Sonraki soru, öğrenci bir sonraki soruya geçebilir. Boş bırak, öğrenci cevabını bilmediği soruyu zaman kayıp etmemek için boş bırakır ve sınavı bitirmeden önce boş bıraktığı sorulara tekrar bakabilir. Notu kaydet, öğrenci cevabını bilmediği veya iki seçenek arasında kaldığı zaman soru ile ilgili not yazabilir zaman kayıp etmemek için sınavı bitirmeden önce soruları tekrar gözden geçebilir. Öğrenci soruları cevapladıktan sonra yeni bir sayfa açılacak. Burada eğer boş bırakılan soru varsa cevaplayabilir, tüm soruları tekrar gözden geçirebilir veya sınavı bitirebilir. Boş bırakılan sorular, öğrenci, sadece boş bıraktığı soruları görebilir ve cevaplayabilir. Gözden geçir, öğrenci, tüm soruları tekrar gözden geçirilebilir ve istediği sorunun cevabını güncelleyebilir. Öğrenci boş bırakılan soruları cevapladıktan sonra ve diğer soruları gözden geçirdikten sonra sınavı tamamlayabilir. Sınavı tamamla butona tıklandığında bir öğrenciye sınavı tamamlamak için emin olup olmadığı sorulur eğer öğrenci EVET'e tıklar ise e-sınav ortamından çıkar eğer HAYIR'a tıklar ise e-sınav ortamında kalır. Sınavı tamamlayan öğrenci eğer sonucu öğrenmek istiyorsa öğrenci sayfasına geri dönmesi gerekiyor sonucu sorgula butonuna tıkladıktan sonra öğrenci numarasını girerek sınav sonucunu öğrenebilir. Çıkış yap, öğrenci sonucunu öğrendikten sonra veya önce sistemden çıkış yapabilir.

3. Veri Toplama ve Analizi

Bu çalışmada hem nicel hem de nitel veriler toplanmıştır. Öncelikle öğrencilere, e-sınav ortamı anlatılmıştır ve hakkında bilgi verilmiştir. Total düzeyde görme yetersizliği olan öğrencilere bunun bir gerçek sınav veya bir yarışma olmadığı sadece bu çalışma için veri topla aracı olduğu kullanılmaktadır. Öğrencilere, çalışmanın verileri gizli tutulacağı başka bir kurum veya kişiler ile paylaşılmayacağı belirtilmiştir. Öğrencilere deneme amaçlı e-sınav ortamı kullandırılmıştır ve öğrenciler kendilerini hazır hissettiklerinde istenilen görevleri yerin getirmeleri istenmiştir. Öğrenciler görevleri yerine getirirken gözlem yapılmıştır. Gözlem, özellikle davranış bilimleriyle ilgili çalışmalarda en sık kullanılan yöntemdir. Bu yöntemde, herhangi bir nedenle duygularını sözlü olarak bildiremeyen deneklerle ilgilenen çalışmalarda özellikle uygundur (Mazhar et al., 2021). Öğrenciler, görevleri tamamladıktan sonra Sistem Kullanılabilirlik Ölçeği (SKÖ) uygulanmıştır. Kullanılabilirlik ölçeği olarak da Sistem Kullanılabilirlik Ölçeği (SKÖ) kullanılmıştır. System Usability Scale, Sistem Kullanılabilirlik Ölçeği (SKÖ), John Brooke'un 1980'lerde Dijital Ekipman Şirketi'nde çalışırken sistem kullanılabilirliğini "hızlı ve basit" bir öznel olarak ölçmek için geliştirdiği basit, yaygın olarak kullanılan 10 maddeli bir ankettir. Ölçek, kullanıcılardan incelenen yazılım veya ürün hakkında 10 maddeye (yarısı olumlu, yarısı olumsuz) ne kadar katıldıklarını veya katılmadıklarını derecelendirmelerini istemektedir (McLellan et al., 2012). SKÖ, Çağıltay (2011) tarafından Türkçe'ye yarlanmış ve Sistem kullanılabilirlik ölçeğinin geçerlik ve güvenirlik çalışması Kadirhan et al. (2015) tarafından yapılmıştır. Veri toplama araçları ile ilgili uzman görüşüne başvurulmuştur. İlgili alanlarda uzman iki kişinin (biri Türkçe, diğeri görme engelli öğrencilerin eğitiminde uzman) görüşüne başvurulmuştur.

Tablo 1. Sistem Kullanılabilirlik Ölçeği (SKÖ)

Maddeler	1	2	3	4	5
E-sınav ortamını sıklıkla kullanacağımı düşünüyorum.					
E-sınav ortamını gereksiz bir şekilde karmaşık buldum.					
E-sınav ortamının kolay kullanıldığını düşündüm.					
Bu e-sınav ortamını kullanabilmek için teknik bir kişinin desteğine ihtiyacım olabileceğini düşünüyorum.					
E-sınav ortamındaki çeşitli fonksiyonları iyi entegre olmuş biçimde buldum.					
E-sınav ortamında fazla tutarsızlık olduğunu düşündüm.					
Birçok görme engellinin bu e-sınav ortamını hızlı bir şekilde kullanabileceğini düşünüyorum.					
E-sınav ortamının kullanımı çok yavaş buldum.					

E-sınav ortamını kullanırken kendimden emindim.					
E-sınav ortamına giriş yapmadan önce birçok şey öğrenmem gerekti.					

Öğrencileri görevleri yerine getirirken gözlem yapılmıştır, araştırmacı tarafından not edilmiştir. Sistem kullanılabilirlik Ölçeği 11 total düzeyde görme yetersizliği olan ortaokul öğrenci ile uygulanmıştır. Öğrencilerin tamamı verilen görevleri tamamlamışlardır ve 11 öğrenci de 10 maddelik Sistem kullanılabilirlik Ölçeği de yanıtlamışlardır. Sistem Kullanılabilirlik Ölçeği (SKÖ) puanı; Brooke (1996)'göre katılımcının ölçeğin maddelerine verdiği puanın toplamıdır. Her maddenin puan katkısı 0 ile 4 arasında değişmektedir. SKÖ puanı hesaplamak için önce ölçeğin kodlanması gerekmektedir. Katılımcıların 1,3,5,7 ve 9 maddelere (tek numaralı maddelere) verdik puanlar eksi 1 ve katılımcıların 2,4,6,8 ve 10. maddeler (çift numaralı maddeler) için verdikleri puan 5'ten çıkarılacaktır. Bir katılımcı 1. Madde'ye 5 puan vermişse (5-1=4) ve 2. Madde'ye 1 puan vermişse (5-1=4) olacaktır. Kodlamadan sonra puanların toplamını 2.5 çarparak SKÖ puanı 100 üzerinden elde edilmektedir.

4. BULGULAR

Bu bölümde, çalışma ile ilgili bulgular yorumlanmaktadır. Çalışma grubu total düzeyde görme yetersizliği olan ortaokul öğrencilerinden oluşmaktadır. Araştırma n=11 öğrenci ile gerçekleştirilmektedir. Katılmcıların demoğrafik özellikleri aşağıda verilmiştir.

Tablo 2. Katılımcıların demoğrafik özellikleri

Katılımcı	Cinsiyet	Sınıf	Yaş
GO71	Kadın	7	13
GO72	Erkek	7	12
GO73	Erkek	7	12
GO81	Erkek	8	13
GO74	Erkek	7	13
GO75	Erkek	7	12
GO76	Erkek	7	12
GO82	Kadın	8	14
GO83	Erkek	8	15
GO84	Kadın	8	15
GO77	Erkek	7	13

Katılımcıların cinsiyetine göre dağılımı (n=8) %72,7 erkek ve (n=3) 27,3 kadın total düzeyde görme yetersizliği olan ortaokul öğrencilerinden oluşmaktadır. Katılımcıların yaşlarına göre dağılımı 12 yaşında (n=4) %36,4, 13 yaşında (n=4) %36,4, 14 yaşında (n=1) %9,1 ve 15 yaşında (n=2) %18,2 total düzeyde görme yetersizliği olan ortaokul öğrencilerinden oluşmaktadır. Katılımcıların sınıflarına göre dağılımı 7.sınıf (n=7) %63,6 8.sınıf (n=4) %36,4 total düzeyde görme yetersizliği olan ortaokul öğrencilerinden

oluşmaktadır. Görme engelli ortaokul öğrencileri verilerin görevleri yerine getirirken internet tarayıcısı olarak Google Chrome ve ekran okuyucu olarak da JAWS 24 kullanılmıştır.

Total düzeyde göre yetersizliği olan ortaokul öğrencilerin tamamı görevlerini tamamlamıştır ve 11 öğrenci de 10 maddelik Sistem kullanılabilirlik Ölçeği de yanıtlamışlardır. SKÖ puanları tablo 3'te verilmiştir.

Tablo 3. Görme Engelli Ortaokul Öğrencilerin SKÖ Puanları

Öğrenci kodu	Cinsiyet	SKÖ Puanı
GO71	Kadın	82,5
GO72	Erkek	95
GO73	Erkek	75
GO81	Erkek	85
GO74	Erkek	75
GO75	Erkek	75
GO76	Erkek	85
GO82	Kadın	82,5
GO83	Erkek	75
GO84	Kadın	90
GO77	Erkek	87,5
Ortalama		82,5

Total düzeyde görme yetersizliği olan ortaokul öğrencilerine yönelik e-sınav ortamının SKÖ puanı (75-95) arsında değişmektedir ve 11 kullanıcının SKÖ puanın ortalaması 82,5'tir.

5. TARTIŞMA VE SONUÇ

Total düzeyde görme yetersizliği olan ortaokul öğrencilerine yönelik e-sınav ortamının SKÖ puanı (75-95) arsında değişmektedir ve 11 kullanıcının SKÖ puanın ortalaması 82,5'tir. SKÖ puanı kabul edilebilir üstündedir. SKÖ'ü puanı, kullanıcının kabul düzeyini göstermektedir. Kabul edilebilir kategorisine girebilmek için SKÖ puanının 70'in üzerinde olması gerekmektedir (Ratnawati et al., 2020). Total düzeyde görme yetersizliği olan ortaokul öğrencilerine yönelik e-sınav ortamının ortalama SKÖ puanı 82,5 ve en düşük SKÖ puanı 75'tir buna göre e-sınav ortamının kullanılabilirliği iyi olarak kabul edilmektedir; çünkü Wiratama and Sasongko (2017) göre SKÖ puanı 70,4'ün üzerindeyse İyi olarak kabul edilmektedir. Bangor et al. (2009) derecelendirmesine göre e-sınav ortamının SKÖ puanı (80-90) arasında ise harikadır. Çünkü Bangor, Kortum ve Miller göre SKÖ Puanı Derecelendirmesi eğer (0-10) Sınıflandırılmaz, eğer (10-20) Hayal edilebilecek en kötü, eğer (20-40) Berbat, eğer (40-50) Fakir, eğer (60-70) Tamam, eğer (70-80) İyi, eğer (80-90) Harika ve eğer (90-100) Hayal edilebilecek en iyidir. Brooke (2013) derecelendirmesine göre e-sınav ortamının SKÖ puanı (70-100) arasında ise kabul edilebilir. Çünkü Brooke göre SKÖ Puanı Derecelendirmesi eğer (0-50) Kabul edilemez, eğer (50-60) Marjinal düşük, eğer (60-70) Marjinal yüksek ve eğer (70-100) Kabul edilebilir. Total düzeyde görme

yetersizliği olan ortaokul öğrencilerine yönelik e-sınav ortamının ortalama SKÖ puanı 82,5 görme engellilere yönelik yapılan diğer çalışmaların ortalama SKÖ puanına yakındır. Antonelli et al. (2023) yaptıkları çalışmada ortalama SKÖ puanı 1.Tur 80.83 2.Tur 83.75 tir. Brock et al. (2012) yaptıkları etkileşimli harita çalışmasının ortalama SKÖ puanı 87.5 tir. Harum et al. (2021) çalışmasının ortalama SKÖ puanı 80.3 tir. Tu et al. (2021) çalışmasının ortalama SKÖ puanı 81.75 tir.

Genel olarak Görme engelli ortaokul öğrencilerinin bilgisayar kullanımı iyidir. Öğrenciler masaüstü bilgisayar tercih etmiştir, bunun da sebebi masam üstü bilgisayarın klavyesini daha iyi kontrol ettiklerini belirtmişlerdir. Çalışma grubundaki bütün görme engelli öğrenciler verilen görevleri başarı ile tamamlamıştır. Görme engellilere yönelik bu tür çalışmalar artırılmalıdır. Bu tür çalışmaların katılımcıları görme engeli ve özel gereksinimli oldukları için daha fazla odak ihtiyaçları var o yüzden önce küçük gruplar halinde yapılmalıdır

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DEVELOPMENT AND EVALUATION OF ARTIFICIAL INTELLIGENCE SUPPORTED MULTIPLAYER GAMIFICATION FOR TEACHING TURKISH AS A FOREIGN LANGUAGE

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Abstract

Using gamification and machine learning, this research investigates potential applications in Turkish second language instruction with the aim of enhancing vocabulary acquisition and addressing deficiencies in specific domains of the language. The focus of this paper is on developing a state-of-the-art AI-powered gaming system.

This approach was designed to assist international students residing in Turkey in acquiring Turkish vocabulary. Exploring this topic will deepen our understanding of how blending game-like elements with AI-driven features can enhance language learning. This study focuses on boosting engagement, raising motivation, and retaining language information. This paper seeks to build an interesting learning environment that meets each person's needs by combining fundamental gamification ideas with advanced machine-learning algorithms. Those who are meant to gain from these endeavors should find it easy and accurate to learn the Turkish language.

This paper will follow a detailed method that includes setting clear goals, reviewing relevant literature, creating game-like features, creating a vocabulary dataset, using machine learning classification algorithms, training the model, and assessing its performance.

Overall, this paper follows a well-organized structure that includes a thorough literature review, a detailed look at the paper's methodology and practical aspects, the presentation and evaluation of results, and a conclusion that gives educators and stakeholders useful suggestions.

Keywords: Vocabulary teaching, gamification, machine learning, language learning, Turkish language, learner engagement, motivation, personalized learning, adaptive learning, weakness identification, vocabulary categories

1. Introduction

In the contemporary globalized landscape, the acquisition of a second language has become increasingly important since it facilitates cross-cultural communication and expands job opportunities. However, numerous challenges exist in the instruction of a second language, particularly with vocabulary acquisition. The foundation of linguistic competence is vocabulary, and cultivating an extensive and comprehensive lexicon is crucial for effective communication. Innovative pedagogical practices that engage pupils and enhance their vocabulary acquisition have been explored as remedies to these issues. This study tackles vocabulary category deficits and enhances vocabulary acquisition by incorporating gamification and machine learning methodologies in the instruction of Turkish as a second language.

Turkey's strategic position as a conduit between Europe and Asia, along with its flourishing tourism and educational industries, has rendered the acquisition of Turkish increasingly significant. There is an escalating demand for effective and engaging methods to instruct Turkish as a second language in Turkey, attributed to the substantial native speaker population and the rising influx of expatriates. Traditional ways of teaching don't always give students the motivation and connection they need to be fully engaged. This paper takes a new method to the problem by combining machine learning classification with game-like elements to help people learn Turkish words.

The primary objective of this research is to develop cutting-edge gamification platforms powered by artificial intelligence. This is an excellent approach for international students in Turkey to enhance their Turkish vocabulary. This study seeks to assess the influence and efficacy of gamification components and AI-driven functionalities on language acquisition comprehensively.

This study addresses the enhancement of motivation, heightened engagement, and retention of language. Our primary objective is to create a highly tailored, interactive learning environment that incorporates advanced machine-learning techniques integrated with game theory. Additionally, to facilitate our target audience's rapid and effective acquisition of literacy in Turkish. There will be a thorough method used to reach these goals. Among the steps in the process are defining the study's goals, reviewing a lot of literature, adding game-like features, creating a vocabulary dataset, using machine learning classification techniques, training the model, and evaluating it. Designed to provide pupils an interactive environment that speeds up language acquisition, a game-based learning tool will Data collecting and user testing will help to provide vital information on system performance, user ease of use, and ways in which it might assist learners experiencing difficulty [1, 2].

This paper aims to employ gamification and machine learning techniques to teach the Turkish language as a second language and enhance vocabulary acquisition. This paper seeks to create an engaging and flexible learning environment by integrating gaming elements and mechanics into language acquisition, while utilising machine learning algorithms to identify and address weaknesses in vocabulary categories. The following sections will outline the methodology employed, the empirical studies conducted, and the findings obtained, thereby enhancing the field of language acquisition and providing insights into the effective integration of gamification and machine learning in second language education.

2. Litrature Review

This literature review explores the challenges of teaching Turkish vocabulary to language learners, focusing on gamification, machine learning, and second language vocabulary learning.

2.1. Gamification

Since the beginning of civilisation, games have been an important part of society. They are a way to compete, make friends, and learn [3]. Virtual reality and augmented reality make it hard to tell the difference between the real and virtual worlds. This is how technology has turned games into a thriving digital economy [4].

Chris Crawford describes games as deliberate activities [5], while Jesper Juul sees them as interactive challenges[6] and Katie Salen and Eric Zimmerman focus on their immersive qualities [7].

Various academics define games in different ways. James Paul Gee notes that games are interactive systems needing strategic thinking[8], and Sebastian Deterding and associates characterize them as goal-oriented activities[9]. With an eye on eliciting particular behaviors and increasing user involvement beyond simple enjoyment, Werbach and Hunter describe gamification as the strategic integration of game features and design methodologies into non-gaming contexts [10]. Underlining even more gamification's changing ability, Hamari, Koivisto, and Sarsa define it as a process that improves services by incorporating gameful components, hence improving user experience [11]. Stressing the intentional integration of game design elements to attain specific outcomes and influence user incentives, Huotari and Hamari support this point of view [12].

From a problem-solving standpoint, Zichermann and Cunningham approach gamification stating that it goes beyond involvement to solve difficulties and reach goals [13]. Gamification, according to Morschheuser et al., is the use of game components outside of their intended function, therefore transforming experiences in several environments [14]. Caponetto, Earp, and Ott emphasise the versatility of game features in contexts beyond gaming [15], whereas Seaborn and Fels focus on the purposeful application of game elements to influence user behaviour and motivation [16]. Deterding enhances the concept by emphasising the intentional use of game design elements to achieve specific objectives.

Nicholson broadens this idea by showing how game components could inspire drive and involvement [17]. Koivisto and Hamari stress gamification's process-oriented character, which improves services by means of deliberate design integration [18].While Marczewski stresses the flexibility of game features in changing relationships [19], King et al. describe gamification's transforming power across many fields[20].

In their book "For the Win: How Game Thinking Can Revolutionise Your Business," Kevin Werbach and Dan Hunter debuted the Pyramidal Gamification Structure [10]. By separating the elements into three levels—dynamics, mechanics, and components as depicted in Figure 1—this framework offers a disciplined method for creating gamified experiences.
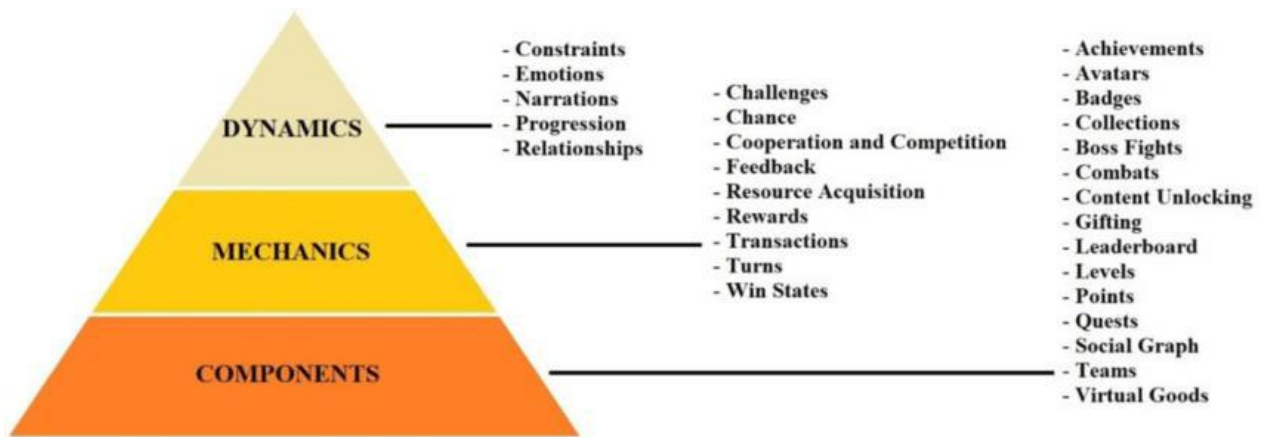
Figure 1. Pyramidal Gamification Structure [21]

Dynamics

Dynamics are an essential component of the Pyramidal Gamification Structure, dynamics help to shape user experiences in gamified environments. They enable real-time changes in reaction to user interactions and input, hence supporting fluidity and adaptability [12]. Constants, Emotions, Narratives, Progression, and Relationships [10] are five elements Werbach and Hunter say define dynamics.

Mechanics

Mechanics are the fundamental principles and frameworks that enable user interaction and advancement within a gamified context. Designers utilize these mechanisms to augment user motivation and elicit particular actions [13]. Essential elements of gamification mechanics encompass challenges, chance, competition, feedback, resource acquisition, rewards, transactions, turns, and win states, as delineated in multiple research [15, 22].

Components

The Pyramidal Gamification Structure consists of various elements that are basic characteristics of a gamified system. Together, the elements—tangible ones including points, badges, leaderboards, challenges, and incentives—offer feedback, track development, and help to enable goal attainment, so improving the user experience [10, 15].

2.2. Machine Learning

Machine Learning, or ML, is the ability of computers to learn new things and get better at doing things without being told to do so [23]. Machine learning systems are not directly programmed. Instead, they use statistical methods to find trends, gain important insights, and make predictions or choices based on the data they have access to. This method uses iterative learning to help machines adapt to new situations and get better at what they do [24]. The different ways that machine learning can be used are shown in Figure 2. They include deep learning, supervised learning, unsupervised learning, and reinforcement learning [25].
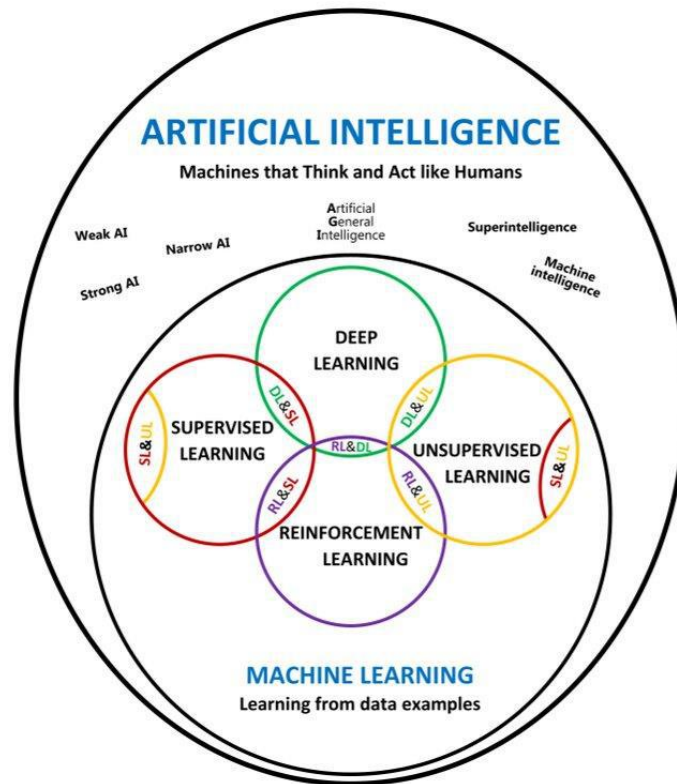
Figure 2. The Machine learning Techniques [25]

In supervised learning, models are trained on labelled data to make accurate predictions or classifications on examples they haven't seen before. In this model, there is a clear separation between input features and their corresponding target labels, which lets the model learn the underlying relationships [26]. Supervised learning includes tasks like classification, in which the algorithm puts incoming data into groups that have already been defined. It is commonly used for tasks like image recognition or sentiment analysis [27].

Assigning input data points to predefined groups or classes is a key part of supervised learning and is called classification[28]. This is how algorithms find patterns and links in large amounts of data that have been labelled. The main goal of classification is to make a model that can correctly put new cases into groups that have already been learnt. Based on certain traits and qualities, this will help you make choices and guess what will happen [26].

2.3. Second language vocabulary learning

Acquiring a second language facilitates access to many worlds, cultures, and possibilities. Krashen's Input Hypothesis underscores the necessity of delivering comprehensible language input that is marginally above the learners' existing proficiency for optimal learning [29]. This highlights the importance of exposure to authentic language usage, indicating that immersion facilitates skill advancement [30]. Understanding vocabulary in a second language requires more than simply identifying basic forms and meanings. Schmitt contends that, while connecting form and meaning is critical for first recognition, a deeper understanding is necessary for practical application [31].

This includes comprehending the varied meanings, connections, and contextual functions of words. Schmitt and Laufer found that people with extensive vocabularies are better at deducing the meanings of unknown terms from context, which improves their linguistic knowledge and understanding [32].

Nation categorizes vocabulary knowledge into nine important components, including form, meaning, and usage. This includes the recognition of written and spoken forms, comprehension of word components, and the relationship between form and meaning. Nation distinguishes three major phases in language acquisition: recognition, recall, and practical application. Noticing is the initial stage in which students identify a word's presence and importance in a context [33].The retrieval process strengthens this relationship, allowing people to easily recall and use the word. Practical application shows the highest degree of expertise and lets individuals utilize the term in a range of situations with safety. The steady increase of vocabulary in a second language depends on the connected processes.

2.4. Vocabulary Learning Strategies

The formation of an effective vocabulary is crucial for language learning, greatly impacting proficiency and communicative ability [34]. Using Vocabulary Learning Strategies (VLS) appropriate for their particular learning style, students enhance their acquisition, memory, and application of newly acquired words. This study looks at these methods, how they're used, their main ideas, and the proof from real life that they help people learn languages. Each student and teacher can find useful information in it.

Language acquisition is fundamentally reliant on vocabulary learning methods (VLS), which also enhance competence and communication ability. These tactics comprise context, morphological analysis, bilingual and monolingual dictionaries, semantic mapping, flashcards, continual exposure and practice, word association, and participation in authentic language usage [33].

2.5. Learning Turkish as a Second Language

Given the growing flood of immigrants, expats, and foreign students into Turkey, the education of Turkish as a second language has attracted interest. This educational study aims to give non-native speakers the language skills required for successful integration into Turkish culture and communication.

Learning Turkish might improve a country's reputation abroad, expand trade and tourism, and improve ties with other countries. The learning process needs to be ongoing and of the highest caliber. Advances in technology, communication methods, economic growth, and the quick spread of knowledge have all contributed to the importance of intercultural communication. Instructing Turkish as a second language necessitates a diverse array of methodologies and strategies aimed at enhancing linguistic proficiency and acquisition. Research demonstrates that interactive learning techniques markedly improve the speaking proficiency of Turkish language learners [35].

Instructing Turkish as a second language encompasses several tactics and methodologies to enhance language learning and competency. Interactive teaching methods, task-oriented strategies, theatrical techniques, and the transmission of national cultural values through textbooks are essential. Promoting language awareness among educators and evaluating grammar training methods are both crucial. Promoting global awareness and integrating cultural elements into language instruction is essential. Targeted approaches, such as digital pedagogical technology, are crucial for certain learner

groups, including Syrian refugee children. Techniques for vocabulary training and humor are essential for effective language acquisition.

3. Meethodology

The present study employs a methodological approach that integrates gamification elements and machine learning classification to develop a customized and interactive platform for instructing Turkish vocabulary. As shown in Figure 3. It involves multiple steps to build a gamified learning platform, conducting user testing and feedback collection, and performing data analysis and iterative refinement. By following this methodology, a robust and effective system can be developed to enhance Turkish language acquisition.

Figure 1. Methodology

Reviewing the Related Words

This stage investigates the use of gaming and machine learning to aid with personalized language acquisition and knowledge development. It highlights several programs that combine these features, including Duolingo, Babbel, Rosetta Stone, Memrise, and Adaptive Learning Paths.

In conclusion, these language learning applications exemplify several approaches to customized learning and gamification in the field. Although each software possesses unique characteristics and advantages, they collectively demonstrate the effectiveness of integrating gamification and artificial intelligence into language acquisition. Machine learning and artificial intelligence may substantially enhance the effectiveness of language learning applications by gamifying the educational process, delivering immediate feedback, and customizing the learning experience.

Each application addresses a specific aspect of language acquisition through its AI-driven approach, including the creation of personalized study plans, the facilitation of social learning, the design of

adaptive lesson plans, and the delivery of feedback on pronunciation. Technological improvements are anticipated to yield more sophisticated and personalized learning experiences through these applications, hence improving the effectiveness of language acquisition. The aims of the proposed study to develop an AI-driven gamification system for teaching the Turkish language to expatriates living in Turkey correspond with these findings.

Preparing the Base Dataset

The final vocabulary dataset is created through three key phases: categorizing the vocabulary set into meaningful themes, introducing user behavioral attributes, and labeling dataset classes. The categorization adds structure and makes the dataset easier to navigate. User behavioral attributes capture user interaction with words, providing insights into their learning process.

As a proactive step, we formed a dataset containing the most common Turkish words. We relied on a database consisting of 1606 words, with [36]'s website as our source for these words. Subsequently, we translated these words into English, resulting in the data format shown in Table 1. Labeling dataset classes assign specific labels to each word or group based on user weakness, guiding the machine learning model in identifying patterns and making predictions. The final dataset consists of general properties of words, their English translations, and difficulty levels, serving as the basis for the machine learning algorithm's future learning process.

Table 1. Words and English translation

Turkish Word	English Word
Abi	Older brother
Acı	Pain/ bitter/ spicy
Aralık	December
Araştırmak	To research
Dünya	Earth/ world

Putting these words into their respective categories was the next step that needed to be taken. We take a strategy that centers on determining the areas in which the user is lacking in particular word groupings. During the initial phase of the method, we surveyed many programs that were comparable to one another and developed 39 categories, which may be found in Appendix (A). The data format that was obtained by manually categorizing the Turkish words into these categories is displayed in Table 2. This was done after these classifications were extracted.

Table 2. Words Classification

Turkish Word	English Word	Category
Abi	Older brother	Family_Relationships
Acı	Pain/ bitter/ spicy	Feelings_Emotions
Aralık	December	Time_Calendar
Araştırmak	To research	Actions_Activities
Dünya	Earth/ world	Places_Locations

To complete this dataset and make it usable in the working environment, it was necessary to create a code that classifies the difficulty level of these words based on the number of syllables. We adopted a numerical criterion for this, where this number increases with the increase in the number of syllables, as you can see in Table 3. For example, the word "Abi" consists of two syllables, while the word "Araştırmak" consists of four syllables.

Table 3. Setting words' difficulty

Turkish Word	English Word	Category	Difficulty
Abi	Older brother	Family_Relationships	2
Acı	Pain/bitter/ spicy	Feelings_Emotions	2
Aralık	December	Time_Calendar	3
Araştırmak	To research	Actions_Activities	4
Dünya	Earth/ world	Places_Locations	2

Building Initial Gamification Platform

Informed by the insights gleaned from the literature review and aligned with our paperobjectives, we have deliberated on the advantages associated with the utilization of gamification platforms in the context of second language learning, specifically focusing on Turkish. The gamification system is divided into two parts: the first part contains the basic tasks of the system, in addition to the test that will collect the rest of the dataset, and the second part is the final part, which includes the remaining elements of gamification such as leaderboard, exercises, achievements and other features.

In this stage, we will perform the basic tasks in the gamification environment to complete the attributes of the dataset that we will rely on later to understand the user's behavior and determine the types of words in which they are weak and to which category they belong.

After preparing the basic database that we will rely on which is the final database, we start working on the basic tasks in the gamification system, which include user authentication functionalities, so that makes us create a record for each user later.

Then, we will direct the user to a test whose goal is to collect the data necessary to build the final dataset. The test consists of 50 questions for Turkish words, where the user selects the appropriate translation in English. Each question has 4 choices, along with a graphical representation indicating the difficulty of the word as shown in Figure 4.
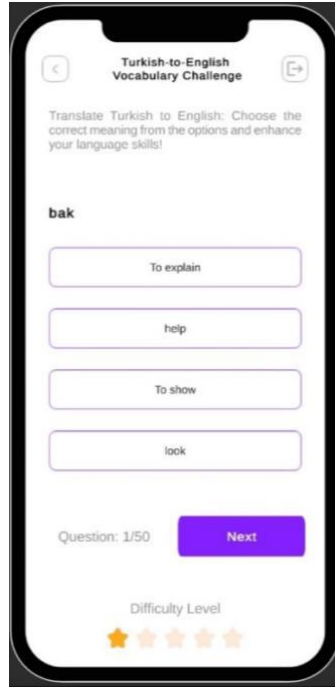

Figure 4. Quiz screen

Then, we expand our dataset by including user behavioral variables. The system will record some attributes from the test that our users will complete to help us generate the final dataset. This feature contains the accuracy of the response, which indicates whether the answer is accurate, the number of attempts made before arriving at the final answer, and the time needed to finalize the result and go on to the next question, as shown in Table 4. The final dataset will be complete except for the label, which will indicate whether it is weak in the category or not.

Table 4. Adding user behavioral attributes

Turkish Word	English Word	Category	Difficulty	Correct Answer	Time Spent (seconds)	Hesitation Times
Abi	Older brother	Family_Relationships	2	0	6	0
Acı	Pain/bitter/spicy	Feelings_Emotions	2	1	8	1
Aralık	December	Time_Calendar	3	1	10	2
Araştırmak	To research	Actions_Activities	4	1	5	0
Dünya	Earth/world	Places_Locations	2	0	9	1

Developing the Vocabulary Dataset

In the concluding phase of dataset creation, aimed at preparing the dataset for initial model training, a systematic multi-step process is undertaken. The primary step involves performing label encoding on specific attributes by representing each unique string value with an integer. The subsequent step is to assign the dataset label, or the weakness attribute, which is crucial for the classification process in later stages. This label typically ranges from 0 to 1 as shown in Table 5.

Table 5. Adding user behavioral attributes

Turkish Word	English Word	Category	Difficulty	Correct Answer	Time Spent (seconds)	Hesitation Times	Weakness
Abi	Older brother	Family_Relationships	2	0	6	0	1
Acı	Pain/bitter/ spicy	Feelings_Emotions	2	1	8	1	0
Aralık	December	Time_Calendar	3	1	10	2	1
Araştırmak	To research	Actions_Activities	4	1	5	0	1
Dünya	Earth/ world	Places_Locations	2	0	9	1	0

To achieve this, rule-based method for labeling employed, and then to ensure the highest quality labeled data. The goal is to optimize the model's effectiveness in labeling the weakness attribute of the dataset, resulting in a refined and well-informed dataset ready for the initial stages of model training.

Rule-Based Method for Initial Dataset Labeling

Rule-based labels provide a solid foundation for training machine learning models, helping bootstrap the learning process with a reliable set of labeled data. Combining rule-based initial labeling with machine learning refinement leverages both approaches, as the rule-based system provides a reliable starting point while machine learning uncovers more complex patterns and improves accuracy over time [37].

When building the main equation that employed a rule-based approach we consider four important parameters to be in this equation: the correctness of answers, the amount of time spent on the questions, the hesitation times, and the difficulty level of the questions, in order to identify a user's weak points when learning Turkish. Every parameter is assigned a weight according to its significance, and max value which indicate percent of user behavior across all the dataset's rows that captured and then we can judge which a user is deemed weak or not as mentioned in equation 1 and clarified in the equations below.

Weakness Score

$$= w\text{Correct} \times (1 - Correct\ Answer) + w\text{Time} \times \frac{Time\ Spent}{\textbf{Max Time Spent}}$$

$$+ w\text{Hesitation} \times \frac{Hesitation\ Times}{\textbf{Max Hesitation Times}} + w\text{Difficulty} \times \frac{\text{Difficulty}}{\textbf{Max Difficulty}}$$

Equation 1. Rule-based labeling equation

- ○ **wCorrect*, *wTime*, *wHesitation** and **wDifficulty** are the weights for each parameter.
- ○ **Max Time Spent**: is the maximum time spent among all entries.
- ○ **Max Hesitation Times**: is the maximum number of hesitation times among all entries.
- ○ **Max Difficulty:** is the maximum difficulty value among all entries.

Rule-based systems are very beneficial for initial labelling; however, machine learning algorithms can improve and further refine the system's prediction power. We can verify the accuracy of the rule-based method and find deeper relationships and interactions that fixed rules might overlook by training classification models on the first labelled data. By combining the best features of the two approaches, this hybrid technique offers a reliable and flexible framework.

Identifying Optimal Supervised Learning Classifier

Before searching for the optimal classifier, it is essential to clarify the rationale behind utilizing AI despite having employed a rule-based equation approach for initial dataset labeling to determine the weakness label.

Using a classification algorithm alongside a rule-based equation provides numerous advantages and valuable insights. Although the rule-based equation offers a simple approach for labeling the initial dataset, integrating a classification algorithm can greatly improve the analysis. One significant benefit is the validation and enhancement of the rules. The classification model can verify the efficacy of the rule-based equation. If the model attains a high level of accuracy, it substantiates the dependability of the rule-based approach. In addition, the classification algorithm can detect patterns or relationships between features that were not captured by the rule-based equation. This implies that there is a possibility of enhancing the rules based on the algorithm's findings [38].

In this stage, our focus is on determining the most suitable supervised learning classifier for our dataset, it is necessary to have a thorough grasp of different classification techniques and their appropriateness for our specific data type. Some often-used classification methods are Logistic Regression, Support Vector Machines (SVM), k-Nearest Neighbors (k-NN), Naive Bayes, Neural Networks, Random Forests, and Decision Trees. Each of these algorithms possesses unique attributes that can impact their performance based on the qualities of the data and the specific requirements of the application.

Logistic Regression is a linear model that is well-suited for solving binary classification problems. While it is very simple to put into action and understand, it may encounter difficulties when dealing with non-linear connections [39]. Support Vector Machines (SVM) are highly efficient in high-dimensional spaces and exhibit strong resistance to overfitting, particularly in scenarios where a distinct separation margin exists. However, their computing demands can be substantial when dealing with huge datasets [40]. The k-Nearest Neighbors (k-NN) algorithm is straightforward and easy to

understand. It uses a distance measure to categories data points. However, its performance may decline when dealing with huge datasets and high-dimensional data [41].

Naive Bayes classifiers utilize Bayes' theorem and demonstrate high efficacy in text classification and problems involving categorical input variables. Nevertheless, the strong requirements of independence between features in these models can restrict their practicality [42]. Neural networks, which include deep learning models, are highly effective in capturing intricate patterns and relationships in data. However, they necessitate substantial amounts of data and computer resources for training purposes[43]. Random Forests, a technique in ensemble learning, merge numerous decision trees to enhance predictive accuracy and mitigate overfitting, rendering them appropriate for many applications [39].

Out of all these techniques, Decision Trees are especially suitable for our dataset due to numerous crucial factors. Decision Trees are straightforward and easily comprehensible, offering a distinct representation of the decision-making procedure. Decision trees have the ability to process both numerical and categorical input without the need for feature scaling, in addition to have the ability to capture non-linear correlations between characteristics [44], which is crucial for understanding the complex interactions in our dataset. This includes the link between difficulty, correct responses, time spent, and hesitation times.

The attributes of our data, such as Word ID, Difficulty, Correct Answer, Time Spent, and Hesitation Times, make use of the inherent advantages of Decision Trees. These models are capable of efficiently handling the many sizes and patterns of our features. In addition, Decision Trees exhibit resilience to noise and can manage missing values, hence improving their dependability in real-world scenarios. Decision Trees are an ideal categorization strategy for handling data that changes over time. They offer the necessary flexibility and resilience to ensure accurate and consistent results.

To summarize, although many classification methods have their own merits, Decision Trees are the most suitable choice for our dataset. Due to their interpretability, capacity to capture intricate correlations, and resilience, they are highly ideal for analyzing the interaction between difficulty, correct responses, time spent, and hesitation times in our dataset. This eventually results in more precise predictions of user weaknesses.

Train and Evaluate the Model

Once the decision tree has been chosen as the classification technique for training the dataset, the next important step is to partition the dataset into a training set and a test set. Partitioning the data is essential in machine learning to ensure optimal training of the model and accurate evaluation of its performance.

The dataset is commonly divided into two sections: a training set and a test set. The training set is utilized to construct the model, enabling the decision tree to acquire knowledge of the patterns and correlations present in the data. The test set, however, is specifically used to examine the model's performance on data that it has not been trained on, thereby offering an impartial evaluation of its capacity to generalize. A conventional approach is to assign 70-80% of the data for training purposes and the remaining 20-30% for testing.

Once the model is trained, it undergoes rigorous evaluation using a separate dataset not used during the training phase. This evaluation is crucial for assessing the model's generalization performance and its ability to correctly classify new and unseen vocabulary items. We employ standard

evaluation metrics such as accuracy, precision, recall, and F1-score to quantify the model's effectiveness.

This iterative cycle of training and evaluation continues until the model achieves a satisfactory level of performance. The goal is to develop a robust and accurate language learning model capable of intelligently classifying Turkish vocabulary items, providing a foundation for the subsequent stages in our methodology.

Build Final Gamified with Deployed Model

This stage comprises two sequential steps. The initial step finalizing the remaining components of the gamification system. The subsequent step involves employing the previously developed model within the gamification system to identify areas of weakness and provide the system with new exercises for classification in those identified weak areas.

Finalizing the Gamification System

At this step, we utilized the interactive components that were discussed in the gamification literature review section, where we have incorporated the following elements: user profile, progress bar, levels, leaderboard, gifting, point, flash cards.

ML Model Integrating and Refinement

During this step, we combined the gamification system with the model acquired in the initial phase. As the student advances through each level and solves new issues, we will derive a new model and enhance the current one. This revised model will subsequently be employed in the succeeding advanced level. The purpose of this iterative approach is to consistently update the data obtained from the student's tests, allowing us to pinpoint the areas of classification where the student has deficits and subsequently increase the exercises in those specific areas.

By continuously integrating new data from the student's performance, we guarantee that the system remains flexible and sensitive to the student's changing requirements. This methodology enables us to customize the learning process, concentrating more extensively on areas that necessitate enhancement. Consequently, the system not only monitors the student's advancement but also adapts the complexity and emphasis of the exercises to enhance the student's learning process.

Evaluation

To comprehensively evaluate the effectiveness of our gamified language learning system, we will employ a combination of pre- and post-tests alongside user surveys. These methods will provide both quantitative and qualitative insights into the system's impact on learners' vocabulary acquisition and overall language competence.

Pre- and post-tests

Utilize pre-tests to assess the first vocabulary proficiency and language ability of learners. Administer post-tests following a period of implementing the gamification system to evaluate learners' progress in vocabulary acquisition and language proficiency. Utilize standardized language proficiency exams or develop tailored evaluations specifically targeting the vocabulary domains to be assessed.

User Surveys

By distributing surveys on learners to obtain feedback regarding their experiences with the gamification system. Incorporate inquiries about their stated drive, engagement, enjoyment, and

effectiveness in the process of acquiring language skills. It is important to assess learner satisfaction, perceived learning outcomes, and attitudes towards gamified language learning.

4. Conclusion

This study offers gamification and machine learning methods for teaching Turkish as a second language to improve vocabulary acquisition and alleviate vocabulary category deficiency. This study focuses on creating a comprehensive gamification system with cutting-edge AI algorithms. This technique is designed to teach Turkish language to international students in Turkey. This study will examine how harmonizing gamification with AI-powered functions in language instruction works. Increased involvement, motivation, and language retention are examined in this study. The paper uses powerful machine-learning methods and gamification to create an interactive, personalized learning environment. The main goal is to help the target audience learn Turkish terminology quickly. We will define paper objectives, research the literature, devise gamification aspects, create a vocabulary dataset, implement machine learning classification techniques, train and evaluate the model.

This paper's well-structured framework includes a thorough literature review, a detailed exploration of paper methodology and practical aspects, a presentation and evaluation of results, and a conclusive summary with practical recommendations for educators and stakeholders.

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EFFECT OF PERCEIVED ORGANIZATIONAL SUPPORT AND TRAINING ON EMPLOYEE JOB SATISFACTION: A CASE OF THE UNIVERSITY OF HARGEISA

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ABSTRACT

This study investigates the impact of perceived organizational support (POS) and employee training on job satisfaction among the administrative and academic staff at the University of Hargeisa, a public university in Somaliland. A quantitative research design was employed, and data were collected through structured questionnaires distributed electronically via Google Forms. The study population consisted of 300 staff members, with a simple random sampling technique yielding responses from 172 participants. The analyses included demographic analysis, descriptive statistics, correlation, and regression analyses. Findings reveal strong positive correlations between POS and job satisfaction (r = 0.965) and between employee training and job satisfaction (r = 0.963). Both POS and employee training significantly enhance job satisfaction. The regression analysis indicates that without POS and employee training, job satisfaction would likely be below zero, reflecting dissatisfaction. The unstandardized coefficient for POS is 0.636, suggesting that each unit increase in POS corresponds to a 0.636-unit rise in job satisfaction (Beta = 0.529). Employee training also positively impacts job satisfaction, with a coefficient of 0.733 and a Beta value of 0.446. Both predictors demonstrate high t-values (greater than 5) and significance levels (p = 0.000), confirming their statistical significance. In conclusion, the findings underscore the critical importance of perceived organizational support and employee training in improving job satisfaction at the University of Hargeisa. Organizations should prioritize supportive practices, such as employee recognition and mentorship programs, along with comprehensive training initiatives to promote growth and development. Future research is encouraged to explore the interrelationships among these variables across various sectors and employ diverse methodologies, including qualitative approaches, to examine their long-term effects on job satisfaction and organizational performance

Keywords: Perceived Organizational Support, Employee Training, Job Satisfaction, Quantitative Research, Higher Education

ÖZET

Bu çalışma, Somaliland'daki Hargeisa Üniversitesi'nde, idari ve akademik personel arasında algılanan örgütsel destek (POS) ve çalışan eğitiminin iş tatmini üzerindeki etkisini incelemektedir. Nicel bir araştırma tasarımı kullanılarak, veriler Google Forms aracılığıyla elektronik olarak dağıtılan yapılandırılmış anketlerle toplanmıştır. Araştırma popülasyonu 300 personelden oluşmakta olup, basit rastgele örnekleme tekniğiyle 172 katılımcıdan yanıt alınmıştır. Analizler arasında demografik analiz, betimleyici istatistikler, korelasyon ve regresyon analizleri bulunmaktadır. Bulgular, POS ile iş tatmini (r = 0.965) ve çalışan eğitimi ile iş tatmini (r = 0.963) arasında güçlü pozitif korelasyonlar göstermektedir. Hem POS hem de çalışan eğitimi, iş tatmini üzerinde önemli bir artırıcı etkiye sahiptir. Regresyon analizi, POS ve çalışan eğitimi olmaksızın iş tatmininin muhtemelen sıfırın altında olacağını ve memnuniyetsizliği yansıtacağını göstermektedir. POS için standartlaştırılmamış katsayı 0.636 olup, POS'deki her bir birim artışın iş tatmininde 0.636 birim artışa karşılık geldiğini önermektedir (Beta = 0.529). Çalışan eğitimi de iş tatmini üzerinde pozitif bir etki yaparak 0.733 katsayısına ve 0.446 Beta değerine sahiptir. Her iki öngörücü de yüksek t-değerleri (5'ten büyük) ve anlamlılık düzeyleri (p = 0.000) göstermekte, istatistiksel anlamlılıklarını teyit etmektedir. Sonuç olarak, bulgular, Hargeisa Üniversitesi'nde iş tatmininin artırılmasında algılanan örgütsel destek ve çalışan eğitiminin kritik önemini vurgulamaktadır. Örgütlerin, çalışan tanıma ve mentorluk programları gibi destekleyici uygulamalara öncelik vermesi ve büyüme ile gelişimi teşvik eden kapsamlı eğitim girişimlerine yatırım yapması gerekmektedir. Gelecek araştırmaların, bu değişkenler arasındaki karşılıklı ilişkileri farklı sektörler içinde keşfetmesi ve uzun vadeli etkilerini iş tatmini ve örgütsel performans üzerinde incelemek için nitel yaklaşımlar da dahil olmak üzere çeşitli metodolojiler kullanması teşvik edilmektedir.

Anahtar Kelimeler: Algılanan Örgütsel Destek, Çalışan Eğitimi, İş Doyumu, Nicel Araştırma, Yükseköğretim

1. INTRODUCTION

Job satisfaction is among the most thoroughly examined work-related attitudes in organizational psychology and behavior. This study complements the current literature by analyzing the impact of Perceived Organizational Support (POS) and training on job satisfaction in the higher education sector. Theoretically, the relationship between employees and their organization is conceptualized through social exchange theory, wherein both parties participate in reciprocal exchanges to fulfill their respective duties and expectations (Cropanzano & Mitchell, 2005). Social interaction initially occurs within social groups, where individuals provide incentives to group members for their participation, seeking in return the group's loyalty (Blau, 1964). From the perspective of both the employee and the organization, it is apparent that they are interconnected through social interactions. The organization provides employees with suitable benefits and working conditions, expecting loyalty and dedication in exchange (Eisenberger et al,1986). Therefore, this theory of social exchange highlights and emphasizes the importance of a mutual relationship between employees and employers. Employers often desire commitment and loyalty from employees, and employees with an intense emotional attachment to the organization often display better performance, less absenteeism, and a decreased propensity to leave. In return for this commitment, employees anticipate that the organization will reciprocate by valuing, acknowledging, and respecting them, in addition to offering fair compensation and support. This shared understanding of expectations is crucial for establishing a healthy workplace atmosphere (Rhoades & Eisenberger, 2002).

As articulated by Eisenberger et al. (1986), Perceived Organizational Support is the degree to which employees believe that their organization values the work they do and cares for their well-being. Empirical studies consistently show that perceived organizational support (POS) improves performance, job satisfaction, and organizational commitment (Rhoades & Eisenberger, 2002; Riggle, Edmondson, & Hansen, 2009; Kurtessis et al., 2017).

Perceived Organizational Support, as defined by Eisenberger et al. (1986), indicates the degree to which employees feel that their organization values their work, and contributions and cares about their well-being. Studies have consistently demonstrated that perceived organizational support (POS) enhances work satisfaction, organizational commitment, and performance (Rhoades & Eisenberger, 2002; Riggle, Edmondson, & Hansen, 2009; Kurtessis et al., 2017). Employees who perceive significant organizational support are more likely to demonstrate increased commitment, loyalty, and performance, including both in-role and non-role actions (Allen et al., 2003).

Moreover, training and development approaches are essential for providing employees with the knowledge, expertise and skills they require to meet the competitive demands of the organization (Tsai & Tai, 2003). Studies demonstrate that extensive human resource practices, particularly in-depth training, foster a sense of corporate support (McElroy, 2001; Meyer & Allen, 1997). Offering career development opportunities through training is seen as a crucial component of effective human resource management practices (Yew, 2011). Thus, this research intends to examine how perceived organizational support, and training affects job satisfaction among employees in higher education.

1.1. Study Problem

Employee job satisfaction is a critical determinant of organizational success and operational effectiveness, particularly in educational institutions, where it profoundly impacts the quality of education and academic outcomes (Locke, 1976). Regardless of the sector of work, satisfied employees are more likely to be positively engaged with their organization and demonstrate higher levels of motivation and commitment (Rhoades & Eisenberger, 2002). In contrast, employee dissatisfaction can lead to lower morale, increased turnover rates, and reduced productivity, thereby harming an institution's goals and reputation.

Factors like perceived organizational support (POS) and training opportunities play a critical role in employee satisfaction. POS reflects employees' beliefs about how their organization values their contributions and cares about their well-being. High levels of POS are related to higher job satisfaction, while insufficient support can lead to feelings of alienation (Eisenberger et al., 1986). Similarly, adequate training improves employees' skills and promotes their professional growth, thereby contributing to increased job satisfaction.

Despite the acknowledged significance of these factors, there's an absence of thorough and empirical study investigating the effect of perceived organizational support and training on employees' job satisfaction, especially within the context of higher education in Somaliland. Thus, this study attempts to address this gap by examining the effect of perceived organizational support and training on employees' job satisfaction, taking the University of Hargeisa as a case study.

1.2. Study Objectives

The general objective of this research is to examine the effects of perceived organizational support and training on employee job satisfaction. Specifically, this study addresses two key

objectives. The first objective is to assess the effects of perceived organizational support and job satisfaction. This objective evaluates whether employees feel that their organization values them and recognizes their contributions, and how this perception impacts their overall job satisfaction. The second objective focuses on the influence of training on job satisfaction. It aims to determine how employees perceive training, skill development, and opportunities for growth within the organization, and how these factors affect their satisfaction in the workplace, particularly within the higher education context.

1.3. Importance of study

This study has unique importance for all types of organizations, particularly in the higher education sector, as it explores how perceived organizational support, and training contributes to the job satisfaction of both administrative and academic staff within higher education institutions. Understanding these factors is essential because satisfied employees are more likely to engage positively with their work environment, enhancing productivity, service quality, and overall organizational development. Perceived organizational support that fosters a sense of value among employees can boost commitment and motivation, resulting in heightened productivity and driving improved performance. Likewise, providing training that develops employees' skills, knowledge, and career growth can further boost job satisfaction, creating a cycle of mutual benefit between the employee and the organization. Examining the effects among the research variables not only enhances the understanding of job satisfaction within higher education but also provides empirical insights that can guide human resource practices in higher education institutions, particularly in fostering a supportive and development-focused work environment and contributes to the existing literature in human recourse management and organizational behavior domains.

2. LITERATURE REVIEW
2.1.1. Perceived Organizational Support

The notion of Perceived Organizational Support (POS) was initially introduced by Eisenberger et al. in 1986, defined as the degree to which employees perceive that their organizations value their contributions and care about their well-being (Eisenberger et al., 1986). This concept is based on the norm of reciprocity, which assumes that individuals feel obliged to return to positive treatment (Gouldner, 1960). When employees perceive a high level of support from their organization, they are more likely to respond with positive attitudes and behaviors such as increased commitment and performance (Rhoades and Eisenberger, 2002).

The foundational work by Eisenberger and colleagues (1986) laid the groundwork for understanding POS as a key element in the employee-employer relationship. They emphasized that POS fosters loyalty and enhances job satisfaction, suggesting that employees interpret organizational support as a signal of their value to the organization (Eisenberger et al., 2001). The literature on POS has expanded significantly, particularly through the lens of social exchange theory, which underscores the reciprocal nature of the relationship between employees and their organizations (Blau, 1964). Employees expect that the support they receive will be reciprocated through their commitment and loyalty to the organization (Rhoades & Eisenberger, 2002). Antecedents of POS include various organizational practices such as managerial support, recognition programs, and the overall organizational climate, which can all influence employees' perceptions of support (Kottke & Schwartz, 1987; Sweeney & McFarlin, 2016).

Numerous studies have linked POS to various positive outcomes in the workplace. High levels of perceived support are associated with job satisfaction, where employees who perceive high support are more likely to report higher levels of job satisfaction, as they feel valued and appreciated within the organizational context (Rhoades & Eisenberger, 2002; Kline, 2021). Additionally, POS fosters a sense of belonging and attachment to the organization, leading to increased organizational commitment (Eisenberger et al., 2001; Jha, 2020). Furthermore, employees who feel supported are more motivated to perform well and engage in behaviors that benefit the organization, demonstrating greater discretionary effort that positively impacts overall productivity (Eisenberger, Fasolo, & Davis-LaMastro, 2001; Yao et al., 2020). A supportive organizational environment can also reduce employees' intentions to leave the organization, thus enhancing retention rates (Rhoades & Eisenberger, 2002; Poon, 2020).

The integration of POS with organizational justice theory highlights the importance of fairness in the workplace. Employees' perceptions of fairness regarding support and rewards further influence their commitment and performance levels (Greenberg, 1990; Colquitt et al., 2013). POS also aligns with broader psychological theories that explore employee well-being and motivation, reinforcing the notion that supportive work environments contribute to positive employee outcomes (Deci & Ryan, 2000; Luthans & Youssef, 2007).

In summary, Perceived Organizational Support is a multifaceted concept that plays a critical role in shaping employee attitudes and behaviors. It is grounded in social exchange theory and the norm of reciprocity, emphasizing the importance of mutual benefit in the employer-employee relationship. As organizations strive to enhance employee satisfaction and performance, understanding and fostering POS remains essential in developing effective human resource practices.

2.1.2. Training

Training within organizational contexts is fundamentally rooted and associated with human resource development (HRD) and industrial-organizational psychology. Training is a systematic process designed to improve employees' skills, knowledge, and abilities through structured instruction and practice, eventually aimed at enhancing job performance and overall satisfaction.

The formalization of training as an organizational practice gained momentum during the industrialization era of the early 20th century, and shaped by scientific management theories like Taylorism, which underscored the value of skill development for improving efficiency. As industrial psychology advanced, theorists like Kurt Lewin introduced new perspectives, emphasizing experiential learning and organizational change, which laid the foundation for more nuanced training approaches focusing on both employee effectiveness and well-being (Dierdorff & Surface, 2008).

Contemporary training theories highlight the significance of continuous learning and development as critical components in driving employee job satisfaction and organizational success. Research has shown that well-structured training programs not only improve employee performance but also boost confidence and engagement, leading to enhanced job satisfaction. These programs typically involve various methods, including on-the-job training, workshops, e-learning, and simulations, providing diverse learning environments tailored to meet specific competency needs. Ford, Baldwin, and Prasad (2018) emphasize that the effectiveness of training depends significantly on how well it aligns with employees' roles and organizational goals, and how it fosters a positive work environment.

The strategic role of training in human resource development extends to shaping employee perceptions of organizational support, which in turn influences job satisfaction and loyalty. When organizations invest in comprehensive training opportunities, employees are more likely to feel valued and secure in their roles, reinforcing a sense of job satisfaction and commitment to the organization (Noe, Clarke, & Klein, 2014). Moreover, research by Tannenbaum et al. (2010) and Salas et al. (2012) suggests that by empowering employees with relevant skills and knowledge, training enables them to perform confidently and competently in their roles, which not only enhances job satisfaction but also contributes to broader organizational outcomes. Thus, effective training programs, grounded in supportive learning environments and aligned with career growth, remain integral to both individual development and organizational success in today's dynamic workplace

2.1.3. Job satisfaction

The concept of job satisfaction has evolved significantly within organizational psychology and human resource management, where it is defined as a positive emotional state derived from an employee's appraisal of their job and related experiences. This appraisal process encompasses a range of factors, including the nature of work tasks, workplace environment, relationships with colleagues, managerial support, and compensation (Spector, 1997). Job satisfaction can be understood as a global assessment of one's job, or as an evaluation of specific facets, such as work conditions, interpersonal relationships, and promotion opportunities (Judge, Weiss, Kammeyer-Mueller, & Hulin, 2017). Over the years, job satisfaction has been acknowledged as a vital construct due to its influence on organizational outcomes, including employee performance, retention, and overall morale.

The development of job satisfaction theories has focused on identifying the factors that enhance employees' positive experiences at work. Herzberg's Two-Factor Theory, for example, differentiates between intrinsic motivators—such as recognition, achievement, and the work itself—and extrinsic motivators like salary, job security, and workplace conditions (Herzberg, Mausner, & Snyderman, 1959). Hackman and Oldham's Job Characteristics Model further expands on this by suggesting that jobs with core characteristics, such as task variety, autonomy, and feedback, can enhance employees' intrinsic motivation and satisfaction (Hackman & Oldham, 1976). These theoretical frameworks have shaped much of the current understanding of the complex dimensions of job satisfaction and underscore its role in sustaining employee well-being and organizational effectiveness.

Contemporary research continues to affirm that positive perceptions of organizational support (POS) and access to effective training programs are crucial to job satisfaction (Eisenberger et al., 2001; Noe, Clarke, & Klein, 2014). When employees feel valued by their organization and are provided with opportunities for skill development, they tend to be more satisfied and engaged in their roles. These aspects of organizational support and training address employees' professional and psychological needs, contributing to a more satisfied, committed, and productive workforce (Rhoades & Eisenberger, 2002; Salas, Tannenbaum, Kraiger, & Smith-Jentsch, 2012).

2.2. Empirical Reviews
2.2.1. Perceived Organizational Support and Job Satisfaction

Perceived Organizational Support (POS) is a critical factor influencing job satisfaction, as it creates a conducive environment where employees feel valued and appreciated. Empirical research consistently indicates that higher levels of POS correlate positively with increased job

satisfaction. For instance, in a study by Rhoades and Eisenberger (2002), it was found that employees who perceive strong organizational support are more likely to experience job satisfaction, which has been supported by later studies. More recent research by Wu et al. (2021) demonstrated that POS significantly enhances job satisfaction by providing employees with the necessary resources and emotional support, particularly in high-stress jobs. Similarly, a study by Chen et al. (2023) highlighted that POS mitigates job-related stress, thereby fostering greater job satisfaction among employees in various sectors, including healthcare and education. Additional studies, such as those conducted by Albrecht et al. (2015) and Bakker et al. (2020), have reinforced the notion that POS serves as a buffer against workplace challenges, thus contributing to a more satisfied workforce. The findings suggest that organizations focusing on enhancing POS are likely to see substantial improvements in employee morale and job satisfaction levels.

2.2.2. Training and Job Satisfaction

Training programs are essential for developing employee skills and enhancing job satisfaction. Numerous studies have highlighted the positive impact of effective training initiatives on job satisfaction. For example, Salas et al. (2012) found that employees who participate in comprehensive training programs report significantly higher levels of job satisfaction. This is echoed in a study by Blume et al. (2017), which indicated that ongoing professional development contributes to employees' feelings of competence and achievement, further enhancing their job satisfaction. In a longitudinal study, Cheung et al. (2022) revealed that organizations that invest in employee training not only improve performance but also foster a sense of value among employees, leading to increased job satisfaction. Additionally, research by Kim and Lee (2020) illustrated how targeted training interventions, such as leadership development programs, lead to greater job satisfaction by equipping employees with necessary skills and confidence. A study by Liu et al. (2021) also emphasized that training opportunities significantly contribute to employee engagement and satisfaction, reinforcing the idea that well-designed training programs are crucial for maintaining a motivated and satisfied workforce.

2.2.3. Perceived Organizational Support and Training on Job Satisfaction

The combined effects of Perceived Organizational Support (POS) and training on job satisfaction illustrate the interconnectedness of these two factors. Research indicates that the synergy between POS and effective training programs can significantly enhance job satisfaction. For instance, a study by Sadeghi et al. (2022) found that employees who experienced both high POS and regular training reported the highest levels of job satisfaction, indicating that organizational support amplifies the benefits of training initiatives. Similarly, a study by Wu and Hu (2023) demonstrated that POS moderated the relationship between training effectiveness and job satisfaction, suggesting that supportive organizational cultures maximize the positive impacts of training. Further empirical evidence from a study by Jaramillo et al. (2021) highlighted that organizations with strong POS are more likely to have successful training outcomes, which in turn leads to improved job satisfaction. The interplay between these elements was also explored by Khaleque and Rahman (2020), who emphasized that organizations must prioritize both employee support and training to cultivate a satisfied and committed workforce. Collectively, these findings underscore the importance of integrating POS and training strategies to enhance overall employee satisfaction and organizational effectiveness.
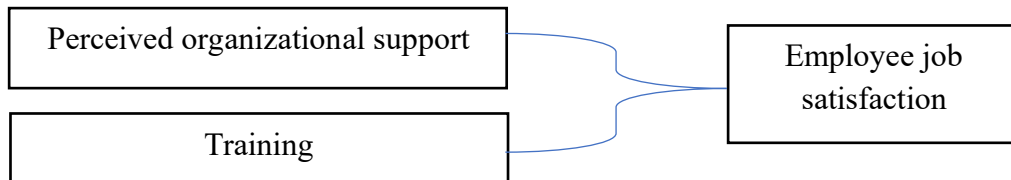
Figure 1: Research Frameworks

3. RESEARCH METHODS

3.1. Research Design and Approach

This study adopts a quantitative research design to rigorously investigate the influence of perceived organizational support (POS) and training on employee job satisfaction within the context of the higher education as case study of University of Hargeisa. A descriptive research design is utilized to provide a comprehensive understanding of the prevailing levels of POS, training, and job satisfaction among university employees while concurrently identifying potential interrelationships among these constructs. This quantitative framework facilitates systematic collection and statistical analysis of numerical data, thereby enabling the discernment of patterns and correlations that may inform managerial practices within the institution (Creswell, 2014).

3.2. Population and sample

In research methodology, the population refers to the complete set of individuals or items that possess a common characteristic pertinent to the study, while a sample is a subset of this population selected for analysis (Creswell, 2014). The importance of defining the population lies in ensuring that the findings can be generalized to the larger group, thereby enhancing the external validity of the research (Trochim, 2006). Various sampling techniques (e.g., probability and non-probability sampling) can be employed to select a sample, each of which can significantly influence the accuracy and reliability of research outcomes. Probability sampling methods ensure that each member of the population has an equal chance of selection, thereby enhancing representativeness. In contrast, non-probability methods, such as convenience sampling, provide practical access to participants but may introduce bias (Etikan et al., 2016; Sekaran & Bougie, 2016). In this study, the target population consists of 300 academic and administrative staff members at the University of Hargeisa. To ensure a diverse representation of this population, a simple random sampling technique is employed. This method involves selecting participants in such a way that every individual in the population has an equal chance of being chosen, which helps to minimize selection bias. The sample size for this study is 172, determined using Slovin's formula, represented as

$$n = \frac{N}{1 + N \times e^2}$$

In this formula:

- n is the sample size,
- N is the total population size (300),
- e is the margin of error (0.05).

3.3. Data collection Method

Data collection is conducted using a structured questionnaire, which is distributed to the sampled employees electronically via Google Forms. The questionnaire is divided into four sections: demographic information, perceived organizational support, training, and job satisfaction.

3.4. Research Measures

The research measurements for the study variables are operationalized through a structured questionnaire based on previously established measures in the literature. The perceived organizational support (POS) variable is adapted from Abdul Saboor Akbari's master's thesis titled "The Examination of the Relationship Among Perceived Organizational Support, Contextual Performance, and Work Engagement: The Role of Transformational Leadership," submitted to Istanbul Aydin University in June 2022. This instrument consists of 8 items and demonstrates a reliability coefficient of Cronbach's $\alpha = 0.712$, indicating acceptable reliability for this construct. The training variable utilizes 8 questionnaire items developed by Noe (1986) to assess employee perceptions of training effectiveness. This scale has consistently reported high reliability, with Cronbach's alpha values typically above 0.80. To measure job satisfaction, the study employs the Minnesota Satisfaction Questionnaire (MSQ), developed by Weiss, Dawis, England, and Lofquist in 1967. This instrument consists of 8 items and has demonstrated high reliability, with Cronbach's alpha value of 0.90.

4. ANALYSIS AND RESULTS
4.1. Demographic Analysis

The demographic profile of the 172 participants indicates a male majority, comprising 85% of the sample, while females account for 15%. Age distribution shows that 27% of respondents are within the 26-35 age bracket. Regarding marital status, 76% of participants are married. Departmental representation reveals that academic faculty members constitute 65% of the respondents, while administrative personnel account for 35%. In terms of tenure, most respondents have 1-3 years of work experience within the university (24.7%), and 78.7% hold master's degrees.

4.2. Reliability analysis

Table 1: Cronbach's Alpha Values for Research Variables

No	Constructs	No of Items	Cronbach's alpha
1.	Perceived Organizational Support	8	.995
2.	Employee training	6	.989
3.	Job satisfaction	8	.994

The table above indicates that the overall Cronbach's alpha values for all research variables demonstrate strong internal consistency. Specifically, the Cronbach's alpha for the eight items measuring Perceived Organizational Support is remarkably high at 0.995. Additionally, the reliability of the six items measuring Employee Training stands at 0.989, while the eight items assessing Job Satisfaction yield a Cronbach's alpha of 0.994.

4.3. Descriptive analysis

Table 2: Descriptive Statistics of Research Variables

Variable	Mean	Mode	Standard Deviation
Perceived Organizational Support	23.7093	32.00	9.33379
Employee training	19.3023	24.00	6.81857
Job satisfaction	22.5233	8.00	11.20487

The table above presents descriptive statistics for the three variables: Perceived Organizational Support, Employee Training, and Job Satisfaction, based on a sample of 172 participants. The number of participants (N = 172) is consistent across all variables. The mean value for Perceived Organizational Support is 23.7093, for Employee Training it is 19.3023, and for Job Satisfaction it is 22.5233. The median for Perceived Organizational Support is 24.0000, for Employee Training it is 19.0000, and for Job Satisfaction it is 20.5000. The mode for Perceived Organizational Support is 32.00, for Employee Training it is 24.00, and for Job Satisfaction it is 8.00. The standard deviation, which indicates the spread of the data around the mean, is 9.33379 for Perceived Organizational Support, 6.81857 for Employee Training, and 11.20487 for Job Satisfaction.

4.4. Correlational Analysis for Research Variables

Table 3: Correlational Analysis for Perceived Organizational Support and Job Satisfaction

Correlations			
		Perceived organizational support	Job satisfaction
Perceived organization support	Pearson Correlation	1	.965**
	Sig. (2-tailed)		.000
	N	172	172
Job satisfaction	Pearson Correlation	.965**	1
	Sig. (2-tailed)	.000	
	N	172	172
**. Correlation is significant at the 0.01 level (2-tailed).			

As shown in the table above, the Pearson correlation coefficient of 0.965 indicates a very strong positive relationship between Perceived Organizational Support (POS) and Job Satisfaction (JS). This implies that as employees' perceptions of organizational support increase, their job satisfaction also significantly increases. The significance level (p-value) is 0.000, which is highly significant at the 0.01 level, indicating that the likelihood of this correlation occurring by random chance is extremely low (less than 1%). Thus, the positive

relationship between perceived organizational support and job satisfaction is statistically significant.

Table 4: Correlational Analysis for Employee Training and Job Satisfaction

Correlations				
		Employee Training	Job satisfaction	
Employee Training	Pearson Correlation	1	.963**	
	Sig. (2-tailed)		.000	
	N	172	172	
Job Satisfaction	Pearson Correlation	.963**	1	
	Sig. (2-tailed)	.000		
	N	172	172	
**. Correlation is significant at the 0.01 level (2-tailed).				

As the table above indicates, the Pearson correlation coefficient between Employee Training and Job Satisfaction is 0.963, indicating a very strong positive relationship. This suggests that higher levels of employee training are strongly associated with greater levels of job satisfaction among employees. The significance level for this correlation is 0.000, which is highly significant at the 0.01 level. This means that the strong positive correlation observed between Employee Training and Job Satisfaction is statistically significant.

4.5. Regression analysis of the research variables

Table 5: Analysis of the Linear Regression Model

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.970a	.941	.940	2.74773
a. Predictors: (Constant), Training = Perceived Organizational Support (POS)				

As shown in the table above, the regression analysis indicates a strong positive relationship between Employee Training and Perceived Organizational Support, with a correlation coefficient of 0.970. The R-squared value of 0.941 indicates that 94.1% of the variation in job satisfaction, the dependent variable, can be explained by these two predictors. The Adjusted R-squared value of 0.940 confirms the model's reliability, while the Standard Error of the

Estimate is 2.75, reflecting a high level of accuracy in predicting job satisfaction based on Employee Training and Perceived Organizational Support.

Table 6: Regression Coefficients for Predictors of Job Satisfaction

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-6.691	.669		-10.001	.000
	Perceived Organizational Support (POS)	.636	.106	.529	6.002	.000
	Employee Training	.733	.145	.446	5.057	.000
a. Dependent Variable: Job Satisfaction						

The table above indicates that both Perceived Organizational Support (POS) and Employee Training significantly enhance Employee Job Satisfaction. The constant value of -6.691 suggests that without POS and Employee Training, job satisfaction would be below zero, reflecting dissatisfaction. The unstandardized coefficient for POS is 0.636, indicating that each unit increase in POS corresponds to a 0.636-unit rise in job satisfaction, with a Beta value of 0.529, denoting a strong effect. Employee Training also positively impacts job satisfaction, with a coefficient of 0.733 and a Beta value of 0.446. Both predictors show high t-values (greater than 5) and significance levels (p = 0.000), confirming their statistical significance. Thus, enhancing organizational support and employee training can significantly boost job satisfaction.

5. DISCUSSION AND CONCLUSION

The findings of this study highlight the significant positive correlations between Perceived Organizational Support, Employee Training, and Job Satisfaction at the University of Hargeisa. The Pearson correlation coefficients of 0.965 for POS and 0.963 for training indicate that as employees perceive greater support from their organization and receive more training, their job satisfaction significantly increases. This supports existing literature, such as Rhoades and Eisenberger (2002) and Salas et al. (2012), which assert that POS and ET are critical in enhancing employee morale and engagement. Furthermore, the regression analysis reveals that these factors explain 94.1% of the variance in job satisfaction, underscoring their importance in organizational strategies aimed at improving employee satisfaction. Additionally, the studies by Sadeghi et al. (2022) and Wu and Hu (2023) reinforce the idea that effective training coupled with strong organizational support creates a synergistic effect, leading to higher job satisfaction. Overall, these empirical results suggest that universities should prioritize enhancing both Perceived Organizational Support and Employee Training to foster a more satisfied and committed workforce, ultimately contributing to improved educational outcomes.

In conclusion, the empirical results affirm the crucial roles of Perceived Organizational Support (POS) and Employee Training (ET) in enhancing job satisfaction among employees at the University of Hargeisa. The study emphasizes the need for organizations to invest in supportive practices and effective training programs to create a conducive work environment, ultimately leading to higher employee satisfaction and better organizational performance.

The study recommends that organizations should prioritize the implementation of robust POS initiatives, such as employee recognition programs and mentorship opportunities. Additionally, they should invest in comprehensive and ongoing training programs to foster employee growth and development. Scholars are encouraged to explore the interplay between POS and ET across different cultural contexts and sectors, as well as to investigate the long-term effects of these variables on job satisfaction and organizational outcomes.

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MANAGEMENT OF DIGITAL COOPERATIVES AND THE DIGITAL TRANSFORMATION OF COOPERATIVE MARKETS IN THE PROCESS OF DIGITALIZATION

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ABSTRACT

In the ever evolving and dynamic business world, profound changes have altered methods of operation. Each transformation not only raises consumer welfare and expectations but also necessitates a reorganization of competitive conditions for businesses. Digitalization has established itself as a significant force, reshaping how businesses operate and transforming competitive landscapes. Agricultural enterprises, often characterized by their adoption of traditional management approaches and their ability to create their own markets, may be uniquely positioned in the business world. Cooperatives are noteworthy for their ability to facilitate more systematic operations in agricultural enterprises and for their growth driven by the synergy of collective action. Although digitizing agricultural enterprises presents structural challenges, it is believed that cooperatives may help overcome these barriers. This study plans to clear the importance of establishing and managing digital cooperatives in the process of digitalization and the necessity of digital cooperative markets. Within this framework, the paper will explore digital cooperatives and digital cooperative markets based on information from the literature. Additionally, the study emphasizes the characteristics that digital cooperative markets should encompass. The conclusion discusses the necessity of digital cooperative markets for the business world and strategies that can be applied in the management of digital cooperatives.

Keywords: Digitalization, digital cooperatives, cooperative management, cooperative market

1. INTRODUCTION

In recent times, profound transformations in both the private sector and cooperatives have been shaped by digitalization. Cooperatives, as alternatives to traditional profit-driven enterprises and companies, are oriented towards financial and economic gain (Zamagni, 2015); they are collective organizations that provide goods and services, generate profits, and are owned by their members (Heras-Saizarbitoria, 2014); and they are institutions that embrace the principles of democratic decision-making, independence, and social responsibility, operating for the mutual benefit of their members under shared ownership (Kaluge, 2023). However, rather than being primarily established to maximize returns on investment, cooperatives aim to contribute to the common good and respond to the social demands articulated by specific segments of society through relationships of general or mutual interest (Laville et al., 2022). The structures of traditional cooperatives have been supported by technological infrastructures; traditional cooperatives have started to operate on digital platforms. This has led to the emergence of digital cooperatives. Digital cooperatives have provided their members with the opportunities offered by digitalization, such as being more participatory, more flexible and more accessible (Birchall, 2014). In this respect, digital transformation improves the functioning of cooperatives and strengthens their place in the market; it restructures the competitive power in favor of cooperatives (Borzaga & Spear, 2004). Indeed, digital transformation creates value for everyone (Matt et al., 2015).

Digital cooperatives differ from traditional cooperatives in terms of being more effective and providing efficient use of digital platforms and the use of up-to-date management techniques such as data analytics (Del Rio Castro et al., 2021). Cooperatives that want to be competitive and sustainable in the market adopt and internalize the innovations brought by digitalization (Novkovic et al., 2022). However, it should not be forgotten that digitalization is a process and that cooperatives should not be evaluated as making their systems more technological (Daniele, 2023). Apart from this, cooperatives should also consider their organizational structures and current internal models in the context of digitalization (Couto, 2023). Thus, cooperatives can be sustainable in the market by adopting more competitive and sustainable business models (Core et al., 2024).

The digital transformation of cooperatives is extremely crucial as it strengthens communication and cooperation among its members. It is noteworthy in this respect that digital tools make decision-making processes in cooperatives more transparent and more democratic (Scholz, 2016). Indeed, digital platforms let their members reach wider audiences faster. Thus, while cooperatives provide more qualified value to their members, they also increase the competitive power of cooperatives in global markets (Ritzer & Jurgenson, 2010).

The focus of the study is on the management of digital cooperatives and the digital transformation of cooperative markets in the digitalization process. The effects of digitalization on cooperatives were analyzed in the study and strategic recommendations were presented within this framework. In addition, the management strategies that should be implemented in the digital transformation process to increase the competitiveness of digital cooperatives and contribute to their sustainability were discussed in the study. In this context, the study introduces a comprehensive Digital Cooperative Management Model that integrates digital transformation strategies with the operational frameworks of cooperatives, while emphasizing sustainability. This model offers a strategic approach, enabling cooperatives to make use of digitalization for enhancing their processes, improving efficiency, and ensuring long-term sustainability. By aligning digital transformation with cooperative values and sustainability

principles, the model enables a holistic solution to address both the challenges and opportunities that cooperatives face in the evolving digital economy.

2. Digitalization

Digitalization, defined as the widespread use of digital technologies, digital systems and processes, means the restructuring of traditional business models in the business world within the scope of digitalization and their integration and transformation with digital technologies. This transformation is accepted as both a technological and cultural internalization and adoption process (Bhardwaj et., 2013). Digitalization is a concept that has settled at the center of today's business world and social life. Especially in the last decade, with the acceleration of technological developments, digitalization has become an inevitable transformation for institutions and individuals. This process shows its effects in many different areas from business models to consumer behavior.

With the digitalization process, businesses may have the ability to improve customer experiences, capture new business opportunities, and increase current operational effectiveness and efficiency. For example, such technologies as data analytics, artificial intelligence, and automation are handled more qualitatively in new business models and processes. This helps businesses make faster, more rational decisions thanks to digitalization and supports them to achieve optimum results (Fitzgerald et al., 2014).

The effects of digitalization are seen both at the social level and in the business world alike. In fact, radical changes have been observed in the daily lives of individuals in recent times. In this context, with the introduction of digital technologies into daily life, innovative and modern applications began to be used actively and intensively in a wide range from communication to education, from health to entertainment (Kohli & Melville, 2019). Generally speaking, digitalization is a technological process that brings radical transformations and offers gigantic opportunities for both society as a whole and institutions (Reis et al., 2018; Sandkuhl et al., 2021).

3. Digital Transformation of Cooperative Markets

As in every business line, digital transformation is a strategic necessity for cooperative markets. Indeed, digitalization plays a very important role in increasing the efficiency of cooperatives by providing more qualified and innovative services. This allows cooperatives to gain a competitive advantage (Birchall, 2014). Significant changes are being implemented in the current business models of cooperatives in the digital transformation process (Nurdany & Prajasari, 2020; Anim-Yeboah et al., 2020). Thus, cooperatives gain room for both their existence and growth in this digital age where competition is fierce and unlimited access to information is very fast by offering value to their members.

Big data analytics, artificial intelligence, blockchain and other digital platforms (Ciruela-Lorenzo, 2020) have a very important place in the digital transformation of cooperative markets. Big data analytics stands out in terms of providing cooperatives with qualified and comprehensive information about both the market they operate in and their members. Because many different companies, other than cooperatives, collect big data from products and platforms in order to gain competitive advantage and profit. Detailing and analyzing big data provides a significant competitive advantage (Gobble, 2013; Fosso Wamba et al., 2018). Moreover, many researchers state that big data has the power to improve business performance (Davenport, 2014). Thanks to big data, cooperatives can develop goal-oriented,

efficient and qualified business processes. On the other hand, blockchain technology has significant contributions in ensuring transparency and traceability in the supply chain processes of cooperatives and in creating an environment of trust (Sabari et al., 2019). As a matter of fact, this technology is of vital importance for cooperatives operating in the agricultural and forestry sectors, where it is very crucial to carry out activities such as product traceability and quality control completely. Moreover, blockchain security contributes to preventing security-related problems and fraud attempts by preventing unauthorized access and tampering (Beggat, 2024).

The digital transformation processes of cooperatives play a major role in improving the service quality of cooperatives, reducing their operational costs, and establishing more sincere and transparent relationships with their members. Because digital technologies stand out among the components of the transformation process (Porter & Heppelmann, 2015). However, it should not be forgotten that the digital transformation process will also bring some problems. For example, investing in this transformation can be costly, especially for small-scale cooperatives (Uneze et al., 2024). This situation puts small-scale cooperatives in financial difficulties and can negatively affect their financial discipline. Apart from this, issues such as data security and the development of digital skills are considered to be other important issues that small-scale cooperatives should focus on during the digital transformation process (Kaluge, 2023). Similarly, inadequate technological infrastructure required for digital transformation (Ghobakhloo et al., 2022), limited resources (Arsalan et al., 2022), regulatory and legal issues (Distanont & Khongmalai, 2022) and resistance to change (Li et al., 2017) are considered to be the main problems faced by small-scale companies.

Eliminating intermediaries by using digital platforms increases the profit margin of cooperative members. This is especially seen in European cooperatives (Bijman et al., 2014). Similarly, financial cooperatives offer personalized services to their members in digital banking transactions to increase their members' satisfaction (Pangestuty & Krisnugroho, 2023). The examples mentioned can be shown as examples of the benefits of digital transformation for cooperatives.

It is important for cooperative markets to embrace digital transformation. Because digital transformation is not a short-term adaptation process. On the contrary, digital transformation is an extremely beneficial process for cooperatives to gain competitive advantage and sustainability. Indeed, with the innovation opportunity offered by digital transformation, cooperatives can provide much more qualified services to their members; thus, they can increase their productivity (Birchall et al., 2014). Finally, it should not be forgotten that the digital transformation process is a delicate process that also includes difficulties. The process must be carried out meticulously, therefore.

4. Management of Digital Cooperatives

Digital transformation and sustainability influence the information systems, management and marketing processes of cooperatives (Vial, 2021; Nadkarni & Prügl, 2021; Alavi & Habel, 2021). Digital transformation is mostly regarded as a concept related to technology and dependent on the usability of technology (Wessel et al., 2021), Digital transformation also promotes organizational change (Clohessy et al., 2019). To analyze digital transformation strategies in cooperatives, it is necessary to focus on the critical elements of digital transformation. Rodriguez-Lluesma et al. (2021) addressed the creation of a digital transformation strategy in a four-legged framework as technology use, value-creating change, structural change and

financial structure. The concept of sustainability, which underpins digital transformation, plays a crucial role in cooperative management. Sustainability is a comprehensive extending beyond environmentalism to encompass economic and social dimensions as well (Ford and Despeisse, 2016). Studies related to sustainability often emphasize and explore these three key aspects: environmental, economic, and social sustainability (Barrane et al., 2021). Environmental sustainability refers to the concept of establishing a balance between the consumption and renewal of natural resources while promoting ecological integrity (Glavič and Lukman, 2007). Economic sustainability, on the other hand, is defined as a focus on long-term growth that ensures the continuity of business activities while preserving environmental and social resources. Social sustainability can be understood as the process of identifying, assessing, and managing the impacts of changes driven by evolving market conditions and technological advancements on individuals (Dempsey et al., 2011).

Due to the human-centered nature of cooperative business models, they establish processes aimed at generating social, economic, and environmental benefits. This allows cooperatives to serve as an alternative to traditional profit-driven enterprises (Zamagni, 2015). Moreover, the growing interest of cooperatives in digitalization and sustainability, in line with evolving business practices, contributes to the development of cooperative business models. However, cooperatives tend to adapt more slowly to today's changing business practices compared to other enterprises. Enterprises bear several such problems as uncertain business prospects, insufficient number and activity of venture capital investors, limited access of young entrepreneurs to long-term financing, however (Sinaj & Vela, 2022). In this regard, this slower adaptation is thought to be related to the unique implementation differences and management challenges faced by cooperatives (Herman, 1993). These challenges arise from the structural diversity of cooperatives, which are shaped by different ideological, cultural, and regulatory frameworks (Guerra et al., 2023). Since cooperatives' goals are not solely focused on profitability, and they aim to achieve their objectives through social organization, using their profits for societal benefit, and focusing on mutual benefit through collective goods and services, they can sometimes diverge from traditional business perspectives (Shockley et al., 2003). Given the increasing prominence of both sustainability and digitalization in the business world, cooperatives need to develop digital transformation and sustainability processes, which involve adopting new roles that require the use of digital capabilities in line with the spread of digitalization (McNutt et al., 2018). Based on this, the Digital Cooperative Management Model presented in Figure 1 was developed in this study.
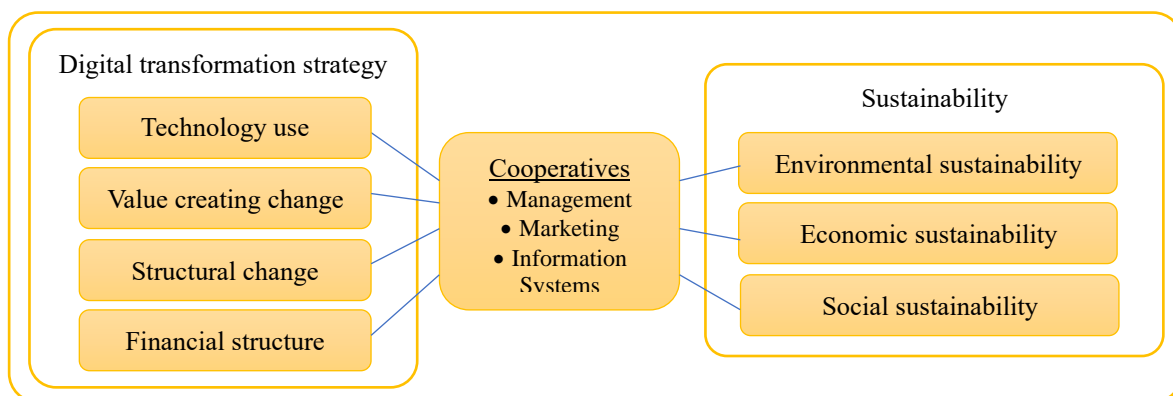

Figure 1. Digital Cooperative Management Model

The Digital Cooperative Model illustrated in Figure 1 encompasses all processes of both digitalization and sustainability. When the digital transformation strategy and sustainability are

considered together, it enables the creation of manageable and marketable processes and products in line with the objectives of cooperatives.

5. CONCLUSION

Cooperatives are indispensable elements of economic systems. This study aims to enrich the cooperative literature with a holistic approach focused on digital transformation and sustainability, aligned with the demands of the modern era. Today, it is inevitable for cooperatives to adopt digital transformation practices. In fact, cooperatives must swiftly complete the integration of digital transformation processes despite the managerial challenges they face. At this point, while cooperatives encounter challenges related to digital transformation, sustainability should also be regarded as an essential reality of cooperatives. This study proposes a digital cooperative model that brings together digital transformation and sustainability through strategic approaches within the cooperative framework. The model proposed in this study aims not only to contribute to the academic literature but also to provide practical insights into how digital transformation and sustainability can be implemented within cooperatives. Additionally, this study seeks to lay the groundwork for future qualitative, quantitative, and experimental research, which will test the proposed model and contribute to this dynamic and evolving field.

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THE ALBANIAN "ALJAMIADO", THE PHENOMENON OF *BEJTEXHI* LITERATURE IN THE ALBANIAN LITERATURE *(CENTRE-PERIPHERY CULTURAL, LITERARY, AND LINGUISTIC RELATION)*

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ABSTRACT

Modern Albanian Studies are reevaluating the intercultural and linguistic relations between Albanians and Turkish culture during the Ottoman Empire. Historically viewed through a nationalist lens as predominantly negative, recent research by Albanian and German scholars has shifted this perspective. They explore the complex dynamics of cultural influence and their impact on literature and language.

The late 17th century heralded the emergence of "bejtexhi" [beyteji] literature in Albanian literature, characterized by its oriental influences, reminiscent of Spanish aljamiado within its specific cultural and religious context. This unique genre was produced by Albanian authors using a lexicon enriched with Arabic, Turkish, and Persian vocabulary.

While bejtexhi literature did not achieve the same prominence as the literary works from cultural centers like Persia, which significantly influenced European Romanticism and modern societal values, its significance lies in its role as a precursor to the development of modern, secular Albanian literature.

Keywords: remapping, influences, bejtexhi, aljamiado

TOPIC: THE ALBANIAN "ALJAMIADO", THE PHENOMENON OF *BEJTEXHI* LITERATURE IN THE ALBANIAN LITERATURE *(CENTRE-PERIPHERY CULTURAL, LITERARY, AND LINGUISTIC RELATION)*

1. Reevaluating Albanian-Turkish Relations: The Role of Literature during the Ottoman Empire and its heritage today

The literary relationship between Albanians and Turkish culture during the Ottoman Empire has historically been overshadowed by nationalist narratives that emphasize conflict, cultural subjugation, and as risk for loosing national identity. These narratives often frame the Ottoman period as one characterized by oppression and cultural erasure, neglecting the significant interactions that occurred with the literature and language phenomena of the time. researchers now recognize that this era fostered a complex cultural exchange, which had an impact on the development of Albanian literature. This article examines how Ottoman literary

forms, themes, and influences shaped Albanian literary expression, thus providing a more nuanced understanding of cultural identity in this historical context.

By ruling in Albania for several centuries (from the late 14th century until the early 20th century), the Ottoman Empire established a multifaceted cultural environment that facilitated literary exchanges. While nationalist historiography often depicts Ottoman rule as a period of cultural repression, it is crucial to acknowledge the literary interactions that occurred during this time. Many Albanians held positions as administrators, governs, and scholars within the Ottoman framework, creating pathways for cultural and literary dialogue. (Kiel 1990, 78) The cultural syncretism of the Ottoman Empire was a matter of fact, especially in big modern cities. This cultural syncretism is evident in the adoption of poetic forms, themes, and stylistic elements from Turkish literature, which significantly influenced the evolution of a distinct Albanian literary voice. The Ottoman court, with its literary culture, served as a critical nexus for this exchange, where Albanian intellectuals participated in a broader literary tradition.

The late 17th century marked a pivotal moment in the evolution of Albanian literature with the emergence of "bejtexhi" literature, a genre deeply rooted in the sociocultural and historical milieu of the time. This unique literary form is characterized by its oriental influences, reminiscent of the Spanish aljamiado, which used the Spanish language written in Arabic script. The "bejtexhi" genre is notable for its rich incorporation of Arabic, Turkish, and Persian vocabulary, reflecting the complex interplay of language, culture, and identity within the context of the Ottoman Empire. This essay explores the origins, characteristics, and significance of "bejtexhi" literature, examining how it served as a vehicle for cultural expression and identity formation among Albanians during a transformative historical period.

The late 17th century was a time of significant upheaval and transformation within the Ottoman Empire, which at its height included much of Southeast Europe, Western Asia, and North Africa. Albania, situated on the periphery of the empire, experienced both the drawbacks and benefits of Ottoman rule. The imposition of Ottoman governance led to substantial changes in social structure, religion, and language. As Islam became the dominant religion, many Albanians converted, resulting in the emergence of a mixed religious identity.

In this context, "bejtexhi" literature arose as a response to the shifting cultural landscape. The "bejtexhi" can be understood as poetry composed by individuals of a certain social standing, often reflecting the values, beliefs, and aesthetics of their time. This genre became a means for educated Albanians, particularly those in urban centers, to express their artistic sensibilities while engaging with the rich tapestry of influences surrounding them. The nomenclature of Albanian literature shaped by Turkish classical influences remains an intricate puzzle in Albanian studies, lacking a unified term that captures its essence. Current labels— "Albanian literature in Arabic alphabet," "Aljamiado literature," and "Beyteji literature"—each fall short in illuminating the true poetic dimensions of this legacy. Albanian literature in Arabic alphabet" confines itself to the script, neglecting the rich tapestry of Turkish and Persian phonological elements that inform its lyrical voice. The Turkish alphabet resonates more harmoniously with the Albanian phonetic landscape, rendering this designation overly technical and restrictive. (Rexhepi, Muhaxheri, 2019: 902-903) The term "Bejtexhi literature" suggests a casual engagement with poetry, diminishing the significance of prose within this tradition, while "Aljamiado literature," though broader in scope, risks overshadowing the unique Turco-Persian influences that shape Albanian literary identity. Ultimately, this landscape invites a more nuanced understanding that transcends Arabic Islamic contexts to celebrate its own rich poetic heritage.

The bejtexhi poetry is researched by Albanologists and Orientologists, but it is a broader topic that should be studied also as part of Comparative Literature history, being a unique case of social, cultural and historical interplay and their influence in literature. Orientalistics itself nowadays does not use the same Eurocentrist methods, distancing the studies of the fields from the "us/them" polarizing narrative, by including also as part of the field a wider communication, ex. with the works of Eduard Said and Jaques Derrida. (Durakoviç, 2012:2)

2. Thematic and Stylistic Characteristics of bejtexhi [beyteji] literature

Bejtexhi literature is distinguished by its exploration of themes such as love, beauty, nature, and spirituality, often articulated through ornate language and vivid imagery. This literary tradition, flourishing in the 17th and 18th centuries, establishes a profound resonance within the modern Albanian literary canon and significantly influences the trajectory of literary expression in subsequent generations. The lexicon of bejtexhi literature illustrates the intricate interplay between linguistic diversity and cultural expression in Albania. This integration of diverse linguistic elements not only enriches the literary language but also serves as a medium for cultural negotiation and identity formation. Some of the most prominent bejtexhi Albanian poets are *Nezim Frakulla (Berati), Sulejman Naibi, Muhamet Çami-Kyçyku, Zenel Bastari*, while the most widely recognizable remains *Hasan Zyko Kamberi*. The poems of the recent writer are more grounded in social themes, thereby contributing to the secularization of this literary tradition, which was initially closely associated with religious motifs. The body of the texts, similarly as in the Spanish aljamiado case, "the manuscripts can be divided into three main groups: a) translations of earlier Arabic texts, the date of translation remaining unclear; b) copies and adaptations of Western-European texts; and c) new works". (De Castilla, 2019: 120)

Found in the mosaic of bejtexhi poetry, themes of love and spiritual longing resonate, echoed by the voices of poets from Albanian Renaissance, most notably in the works of Naim Frashëri. Weaving their exploration of these motifs, these contemporary creators integrate it into the fabric of a national identity shaped by historical trials. An exchange of ideas and forms unfolds in the relationship between Albanian and Turkish cultures during the Ottoman Empire, contributing to the rise of an Albanian literary identity. Contemporary scholarship is invited by such complexity, shedding light on the function of literature as a medium for cultural expression, a negotiation of identity, and a testament to resilience amid historical adversities.

In contemporary discourse, an increasing acknowledgment emerges among scholars regarding this literary legacy, recognized as a cornerstone in the formation of modern Albanian identity. Within the realm of contemporary Albanian literature, the works of bejtexhi poets—interwoven with their Ottoman influences—serve as a foundational framework that facilitates profound explorations of cultural identity and artistic expression. According to R. Elsie "But not only the script was oriental. The language of the Bejtexhinj was an Albanian so loaded with Turkish, Arabic and Persian vocabulary that it is quite tedious for Albanians today to read without a lexicon." (Elsie, 1992) This literary legacy not only deepens the understanding of Albanian literature itself but also invites a more expansive dialogue about the nuances of cultural exchange and the intricate complexities of identity within societies.

A significant aspect of Ottoman influence on Albanian literature is the adoption of Turkish poetic forms, particularly the ghazal and the divan, lyrical poetry forms that originated in Persian literature and was popularized in Turkish. Poets like Naim Frashëri exemplify this influence, utilizing Ottoman poetic conventions to articulate themes of love, nature, and

national identity. But the influence of great poets and spiritual figures are also a relevant part of the cultural landscape. Especially the influence of Mevala Rumi is evident. "Just like with Nezimi, the love for Mevlana, Hafiz, and Saadi, with its fiery passion, consumes every psychological weakness and weak character. When a person is overwhelmed by love, they forget themselves (meaning their ego and interests) and will love only the person and the world." (Rexhepi, 2015: pp. 245-255). On the other hand, many Albanian personalities held great relevance for both Albanian and Ottoman cultural and scholarly heritage, such a Sami Frashëri. As a pivotal figure in the Albanian national renaissance, Naim Frashëri's works (brother of Sami Frashëri) serve as a bridge between the Ottoman literary heritage and the emerging Albanian literary identity. Frashëri's poetry personifies an crossroads between the Ottoman literary inspiration and the pursuit for a noticeable Albanian national identity - his first poetry books were influenced by the eastern poetry symbolics, such as the rose and the nightingale, but the national quest influenced most of the latest poetry creations.

In meditative contemplation, Naimi confronts two of the most delicate aspects of human existence: life and death. For Naimi, life represents a profound source of happiness, love, joy, and flourishing, all encapsulated in the vibrant symbol of spring. This season, characterized by its vivid colors and rejuvenation, serves multiple roles: as a revitalizing force in nature, an oasis of love, and a supportive environment for the impoverished. In the serenity of nature, the lyrical self often discovers happiness and exaltation, experiencing such intensity that it may lead to a sense of suffering, as vividly illustrated in the poem "The Nightingale." The themes and motifs, especially the philosophical ones are influenced not only by the eastern poetry, but by Shiism as well writing "Karbala" (Doja, 2008: 65) based on the eastern tradition. In terms of death, Naimi navigates two distinct images.

On one hand, death manifests as the painful loss of loved ones, which evokes an unbearable sorrow within the lyrical soul. On the other hand, he presents a philosophical interpretation of death as the inevitable conclusion of life. Here, Naimi introduces the notion that the soul continues to exist beyond physical death, suggesting a cyclical relationship between life and the afterlife. Two of Naimi's poems, "The Words of the Candle" and "The Flute," emerge as significant peaks in his creative oeuvre. In "The Words of the Candle," the lyrical self-sacrifice is revealed in service to humanity, echoing a physical self-immolation aimed at merging with the divine. This poem also articulates the poet's mission to illuminate human consciousness and serve the homeland. The verses resonate with themes of love, boundless spiritual pain, and commitment to humanism and enlightenment. Although the lyrical self dissolves, it does not perish; rather, it undertakes the sublime sacrifice of selflessness for the greater good, merging with both humanity and the divine. The concluding imagery in Naimi's poetry reflects the metamorphosis of the lyrical self into elemental forms: fire, water, and earth. This transformation underscores the complexities of existence and the interconnection of life and death. Ultimately, the closing passages present a nuanced expression of the interplay between pain and happiness, articulated through enthusiastic language. This language not only serves as a vehicle for poetic expression but also embodies the internal essence of the poet's soul, revealing the depth and richness of Naimi's literary vision.

A defining characteristic of bejtexhi literature resides in its linguistic composition, which integrates elements from Arabic, Turkish, and Persian lexicons. This amalgamation not only enhances the expressive potential of the language but also reflects the cultural prestige associated with Ottoman literary traditions. While this linguistic influence serves as a hallmark of bejtexhi literature, it does not accurately represent the broader complications of Ottoman Turkish on the Albanian language. Bejtexhi

poets frequently base their compositions on established models originating from a distinct cultural center, which they adapt rather than create independently. While in the center of the empire the poetic craft was stylized after social and cultural situations, reacting to several crisis and happenings (Sonboldel, 2022: 112-113), in Albania they were only borrowed as poetic forms to be filled with local materials.

The representation of the realities of the Albanian language during that era remains questionable, given the substantial extent of lexical borrowing that is so pronounced that even specialists in the field require a lexicon for comprehensive understanding, let alone the average readership of that time. It is crucial to recognize, however, that the readership of this period differs significantly from contemporary notions of popular readership. The audience for bejtexhi poetry primarily comprises cultural circles within religious and educational institutions, such as madrasas or congregational groups. This demographic indicates that readers possessed a shared vocabulary and intellectual interest as manifested in poetry, enabling poets to engage effectively with both the intellectual and emotional dimensions of their audience. The stylistic elements of bejtexhi literature illustrate a synthesis of local and oriental influences. The poems frequently employ intricate rhyme schemes and metrical patterns that resonate with the formal structures' characteristic of Turkish and Persian poetry, demonstrating a profound appreciation for the aesthetic principles inherent in Ottoman literary culture.

Thematic exploration within this genre oscillates between secular and religious subjects, reflecting the dual identities of the authors as both Muslims and Albanians. Consequently, bejtexhi literature encapsulates a nuanced balance between earthly desires and spiritual aspirations, with themes of divine love often juxtaposed against earthly romance, creating a complex interplay between the temporal and the spiritual. The complexity of bejtexhi literature necessitates critical reflection on its broader implications within both Albanian and Ottoman contexts, establishing it as a significant literary form within the Albanian canon. For example, satire is one of the genre firstly explored by bejtexhi poets, such as in Hasan Zyko Kamberi, or Nazim Berati's poetry. (Ombashi, 2016: 258) Through their thematic approach and stylistic innovation, bejtexhi poets enrich a dynamic literary tradition that fosters ongoing discourse regarding the intricacies of national identity and the extensive ramifications of cultural expression within a multifaceted socio-political framework.

During the Ottoman era, many poets reacted against Turkish literary forms while simultaneously engaging with indigenous Albanian themes. Asdreni (Aleksandër Stavre Drenova) exemplifies this in his poem "Himni i Flamurit" (Albanian National Hymn), merging traditional elements with a profound sense of national pride. This navigation of identity is crucial for understanding the cultural landscape of the time, as poets sought to reconcile their Albanian heritage, ultimately shaping a distinctive literary tradition that resonates with nationalism.

3. The Significance of Bejtexhi Literature in the Development of Modern Albanian Literature

Although created on the cultural outskirts of the Ottoman Empire and lacking the widespread international acclaim of other literary works, Bejtexhi literature significantly influenced the development of modern Albanian literature. Emerging in the 17th and 18th centuries, this literary tradition embodies a rich fusion of cultural influences, providing Albanian poets with a platform to navigate and express their identities amid the complex socio-political dynamics of Ottoman rule. At its heart, Bejtexhi literature represents the nuanced interaction between Albanian cultural heritage and Ottoman literary forms. Poets such as Hasan Zyko Kamberi and Muhamet Çami adopted Ottoman styles and themes, while infusing their writing with

distinctly Albanian viewpoints. A notable advancement in the scholarly study of this poetic tradition can be credited to Osman Myderizi (1954, pp. 56-75), whose work provided a foundational contribution to the academic understanding of this body of literature in Albania.

Also, it is important for scholars to evaluate the interplay of biography and poetry writing, as most of the poetic works of the time were related to personal events and social happenings. For example, the divans of Nezim Frakulla hold considerable significance beyond their literary and artistic merit; they serve as primary sources that provide valuable insights into the author's life, familial connections, and the prominent figures within the ruling elite of the time. (Krasniqi, 2012: 86) Additionally, these works offer a rich context for understanding the historical development of various religious, educational, and public institutions established during Nezimi's active years. A comprehensive study of these divans will not only enrich the biographical narrative of Nezimi but also elucidate the broader cultural history of Berat from 1727 to 1753—a critical quarter-century marked by significant advancements in Albanian culture. This exploration will contribute to a more nuanced understanding of the sociopolitical and cultural dynamics of the period.

The historical ties between the Balkans and the Ottoman Empire were predominately of political and social nature, but the artistic scene was also influenced by this interplay. Since Maria Todorova's imagology over the Balkans, are produced numerous scholarly articles that demystify the *otherness* left by the traces of biased imagology. While the idea that Balkans remained as nomination for the peninsula when the Turks named them after the tree-covered mountains (Todorova,1997:27), there are plenty of new aspects to be revisited by scholars.

Intercultural phenomena within Albanian literature constitute a relatively nascent area of scholarly inquiry, particularly when addressing pre-Albanian texts or even proto-literary works, as they are understood in the contemporary context of original and authentic literature. The methodological implications arising from the demand for such studies highlight the necessity for the development of new frameworks, extending beyond traditional philological or aesthetic approaches. According to Sh. Sinani "The intercultural dimension implicates literary historiography in all periods of the development of Albanian literature. It is so prevalent that, on one hand, it almost prevents an exclusively aesthetic view of literature, and on the other hand, it renders the historicist perspective entirely insufficient to provide a worthy literary history as much as the inherited literature does." (Sinani, 2009: 74) The relationship between the tradition of Albanian literature written in Arabic and Turkish, as an integral part of the historiography of Albanian literature, necessitates examination through diverse methodological approaches. These should focus not only on the textual and linguistic aspects but also on intercultural dimensions and theoretical frameworks that investigate linguistic contact. In the Albanian context, linguistic contact serves as a salient marker of authenticity for this literary-linguistic phenomenon, as the resulting language intertwinings have produced a distinct and noteworthy occurrence.

The perpetuation of the literary tradition shaped by Ottoman Eastern influences is intricately linked to the Sufi philosophical framework, predominantly inherited through the profound impact of Rumi's poetic oeuvre on both traditional and modern Albanian writers. While Rumi's influence on Naim Frashëri's works has been widely explored, traces of this tradition are also discernible in the writings of Dritëro Agolli, particularly in his novel The Devil's Chest. The dual veneration—both poetic and mystical—cultivates a set of influences that are not only internalized but also reframed and recontextualized within the texts of Albanian authors.

These influences are synthesized and adapted, resulting in a distinctive integration within the linguistic and cultural frameworks of the final literary products.

Nonetheless, it is crucial to underscore that the continuation of the bejtexhinj literary tradition has not achieved notable success within the broader historical framework of Albanian literature. This literary phenomenon thrived within a specific historical and linguistic context that does not correspond with the subsequent trajectories of literary continuity in Albania. Instead of a seamless lineage, we discern thematic and spiritual influences that permeate the literary landscape. The bejtexhinj literature was primarily crafted and consumed within a restricted milieu of individuals educated in Oriental literary traditions, which impeded its capacity to foster extensive engagement with the wider reading public. This insularity can be attributed to the particular historical circumstances that gave rise to this literary phenomenon, reflecting the complexities and constraints inherent in its development and reception within the broader cultural narrative.

The re-evaluation of Orientalism in Albania and Literature's relevance

The re-evaluation of Orientalism in Albania following the fall of the dictatorial regime has paved the way for a revitalized academic inquiry into this field, which had previously been stifled due to ideological constraints. Such suppression fostered a skewed understanding of Eastern cultures, leading to the perception of elements from the Ottoman period as inherently regressive. This viewpoint was particularly influenced by the religious foundations of literature, which were often seen as serving purposes beyond mere artistic expression, primarily focusing on the pursuit of religious truth. Edward Said's transformative concepts have played a crucial role in liberating scholarly thought from the ideological legacies of the past and from contemporary biases, effectively challenging the Western "imperialist" lens through which Eastern traditions have often been viewed. Said posits the pressing need to redefine Orientalism, asserting that it is essential to examine it as a discourse in order to comprehend the systematic ways in which European culture has managed and even constructed the Orient politically, sociologically, militarily, ideologically, scientifically, and imaginatively during the post-Enlightenment period (Said, 1977).

In the Albanian context, the interpretation of the Orient differs from Western perspectives, yet a sense of unease persists regarding the acceptance of a partial Eastern heritage. Enis Sulstarova critically examines the image of the Orient as backward in Albanian culture, highlighting the significant influence of imagology as depicted in literary works (Sulstarova, 2013). His analysis underscores the necessity for a renewed scientific approach to understanding the Orient. Additionally, the philological exploration of Bejtexhi literature, as noted earlier, is bolstered by the substantial contributions of various qualitative researchers, including A. Rexhepi, Sh. Sinani, R. Ombashi, R. Elsie, N. Krasniqi, etc. There is a need for future studies, particularly concerning the impact of this literature on both canonical and contemporary Albanian literary traditions.

The context in which bejtexhi literature emerged reflects significant societal transformations within the Ottoman Empire, particularly during its decline in the 19th century. This era witnessed an increasing awareness of local identities among various ethnic groups, including Albanians, driven not solely by a response to Ottoman governance but also by a revival of cultural heritage. However, this burgeoning desire for independence often contradicted the linguistic choices of bejtexhi poets, who predominantly wrote in Ottoman Turkish. This choice illuminates the complex interplay between cultural expression and political aspirations, highlighting how the poets articulated the intricacies of Albanian identity within an imperial

framework while simultaneously navigating the tensions associated with their own Albanian language and the foreign languages. The incorporation of a rich lexicon drawn from Arabic, Turkish, and Persian within their works not only underscores the cultural exchanges characteristic of the Ottoman period but also reflects the poets' attempts to assert their linguistic identity within a broader imperial context.

Furthermore, the historical backdrop of bejtexhi literature aligns with a specific intellectual movement prevalent in regions with historical ties to Arabic and Turkish cultures, largely influenced by Ottoman invasion and administration. In these contexts, Enlightenment ideals began to permeate local societies, fostering a cultural revival that intertwined the articulation of local identities with aspirations for autonomy. Yet, the reliance of bejtexhi poets on Ottoman language stands in stark contrast to the rising nationalist sentiments of the time, suggesting that while their literary contributions were rich in cultural expression, they may not have directly advanced the aspirations for national independence. The enduring impact of bejtexhi literature thus underscores its essential role in shaping dialogues surrounding Albanian cultural heritage, illustrating a significant nexus between literary expression and cultural identity assertion. As contemporary poets grapple with the multifaceted challenges of identity within an increasingly globalized framework, the legacy of bejtexhi literature continues to serve as a profound source of inspiration, reaffirming the resilience of Albanian cultural identity amid the complexities of its historical trajectory.

4. CONCLUSIONS

Bejtexhi literature, although emerging from the margins of the Ottoman Empire, constitutes an essential element in the progression of modern Albanian literature. Thriving during the 17th and 18th centuries, this literary tradition encapsulates a multifaceted amalgamation of cultural influences that empowered Albanian poets to express their identities amidst the intricate socio-political landscapes of Ottoman rule. Prominent figures such as Hasan Zyko Kamberi and Muhamet Çami exemplify this dynamic interplay, skillfully merging Ottoman stylistic conventions with distinctly Albanian thematic concerns, thereby facilitating a nuanced cultural articulation in a context of foreign dominance.

The exploration of the relationship between biography and poetic expression is crucial for grasping the contextual significance of Bejtexhi literature. The poetic works from this period often draw upon personal experiences and socio-historical occurrences, with Nezim Frakulla's divans serving as invaluable primary sources that shed light on the author's life and the socio-political environment of his time. These writings transcend mere literary value, providing critical insights into the historical evolution of religious, educational, and public institutions during Frakulla's active years. As a result, they enhance our understanding of the cultural history of Berat, highlighting the interconnectedness of individual narratives with broader historical phenomena.

Academic exploration of the intercultural aspects of Albanian literature, particularly concerning pre-Albanian texts and proto-literary works, remains a burgeoning yet essential domain of inquiry. The emphasis on the predominance of the intercultural dimension, as articulated by Sh. Sinani, highlights that an exclusively aesthetic evaluation of literature may inadvertently obscure vital historical connections. This emphasizes the need for a multidimensional methodological approach in analyzing Bejtexhi literature—one that integrates textual analysis with considerations of intercultural interaction—thus promoting a thorough comprehension of its role within the historiography of Albanian literature. Furthermore, the influence of Sufi philosophical frameworks, especially as expressed through the writings of Rumi, is intricately woven into the narrative of Albanian literary

tradition. This dual appreciation of both poetic and mystical traditions fosters a rich intellectual legacy, necessitating an integrative perspective that incorporates these dimensions into the broader discourse of Albanian literary development.

Despite its cultural richness, the impact of Bejtexhi literature within the overarching historical context of Albanian literature remains constrained. Thriving within a specific historical and linguistic environment, the bejtexhinj literary tradition did not cultivate a continuous lineage of literary engagement, reflecting a certain degree of insularity among an elite group educated in Oriental literary traditions. This limitation underscores the complexities inherent in the evolution and reception of Bejtexhi literature within the ever-changing cultural narrative of Albania.

In summary, the post-dictatorial reassessment of Orientalism in Albania has spurred a revitalized academic exploration of this domain, challenging the ideological constraints that previously distorted perceptions of Eastern cultures. As research continues to delve into the influence of Bejtexhi literature on both canonical and contemporary literary traditions, its legacy remains crucial in shaping discussions surrounding Albanian cultural identity and the complexities of its historical trajectory. This ongoing investigation reaffirms the significance of Bejtexhi literature within the literary canon, establishing it as a profound source of inspiration for contemporary explorations of cultural heritage and identity.

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A COMPARATIVE ANALYSIS OF LANGUAGE IDENTITIES ON SIMILAR TOPICS: HUSEYN JAVID "THE DEVIL" AND JOHN MILTON "PARADISE LOST"

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This research is dedicated to a comparative analysis of the works of English writer John Milton and Azerbaijani writer Huseyn Javid, who, despite living and writing two centuries apart, have both produced seminal literary masterpieces that continue to resonate in world literature. Milton's "Paradise Lost" and Javid's "The Devil" stand as enduring examples of the exploration of mythological and philosophical themes through the uniqueness of their respective cultural and linguistic identities.

 The study delves into the visual and linguistic styles of both writers, highlighting how their distinctive approaches to language and form have contributed to their lasting influence. Milton's "Paradise Lost," written in the epic tradition, employs a grandiose and formal style, utilizing blank verse and drawing heavily on Christian mythology and classical references. In contrast, Javid's "The Devil" adopts a more symbolic and emotionally charged narrative style, rooted in Azerbaijani cultural and Islamic philosophical contexts.

Furthermore, this research explores how the mythological themes in both works are not only reflective of the authors' respective cultural backgrounds but also serve as a vehicle for deeper philosophical inquiry. The divergence in their writing styles—Milton's structured and elaborate epic poetry versus Javid's more straightforward yet symbolically rich drama—reveals the broader linguistic and cultural narratives at play in their works.

Both Milton and Javid, through their authentic and distinct writing styles, continue to stand out as influential voices in world literature, demonstrating the timeless nature of their artistic contributions.

Keywords: Huseyn Javid, The Devil, literary style, mythology, John Milton, Paradise Lost

1. INTRODUCTION

The goal of this article is to compare linguistic identities and artistic literacy in Huseyn Javid's "The Devil" and John Milton's "Paradise Lost." First of all, it is important to highlight that there are ideological similarities between the two works. The mythological images used in these works make an important contribution to the development of the philosophical depth of ideas.

Despite the same subject matter, "The Devil" and "Paradise Lost" differ in style and language, highlighting the different cultural and historical circumstances in which both works were inspired. In addition, Milton's poem covers the intellectual and religious currents of 17th century England, but Javid's work, although it deals with universal themes, is firmly rooted in the literary and cultural context of Azerbaijan. These variations highlight how important it is

to consider linguistic identity when comparing literary works, as this greatly enhances the distinctiveness and significance of each work.

Huseyin Javid, who first came to Turkey in 1905, continues his studies at the Faculty of Literature of Istanbul University and is fluent in Turkish. His communication with prominent people such as Namiq Kamal, Shamseddin Sami, Abdulhaq Hamit, Rejaizadeh Mahmud Akram, Riza Tevik, Shahabaddin Suleyman, Shinasi,and Mehmet Akif Ersoy was shaped to a large extent by immersing his literary consciousness in Turkish literary and philosophical traditions. In the framework of Azerbaijani-Turkish literary connections, Javid's interaction with the concepts of Turkism and Turanism is highly respected. Throughout his creative career, Javid successfully embodied Turkism and used vivid imagery to effectively communicate his thematic concerns. This highlights his contributions to the literary conversation between the Turkish and Azerbaijani civilizations. (1)

The ideas of Turkism are demonstrated by the sentences that follow:

1. Extreme power with a blade sharper than a Turana

Only culture—culture, culture, culture. (2)

2. On the other hand, I wish to be completely neutral about the Yıldırım situation. since the two of you represent the poles of the Turan universe. A devastating abyss emerges between these two poles as they collide. (3)

He made a conscious effort to maintain and represent his Turkish identity in his writing, and he remained aware of it throughout the play.

3. *I'm not a filthy spy or a rogue.*

I am a proud Turkish person and a devoted Muslim.(4)

4. *A real Turkian son never goes back;*

He dies, yet he does not falter. (5)

Huseyn Javid's remarkable fluency in Turkish is not the only reason behind his emphasis on Turkishness. During that era, the importance of writing and creating in Turkish was essential, and works from that era were distinguished by their use of the Turkish language. Javid used the Istanbul dialect quite skillfully in his early work, especially in his poetry. He attempted and was successful in bridging this dialect with literary Turkish from Azerbaijan in his later works. Through his efforts, Javid was able to bridge the language gap between these two literary styles of Turkish. His language is distinguished by its poetic nature, elegance, and fluency. (6)

However, famous for its linguistic richness and complexity, John Milton's Paradise Lost is considered one of the most massive epic poems in all of English literature. The poem demonstrates Milton's skillful use of poetic structure to convey deep theological and philosophical themes. It is written in blank verse, a form characterized by unrhymed iambic pentameter. Milton's stylistic decisions throughout the poem are explored in this linguistic analysis, highlighting how his careful word choice and syntactic constructions contribute to the text's deeper meanings. These components show how Milton grapples with difficult issues of morality, free will, and divine justice in Paradise Lost, which exemplifies the grandeur of epic poetry. (7)

On ill advice they first decline the steep

That leads to Heaven; then they stumble down

Blindly the way to hell. (8)

Despite the difficulties that come with being human, the poet concludes that one will unavoidably advance down this path, leading to growth on a personal and spiritual level. This idea is similar to the important lesson Milton learnt from the events of the 1640s and 1650s, especially from the English bourgeois revolution's defeat. In his defense of moral and spiritual development as well as the building of inner strength rather than overt revolt against regressive forces, Milton highlights the futility of both the rebellious Devil and insurgent humanity in the face of divine rule. Nonetheless, Milton's poetry struck a chord as a "celebration of rebellion against authority," as Belinsky recorded. Satan is the character who most embodies the work's revolutionary mentality. The arrogant and obstinate Devil keeps pursuing his revenge against God in spite of this setback. In fact, Satan as a character stands out as the most interesting one in the poem, having more nuance and attraction than any other figure. Milton's poem was universally read as a call for revolt, struggle, and resistance even while he praised the benefits of spiritual refinement. The piece also captures the discontent of the public with the retrograde elements of feudal absolutism. (9)

The following examples from the work confirm these ideas:

 1. The first speech of the devil (Book I, verses 102-105).

"Better to be a king in hell than a slave in heaven!" This verse clearly expresses the Devil's idea of rebellion and freedom. Even in the dark space of hell, he wants to protect his freedom and defends the principle of non-subordination.

2. The Devil's speech against God (Book I, verses 242-270):

"As long as I have the strength, I will rebel." Here the Devil says that he does not accept his defeat and does not recognize the supremacy of God. He is depicted as a revolutionary symbol with his stubborn and combative character.

These verses demonstrate how Milton synthesized and revived the issues of the day using imagery, and attempted to represent the experiences that people had throughout the revolution, often using the language of demonic forces.

2. CONCLUSION

Finally, despite their different cultural and historical beginnings, a comparative study of Huseyn Javid's Devil and John Milton's Paradise Lost demonstrates the deep confluence of ideological, linguistic, and artistic components in both works. Although rebellion, divine authority, and

moral development are universal themes in both books, they each embody their own literary traditions. Reflecting the intellectual and religious struggles of 17th century England, Milton's Paradise Lost epitomizes the magnificence of English epic poetry. Javid made an important contribution to Azerbaijan-Turkey literary relations with his commitment to Turkism and his efforts to create a bridge between Turkish and Azerbaijani literary traditions. Each author explores the conflict between submission and defiance, providing deep philosophical and moral observations, using mythological imagery and nuanced character portrayals, particularly in the case of Satan/Devil. Finally, this comparative analysis highlights how important it is to consider both artistic aesthetics and linguistic identity in order to understand the wider literary-cultural significance of these great works.

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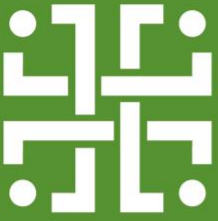
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