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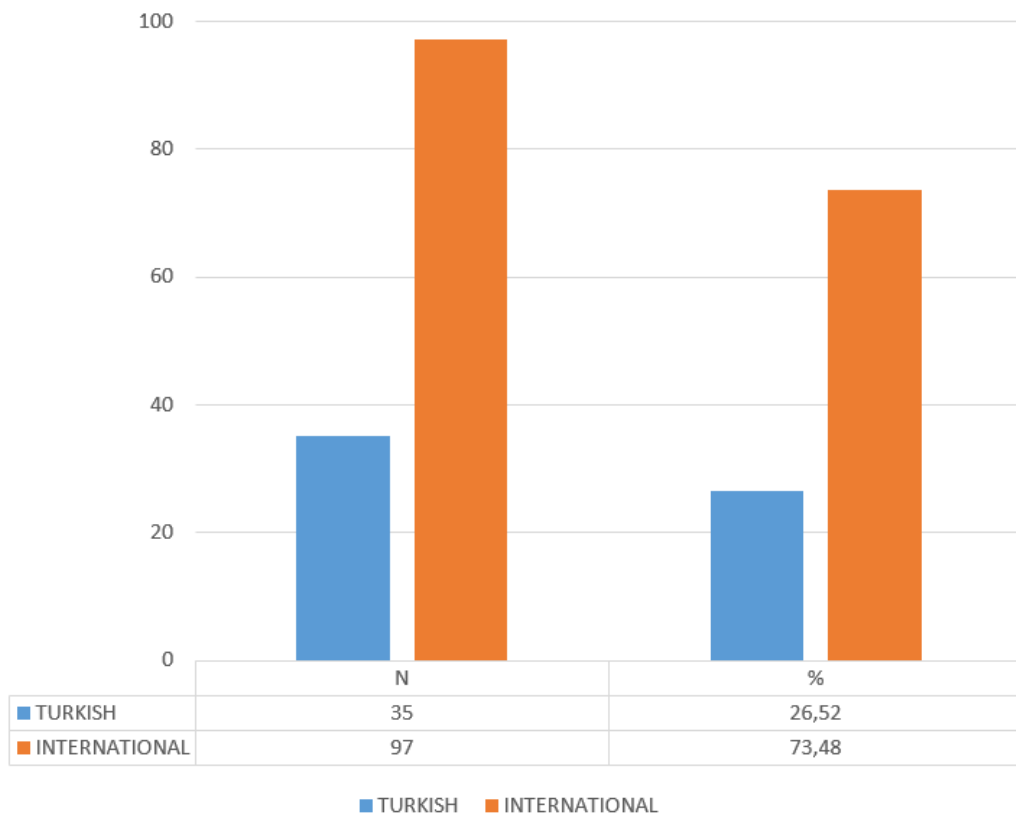
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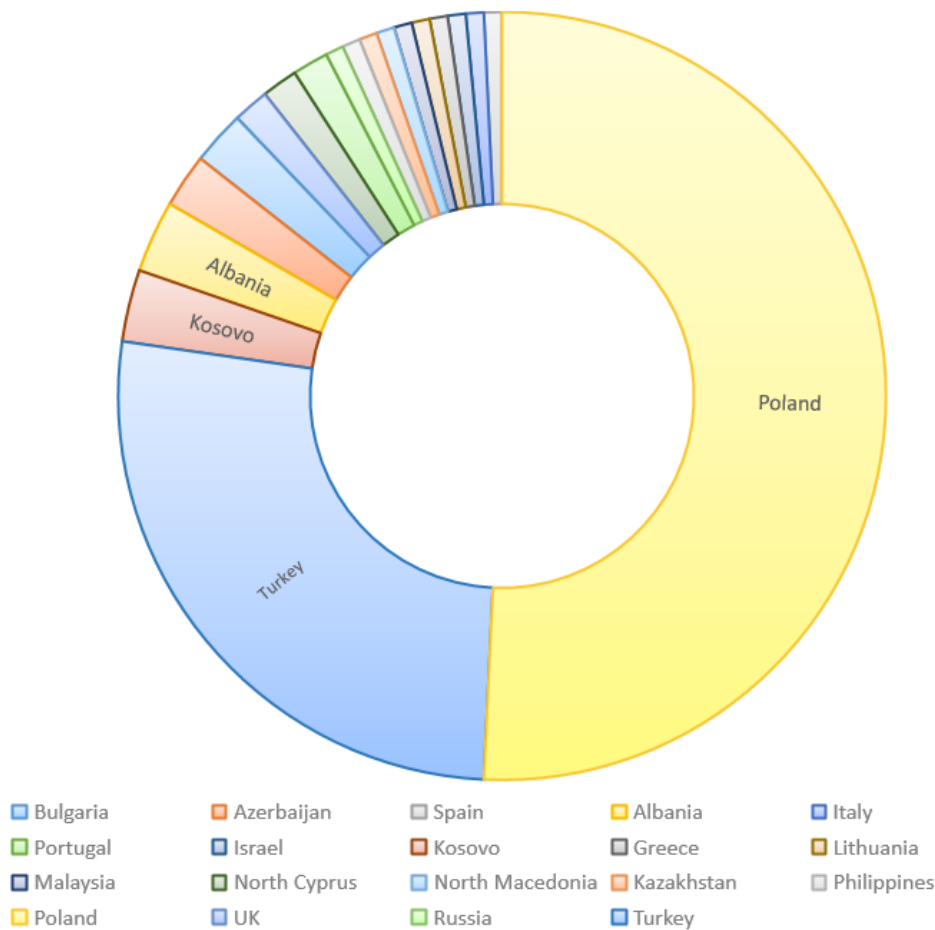
Countries	Number of proceedings
Azerbaijan	3
Spain	1
Albania	4
Italy	1
Portugal	2
Israel	1
Kosovo	4
Greece	1
Lithuania	1
Bulgaria	3

Countries	Number of proceedings
Malaysia	1
North Cyprus	2
North Macedonia	1
Kazakhstan	1
Philippines	1
Poland	67
UK	2
Russia	1
Turkey	35

19 Countries

132 papers presented





The 2nd edition of **International Eurasian Conference on Educational and Social Studies (IECES2022)**, hosted by The Polytechnic of Guarda, Portugal, August 27 - 28, 2022, was a great, fruitful and exciting experience with all our distinguished guests, participants and listeners. There were 132 papers presented during the plenary sessions (35 from Turkey, 97 from International participants; **26,52 % Turkish, 73,48% International participants**).

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Psychosocial factors and digital competence of future teachers

Jose Luis Ubago-JIMÉNEZ

Inmaculada García-MARTINEZ

University of Granada, Spain

Abstract

Psychosocial factors are essential elements in the identity development of pre-service teachers, as they influence their behavioural patterns as well as their subsequent professional practice. Likewise, digital competence is another key aspect of teacher professionalisation. The purpose of this paper is to analyse the levels of emotional intelligence, self-concept and resilience of future teachers and their relationship with their digital competence, using self-report instruments. For this purpose, 500 student teachers enrolled at the University of Granada participated in the study. The results show medium-high levels of EI, self-concept and resilience, being slightly lower for women. Similarly, findings show that the pre-service teachers surveyed have an adequate level of knowledge about the variety of technological educational resources and their use. However, they acknowledge some difficulties in integrating technology into the design of instructional processes. Practical implications for the professionalisation of pre-service teachers are discussed.

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Supporting the education of children with refugee background: Canada's policy and experience

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Marie Skłodowska Curie Fellow, Department of Education Sciences

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Abstract

At the end of 2020 more than 26.4 million persons are refugees, flown for different reasons including persecution, violence and human rights violation. Within this group, over half are children who will spend their childhoods away from home, with or without their families. Education, which is a basic human right, represents a powerful tool to help them to rebuild their lives. However, according to UN Refugee Agency, about half of refugee children aren't enrolled to any school. In this presentation the author explores current challenges of the education of children with refugee background and focusses on Canada's policy and experience regarding the access to education for children who have sought protection from outside and from within Canada.

Keywords: Education; Refugee; Children; Canada; Human Rights

Human vision in contemporary management

Ph.D. Aleksandra BERKOWICZ

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Abstract

Contemporary times are characterized by volatility, uncertainty, complexity, and ambiguity (VUCA). How an organization function depends on management, which can transfer certain ideas to practice, and good management allows the organization to adapt to changes. Man is the executor of management. The question that should be asked is: what competencies should modern managers have? The aim of the presentation is an attempt to describe a human being in line with the challenges of modern management.

Yabancı Çocuklara Türkçe Öğretiminde Çizgi Filmler: *Ege İle Gaga* Örneği

Cartoons in Teaching Turkish to Foreign Children: The Example of *Ege and Gaga*

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Öz

Yabancılara Türkçe Öğretiminde birçok materyal ve yöntem kullanılmaktadır. Bunlardan biri de işitsel-görsel materyallerdir. Bu materyaller arasında yer alan çizgi filmler, önemli bir kaynak olarak değerlendirilebilir. TRT arşivi yabancı çocuklara Türkçe öğretiminde kullanılacak çizgi filmler açısından zengin bir kaynağa sahiptir. Bu hususta birçok çalışma yapılmış ve neticenin olumlu olduğu hususunda da birçok kanıt sunulmuştur. Biz de bu çalışmada daha önce üzerinde pek durulmayan TRT’de yayımlanan *EGE İLE GAGA* adlı bir dizi çizgi film üzerinde çalıştık. Bu bildiride de bu çalışmalardan hareketle Ege ile Gaga’nın yabancı çocuklara Türkçe öğretiminde hangi yararları olduğu üzerinde durulacaktır. Bu bildiride Ege ile Gaga’nın “Hava Şartları, Telefon, Damlaya Damlaya, Yer Kabuğu, Küçük Kuşun Minik Ayakları, Tünel, Ha Haa Hapşu!, Uçurtma, Kurbağayı Kurtarmak, Bahçedeki İz” adlı bölümleri esas alınmıştır. Çalışmada önce bu bölümler kısaca tanıtılacak, ardından genel bir sonuca gidilecektir.

Anahtar Kelimeler. Türkçe, TRT, Ege ile Gaga, Yabancılara Türkçe öğretimi.

Abstract

Many materials and methods are used in teaching Turkish to foreigners. One of them is audio-visual materials. Among these materials, cartoons can be considered as an important source. TRT archive has a rich resource in terms of cartoons that can be used in teaching Turkish to foreign children. Many studies have been done on this subject and many evidences have been presented that the result is positive. In this study, we worked on a series of cartoons called *EGE İLE GAGA*, which were broadcast on TRT, which was not mentioned much before. In this paper,

based on these studies, the benefits of Ege and Gaga in teaching Turkish to foreign children will be emphasized. This paper is based on the parts of Ege and Gaga titled "Weather Conditions, Telephone, Dripping, Earth Crust, Little Bird's Tiny Feet, Tunnel, Ha Haha Hapşu!, Kite, Rescuing the Frog, Trace in the Garden". In the study, these sections will be briefly introduced, and then a general conclusion will be made.

Keywords. Turkish, TRT, Ege and Gaga, Teaching Turkish to foreigners.

GİRİŞ

Yabancı dil öğretiminde pek çok yöntem kullanılmıştır. Bu yöntem ve teknikler yabancı dil öğretiminde pek çok kez uygulanmış ve zaman içinde elde edilen sonuçlarla daha da zenginleştirilmiştir. En çok kabul edilen yöntemlerden bazısı, Dil Bilgisi-Çeviri Yöntemi, Direkt Yöntem, Doğal Yöntem, İşitsel-Dilsel Yöntem, Bilişsel Yöntem, İletişimsel Yöntem, Telkin Yöntemi, İşitsel- Görsel Yöntem, Görev Temelli Yöntem olarak sıralanabilir. Her bir yöntem yabancı dil öğrenen kişiler üzerinde farklı sonuçlar doğurmuştur. Örneğin Dil Bilgisi-Çeviri Yöntemi, adayın daha çok okuma ve anlama becerisi üzerinde etkili olmuş ancak konuşma yeteneği bu manada zayıf kalmıştır. Buna karşın Doğal Yöntem adaylara konuşma becerisi kazandırmada ve telaffuz noktasında daha yararlıdır. İletişimci Yöntem, bütün uzmanların üzerinde müttefik olduğu en yaygın kullanılan bir metottur.

Yabancılar Türkçe öğretiminde kullanılan yöntemlerin diğer bir özelliği elde edilen yararların yaş gruplarına göre de farklılık göstermesidir. Örneğin çocukların dikkatini çekmede ve duyma ve konuşma becerilerinin gelişmesinde en yararlı yöntemlerden biri İşitsel ve Görsel Yöntem'dir. Bu tarzın sunulması esnasında çocukların dil öğrenimine odaklanmaları daha da mümkün olabilmektedir. Bu yöntem içinde özellikle çizgi filmler, hem çocuklara hitap etmesi hem duyma becerilerinin gelişmesi hem de görsel sunumu sayesinde çocukların yabancı dil öğretiminde daha etkin olarak kullanılmaktadır. Çocuklar çizgi filmler sayesinde bir dil için en önemli unsurlardan biri olan dinleme becerilerini daha da geliştirebilmektedir. Duyma ve görmeyle ilgili sağlanan bu destek okuma ve yazma becerileriyle daha da kemale ermektedir. Günümüzün teknoloji çağında sadece çizgi filmler değil animasyonlar, klipler, şarkılar ve benzer materyaller de çocukların yabancı dil öğrenmelerinde katkı sunmaktadır. Çocukların çok küçük yaşlarda tablet, akıllı telefon, bilgisayar gibi teknolojik aletlerle tanışması da görsel ve işitsel materyallerin oldukça önemli olduğunu göstermektedir.

Türkçenin yabancı dil olarak öğretilmesinde son zamanlarda önemli bir talebin olduğu görülmektedir. Özellikle Türkiye Maarif Okulları, Yunus Emre ve Tömer gibi kuruluşların ülke içinde ve dışında gittikçe yaygınlık kazanmaları bilim insanlarını da bu alana çekmiş ve konuyla ilgili birçok çalışma yapılmıştır. Bu çalışmalar bize yabancı dil öğretiminde öncelikli olarak sistemli ve nitelikli bir öğrenme programının hazırlanmasını, basitten karmaşığa; somuttan soyuta doğru bir öğrenme tarzını, verilen bilgilerin günlük hayat pratikleriyle desteklenmesini, öğrencilerin derslere aktif olarak katılmalarını, her öğrencinin kapasitesine göre farklılıkların

dikkate alınmasını, onların teşvik edilmeleri ve cesaretlendirilmeleri gerektiğini ortaya koymuştur. Ancak bunlardan ayrı olarak öğrenmenin işitme ile başladığını ve konuşma ile devam ettiğini düşünürsek bu noktada görsel-ışitsel araçları kullanmanın önemli olduğu sonucuna varabiliriz. İşitsel-dilsel yöntemin sözel becerilerin gelişimine katkı sunması ve bunun da dinleme ve konuşma alışkanlığına yararlı olduğunu, sınıfta yabancı dil konuşma zorunluluğu getirdiğini, dilbilgisi kurallarını cümle içinde öğrettiğini düşündüğümüzde bu yöntemin faydası daha iyi anlaşılacaktır. (Bk. Göçer, 2015). Dilin doğal öğrenimi önce dinleme ile başladığı daha sonra konuşma, okuma ve yazma becerilerinin kazanıldığı savunulan işitsel dilsel yöntem dinleme-anlama ve konuşmaya diğer becerilerden daha çok önem verir (Memiş, 2013: 303). Bunlar arasında çizgi filmlerin işitme ve konuşma pratiğinde çocuklara yararlı olduğu öngörülmektedir. Çizgi filmlerdeki hayvanlar, çocuklar, fantastik olaylar çocukları gerçek dünyadan uzaklaştırarak hayal dünyalarını zenginleştirmeye ve onları yeni kavramlar ve kelimelerle tanıştırmaya yarar sağlar. (Bk. Temizkan, 2016). Ancak konu çocuklar ve çizgi filmler olunca bu kez işin niteliği ve yararı yanında zararı da önem kazanır. Çünkü çocuklara yararlı olabilecek çizgi filmler yanında onlara zarar verecek çizgi filmler de mevcuttur. Genel yayın ilkelerine baktığımız zaman TRT ÇOCUK çizgi filmlerinin nitelik ve yarar yanında, Türk kültürünün ve değerler eğitiminin yaygınlaştırılması ve benimsetilmesinde yetkin bir profile sahip olduğu görülmektedir. TRT ÇOCUK'un yayın ilkelerinin ilk bendinde de bu husus açıkça belirtilmiştir:

“TRT Çocuk, okul öncesi ve okul çağındaki çocuklar için içerik sunar. TRT Çocuk'un geniş bir yapım yelpazesi vardır. İçerikler; çocukların yaşları, algı düzeyleri ve ihtiyaçlarını karşılamak üzere tasarlanır. Eğitsel ve öğrenmeye yönelik içeriklerin aktif ve interaktif özellikte olmalarına dikkat edilir. TRT Çocuk, 3-12 yaş grubu çocukların fiziksel ve bilişsel gelişimlerine artı değerler katmak, toplumsal, bilimsel ve teknolojik konularda farkındalık oluşturacak içerikler üretmek için çalışır. 360 derece yaklaşımı ile çocuklara her platformda içerik sunan TRT Çocuk, ürünleriyle çocukların farklı ve eleştirel düşünebilmelerini sağlar.

TRT Çocuk, millî eğitimin temel görüş ve amaçlarına uygun, eğlence ve eğitimi birleştiren, çocukların yaşamlarını olumlu etkileyen içerikleri, kendi ilke standartlarını, kalite ve yayın bütünlüğünü göstererek hazırlar ve bu içeriklerin üretilmesine katkı sağlar. (<https://www.trtcocuk.net.tr/hakkimizda>)

TRT ÇOCUK, genel yayın ilkeleri çerçevesinde genel ahlakın gereklerini, millî gelenekleri ve manevî değerleri gözetmeyi amaçlar. “doğru, temiz ve güzel bir Türkçe” anlayışı da hem Türk hem de yabancı çocuklara Türkçenin doğru ve güzel öğretilmesi hususunda önemli bir kıstastır. TRT ÇOCUK bu doğrultuda birçok çizgi film üretmiştir. Bu çizgi filmleri % 80'i yerli yapım olup millî bir içeriğe sahiptir (Yılmaz, 2017: 589)

TRT'nin yerli yapım çizgi film üretmesi TRT ÇOCUK'un 2008'de kurulmasıyla birlikte artmaya başlamıştır. Birçok çizgi film şirketi gelişen piyasada yerini almış ve yerli yapım çizgi filmlerin sayısı artmıştır. (Demir, 2019: 32) TRT Çocuk kanalının belli başlı yapımları arasında şu yapımlar yer almaktadır: Ege ile Gaga, Pepe, Nasreddin Hoca, Keloğlan, Rafadan Tayfa, Akıllı Tavşan Momo, Elif ve Arkadaşları, Pırl, Çılgın Orman, Maysa ve Bulut, Yılkı Atı Doru, Su Elçileri,

Yade Yade, Emiray, Kuzucuk, Köstebekgiller, Küçük Hezarfen, Arı Maya, İbi, Çatlak Yumurtalar... 5 Temmuz 2012'de TRT Çocuk'ta yayın hayatına başlayan Dede Korkut, bilge kişiliği, olgunluğu, duruşu, istişareye verdiği önem, cesareti ve vakarıyla çocuklar için örnek bir model olarak tasarlanmıştır. Yine Türk kültürünün önemli bir hazinesi olan Keloğlan da renkli dünyası, yardımseverliği ve zekâsıyla bu modellerden bir diğeri olarak yayımlanmış bir çizgi filmidir.

Çocukların ilgiyle takip ettiği kanalın en sevilen çizgi filmlerinden biri, 2017'de yayınlanmaya başlayan "Ege ile Gaga" adlı çizgi filmidir. 7 dakikalık bölümler hâlinde, Ege adlı bir çocuk ile Gaga isimli bir kargadan müteşekkil olan çizgi filmde konu; onların doğa dedektifliği yaparak çevreyi, dünyayı tanımaları ve tanıtılmalarıdır. Söz konusu çizgi film, Anadolu Üniversitesi Yunus Emre Yerleşkesindeki Teknoparkta faaliyet gösteren bir çizgi film stüdyosu tarafından hazırlanmıştır. Ayrıca Japonya'da yapılan Japan Prize Animasyon Festivali'nde eğitici çizgi film dalında finale kalmıştır. Ege ile Gaga'nın yapımcısı ve Resimli Film Animasyon Stüdyosu kurucusu Mustafa Gül, bu çizgi filmin eğitici bir animasyon olduğunu bu yönüyle yurt dışına da ihraç edilebileceğini ifade ederek, içerik hakkında şunları söyler:

"Ege adında bir çocuk konuşan bir karga ile bahçelerinde olan biten şeyleri keşfediyor. Karşılaştıkları problemleri çözmek için akıl yürütüyorlar. Problemi çözdükten sonra günlüklerine not tutuyorlar. Çocuklarımız bu filmle yaratıcılığını kullanmayı öğretecek. Türkiye'de şimdiye kadar yapılan animasyonlar, aile merkezli, büyüklerin yol gösterdiği işlerdi. Bu film ise çocuğun merkezde olduğu bir proje." <https://www.aa.com.tr/tr/yasam/egitici-animasyon-ege-ile-gaga-ekrana-gelir/652745>

Biz bu çalışmamızda daha önce üzerinde durulmayan Ege ile Gaga adlı çizgi filmin yabancı çocuklara Türkçe öğretiminde yararlı olup olmayacağı üzerinde durmaya çalışacağız. Çalışmada Ege İle Gaga'dan on farklı bölüm esas alınmıştır.

EGE İLE GAGA

Hava Şartları

Hava Şartları'nda çocuklar hava şartlarının olumsuz etkilerini öğrenir. Güneşli bir havada terleyen Ege İle Gaga, sert esen rüzgârla birlikte kendilerini eve zor atarlar. Hava değişimi burada kendisini net hissettirir. Ardından yağmur yağışı kendisini gösterir. Dışarı çıktıklarında rüzgârın bahçedeki eşyaları dağıttığını görürler. Eşyaların yer değiştirmesiyle Ege ile Gaga'nın bu değişiklikten doğan problemi çözmek için fikir yürütmelerinin çocuklar üzerinde mantıksal düşünceye yönelik katkı sağladığı söylenebilir. BU araştırma neticesinde hortumların nasıl meydana geldiği öğrenilir. Bu da yabancı çocuklar için Türkçenin öğretilmesinde olumlu bir sonuçtur.

Telefon

İletişim aracı olarak telefon her çocuğun anlayabileceği bir alettir. Ege, ailenin büyükleriyle telefonda uzun bir görüşme yapar. Gaga da Ege ile telefon görüşmesi yapmak ister. Bu arada

Ege'nin annesinden öğrendiği iplerle uzaktan görüşme fikrini hatırlar. Burada çocukların kendi yaptıkları aletlerle uzaktan nasıl konuşulabilecekleri öğretilir. Ege, annesinden öğrendiği yöntemle bardak ve iplerle Gaga'da uzaktan görüşme yapmanın yollarını arar. Burada görsel efektler ve animasyonlar çocuklara keşfetme yeteneği sunar. Ancak filmin en can alıcı noktası bu denemeyi yaparken birçok kez yanılmalarıdır. Birçok deneme sonrasında başarıya ulaşmanın çocukların üzerinde olumlu etkisi vardır. Çocuklar bu sayede insanların bir iş yaparken pes etmeden deneme ve yanılma yoluyla gerçeğe ulaşabileceklerini öğrenirler. Filmin sonuna doğru eski iletişim araçlarından bahsedilir. Telgraf, mektup gibi araçlardan bahsedilirken animasyonlarla bunların desteklenmesi yabancı çocuklar için de Türkçeyi daha iyi anlamada büyük yarar sağlar.

Damlaya Damlaya

Ege'nin bahçede çiçekleri sulamasıyla başlayan bu bölümde etraftaki güzelliğin çocuklar üzerinde doğa sevgisini aşıladığını götürürüz. Gaga'nın uyarısıyla da birlikte çürümeye yüz tutan domatesleri sulamaya başlarlar. Bu esnada sebzelerin yetişmesi için suyun önemi ve toprağın değeri de anlaşılır. Ancak asıl sorun suyun taşınması esnasında Ege ile Gaga'nın çok yorulmalarıdır. Burada yine sorunu çözmek için kollar sıvanır. Ege, suyu taşımak için hortum gerektiği üzerinde durur. Uzun uğraşlar sonucunda bahçedeki mevcut hortum üzerindeki delikler sayesinde domateslerin sulandığını, bunun adının da damlama sistemi olduğunu öğrenirler.

Yer Kabuğu

Ege, bir gürültü üzerine uyanır. Kitapların raflardan devrildiğine şahit olur. Gaga da uyandığında duvardaki çerçevelerin ve kalemlerin yerinden oynadığını görür. Bunun sebebini araştırmaya başlarlar. Araştırma sürerken bir deprem olur. Ege, tüm bu olanların asıl sebebini deprem olduğunu anlar. Bu esnada annesi de gelir. Onunla birlikte rahatlarlar ve masanın altına geçerek depremin olası risklerinden korunmaya çalışırlar. Ege de tüm bu olanlar üzerine depremle ilgili öğrendiklerini animasyonlar eşliğinde anlatır. Depreme karşı nasıl tedbir alabileceğimizi de öğretir. Gaga'nın uçabilme ihtimaline karşın Ege'yi yalnız bırakmaması da arkadaşlık ilişkisi ve fedakârlık duygusunun aktarılması noktasında önemlidir.

Küçük Kuşun Minik Ayakları

Bu bölümde kış mevsimiyle karşılaşırız. Her mevsimin kendisine özgü şartlarını öğreniriz. Ege ile Gaga, dışarıda küçük bir kuşun üşüdüğüne şahit olurlar. Kuşun ayakları donmuş ve kovaya yapışmıştır. Onu alıp eve götürmeye çalışırlar. Ancak kova da buz tutmuştur. Kovaya sıcak su dökerek buzları eritirler. Kuşu eve götürürler ve kuş, ısınmasıyla birlikte hareket etmeye ve uçmaya başlar.

Ege ile Gaga'nın yardımları sayesinde küçük kuş kurtulur. Ancak Ege sıcak su getirmeye giderken kuşun yanında Gaga'nın kalması onun da donmak üzere olmasına sebep olur. Bu fedakârlık ve yardımlaşma, başkalarının hayatı için kendilerini riske atma durumu oldukça önemlidir. Çocuklar bu yolla merhametin ve canlılara, hayvanlara verilmesi gereken değerini önemini kavrarlar. Küçük kuş bir müddet onlarla kalır. Havaaların ısınmasıyla birlikte çok sevdiği arkadaşlarından ayrılır.

Tünel

Ege ile Gaga frizbi oynarlar. Gaga, frizbiyi yakalamaya çalışırken bir çukura düşer. Gaga çukurda bir tünelin varlığını keşfeder. Daha sonra bu çukurun nasıl oluştuğu üzerinde araştırma yaparlar. Tavşanların ve köstebeklerin bunu yapamayacakları üzerinde dururlar. Herhangi bir tehlikeye mahal vermemek için çukuru kapatmaya çalışırlar. Bu esnada su samurlarının bu çukuru yaptıklarını keşfederler. Ege de su samurları üzerinde açıklama yapar.

Ha Haa Hapşu!

Ege gece boyunca hapşırıştır. Annesi de gece boyunca Ege'nin yanına uğrayarak iyi olup olmadığını kontrol eder. Gaga ile birlikte hapşırmanın nedenini araştırmaya başlarlar. Ege'nin dışarıda hapşırmadığını keşfederler. Evdeki bir nesnenin hapşırmasına neden olduğunu anlarlar. Eşyalar tek tek dışarı çıkartılır. Evdeki papatyanın üzerindeki karahindi bağların buna neden olduğu anlaşılır. Çocuklar bu sayede bazı çiçeklerin insanlarda alerjik reaksiyonlara sebep olabileceğini keşfederler.

Uçurtma

Bu bölümde internette gördükleri gibi bir uçurtma yapmaya çalışırlar. Uçurtmanın yapımı esnasında kâğıt, makas, ip, çita, tutkal gibi nesne ve aletleri; uçurtmanın ağaçlara yakın yerlerde uçurtulmaması, rüzgârın yönü ve önemini öğrenirler.

Kurbağayı Kurtarmak

Bir kuyuya düşen kurbağayı kurtarırlar. Bu esnada kurbağayla ilgili bilgi sahibi olurlar. Hayvan sevgisi, yardımlaşma ve dayanışmanın önemi tekrar öne çıkar.

Bahçedeki İz

Bu bölümde bir izin peşine düşen Ege ile Gaga, merak duygusunu kamçılar. Araştırmalar sonucunda bu izi yaratan hayvanın bacaksız olduğunu keşfederler. Çocuklar araştırma esnasında yılan, kurbağa, salyangoz, örümcek, solucan, kertenkele, timsah gibi hayvanların özelliklerini

öğrenirler. Neticede buna neden olan hayvanın salyangoz olduğunu keşfederler. Bu bölüm ekip çalışması ve araştırma azmiyle çocuklar üzerinde olumlu etkiler bırakır.

SONUÇLAR

1) TRT çizgi filmleri yabancı çocuklara Türkçe öğretiminde yararlı bir materyal olarak kullanılabilir. Çocukların bu filmler sayesinde Türkçeye maruz kalmaları, bu dili öğrenmeleri açısından oldukça önemlidir. Yabancı bir çocuk, çizgi filmler sayesinde dinleme ve konuşma becerileri açısından avantajlı bir konuma yükselebilir.

2) Ege ile Gaga, yabancı dil olarak Türkçe öğrenen çocuklarda gayet etkili olabileceği değerlendirilmektedir.

3) Çizgi filmde animasyonların zenginliği çocukların dikkatini çekmekte ve bu da onları daha dikkatli izlemeye ve dinlemeye yöneltmektedir.

4) Ege ile Gaga, doğa olaylarına ait bazı hususların öğretilmesinde yararlıdır. Yabancı çocuklar, evrensel olan bu dilin Türkçe versiyonunda yararlı bir sonuca ulaşabilir.

5) Çocuklar bu çizgi film sayesinde soyuttan somuta yönelik kelime hazinesini zenginleştirebilir. Ege ve Gaga'nın bir olay karşısında sesli düşündüğü kısımlar çizgi animasyon ile izleyiciye sunularak somutlaştırılmıştır. Böylece, yabancı bir dili anlamlandırabilme evresindeki çocuklar üzerinde kolaylaştırıcı bir tesiri olabilir.

6) Bölümlerde genellikle atasözleri kullanılmamıştır. Bu da okul öncesi yabancı bir çocuk için yararlı bir sonuçtur. Ancak kültürel aktarım ve ortak bir dilin oluşmasında yine de çocukların anlayabilecekleri birkaç Türk atasözüne yer verilebilir.

7) Ege ile Gaga'da "öğrenme, merak, keşif ve araştırma" duygusu başarılı bir şekilde verilmiştir. Bu da henüz öğrenme çağındaki ve her şeyi merak eden okul öncesi çocuklar için oldukça önemlidir. Bu sonuç, yabancı çocuklara Türkçe öğretirken de değişmeyecektir.

8) Ege ile Gaga'nın bölümleri zengin bir konu dağarcığına sahiptir. Çocukların arkadaşlık, doğa ve hayvan sevgisini, çevre bilincini, hava şartlarını, evreni, dünyayı, güneş sistemini tanıma, bilme, kitap okuma, yaratıcı olma, hayal kurma, cesaret, sevgiyi özümseme gibi konular yer almaktadır. Daha da zengin olması açısından bunların sayısı artırılabilir. Bu konular değerler eğitimi açısından da önemlidir.

9) Ege ile Gaga'da "merak etmek, cevap vermek, ortaya çıkmak, neden olmak, yeri gelmek" gibi bazı deyimlere yer verilmesi, bunu yaparken de somut animasyonların devreye girmesi Türkçe öğretiminde önem kazanabilir.

10) Ege ile Gaga'da şaşırma, sevinç gibi duyguları anlatan ünlem ifadelerine başvurulması, yabancı bir dilin öğretilmesinde önemlidir. Çünkü çoğu zaman duygusal bazı aktarımlar en etkili bir biçimde animasyonlar ve onların insana yansımaları yönüyle daha iyi kavranabilir. Ancak deyimlerin de yoğun bir şekilde kullanıldığını söyleyemeyiz. Bu hususun belli başlı örneklerle desteklenmesi gerekir.

11) Ege ile Gaga'da zaman zaman kafiyeli ifadeler kullanılmıştır. (Serinledim terledim / Bu nasıl hava çözemedim (Hava Şartları); Kuyruğum uzadı / Renklere boyandı / Rüzgârla dans etti / Gökyüzü şenlendi (Uçurtma); Gak gak gak gubarak / Kurbağa çukurdan nasıl çıkacak? / Gak gak gak / Ben de zıplıyorum bak! (Kurbağa) Bu kullanımlar, çocuk dil gelişimini olumlu yönde desteklemekte ve bunun yabancı dil öğrenmede yararlı olduğu düşünülmektedir.

12) Ege ile Gaga'da bazı terimler, görsel materyallerle desteklendiği için yararlıdır. Bazı terimlerin öğretilmesi, çok zor olan bu hususun yabancı çocuklara öğretilmesinde bir yarar sağlayabilir.

13) Ege ile Gaga'nın dili sadece ve akıcıdır. TRT'nin yıllardır Türkçeye gösterdiği hassasiyetin bu konuda da tecelli etmesi Türkçe öğretimi için büyük bir şanstır. Ege ile Gaga'nın profesyonel bir ekip tarafından seslendirilmesi, yabancı bir çocuğun ilk kez Türkçeye maruz kalması ve onu keşfetmesi açısından önemlidir.

14) Yabancı dil öğretiminde en zor konuların başında "telaffuz etmek" gelmektedir. Ege ile Gaga çizgi filmi telaffuzlara dikkat edilmesi hususunda da tabancılara Türkçe öğretiminde yararlı olacaktır.

15) Ege ile Gaga'ya sözcük varlığı açısından baktığımızda isim ve fiillerin sıklıkla kullanıldığı görülmektedir. Bilhassa cins ve soyut isimlerin animasyonlar vasıtasıyla sunulması, izleyici çocuğun bu isimlere maruz kalması son derece yararlıdır.

16) Çizgi filmlerde karakterler genel olarak, insan, gerçekdışı karakterler, hayvanlar ve cansız nesnelere olarak 4 gruba ayrılır. İnsan karakterler ise çoğunlukla ya tamamıyla iyi ya da kötüdürler. İyi karakterler bazen ufak tefek hatalar yapsalar da bu hatalarını telafi etmeyi bilir. Ege ile Gaga'da Ege dışında insanlara çok az yer verilmiştir. Bu çocuklarda belli karakterler üzerinde yoğunlaşmaları sonucuna götürür. Ancak bu aşamada ailenin daha çok gözükmesi ve mesleklerle ilgili birtakım kişiliklerin de canlandırılması uygun olacaktır. Filmin amacı bu olmasa da bunun desteklenmesi, okul öncesi çocukların anne ve babayı, kardeşleri, akrabayı, tamirciyi, bahçıvanı, vs. daha kolay tanıma ve Türkçedeki karşılığını daha iyi kavrama şansına sahip olabilmeleri açısından önemlidir.

17) Ege ile Gaga, sıfatlar açısından zengindir. Okul öncesi çocuklar için sıfatların çok önemli olduğunu düşündüğümüzde bu hususta zengin bir kaynakla karşılaştığımızı ifade edebiliriz. Yabancı çocuklara Türkçe öğretiminde de bu sıfatların önemi büyüktür.

18) Ege İle Gaga'da geçen sözcük grupları arasında zarfların, edat ve bağlaçların da yeterli düzeyde olduğunu ifade edebiliriz.

19) Ege İle Gaga'da şiddet yoktur. Bu da evrensel dil açısından önemlidir.

20) Ege ile Gaga, iletileri noktasında da zengindir. Yabancı dil öğrenen çocukların bazı iletiler vasıtasıyla Türkçeye maruz kalmaları dili öğrenme adına önemlidir.

21) Ege ile Gaga'nın birçok bölümü, konusu itibariyle salt resim ve animasyonlarla süslendiği için diyaloglara fazla yer verilmemiştir. Yabancılar Türkçe öğretilmesinde diyaloglar çok önemli olduğu için seçim kısmında bu hususun göz önünde bulundurulması gerekmektedir.

Sonuç olarak Ege ile Gaga, yabancı çocuklara Türkçe öğretilmesinde evrensel bir dile sahip, nitelikli bir çizgi filmidir. Bu filmin renkli yapısı, animasyonları çocukların ilgisini çeker niteliktedir. Yabancı çocuklar bu hayal dünyası vasıtasıyla Türkçeyi duyma ve söylemede avantajlı duruma ulaşabilirler. Çizgi filmin eğitici ve araştırmacı yönünün oluşu yabancı çocuklarda ortak bir dil oluşturmak adına önemlidir. Dünyayı, rüzgârı, kışı, yazı, doğayı, kurbağayı, kargayı bilen ve keşfeden çocuklar bu ortak dil sayesinde söz varlıklarını zenginleştirebilir ve Türkçeyi eğlenerek öğrenebilirler. Ancak evrensel mesaj ve konularına rağmen Ege ile Gaga, Türk kültürünün yansıtılmasında daha zengin bir içerik sunabilir. Ege İle Gaga'da bu hususun daha da zenginleştirilmesi, yabancı dil öğretirken kültürel aktarımın gerçekleştirilmesi açısından da önemlidir.

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Patient Safety in Nursing Care

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Abstract

Background. Patient safety is an undeniable important aspect in the context of improving the quality of the entire health system. Improving patient's safety should be comprehensive and include two dimensions of safety – technical and functional. One source of information about the level of patient's safety are medical staff, but there is a gap here, which is no central system that would collect, analyze and draw conclusions from a sufficiently large number of problems reported by stakeholders.

Objectives. The aim of this study was to evaluate the patient's safety on the basis of the declaration of nurses.

Material and Methods. The study involved 160 professionally active nurses. The study was performed by the authors questionnaire based on the questionnaire "Hospital Survey on Patient Safety Culture" developed by the Agency for Healthcare Research and Quality. The selection of the sample was based on the availability of respondents. The study was performed in January 2021. More than $\frac{3}{4}$ of respondents indicated the hospital as a place of employment.

Results. Nearly 40% of respondents said that their boss rarely and very rarely takes into account the suggestions of employees for the improvement of patient's safety. Over 40% of respondents said that their workplace is often and very often trying to do too many tasks and too fast.

Conclusions. It is necessary to create a culture of safety by improving communication between doctors and nurses or line manager and nurses. There is a need for greater involvement of line manager in solving problems reported by nurses in terms of providing safe care to patients (Piel. Zdr. Publ. 2021, 5, 1, 33-39).

Keywords: nurse, interpersonal communication, patient's safety, health care quality, adverse event

INTRODUCTION

Patient safety is an important aspect in the context of quality improvement in the entire health care system, especially in the area of hospitals, where the effects of adverse events are likely to pose a greater threat to the health and life of the patient than in outpatient care [1].

Improving patient safety must be comprehensive. To this end, it should cover two dimensions of security - technical and functional. The technical dimension understood as professionalism of operation. It concerns such components of safety as education, practical skills, experience of medical workers, the number of medical personnel adjusted to the state of health and the number of patients, sanitary and hygienic conditions in which patients are staying, conditions for storing medicines, technical condition of medical apparatus and equipment.

However, ensuring safety in this dimension does not guarantee that the patient will not be harmed. It is equally important to ensure safety in the functional dimension, which is understood as the professionalism of the relationship. This dimension relates to broadly understood communication with the patient and may include such components as: comprehensible transfer of information, showing empathy and understanding, devoting time and attention to the patient or asking about their needs. Taking these two dimensions into account in the management of the risk of adverse events provides the basis for achieving a significant improvement in this particular case of the quality of patient safety [2-3].

Difficulties in managing the above-mentioned area of quality, however, are caused by the lack of reliable information on meeting the criteria of the technical and functional dimension, which is particularly important in the case of medical entities providing services such as "hospital 24-hour health services". While in the case of medical entities that have obtained accreditation from the Center for Quality Monitoring in Healthcare in Krakow, it is possible to assess the fulfillment of the above-mentioned criteria more closely, in the case of other medical facilities it is not feasible [4].

One of the sources of information about the degree of fulfillment of the above criteria are the medical workers themselves, but there is a gap here - the lack of a central system that could collect, analyze and draw conclusions from a sufficiently large group of problems reported by medical personnel and / or patients [5].

The study was designed to collect and evaluate information on patient safety based on declarations by professionally active nurses.

Material and methods

The study included 160 nurses who declared employment as a nurse in a medical entity. The study was conducted using the proprietary questionnaire based on several questions regarding the content of the questionnaire "Hospital Survey on Patient Safety Culture" developed by the Healthcare Research and Quality Agency - AHRQ. Occasional sampling was used. Only

descriptive statistics were used to analyze the results. In order to obtain 160 questionnaires, 200 questionnaires were distributed (sample implementation rate - 80%). The survey was conducted in January 2021.

More than three-quarters of respondents indicated the hospital as a workplace. The length of service in the profession in months was as follows: ≤ 12 - 54%, > 12 and ≤ 36 - 16%), > 36 - 14%, the missing data constituted 16%.

The research results

Almost a quarter of the surveyed nurses made a mistake in administering pharmacotherapy to their patients during their work (Fig. 1). Given that the question uses the term "ever", it seems that the scale of adverse events reported by nurses in this popular type of therapy is relatively small. However, it should be noted that the length of service in the profession of respondents in half of the cases did not exceed a year.

The general scale of adverse events (Fig. 2) in the place of employment of the surveyed nurses (it should be remembered that these are subjective declarations) indicates that these events are sporadic (answer: very rare and rarely - 84%).

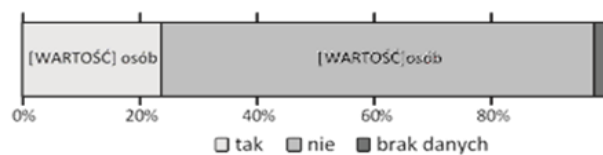


Fig. 1. Have you ever given a patient the wrong medicine, or the wrong dose of medicine, or a medicine that he should not get, whether the error was due to nursing or medical intervention? (n = 160)

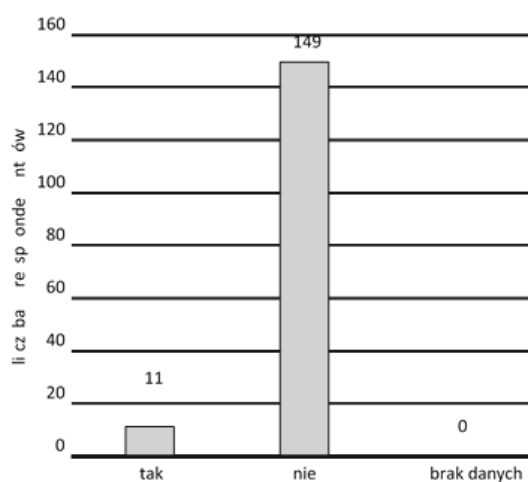


Fig. 2. Please indicate how often the following errors (wrong drug, wrong patient, wrong dose, etc.) made by nurses and physicians happen in your workplace (n=160)

Most of the surveyed nurses are convinced that information about adverse events occurring in their workplace is not available to them (answer: very rare and rarely - 65%). On the other hand, the literature [6] indicates that an effective way to reduce the severity of adverse events is the implementation of Reporting and Learning Systems (RLS). This system is based on the principle of transparency of the mistakes made for other members of the organization, thanks to which it is possible to develop solutions aimed at their elimination. Based on the respondents' declarations (Fig. 3), it can be assumed that such a system does not work in the medical units of the surveyed nurses - it poses a greater threat to hospitalized patients than if such a system existed.

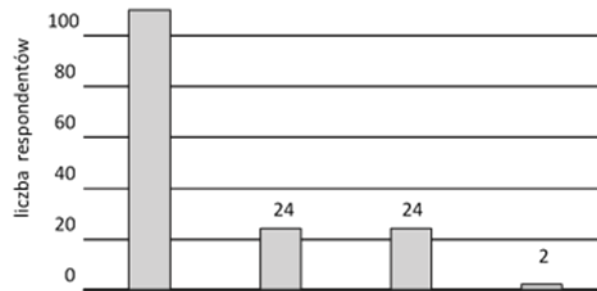


Fig. 3. Are you informed about errors made by nurses and physicians that happen in your workplace (n=160)

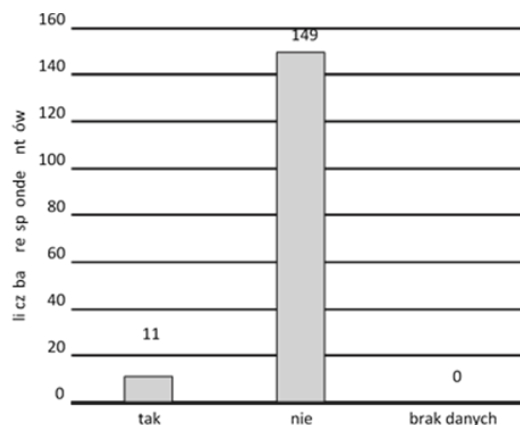


Fig. 4. In your workplace. Are drugs always kept in conditions that ensure the temperature recommended by the manufacturer, e.g. below 25°C? Take into account the summer seasons (n=160)

Declarations of the surveyed nurses regarding the storage of drugs in their workplace raise serious doubts as to the safety of patients in the field of pharmacotherapy. The responses of about one third of the respondents suggest that the patients received drugs which, due to the temperature at which they are stored, do not guarantee their suitability for treatment (answer: no - 15%) or that the storage conditions are not controlled (answer: I do not know - 15%), so it cannot be guaranteed that these drugs do not endanger the health of the patient (Fig. 4).

An important issue from the point of view of patient safety is the psychophysical efficiency of medical personnel. In the case of multiple employment in the Polish health care system [7], the question arises whether the person caring for the patient, eg a nurse, is psychophysically fit. The collected data show that only 7% of nurses declare second employment (Fig. 5). It should be noted, however, that the respondents are also students, which may have a significant impact on the decision not to take up additional employment. This is especially dangerous for the patient when the shift nurse moves to the next workplace after a night shift. It is equally dangerous for both the nurse and the patient (Fig. 6).

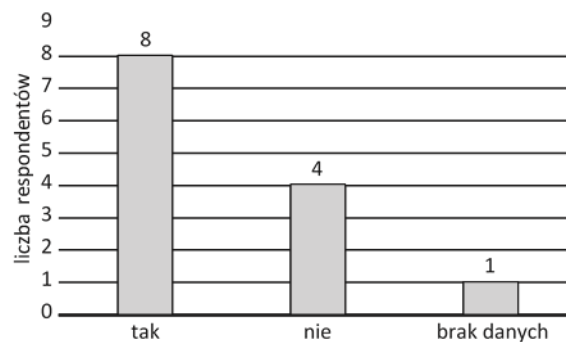


Fig. 6. Do you sometimes have to go to work on a day shift after a night shift? (n=13)

In terms of patient safety, communication between people caring for the patient (eg a nurse and a doctor) [8]. It seems that the more frequent the communication between the performers of the therapeutic process (quantitative approach) and the more details about the patient (qualitative approach), the more complete the picture of the patient's health status for individual members of the therapeutic team - appropriate actions to be taken at the right time. The collected data show that nurses are not satisfied with the frequency and scope of the exchange of information about the patient with the doctor, as half of the respondents assess these two parameters below the average (Fig. 7). Lack of communication adequate to the needs of nurses may significantly hinder the correct nursing diagnosis, and thus be associated with too late diagnosis and implementation of the necessary measures for patient safety.

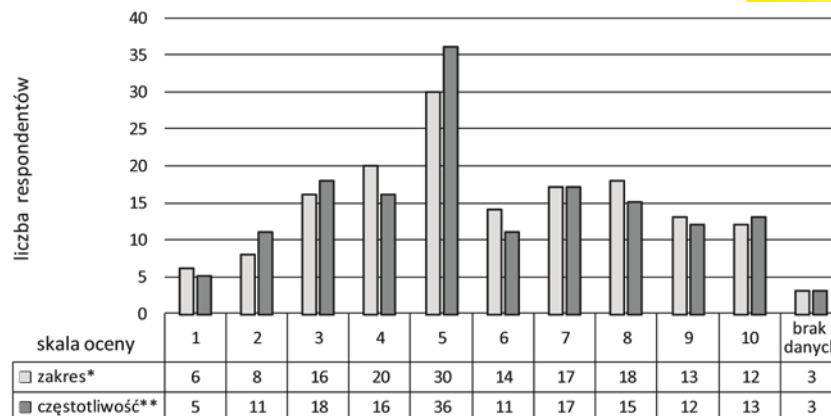


Fig. 7. How do you assess the scope and frequency of information exchanged with physicians about the current state of a patient? Select the table with a cross (where “0” is a low score, and “10” high score) (n=160)

Effective communication between the doctor and the patient can significantly reduce the stress associated with hospitalization [9]. Additionally, a patient who is inadequately informed about his or her health condition, planned therapy or prognosis cannot consciously decide about himself in the context of health and disease, which prevents the patient from participating in the treatment process based on the principle of partnership. The collected data show that the doctor-patient communication is ineffective (perhaps the information is not conveyed or is conveyed in a way that is incomprehensible to the patient), because the messages that should be conveyed by the doctor are usually (often and very often) communicated by the patient (%) to be recovered from the nurse.

The collected data show that communication between members of the nursing team is satisfactory (answer: often and very often - 72%) for nurses even in a crisis situation, i.e. characterized by a large number of tasks to be performed in a relatively short time.

The workload of medical personnel is an important factor determining patient safety [10], both in terms of providing medical care on time and the time needed for proper observation / nursing / medical diagnosis. The collected data show that the organization of work in a significant (answer: often and very often - 44%) part of the jobs of the surveyed nurses is inappropriate. That is, the state of health and the number of patients is inadequate to the number of nursing staff.

A report from the Institute of Medicine (IOM, USA 2019) indicates that the most common cause of medical errors today is not carelessness, lack of knowledge or practical skills. The reasons can be found in the poor organization of the health care system [11]. The manager, instead of focusing his actions solely on punishing the employee, should first of all analyze the undesirable events in terms of ergonomic conditions and assess the degree of employee participation in the occurrence of an undesirable event - this approach is considered the most appropriate [11]. The collected data show that managers in the workplaces of the surveyed nurses lack such

awareness (answer: sometimes, often, very often - 43%). This approach of the managers of the surveyed nurses is not conducive to solving problems related to patient safety.

As mentioned at the beginning of the work, medical personnel is an important source of information on adverse events. The comments made by medical personnel may significantly improve patient safety, reducing the number of situations favorable to the occurrence of both actual and potential harm to a patient [12]. The collected data show that the heads of the surveyed nurses to a large extent (answer: very rarely, rarely, sometimes - 66%) do not use the potential of the staff as a source of information on improving patient safety.

In the context of patient safety, it should be remembered that not only the error learning system (RLS) [6] is important, but also the system of continuing professional development (CPD) for healthcare workers. Scientific research confirms that the level of education affects the quality of care and the incidence of adverse events [13]. The collected data show that nurses' managers do not take sufficient measures to improve patient safety in terms of CPD (answer: very rarely and rarely - 51%).

Conclusions

The conducted research clearly confirms the need to improve patient safety in medical entities (in Poland) being the place of employment of the surveyed nurses.

Important conditions for increasing the safety of patients hospitalized in Polish hospitals include:

1. Creating conditions that guarantee proper storage of medicines and developing mechanisms to control these conditions.
2. Improving communication between management staff - nurses, doctors - nurses, doctors - patients.
3. Motivating the immediate superiors of nurses to get involved in improving the work organization of their employees.
4. Adaptation of the nursing staff to the health condition and number of patients, so that work does not have to be carried out in "crisis mode".
5. Establishment of an anonymous system for reporting events affecting patient safety (RLS) in the hospital.
6. Management efforts to increase the number of nurses involved in the process of continuous professional development (CPD), in particular through forms of education enabling the assessment of their results (ending with a knowledge and / or skills examination).

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The perspectives of Israeli primary mathematics teachers on social justice: a comparative study of Arab and Jewish educators

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Abstract

This paper studies mathematics teachers' insights from the perspective of social justice in Israel and also examines gender-based biases in mathematics classes in Arabs and Jewish schools in different cultural and social environments. The paper focuses on social justice in terms of equality, social rights, and effective teaching-learning methods for schoolchildren. This quantitative research included 162 mathematics teachers (97 Arab and 65 Jewish) from primary schools in Israel. Data were collected by a questionnaire of 37 items. Answers were analyzed using the SPSS. The findings show differences in social Justice perceptions between Arab and Jewish teachers. The results show that Arab teachers, more than Jewish, take into consideration the values of social justice in class. This can be explained by the fact that the Arab minority is an ethnic group which is separated from the Jewish majority both religiously and culturally, i.e., Arabs have a low socioeconomic status and follow a traditional lifestyle. The study contributes to the development of the theoretical background in the field of social justice. Moreover, it adds to the Israeli context regarding social Justice in teaching. However, future research with a bigger representative sample is needed to include additional independent variables such as age and social differences, based on the 'Mixed Method.

Keywords: Arab Teachers, Gender, Israel, Jewish Teachers, Mathematics, Perception, Social Justice.

Review of Literature about Research on What Science and Mathematics Teachers Must Know

Fen Bilimleri ve Matematik Öğretmenlerinin Bilmesi Gerekenler Üzerine Literatür İncelemesi

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Öz

Öğretmenlerin, özellikle fen bilimleri ve matematik öğretmenlerinin, meslekleri ile ilgili konuların öğretimi hakkında bilmeleri gerekenler literatürde araştırılmıştır. Shulman (1987) öğretmenlerin bilgilerini alan bilgisi, pedagojik bilgi ve pedagojik alan bilgisi olarak sınıflandırdığından beri, ilgili birçok teori geliştirilmiştir. Literatürdeki bu tür gelişmeler, öğretmenlerin sahip olması gereken bilgilerin daha iyi anlaşılmasıyla sonuçlanmıştır. Örneğin Ball vd. (2008) öğretmenlerin konu alan bilgilerini yaygın alan bilgisi, özel alan bilgisi ve ufuk alan bilgisi olarak tanımlamıştır. Ayrıca, pedagojik alan bilgisini, alan ve öğrenci bilgisi, alan ve öğretim bilgisi ve son olarak alan ve öğretim programı bilgisi olarak sınıflandırmışlardır. Bu çalışmada özellikle fen bilimleri ve matematik öğretmenlerinin, meslekleri ile ilgili konuların öğretimi hakkında bilmeleri gerekenleri ele alan teorik çatılar literatür tabanlı ortaya konulmuştur. Ayrıca, bu çalışmada Ball vd.'nin (2008) sınıflandırmasına dayalı olarak fen bilimleri ve matematik öğretmenlerinin bilgilerine yönelik çalışmalar gözden geçirilmiştir.

Anahtar kelimeler: Öğretmen bilgisi, pedagojik alan bilgisi, fen bilimleri eğitimi, matematik eğitimi.

Abstract

What teachers, particularly science and mathematics teachers, must know about teaching the subject matter relevant to their profession has been explored in the literature. Since Shulman (1987) categorized the knowledge of teachers as subject-matter knowledge, pedagogical knowledge, and pedagogical content knowledge, many related theories have been developed. Such improvements in this literature have resulted in a better understanding of the knowledge that teachers must possess. For example, Ball et al. (2008) defined the subject matter knowledge of teachers as common content knowledge (CCK), specialized content knowledge (SCK), and horizon content knowledge. They also defined pedagogical content knowledge as knowledge of content and student (KCS), knowledge of content and curriculum (KCC), and finally knowledge of content and teaching (KCT). In this study, the theoretical frameworks that deal with what science and mathematics teachers must know about teaching the subjects relevant to their profession are presented on the basis of literature. Also, in this study, research studies on the knowledge of science and mathematics teachers based on the categorization of Ball et al. (2008) are reviewed.

Keywords: Teacher knowledge, pedagogical content knowledge, science education, mathematics education

GİRİŞ

Öğretmenlerle ilgili değerlendirmelere bakıldığında iyi bir öğretmenin “kendisini mesleki ve kişisel açıdan sürekli olarak geliştiren, kendisini geliştirmeye ilgili fırsatları ve olanakları araştıran ve değerlendiren öğretmen” şeklinde bir ifade dikkat çekmektedir. Nitelikli insan karakterinde aranılan özelliklerin, işini iyi yapan, bilgi ile yaşamayı öğrenen, kendisini sürekli geliştiren insan tipi olduğu belirtilmektedir (Rauth ve Bowers, 1986). Geleceğin nitelikli insan gücünü belirlemeye yönelik öğrenci başarılarını uluslararası boyutta karşılaştırabilme olanağı tanıyan PISA (Uluslararası Öğrenci Değerlendirme Programı) ve TIMSS (Uluslararası Matematik ve Fen Eğilimleri Araştırması) sınavlarının olumsuz sonuçları ülkelerin eğitim sistemlerindeki eksiklikleri öğretmenlerin sahip oldukları nitelikler ile ilişkilendirmelerine yol açmıştır. Bu ilişkilendirmenin bir sonucu olarak 2000’li yılların başından itibaren gelecek merkezli olarak düşünülen öğretmenlerimizin niteliğinin artırılmasına yönelik birçok çalışma yapılmıştır (Hoover vd., 2016).

Öğretmenlerin sahip olması gereken öğretime ilişkin yeterliliklerin (alan ve pedagojik bilgi, beceri, tutum, değer, davranış) sürekli şekilde sorgulanması ve geliştirilmesi zorunludur (Ball vd., 2008; Davis, 2003). Nitekim, öğrenme etkinliklerinin seçimi, öğrenciyi sorgulamaya yönlendirme, öğrenme sürecini değerlendirme gibi birçok öğretim etkinliği, öğretmenin öğretmesi gereken konulara ilişkin bilgisine bağlıdır (Ball ve McDiarmid, 1990). Bu bağlamda, araştırmacılar tarafından öğretmen bilgilerinin ne olması gerektiğine yönelik çeşitli yaklaşım ve

modeller ortaya konulmuştur. Bu yaklaşımlar matematik ve fen bilimleri eğitimiyle ilişkili olarak tartışılacaktır.

Öğretmen bilgisi modeli

Öğretmen bilgisi ve yeterlilikleriyle ilgili literatür incelendiğinde bu konuyla ilgili çalışmalar ilk olarak Shulman (1986) tarafından yapılmıştır. Shulman (1986) tarafından yapılan çalışmada öğretmenin sahip olması gereken bilgiyi; alan bilgisi (AB), pedagojik alan bilgisi (PAB) ve öğretim programı bilgisi olarak üç boyutta ele aldığı görülmektedir.

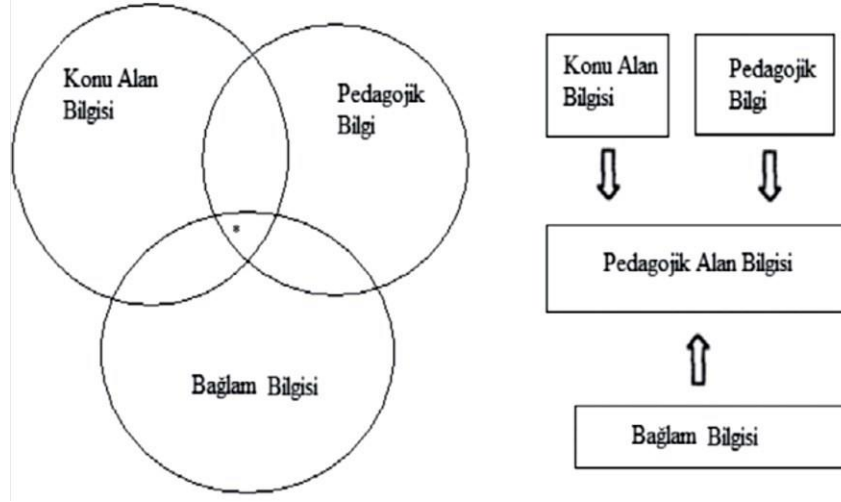
Shulman (1987) AB'yi bir öğretmenin zihnindeki bilginin miktarı ve bunun düzenlenmesidir. Bu kavram konuyu bilmekle beraber önemini de artırmıştır. Konuya ait kavramların ve özelliklerin önemli olduğu noktaları, konu ve derslerle olan ilişkisini teoride ve uygulamada göstermek önem kazanmıştır (Shulman, 1986). Bu bağlamda, AB kavramı Shulman'a (1987) göre, öğretmenin öğretimini yapacağı konuya özgü başlıklar, tanımlar, semboller, öğretim yöntemleri ve konuyu tüm yönleriyle kapsayacak örneklerin seçimini içerir. Davis'e (2003) göre ise; öğretmenin öğretimini yaptığı konuya özgü AB; konuya ilişkin tanımları, gösterimleri, algoritmaları, örnekleri, temel kavramları, simgeleri, teoremleri ve konunun diğer alanlarla ilişkilerini içeren yeterliklerdir.

Shulman'a (1987) göre öğretim programı bilgisi; belirli sınıf seviyesindeki konuları öğretmeye yönelik hazırlanan öğretim programı ile bu programın uygulanmasına yönelik hazırlanmış materyal ve ders kitabının nasıl kullanılması gerektiğiyle ilgili bilgileri kapsar. Ayrıca ilgili öğrenme alanındaki konu ve kavramların programda önceki ve sonraki yıllarda nasıl ele alındığı ve konunun diğer derslerle olan ilişkisini bilmeyi de kapsar.

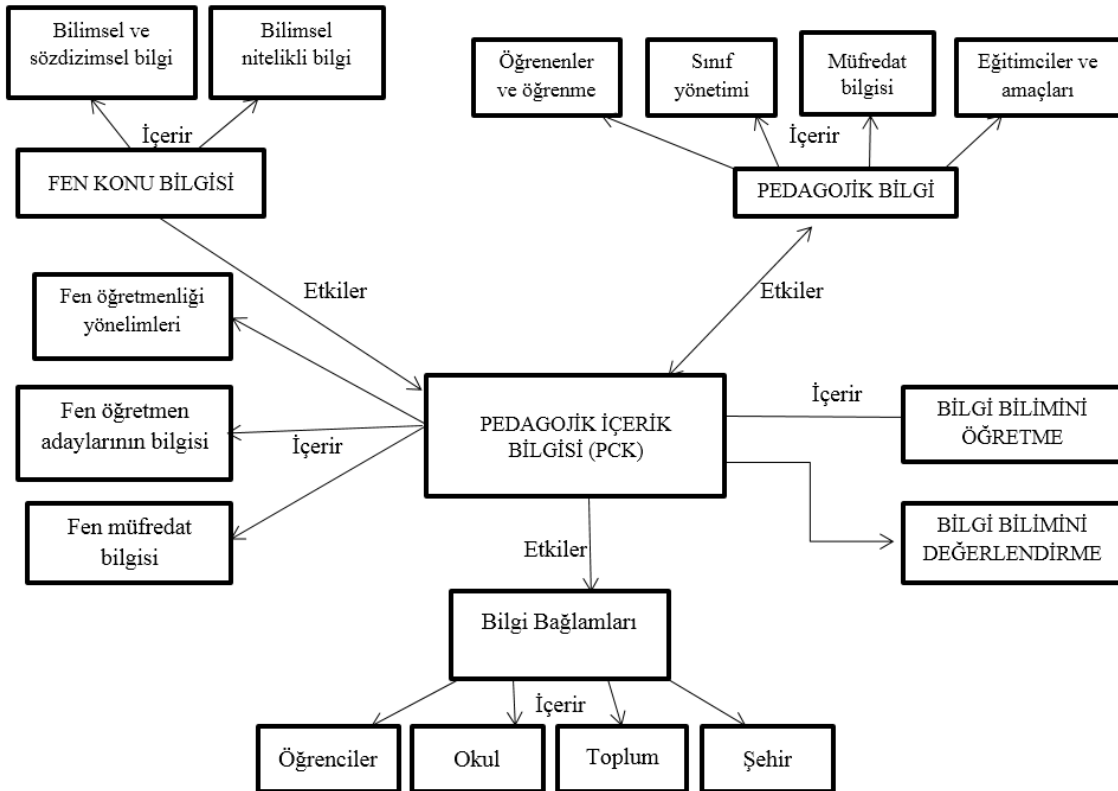
Yapılan çalışmalarda nitelikli bir öğretmenin sahip olması gereken AB kadar PAB de önemlidir (Shulman, 1986). PAB kavramı ilk olarak Shulman (1986) tarafından kullanılmıştır. Shulman' a göre PAB bir kimya öğretmeni kimyagerden ayıran bilgi olup "öğretim yaparken konunun daha anlaşılır olması için kullanılan gösterim ve biçimlendirmeler" i içerir. Shulman genel bir ifadeyle PAB'ı şu şekilde ifade etmiştir: PAB, bir konuyu öğrenmeyi neyin kolay veya zor yaptığını anlamayı içerir. Farklı yaş ve birikime sahip öğrencilerin sıklıkla öğretilen konulara ve derslere ilişkin öğrenme üzerine bakış açılarını ve önyargılarını içerir. Eğer bu önyargılar bir yanlı ise öğretmenlerin öğrencilerin anlamasını yeniden düzenlemeye yardımcı olan stratejilere ilişkin bilgilere ihtiyacı vardır (Shulman, 1986). Mishra ve Koehler (2006) bir konunun iyi öğretilmesinde öğretmenin konuyu bilmesinin yanında o konuyu öğrencilerine iyi öğretebilmesi için hangi yöntem, teknik ve stratejiyi kullanması gerektiğini de bilmesi gerektiğini ifade etmişlerdir.

Araştırmacılar, Shulman'ın PAB kavramından yola çıkarak öğretmenlerin sahip olmaları gereken bilgi türlerini, bu bilgilerin birbiri ile olan ilişki ve konularını farklı şekillerde yapılandırarak farklı modeller ortaya atmışlardır (Cochran vd., 1993; Magnusson vd., 1999). Bu modellerin bazıları dönüşümcü modeller olarak adlandırılıp PAB'ı konu alan bilgisi (KAB) ve pedagojik bilgiden (PB) yararlanılarak elde edilen yeni bir bilgi türü olarak kabul ederken (Magnusson vd.,

1999), diğer modeller ise birleştirici modeller olup (Cochran vd., 1993) PAB'ı KAB ve PB'nin birleşiminden oluşan bir bilgi türü olarak kabul etmektedir (Gess-Newsome, 1999) (Şekil 1, 2).



Şekil 1. Birleştirici ve Dönüşümcü PAB Modelleri (Gess-Newsome, 1999) (* = Sınıfta öğretim yapmak için gerekli bilgi)



Şekil 2. Fen bilimleri öğretmeni bilgi modeli (Grossman, 1990 ve Magnusson vd., 1999'dan uyarlanmıştır).

Son yıllarda Magnusson vd.'nin (1999) PAB modeli özellikle fen bilimleri eğitimi araştırmalarında yaygın olarak kullanılmaktadır. Bu modelde, öğretmenler dört ana bilgi türüne sahiptir; KAB, PB, eğitim ile ilgili bağlam bilgisi ve PAB. Bu model dönüşümcü bir modeldir. Bu modelde ayrıca PAB'ın beş alt boyutu bulunmaktadır; fen bilimlerin amaç ve hedeflerinin bilgisi, öğrenci bilgisi, öğretim programı bilgisi, öğretim yöntemleri bilgisi, ölçme ve değerlendirme bilgisi. Fen bilimlerin amaç ve hedeflerinin bilgisi bu modelde hiyerarşik olarak diğer alt boyutların üzerinde yer alıp onları etkileyen bir konumdur. Lederman ve Niess'in (1997) öğretmenlerin AB, öğretim programı bilgisi, fen öğretimi için pedagoji bilgisi, öğrenme nasıl gerçekleştiğine yönelik bilgi ve ölçme-değerlendirme, araştırma/bilimsel aktivite bilgisine sahip olmaları gerektiğini vurgulamışlardır.

Yeterli KAB bilgisi olmayan öğretmenler, PAB'ı da yeterince kullanamamaktadırlar. Öğretmenlerin bu yetersizlikleri materyalleri ve araç gereçleri yanlış şekilde kullanmalarına sebep olmaktadır. KAB'e yeterince sahip olan öğretmenlerin özgüvenleri yüksektir, böylece öğrencilerin sordukları sorulara kolaylıkla cevap verirler (Davis, 2003). Ayrıca, bu öğretmenler kavramlar arasında ilişki kurarken değişik stratejiler ve aktiviteler kullanabilir (Cohen vd., 1993). KAB bağlamında öğrencilerin güçlük yaşadığı konuyla ilgili yeterince bilgi sahibi olmayan öğretmenler, öğretim esnasında konuya özgü kavramları yanlış ifade etmekte ve konuya uygun öğretim tekniklerini yeterince kullanamamaktadırlar (Davis, 2003). Yani, KAB'e yeterince sahip olmayan öğretmenlerin PB'yi de yeterli düzeyde kullanamadıkları söylenebilir.

Öğretmek için matematik bilgisi modeli

Shulman'ın (1986) ortaya koymuş olduğu "öğretmen bilgisi modeli", matematik eğitimi alanında yapılan çalışmalara da öncülük etmiştir. Fakat bu çalışmanın öğretmen yeterliliklerini özelleştirerek açıklamada yetersiz olduğu ve söz konusu modelin genel bir yapıyı ortaya koymasından dolayı birçok araştırmacı tarafından modelin geliştirilmesi gerektiği fikrini ortaya çıkarmıştır.

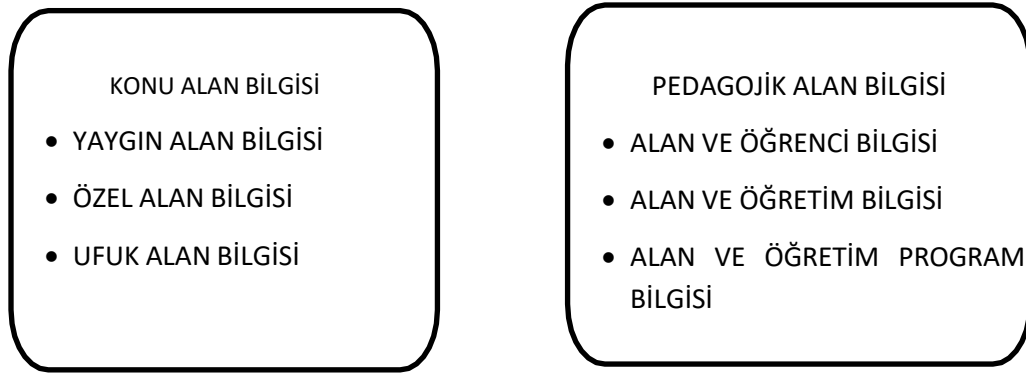
Ball vd. (2008) tarafından Shulman'ın modeli referans alınarak matematiğe özgü olan "Öğretmek için Matematik Bilgisi" (ÖMB) modeli geliştirilmiştir. Shulman'ın (1986) literatüre kazandırdığı AB ve PAB tanımlarını matematik öğretimine göre düzenleyip, geliştirerek öğretmen yeterliliklerini matematiğe özgü olarak daha detaylı bir çalışmanın sonucu olarak ÖMB modeli oluşturmuştur (Ball vd., 2008) (Şekil 3).

Ball vd. (2008) matematik öğretimine farklı bir bakış açısı kazandırmıştır. Örneğin, bir matematik dersinde konuyla ilgili bilgi ve kurallar doğrudan verilirse, öğrencilerin düşünerek probleme çözüm üretmeleri mümkün olmayacaktır. Bunun yerine, öğrenciler kuralları ezberleyerek problemi çözüyorsa öğretmenin kullandığı bu öğretim yöntemi doğru değildir. Öğretmen, öğrencilerin problem durumlarını sorgulamalarını, problem üzerine düşüncelerini

ve farklı çözüm yollarını tasarlamalarını sağlamalıdır. Bu yaklaşım öğrenci başarısını artırmaya yöneliktir.

Ball vd. (2008) çalışmalarını iki temel soru çerçevesinde geliştirmişlerdir:

- Matematik öğretmenlerinin öğretim esnasındaki görevleri ve uygulamaları nelerdir?
- Matematik öğretmenlerinin sahip olmaları gereken matematiksel bilgi, yeterlilik ve beceriler nelerdir?



Şekil 3. Öğretmek için matematik bilgisi modeli (Ball vd., 2008)

ÖMB modelinde yer alan bilgi türleri Ball vd. (2008) çalışması referans alınarak aşağıda açıklanmıştır

Yaygın Alan Bilgisi: Bu bilgi matematik öğretmenliği dışındaki mesleklerde de kullanılan temel matematik bilgisidir. Sadece matematiği öğretmeye ait bir bilgi değildir. Ders kitabındaki eksik bir tanımı fark edebilmek, matematik problemlerini doğru çözebilmek bu bilgi kapsamına girer.

Özel Alan Bilgisi: Matematik öğretmek için gerekli bilgi ve becerileri kapsar. Öğretmenlik mesleği dışında gerekli olmayan, öğretebilme bilgisidir. Öğrenci hatalarını ve bu hataların kaynaklarını analiz edebilme, öğrencilerin geliştirdikleri yöntemlerin doğruluğunu tespit edebilme bilgilerini kapsar.

Ufuk Alan Bilgisi: Öğretim programı içerisinde yer alan matematik terimlerinin matematik konularıyla hangi açıdan bağlantılı olduğunun farkındalığı anlamına gelmektedir. Öğretmenin yaptığı seçimlerin daha sonraki aşamalarda öğrencilerin gelişimlerini ne derecede arttırdığı ya da geriletmediği ile ilgilidir. Ball vd. (2008), ufuk alan bilgisinin konunun bir parçası olup olmadığından ya da diğer kategorilerle benzerlik gösterip göstermediğinden emin olmadıklarını söylemiştir.

Alan ve Öğrenci Bilgisi: Öğrenciler hakkında ve aynı zamanda matematik hakkında bilmeyi birleştiren bilgidir. Öğretmenler, öğrencilerin neyi farklı bulacağını, neyi düşüneceğini, hangi örneklerle motive olabileceğini, verilen görevlerdeki güçlük yaşayacakları noktaları, ödevi kolay ya da zor bulabileceklerini önceden kestirebilmelidir.

Alan ve Öğretim Bilgisi: Öğretme ve matematik hakkında bilmeyi birleştiren bilgidir. Öğretmek matematiksel bir tasarı bilgisi gerektirir. Öğretmenler öğretim için özel içeriği art arda sıralar. Onlar öğrencileri içeriğin içine daha derine çekmek için hangi örneklerle başlayacağını ve hangi örnekleri kullanacaklarını seçerler. Öğretmenler özel bir fikri öğretmek için kullanılacak olan sunuların eğitsel avantaj ve dezavantajlarını değerlendirir ve hangi farklı yöntem ve işlemlerin öğretim açısından yeterli olduğunu tanımlar.

Alan ve Öğretim Programı Bilgisi: Matematik bilgisi ile öğretim programı bilgisinin birleşimidir. Öğretmenin öğretim programına hakim olması, programa uygun şekilde etkinlikler seçmesi, uygun materyal belirlemesi, programın içeriğinin farkında olması bilgilerini kapsar. Ayrıca, öğretmenin derslerini hazırlarken diğer alanlarla matematiğin ilişkisini göz önünde bulundurması alan ve öğretim programı bilgisi kapsamındadır.

SONUÇ

Araştırmacılar Shulman'ın PAB kavramından yola çıkarak öğretmenlerin sahip olmaları gereken bilgi türlerini, bu bilgilerin birbiri ile olan ilişki ve konumlarını farklı şekillerde yapılandırarak farklı modeller ortaya koymuşlardır. Magnusson vd.'nin (1999) PAB modeli özellikle fen bilimleri eğitimi araştırmalarında yaygın olarak kullanılmaktadır. Araştırmacılar PAB'ın

- 1) Fen bilimlerine uyum,
- 2) Fen bilimleri öğretim programı hakkında bilgi ve düşünceye sahip olma,
- 3) Öğrencilerin belirli fen konularını kavraması hakkındaki bilgi ve düşünceler,
- 4) Fen bilimlerindeki değerlendirmeler hakkındaki bilgi ve düşünceler,
- 5) Fen bilimleri öğretimindeki öğretim stratejileri hakkındaki bilgi ve düşünceler

olmak üzere beş bileşenden oluştuğunu ifade etmektedir. Buna göre, PAB'da KAB, ön bilgiler ve zorlanılan kavramlar ortaya çıkarılıp fen programının amaç ve kazanımları paralelinde, konuya uygun öğretim stratejileri yoluyla ve bu süreçleri yoklayan uygun değerlendirme süreçleri sonucunda öğrencinin anlayabileceği formlara dönüştürülür. Fen bilimleri öğretimi özelinde PAB'a yönelik öğretmen ve öğretmen adayları üzerinde yapılan çalışmalar incelendiğinde, büyük çoğunluğunun yukarıda bahsedilen alt bileşenleri inceleyen çalışmalar olduğu görülmektedir (ör., Abell, 2007, 2008; Carlson vd., 2019; Park ve Oliver, 2008).

Matematiksel bir bilginin öğrenciler tarafından anlaşılır hale getirilmesi matematik öğretmenlerinin niteliklerindedir (Ball vd., 2008). Shulman'ın (1986) ortaya koymuş olduğu "öğretmen bilgisi modeli", birçok alanda olduğu gibi matematik eğitimi alanında yapılan çalışmalara da öncülük etmiştir. Uluslararası alanda geniş uygulama alanları bulan ve

Shulman'ın (1986) modeli esas alınarak içeriği ve kapsamı oluşturulan bir model olan ÖMB Ball vd. (2008) tarafından matematiğe özgü bir model olarak ortaya konulmuştur. Shulman'ın (1986) literatüre kazandırdığı AB ve PAB tanımlarını matematik öğretimine göre sınıflandırma, birbirinden ayrıldığı durumları belirleme ve bu tanımları geliştirme çabasının bir sonucu olarak öğretmen yeterliliğinin matematiğe özgü daha detaylı bir sınıflandırması olan ÖMB modelinin kuramsal çerçevesi oluşmuştur (Ball vd., 2008). ÖMB kuramsal çerçevesinin ana teması, yalnızca matematik bilmekten daha önemli olan matematik alan bilgisini öğretimde kullanabilmektir (Ball vd., 2004). ÖMB, öğretmenlerin matematik öğretiminin tüm aşamalarında “öğretimi” yapabilmek için kullandıkları matematiksel bilginin tümüdür. ÖMB modeli içerisinde yer alan “öğretim” kavramı ile bir matematik öğretmenin öğrencilerinin öğrenmelerini destekler nitelikte yapması gerekenler ifade edilmiştir (Ball vd., 2008).

Sonuç olarak, hem matematik (Cronin ve Stewart, 2022; Elbehary, 2022; Gobede vd., 2022; Kanandjebo ve Lampen, 2022) hem de fen bilimleri eğitiminde (ör., Davis ve Palincsar, 2022; She ve Chan, 2022) Ball vd.'nin (2008) kuramsal çerçevesi etrafında öğretmen bilgilerini belirlemeye veya geliştirmeye yönelik çalışmalar yürütüldüğü görülmektedir. Son yıllarda, özellikle fen bilimleri eğitiminde öğretmen bilgisini belirlemeye yönelik çalışmalarda ÖMB'ye yönelik eğilim olduğu söylenebilir. Disiplinler arası yaklaşımı esas alan STEM gibi alanlarda ÖMB modeli kapsamında çalışmalar yapılması önerilmektedir.

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**Registry of adverse events as a preventive measure
of their occurrence in the future**

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Reporting of medical events

- A medical event is a **health care service**, i.e. an action for the prevention, preservation, rescue, restoration or improvement of health and other medical action arising from the treatment process or separate regulations governing their provision.

LEGAL BASIS

Art. 56
of Law of 28 May 2011 **on the healthcare information system**

Art. 23 of the Draft law of 27.10.2021 **on quality in healthcare and patient safety**

REPORTING OF ADVERSE EVENTS

MEDICAL EVENTS

▪detailed scope of medical event data processed in the health care information system



▪deadline for submitting to SIM data



▪method of transmission to SIM data

Position of the Ministry of health

- previous discretion in collecting and analysing adverse events (introduced in 2009) "results in only a select few hospitals taking the opportunity to learn from their mistakes"
- Reported are incidents that, for most part, did not pose a threat to the patient and in which the medical personnel had no direct involvement such as patients' falls or occurrences related to malfunctioning equipment

Monitoring, meaning?

- activities conducted by medical entities performing medical activities such as hospital services consisting of ensuring the reporting of adverse events, performing their systematic analysis and implementing the conclusions of the analyses, aimed at preventing the occurrence of the same and similar adverse events in the future

Adverse event, meaning?

- ▶ An event occurring during or as the result of providing healthcare services, not related to the natural course of the disease or state of health, which causes or can cause negative effects in patient, threat to life, need for hospitalisation or its prolongement, health disorder, sickness or fetal damage

NEW E-REGISTRY OF ADVERSE EVENTS

- **PRINCIPLE no fault**
- **registry includes adverse events – not only medical errors**
- **will be run by NFZ (National Healthcare Fund)**
- **Data from both Poland and international studies show that about 10 per cent of patients hospitalised in medical facilities suffer from adverse events**

SYSTEM OF REPORTING THE ADVERSE EVENTS

- **Internal system** which will be run by the hospital
- **External system** - or registry of adverse events will be run by National Healthcare Fund

INTERNAL SYSTEM

- Personnel of the medical facility is responsible for identifying and notifying the responsible person of adverse events (reporting by name or anonymously)

Template for reporting an adverse event

Minister of Health will determine the scope of information to be reported to ICT system and the template for reporting an adverse event and analysis of its root causes, including:

severity of the event and the probability of its occurrence

the need to ensure adequate protection of the reported data and

possibility of its analysis

ANALYSIS



Minister of Health studies reports of adverse events and analyses of root causes submitted to ICT system,



based on analyses, in cooperation with the Patient Ombudsman, develops and publishes on their website analyses, reports and safety recommendations (Art. 23)

REGISTRY

- **PURPOSE OF REPORTING**
 - Analysis of adverse events and implementation of corrective and remedial actions which
 - are to contribute to the improvement of the quality of care, especially in the aspect of its safety
- **QUALITY REPORTS** – within quality reports, the hospitals will publish the information about the number of adverse events and corrective and remedial actions implemented

ADVERSE EVENT

- problems in practice

RESPONSIBILITY
 OF NOTIFYING
 ENTITY?

FAULT?

NUMER OF
 EVENTS AND
 QUALITY
 ASSESSMENT

ANONYMITY?

EXAMPLES

- ERCP procedures are performed at a particular MEDICAL facility
- they often end up in surgery as a result of complications from the procedure and pancreatitis,
- Statistics
- Is the percentage of these surgeries higher than average at this facility?
- Do complications occur only when a specific doctor performs the procedure?
- Does the rate of these complications vary between 2-6%

Recommendations

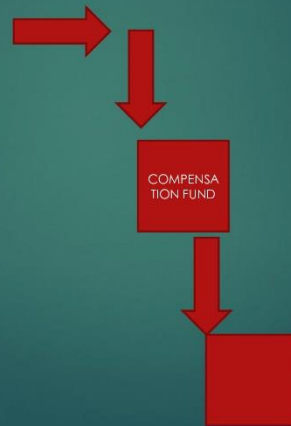
- The Council of the European Union already issued recommendations on patient safety, including the prevention and control of healthcare-associated infections, in 2009.
- The Council recommended that EU countries implement a number of measures, such as preparing standards and procedures, model solutions to prevent adverse events, setting up systems to report them without risking sanctions, learning from such incidents to solve recurring problems, educating personnel

WHAT'S NEXT?

1. ACCREDITATION
2. QUALITY

NFZ

- ▶ Registry of adverse events



OBJECTIVES of IMPLEMENTING E-REGISTRY OF ADVERSE EVENTS

- ▶ Conclusions from conducted analyses should be used to improve the patients' safety in hospitals
- ▶ Should be the basis for formulating recommendations and guidelines to improve patient's safety
- ▶ Data collection system cannot be used to identify and stigmatise people participating in the event
- ▶ Reporting system should be voluntary and confidential

E-REGISTRY – patient's well-being or interest of the facility



Assessment of the insurance risk of the medical entity and evaluation of the validity of the patient's claims



Registry of Adverse Events allows the prevention of future damage



Cannot be treated as a source of beneficiaries' claims but as a tool aimed at eliminating the causes that are the root of adverse events

Reshaping Higher Education Offer Through the Establishment of University-Industry Alliances For Prospective Corporate Leaders

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Abstract

University graduates as the prospective corporate leaders need to be equipped with three types of essential skills for a successful management career: technical skills, conceptual skills and human (interpersonal) skills. The future managers need to develop the competencies required by the industry, including the skills for supervision of subordinates, communication of information and decision-making process. All these pursuits require high level of ethical and responsible values. Contemporary Higher Education Institutions (HEIs) are extensively oriented toward offering professional and technical programmes with a mixture of soft skills development co-curricular activities but have neglected the significance of instilling the ethical and socially responsible values to university students. The objective of this paper is to investigate whether the HEIs offer courses of Business Ethics (BE) and Corporate Social Responsibility (CSR), and if the course(s) are not offered, whether there exist equivalent courses in the undergraduate curricula. The study employs cross-institutional and content analysis approach and structured interviews. The unit of analysis are the undergraduate programmes of public and selected private higher education institutions in the Republic of Kosovo. The database of the Kosovo Accreditation Agency- the authority for the evaluation and accreditation of HEIs and the interviews with relevant staff of academic service units are the primary sources of data. The findings reveal four significant trends: (1) only 55% of the institutions included in the study offer Business Ethics course; (2) both public and private institutions offer Business Ethics as an elective course; (3) the institutions offer Business Ethics related courses for one semester only;

and (4) except for one HEI that offers CSR as a separate course, other institutions have included it as part of other courses. The study contributes to the academia and industry by identifying the gaps in the current programmes among HEIs in the country and advocating for the inclusion of Business Ethics and CSR courses in their curricula as demanded by the industry.

Keywords: Higher Education Institutions, graduates, industry, Business Ethics, Corporate Social Responsibility.

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Agron Hoxha completed his post-graduate and doctoral studies at the University of Malaya in Kuala Lumpur. He has served as a lecturer in various universities and worked as a senior consultant and trainer in several organizations in different countries. His areas of specialization include leadership, organizational performance, emotional intelligence, and social psychology.

E-sprawozdawczość finansowa w dobie Covid-19 – wybrane aspekty

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Abstrakt

Pandemia Covid-19 to zdarzenie o nieprzewidywalnym charakterze, które uwidocznilo bardzo duzą przydatność nowoczesnych rozwiązań technologicznych wykorzystywanych w wielu dziedzinach nauki i praktyki, również w nauce rachunkowości. Z tak zwaną cyfryzacją rachunkowości mamy do czynienia już od ponad dwóch dekad, ale jej istotne walory uwidocznily się szczególnie w okresie pandemii Covid-19. Mamy bowiem do czynienia z rachunkowością internetową w postaci e-faktur, e-przelewów, e-deklaracji podatkowych i e-sprawozdań finansowych i pozostałej dokumentacji księgowej w wersji elektronicznej. Na dzień dzisiejszy proces cyfryzacji dokumentacji księgowej jest nieodzownym elementem systemu rachunkowości, gdyż tworzenie informacji o podmiocie gospodarczym odbywa się w pełni z wykorzystaniem systemów informatycznych, niejednokrotnie bardzo zaawansowanych technologicznie.

Należy jednak pamiętać, o tym że szeroko rozumiana digitalizacja procesów księgowych ma wiele zalet, ale również wad. Do pierwszej grupy należy zaliczyć oszczędność czasu pracy księgowych, dzięki możliwości gromadzenia danych księgowych w cyfrowych archiwach dokumentów księgowych oraz szybkość w dostępie do informacji finansowych, jak i niefinansowych o przedsiębiorstwie. Natomiast do grupy drugiej przede wszystkim należą duży koszt wdrażanych w firmach rozwiązań technologicznych i czasochłonność przy dostosowywaniu obecnych rozwiązań do najnowszych, wynikających chociażby z narzuconych przez ustawodawcę wymogów podatkowych i bilansowych.

Celem artykułu jest charakterystyka wybranych zagadnień, dotyczących jednego z aspektów cyfryzacji procesów księgowych, jakim jest sprawozdawczość finansowa w wersji elektronicznej. Do realizacji celu niezbędne było zastosowanie następujących metod badawczych: szczegółowa analiza materiałów źródłowych o charakterze bilansowym i podatkowym oraz metody dedukcyjna i indukcyjna.

Słowa kluczowe: e-sprawozdawczość finansowa, cyfryzacja procesów księgowych, ustawa o rachunkowości, prawo podatkowe, jednolity plik kontrolny.

1. Wstęp

W artykule podjęto tematykę jednego z aspektów procesu cyfryzacji procesów księgowych w przedsiębiorstwie, nabierającego szczególnego znaczenia w dobie pracy zdalnej i przejawiającego się koniecznością sporządzania sprawozdań finansowych w wersji elektronicznej. Na rozwój rachunkowości, podobnie jak na przedsiębiorstwo wpływa wiele istotnych ekonomicznych, politycznych i socjologicznych czynników, czyli takich jak: natura własności firmy, różnorodne źródła finansowania firmy, bieżący stan rozwoju rynku kapitałowego, system podatkowy, polityka socjalna państwa, wartość wyników generowanych przez sektory gospodarki, czy też szeroki wachlarz przepisów rachunkowości. (B.-S. M. 2018) Szczególnie istotne dla rozwoju rachunkowości finansowej i szeroko rozumianej potrzeby rozrachunku firmy okazały się: rozwój rynku kapitałowego, dzięki swobodnemu przepływowi środków finansowych oraz funkcjonowanie na rodzimym rynku dużych spółek międzynarodowych, a także związane z tym swoiste upodmiotowienie własności i przejęcie kontroli nad organizacją. (Pfaff 2022). Nie bez znaczenia pozostaje również rozwój rachunkowości zarządczej, dzięki któremu system rachunkowości to swoisty język informacyjnego zarządzania podmiotem gospodarczym. (Pfaff 2022). Ma to szczególne znaczenie w momentach niemal historycznych, zabarwionych nutą tragizmu gospodarczego. Wypracowane bowiem i przetestowane w ostatnich dekadach, ścisłe procedury rachunkowe pozwolą na stopniowe wychodzenie firm z obecnego impasu finansowego. Ale zanim do tego dojdzie to najpierw zarówno przedsiębiorcy, jak i audytorzy muszą zmierzyć się z dopełnieniem wszystkich obowiązków sprawozdawczych w nowych realiach. Niestety pandemia Covid-19 w dużym stopniu skomplikowała dodatkowo proces badań audytorskich z perspektywy audytorów, jak i samych przedsiębiorców. Niewykluczone, że w kolejnych latach kontakty z klientami firm audytorskich będą okresowo ograniczane, a tym samym proces badania będzie ulegał wydłużeniu, bacząc na niezbędną konieczność ograniczania właśnie kontaktów międzyludzkich, wynikającą z dbałości o obopólne bezpieczeństwo. Z punktu widzenia rachunkowości w dobie Covid-19 najistotniejszy jest proces jej cyfryzacji, przejawiający się m.in. wprowadzeniem powszechnego obowiązku e-sprawozdawczości finansowej w Polsce. (Remlein 2021)

2. Obszary cyfryzacji rachunkowości – sprawozdawczość finansowa w wersji elektronicznej

Współczesna rachunkowość postrzegana jest już od ponad dwóch dekad jako język informacyjnego zarządzania, dzięki czemu skuteczność podejmowanych działań menedżerskich w pełni zależy od dostępnych zasobów rzetelnych i wiarygodnych informacji, a także od stopnia zaawansowania stosowanych w przedsiębiorstwie narzędzi w ramach rachunkowości finansowej i zarządczej (Hass-Symotiuk 2022). Powszechny postęp technologiczny i szeroko rozumiana cyfryzacja gospodarki kreują nowe wyzwania dla systemu rachunkowości. Współczesna rachunkowość musi nadążyć nie tylko za globalną transformacją

gospodarczą i społeczną, ale również technologiczną, by dostosować się do wymagań cyfrowych narzędzi funkcjonujących za pośrednictwem sieci internetowych. To na księgowych spoczywa obowiązek wdrażania nowoczesnych metod gromadzenia, przetwarzania i udostępniania danych finansowych, co wprost wynika z najważniejszych zadań rachunkowości. (Walińska 2016) Ta powszechna już automatyzacja procesów księgowych zmienia sukcesywnie sposób postrzegania współczesnego systemu rachunkowości. Dzisiejsza rachunkowość realizuje się co raz częściej poprzez księgi rachunkowe w chmurze, e-faktury, e-przelewy i e-sprawozdania finansowe. Zintegrowane systemy finansowo-księgowo, jako wysoce zaawansowane rozwiązania biznesowe, stają się nie tylko modnym trendem, ale przede wszystkim wymogiem współczesnego świata. Dzięki nim możemy przygotowywać ustrukturyzowane sprawozdania finansowe w odpowiedniej wersji xml (ang. Extensible Markup Language, rozszerzalny język znaczników). W Polsce od 1 października 2018 r. obowiązują nowe regulacje w zakresie sprawozdawczości finansowej sporządzanej w wersji elektronicznej. (Ustawa z dnia 29 września 1994 r. o rachunkowości (Dz.U. z 2019 r. poz. 351 ze zm.))¹(skrót: UoR). Rozwiązania te stanowiły duże wyzwanie dla podmiotów rachunkowości, zobligowanych na mocy ustawy o rachunkowości do sporządzania rocznych sprawozdań finansowych. Unormowania te wynikały wprost z konieczności zaimplementowania do polskiego porządku prawnego zapisów dyrektywy Parlamentu Europejskiego i Rady 2017/1132 z dnia 14 czerwca 2017 r. (Dyrektywa Parlamentu Europejskiego i Rady 2017/1132 z dnia 14 czerwca 2017 roku w sprawie niektórych aspektów prawa spółek 2022). Tym samym wymóg sporządzenia sprawozdania finansowego w formie elektronicznej zastąpił sukcesywnie jego wersję papierową. Pojawiła się jednocześnie konieczność podpisywania wersji elektronicznej sprawozdania finansowego kwalifikowanym podpisem elektronicznym lub podpisem potwierdzonym profilem zaufanym ePUAP, a od 2020 roku również za pomocą elektronicznego podpisu osobistego.

Na mocy prawa bilansowego obowiązującego w Polsce każdy podmiot rachunkowości zobligowany jest do sporządzenia sprawozdania finansowego, czyli są to podmioty zarejestrowane w Krajowym Rejestrze Sądowym (skrót KRS) (Ustawa z dnia 20 sierpnia 1997 r. o Krajowym Rejestrze Sądowym (Dz.U. z 2019 r. poz. 1500 ze zm.)), a także podmioty prowadzące księgi rachunkowe według przepisów ustawy o rachunkowości. Tym samym obowiązek ten odnosi się do jednostek posiadających osobowość prawną, jak i spółek osób fizycznych oraz przedsiębiorców prowadzących jednoosobową działalność gospodarczą, ale tych którzy zobligowani są już do prowadzenia ksiąg rachunkowych, czyli pełnej księgowości. (Ustawa z dnia 29 września 1994 r. o rachunkowości (Dz.U. z 2019 r. poz. 351 ze zm.))

¹ Wykaz ustaw, które w Polsce uległy nowelizacji z tego powodu:

- Ustawa z dnia 29 września o rachunkowości (Dz.U. z 2019 r. poz. 351 ze zm.),
- Ustawa z dnia 20 sierpnia 1997 r. o Krajowym Rejestrze Sądowym (Dz.U. z 2019 r. poz. 1500 ze zm.),
- Ustawa z dnia 26 lipca 1991 r. o podatku dochodowym od osób fizycznych (Dz.U. z 2019 r. poz. 1387 ze zm.), – Ustawa z dnia 15 lutego 1992 r. o podatku dochodowym od osób prawnych (Dz.U. z 2019 r. poz. 865 ze zm.), – Ustawa z dnia 10 września 1999 r. Kodeks karny skarbowy (Dz.U. z 2018 r. poz. 1958 ze zm.)

Przejdźmy zatem do zdefiniowania sprawozdania finansowego, oczywiście jest fotograficzne ujęcie obrazu przedsiębiorstwa sporządzone na dzień bilansowy, (biorąc pod uwagę fakt obowiązywania w Polsce trzeci rok z rządu tzw. terminarza sprawozdawczego na czas Covid-19, takie fotograficzne ujęcie sporządzone z kilkumiesięcznym opóźnieniem, może być już nieadekwatne do sytuacji bieżącej podmiotu gospodarczego). Jest to również efekt finalny całorocznej pracy działu księgowości w firmie, bądź pracowników biura rachunkowego, a co najistotniejsze mowa jest tu o dokumencie prezentującym rzeczywistą sytuację majątkowo-kapitałową przedsiębiorstwa i wartość osiągniętego wyniku finansowego. (Ustawa z dnia 29 września 1994 r. o rachunkowości (Dz.U. z 2019 r. poz. 351 ze zm.),) (Hołda 2021) Nadrzędnym celem sprawozdawczości finansowej jest dostarczenie szerokiego gronu jego odbiorców powyższych informacji z zachowaniem terminarza ustawowego, aby ułatwić proces decyzyjny kierownictwu. (Marcinkowska, Sawicka i Stroncsek 2018). Sprawozdania w wersji elektronicznej w Polsce za 2021 r. muszą zostać zatwierdzone maksymalnie do 30 października 2022 r. Złożenie tego typu sprawozdań za lata 2018 – 2020 nie obyło się bez problemów, które spowodowane były w fazie początkowej przeszkodami technicznymi, a po wybuchu pandemii masową absencją chorobową pracowników, nie tylko działów księgowości i biur rachunkowych. Według obecnego stanu prawnego w Polsce wszystkie podmioty rachunkowości sporządzają e-sprawozdania finansowe. (M. Brząkowski 2021). Wprowadzenie w Polsce obowiązku sporządzania wersji elektronicznej sprawozdań finansowych to kolejny, bardzo ważny krok w procesie cyfryzacji rachunkowości, obok obowiązku raportowania w formie jednolitego pliku kontrolnego (skrót: JPK), m.in. ewidencji zakupu i sprzedaży dla potrzeb rozliczenia podatku VAT (Ustawa z dnia 11.03.2004 r. o podatku od towarów i usług (Dz. U. z 2022 r. poz. 931)). Pandemia Covid-19 dodatkowo wpłynęła na głębokie zmiany w zakresie komunikacji przedsiębiorstw między sobą. (Wójtowicz 2015) (M. Kędzior 2018)

Na mocy polskiego prawa bilansowego, czyli ustawy o rachunkowości następująca grupa przedsiębiorstw realizuje obowiązek sporządzania sprawozdań finansowych w wersji elektronicznej, a każdy z przedsiębiorców jest zobowiązany do zastosowania jego struktury i formatu dostosowanego do typu prowadzonej działalności (przy formie papierowej obowiązywały wzorce sprawozdań finansowych ujęte w załącznikach do ustawy o rachunkowości). Są to:

- w dużej mierze podmioty, które sporządzają sprawozdanie finansowe zgodnie z wymogami ustawy o rachunkowości i podlegają wpisowi do rejestru KRS. Ta grupa ma obowiązek przygotować sprawozdanie finansowe roczne według struktur logicznych i formatów publikowanych i aktualizowanych przez Ministerstwo Finansów (art. 45 ust. 1g UoR) (Ustawa z dnia 29 września 1994 r. o rachunkowości (Dz.U. z 2019 r. poz. 351 ze zm.)) i przekazać je do KRS;
- oraz przedsiębiorcy rozliczający podatek dochodowy PIT, którzy prowadzą księgi rachunkowe, ale nie podlegają wpisowi do KRS. Ta grupa podmiotów sporządza sprawozdania finansowe w postaci elektronicznej ustrukturyzowanej, publikowanej przez Ministerstwo Finansów i przekazują je do Szefa Krajowej Administracji (KAS);

– a także podmioty, które sporządzają sprawozdania finansowe na podstawie Międzynarodowych Standardów Rachunkowości (MSR). Dla tych podmiotów struktury logiczne oraz format sprawozdań finansowych sporządzanych zgodnie z MSR obecnie nie są publikowane w Biuletynie Informacji Publicznej Ministerstwa Finansów w Polsce (<https://www.podatki.gov.pl/e-sprawozdania-finansowe/e-sprawozdania-finansowe/> 2022), tak więc sporządzają sprawozdania w każdej innej dostępnej formie elektronicznej i od stycznia 2020 r. zgodnie z raportem Europejskiego Urzędu Nadzoru Giełd i Papierów Wartościowych (European Securities and Markets Authority, ESMA) (ESMA (2017) 2017), ta grupa przedsiębiorców sporządza sprawozdania finansowe w formatach

XHTML oraz sprawozdania skonsolidowane – Inline XBRL (Extensible Business Reporting Language; ESMA 2017) (ESMA (2017) 2017)

3. Charakterystyka etapów sporządzenia sprawozdania finansowego w wersji klasycznej i elektronicznej

Sporządzenie i złożenie sprawozdań finansowych w formie elektronicznej to dość czasochłonny proces, który można podzielić na kilka zasadniczych etapów, a każdy z nich musi zostać ukończony w określonym terminie (każdy z nich ma określone ramy czasowe), aby w końcowym rezultacie dopełnić terminarza ustawowego. Oczywiście ilość etapów w każdym przedsiębiorstwie będzie dostosowana do potrzeb danego działu księgowości, bądź biura rachunkowego i w każdym z tych przypadków osobą decyzyjną w tym zakresie będzie osoba odpowiedzialna za prawidłowe prowadzenie ksiąg rachunkowych, czyli w pierwszym przypadku główny księgowy, a w drugim właściciel biura rachunkowego. Poniżej prezentujemy najważniejsze z nich, które w każdym harmonogramie prac końcoworocznych sprawozdawczych powinny znaleźć swoje odzwierciedlenie (Remlein 2021) (Walińska 2016):

Etap I – Gromadzenie, identyfikacja i ewidencja danych księgowych, czyli zaksięgowanie dokumentów z danego okresu sprawozdawczego, obrazujących zmiany aktywne i pasywne oraz wygenerowane przychody przez jednostkę i poniesione przez nią koszty związane z tymi przychodami, w ramach danego roku obrotowego, niezależnie od terminu ich zapłaty. Przestrzeganie zasady współmierności przychodów i kosztów jest w tym kontekście niezbędne.

Etap II - Analiza sald oraz obrotów na kontach księgowych – całościowo za dany rok obrotowy.

Według polskiego prawa bilansowego po upływie każdego okresu sprawozdawczego należy dokonać weryfikacji zapisów w zestawieniu obrotów i sald, które jest elementem obowiązkowym ksiąg rachunkowych.

Etap III - Przeprowadzenie inwentaryzacji rocznej składników aktywów i pasywów. Według wytycznych zawartych w art.26 pkt 1 i 2 UoR (Ustawa z dnia 29 września 1994 r. o rachunkowości (Dz.U. z 2019 r. poz. 351 ze zm.)) należy przeprowadzić na ostatni dzień każdego roku obrotowego inwentaryzację:

„1) aktywów pieniężnych (z wyjątkiem zgromadzonych na rachunkach bankowych), papierów wartościowych w postaci materialnej, rzeczowych składników aktywów

obrotowych, środków trwałych oraz nieruchomości zaliczonych do inwestycji, z zastrzeżeniem pkt 3, a także maszyn i urządzeń wchodzących w skład środków trwałych w budowie - drogą spisu ich ilości z natury, wyceny tych ilości, porównania wartości z danymi ksiąg rachunkowych oraz wyjaśnienia i rozliczenia ewentualnych różnic;

2) aktywów finansowych zgromadzonych na rachunkach bankowych lub przechowywanych przez inne jednostki, w tym papierów wartościowych w formie zdematerializowanej, należności, w tym udzielonych pożyczek, z zastrzeżeniem pkt 3, oraz powierzonych kontrahentom własnych składników aktywów - drogą otrzymania od banków i uzyskania od kontrahentów potwierdzeń prawidłowości wykazanego w księgach rachunkowych jednostki stanu tych aktywów oraz wyjaśnienia i rozliczenia ewentualnych różnic;

3) środków trwałych, do których dostęp jest znacznie utrudniony, gruntów oraz praw zakwalifikowanych do nieruchomości, należności spornych i wątpliwych, a w bankach również należności zagrożonych, należności i zobowiązań wobec osób nieprowadzących ksiąg rachunkowych, z tytułów publicznoprawnych, a także aktywów i pasywów niewymienionych w pkt 1 i 2 oraz wymienionych w pkt 1 i 2, jeżeli przeprowadzenie ich spisu z natury lub uzgodnienie z przyczyn uzasadnionych nie było możliwe - drogą porównania danych ksiąg rachunkowych z odpowiednimi dokumentami i weryfikacji wartości tych składników.

2. Inwentaryzacją drogą spisu z natury obejmuje się również znajdujące się w jednostce składniki aktywów, będące własnością innych jednostek, powierzone jej do sprzedaży, przechowania, przetwarzania lub używania, powiadamiając te jednostki o wynikach spisu. Obowiązek ten nie dotyczy jednostek świadczących usługi pocztowe, transportowe, spedycyjne i składowania.”
(Ustawa z dnia 29 września 1994 r. o rachunkowości (Dz.U. z 2019 r. poz. 351 ze zm.))

Etap IV - Rozliczenie i zaksięgowanie wyników inwentaryzacji w księgach rachunkowych i ich właściwa prezentacja. Przeprowadzenie i wyniki inwentaryzacji muszą być należycie udokumentowane (tj. arkusze spisowe, wydruki stanów magazynowych, czy też protokoły sporządzone po inwentaryzacji) i odzwierciedlone odpowiednimi zapisami w księgach rachunkowych przedsiębiorstwa w myśl art.27 UoR (Ustawa z dnia 29 września 1994 r. o rachunkowości (Dz.U. z 2019 r. poz. 351 ze zm.))

Etap V - Sporządzenie niezbędnych załączników do sprawozdania finansowego, wynikających z wymogów ustawodawstwa uzupełniającego tematykę sprawozdawczą np. do Krajowego Rejestru Sądowego (skrót KRS) oraz dodatkowej informacji i objaśnień. Część opisową sprawozdania finansowego polskiego stanowi informacja dodatkowa. Zgodnie z art.48 ustawy o rachunkowości (Ustawa z dnia 29 września 1994 r. o rachunkowości (Dz.U. z 2019 r. poz. 351 ze zm.)), jej częścią składową jest wprowadzenie do sprawozdania finansowego, które powinno zawierać opis przyjętych i stosowanych w firmie zasad (polityki) rachunkowości.

Etap VI - Sporządzenie sprawozdania finansowego w zakresie, w jakim jednostka jest do tego zobowiązana, zgodnie z wymogami prawa bilansowego, czyli według właściwego załącznika do UoR (Ustawa z dnia 29 września 1994 r. o rachunkowości (Dz.U. z 2019 r. poz. 351 ze zm.):

- wprowadzenia do sprawozdania finansowego;
- bilansu;
- rachunku zysków i strat;
- zestawienia zmian w kapitale (funduszu) własnym;
- rachunku przepływów pieniężnych. **Wszystkie wymienione składniki sprawozdania finansowego polskiego sporządzają podmioty rachunkowości, które podlegają obowiązkowemu badaniu sprawozdania przez biegłego rewidenta i do tego momentu mowa jest o składowych klasycznego sprawozdania finansowego, które muszą zostać przekształcone na wersję elektroniczną, zgodnie z odpowiednią strukturą logiczną i formatem opublikowanymi w Biuletynie Informacji Publicznej Ministerstwa Finansów (na mocy art. 45 ust. 1g ustawy z dnia 29 września 1994 r. o rachunkowości, który obowiązuje od 1 października 2018 r.)** Informacje te (o strukturze logicznej i formacie), przeznaczone są dla każdego podmiotu, który zobligowany jest do sporządzenia rocznego sprawozdania finansowego na mocy polskiego prawa bilansowego (czyli podatnicy podatku dochodowego od osób fizycznych oraz podatnicy podatku dochodowego od osób prawnych, za wyjątkiem jednostek sporządzających sprawozdania finansowe zgodnie z Międzynarodowymi Standardami Rachunkowości (MSR)). Ministerstwo Finansów przygotowało w tym celu bezpłatną aplikację *e-Sprawozdania Finansowe* dla grupy podmiotów, które sporządzają sprawozdania finansowe zgodnie z załącznikami nr 1, 4, 5, 6 (oprócz załączników 2 i 3) do ustawy o rachunkowości w wersji schemy 1.2. (<https://www.podatki.gov.pl/e-sprawozdania-finansowe/aplikacja/> 2022). Co istotne aplikacja ta nie jest programem o charakterze finansowo-księgowym przeznaczonym do ewidencji zdarzeń, a jej celem nadrzędnym jest ułatwienie przedsiębiorcom, aby wywiązali się terminowo z obowiązków sprawozdawczych. (<https://www.podatki.gov.pl/e-sprawozdania-finansowe/aplikacja/> 2022). Oczywiście co wymaga podkreślenia, zapoznanie się z funkcjonalnościami tejże aplikacji wymaga od księgowych każdego szczerze wyłożonej pracy i czasu poświęconego na rozwikłanie jej tajników. Zapewne w przyszłości, jak każde rozwiązanie cyfrowe wprowadzone dotychczas na grunt rachunkowości, będzie ułatwieniem w pracy księgowych, ale zawsze należy pamiętać o tym, że to środowisko księgowych jest zawsze pierwszą grupą, która te cyfrowe nowinki testuje i wprowadza do powszechnego użytku w sferze księgowości i podatków.

Opisywany przejaw cyfryzacji rachunkowości w dobie Covid -19 diametralnie zmienił sposób i metodologię przeprowadzania badania sprawozdania finansowego przez biegłego rewidenta, co zaprezentowano poniżej w kolejnym etapie.

Etap VII - Badanie sprawozdania finansowego, jeżeli obowiązek badania wynika z UoR (Ustawa z dnia 29 września 1994 r. o rachunkowości (Dz.U. z 2019 r. poz. 351 ze zm.)), bądź jednostka podejmuje taką decyzję, pomimo że taki obowiązek jej jeszcze nie obejmuje. W obecnym

porządku prawnym w Polsce każda wersja sprawozdania finansowego, czyli ta przekazana audytorowi do badania oraz ostateczna utworzona po badaniu muszą być każdorazowo opatrzone podpisem elektronicznym (zg. z art. 45 pkt 1f UoR, czyli kwalifikowanym podpisem elektronicznym, bądź podpisem potwierdzonym profilem zaufanym ePUAP. Od początku 2020 r. ustawa dopuszcza jeszcze trzecią możliwość podpisania e-sprawozdania – za pomocą elektronicznego podpisu osobistego. Osoby, które mają obowiązek podpisania e-sprawozdania finansowego dysponują więc trzema możliwościami właściwego sygnowania dokumentacji sprawozdawczej:

- kwalifikowanym podpisem elektronicznym,
- profilem zaufanym na platformie ePUAP,
- elektronicznym podpisem osobistym.

Zgodnie z art. 52 pkt. 2 Ustawy o rachunkowości roczne sprawozdanie finansowe podpisują: osoba, której powierzono prowadzenie ksiąg rachunkowych oraz kierownik jednostki. Jeżeli jednostką kieruje organ wieloosobowy, sprawozdanie musieli podpisywać do końca 2021 roku wszyscy członkowie zarządu (od 1.01.2022 roku na mocy nowelizacji UoR – „co najmniej jedna osoba wchodzącą w skład tego organu złoży podpis w sposób, o którym mowa w nowym art. 52 ust. 2b ustawy o rachunkowości, tj. podpis złoży ta osoba/osoby, a pozostałe osoby wchodzące w skład tego organu będą musiały złożyć oświadczenia, że sprawozdanie finansowe spełnia wymagania przewidziane w ustawie o rachunkowości, lub odmowy złożenia takich oświadczeń (odmowa złożenia oświadczenia będzie równoznaczna z odmową podpisu sprawozdania finansowego i wymaga sporządzenia pisemnego uzasadnienia). Oświadczenia te i odmowy zostaną dołączone do sprawozdania finansowego”. (Ustawa z dnia 29.09.1994 r. o rachunkowości (Dz. U. z 2021 r. poz. 2106))

Etap VIII - Zatwierdzenie rocznego sprawozdania finansowego, to proces który ma miejsce po zakończeniu badania przez biegłego rewidenta w przedsiębiorstwach, które temu badaniu podlegają, jak wyjaśniono powyższej, (a w pozostałych podmiotach po jego sporządzeniu). Polega on na dokonaniu analizy wyniku finansowego jednostki, zaprezentowanego w rachunku zysków i strat oraz bilansu z wszystkimi jego składowymi przez udziałowców/właścicieli przedsiębiorstwa.

Etap IX – Ostateczne zamknięcie ksiąg rachunkowych i złożenie sprawozdania finansowego to ostatni z etapów towarzyszących dopełnieniu obowiązku sprawozdawczego w Polsce. Ustawa o rachunkowości wskazuje dwie następujące po sobie formy i terminy zamknięcia ksiąg rachunkowych (art.12 ust. 2 i art. 12 ust. 4 UoR):

– zamknięcie ksiąg rachunkowych, jako zespół czynności niezbędnych do wykonania w celu sporządzenia sprawozdania finansowego w wersji klasycznej i elektronicznej;

–ostateczne zamknięcie ksiąg rachunkowych, które ma miejsce w ciągu 15 dni od dnia, w którym zatwierdzono sprawozdanie finansowe (art. 53 ust. 1 UoR). **W Polsce, gdy sprawozdanie finansowe za rok 2021 zostanie zatwierdzone w maksymalnym terminie,**

czyli 30 września 2022 r., to powyższy termin ulega automatycznemu przedłużeniu do 15 października 2022 r.

(Ustawa z dnia 26 lipca 1991 r. o podatku dochodowym od osób fizycznych (Dz.U. z 2019 poz. 1387 ze zm.,) 2019), (Ustawa z dnia 29 września 1994 r. o rachunkowości (Dz.U. z 2019 r. poz. 351 ze zm.)), (Ustawa z dnia 26 stycznia 2018 r. o zmianie ustawy o Krajowym Rejestrze Sądowym oraz niektórych innych ustaw (Dz.U. z 2018 poz. 398 ze zm.), 2018), (1), (Ustawa z dnia 10 października 1999 r. Kodeks karny skarbowy (Dz.U. z 2018 r. poz. 1958 ze zm.,) 2018), (Ustawa z dnia 15 lutego 1992 r. o podatku dochodowym od osób prawnych (Dz. U. z 2019 poz. 865 ze zm.). 2019)

Jak już wcześniej zasygnalizowano zapoznanie się z funkcjonalnościami każdej cyfrowej nowinki w zakresie rachunkowości i podatków, wymaga od księgowych każdego szczebla wytężonej pracy i czasu poświęconego na rozwikłanie jej tajników. Zapewne w przyszłości, jak każde rozwiązanie cyfrowe wprowadzone dotychczas na grunt rachunkowości, będzie ułatwieniem w pracy księgowych, ale zawsze należy pamiętać o tym, że to środowisko księgowych jest zawsze pierwszą grupą, która te cyfrowe nowinki testuje i wprowadza do powszechnego użytku w sferze księgowości i podatków.

Zakończenie

Proces cyfryzacji rachunkowości poszerza swój zakres, obejmując coraz to nowe jej zagadnienia. Od 2018 r. obowiązują sprawozdania finansowe w wersji elektronicznej i na dzień dzisiejszy obowiązek ten odnosi się do wszystkich podmiotów polskiego prawa bilansowego. E-sprawozdania finansowe po trzech latach testowania przez kolejne grupy przedsiębiorców nie stanowią dla nich już problemu. Potwierdzają to wyniki badań prowadzonych sukcesywnie w środowisku księgowych. Problematyczne było - zdaniem księgowych - w początkowej fazie - ujednoczenie sposobu podpisywania e-sprawozdań finansowych (typ podpisu, termin podpisania). Przygotowywanie sprawozdań za lata 2019 - 2020 przypadało na ten trudny pandemiczny okres, w którym środowisko księgowych natrafiło na szereg przeszkód o charakterze społecznym i czysto technicznym. Dlatego też terminy składania sprawozdań finansowych za lata 2019 - 2021 zostały ustawowo wydłużone. Wprowadzone zmiany w zakresie obowiązku składania elektronicznych sprawozdań finansowych należy ocenić jako korzystne. Wdrożone cyfrowe rozwiązania w ramach sprawozdawczości są pozytywne dla środowiska księgowych i przedsiębiorców oraz administracji publicznej. Jest to kolejny krok w umocnieniu postrzegania rachunkowości jako języka informacyjnego zarządzania firmą, dzięki powszechnemu dostępowi do nieodpłatnych informacji na temat sprawozdań finansowych w wersji elektronicznej. Wszystkie zainteresowane strony zawartością sprawozdawczości elektronicznej mogą w dowolnym momencie z niej korzystać bez zbędnych, dodatkowych procedur. Będzie to wpływać na szybkość i trafność podejmowanych decyzji operacyjnych i strategicznych przez kierowników jednostek i ich właścicieli. Podsumowując należy pokreślić, iż każdy przejaw cyfryzacji rachunkowości ze sprawozdawczością elektroniczną na czele, służy rozwojowi rachunkowości i ułatwia wykonywanie obowiązków służbowych wielu grupom

zawodowym. Następnym oczekiwanym krokiem w powyższej tematyce jest e-sprawozdawczość finansowa dla potrzeb Międzynarodowych Standardów Sprawozdawczości Finansowej – prace nad przygotowaniem odpowiedniej struktury logicznej i formatu są w toku.

Zaprezentowana powyżej dyskusja nie wyczerpuje w pełni złożoności procesów cyfryzacji rachunkowości, ale na pewno potwierdza postępowy charakter zachodzących zmian. Stanowi zarys zachodzących procesów i jest niejako zaproszeniem do szerszej dyskusji na temat celowości i konieczności kontynuowania cyfrowej transformacji rachunkowości, finansów i podatków.

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Cultural diversity in Portuguese schools: a study in preschool and primary school education establishments

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Resume

In the 21st century, in a country where society recognises its cultural diversity, there are still constraints regarding integrating children of different nationalities into the educational sector. With this problem in mind, a study was carried out on the academic curriculum of public schools. The first objective is to understand if they can guarantee the school success of students whose mother tongue is not Portuguese. The second is to analyse whether teachers are trained to deal with this reality by teaching a study plan that emphasises a multicultural education. To highlight this problem and answer the questions stipulated here, a questionnaire was prepared for teachers of Pre-School and the 1st CEB Education. Then it was implemented in various groups of schools in the twenty districts of Mainland Portugal and Autonomous Regions. This communication presents some preliminary results of the study conducted, including characterisation of the respondents, difficulties in daily work in the classroom, description of teacher preparation, the number of students of different nationalities and a set of open teacher responses. The analysis of these responses can help in the further development of a European plan/project that can bring together actors from the school community to jointly work on the less positive aspects of the reality that we are going through, but which is cross-cutting to the European Union. For this, it is essential to understand the educational system in each country, the sense of knowing whether it is prepared to face this reality that we can already consider present in almost all Portuguese schools. Successive migratory phenomena, and lately the conflict on European soil, have increasingly become the education system as a last refuge for true social inclusion. Given this, the school is thus the ultimate social step to overcome differences and help properly include these young people in society to achieve a fairer and more equitable place in which everyone can have a role to play according to their competencies.

Keywords: Multiculturalism, Multicultural Education, Integration, Inclusion, Adaptation


How to check students' mathematical skills

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INTRODUCTION

A technical university student uses mathematics as a tool in the process of acquiring knowledge and skills in core subjects. It helps to understand physics, mechanics, mechatronics, etc. Of course, for mathematics to be an effective tool, the student must understand it and be able to use it. The competences which future student should have will be presented in this paper. Certain areas of knowledge and skills which are not needed by a future engineer, in the opinion of the author of the article, will also be indicated. An open-book exam, which allow you to check whether students have the expected competences, will be also discussed. What is important, the presented idea is universal and can also be applied in other subjects and in areas other than mathematical education of future engineers.

First of all, we will consider what is important for the students' mathematical education and we will point out the competences they should acquire.

1. Future engineers should be able to use mathematics to solve real problems. They have to have basic knowledge of mathematics; it is important for their future education. In particular, it should be at a level that will allow them to deepen their knowledge on their own. According to one of the teachers who teach core subjects: "The basics are the most important. Without them, a student can't even be creative". Moreover, the assessment of the result is also important. The future engineer should be able to discard results that are wrong. For example, if he obtains that probability is greater than one, he has to know that it is wrong (it is impossible). Right intuition plays an important role in the educational process.

Using mathematics to solve a problem requires a combination of mathematics and its applications. It means that future engineers should be able to use mathematics in physics, mechanics, mechatronics etc. Unfortunately, practice shows that it is difficult for them and students have a lot of problems with connecting these subjects.

In general, when we teach students, not only future engineers and not only mathematics, we have to remember about applications. A lot of students knew mathematical tools but they did not know how to use them in other subjects or, what is more important, in real life situation.

2. Future engineers should understand advanced mathematical tools. They will use advanced tools to solve future real problems. It does not mean that they need to be fluent in these tools. No, they do not have to. They have to know that these tools exist, when they can be used and they should know their limitations (when they can use them and when they cannot) – it is very important.
3. Future engineers should be able to use mathematical computer programs. It is obvious that students will use computer instead of a sheet of paper and a pencil to calculate integrals or to solve differential equations in real life. Nowadays, it is normal that a computer is a standard engineer's tool. Students should be able to use computer programs and know their limitations.

4. Future engineers should be able to learn on their own and be able to apply the available knowledge. In particular, this means that a student has to be able to select sources, to find information, to evaluate and to understand it. The ability to learn on his own is one of the most important skills which a student has to have. But it is not enough. A student must be able to use the available knowledge. We have to remember that he lives in the 21-st century and he has access to books, computers, smartphones, the Internet.

We have considered what future engineers should know and which skills they should have. Now we will concentrate on what a future engineer does not need to.

1. Future engineers do not need to have high-level calculation skills. Computers and calculators are very popular and they have great computing capabilities. That is the reason why they are used for calculations now. Currently, even complicated calculations can be made using them and it does not take much time (taking into consideration students' tasks). Using computers on core subjects is not only beneficial, but even a necessity. It is necessary because of the time and nature of the problem. The time is limited and calculations are not the goal. When we educate students, we must remember what is the goal for them and what is the tool to achieve this goal. Mathematics is a very useful tool for it but it is still only a tool. The goal is to solve the practical problem.
2. Future engineers do not need to know all facts by heart (even all facts from the lecture). In particular, students don not have to remember long mathematical formulas, but they have to understand them. They can use books, the Internet etc. but when they will find them, they have to understand them and to know how to use them.

We have presented what future engineers should know, which skills they should have and what they do not need to. Now we can answer the question: how should we check students' mathematical skills? We will focus on the exam. The exam has to verify the student's knowledge and skills which should be acquired and which are included in the syllabus. Core knowledge, that means knowledge that an engineer should be able to use immediately without the need to consult outside sources, should be assessed in a closed book exam. The knowledge and skills which are not basic should be assessed in an open book exam (Małolepszy, 2021). As we said students do not need to know all mathematical formulas, all theorems, all methods, which sometimes are very specific. They should understand them but they can use materials, such as books, notes etc. That is why an open book exam is better to check students' mathematical skills.

There are many types of an open book exam. Depending on its type, students can use standardized notes (for example: a sheet with mathematical formulas, notes prepared by the lecturer or by students according to strictly defined criteria, etc.) or they can use individual notes (the student's notes) books, computer, the Internet. There are many other possibilities.

The open book exam tasks are different than the closed book exam tasks. The open book exam tasks (Małolepszy, 2021) usually require explanation, interpretation, inference, analysis of the given problem and use of knowledge - not just giving the facts. Students have to think and use

knowledge. In this kind of exam problem solving, critical thinking and creativity are supported. So, we come to the higher categories in Bloom's taxonomy and from the mathematics didactics point of view, we consider groups B and C in Mathematical Assessment Task Hierarchy (Darlington, 2013).

Open book exam is not easier than closed book exam. Students may get the impression that it is easier, because they have mathematical formulas, notes, books. But it is not true. In this kind of exam, there is no recreating knowledge, repeating facts, repeating solutions to problems from a book. But there is thinking, explanation, interpretation, analysis. This is what the future engineer needs. If a student is not well prepared, this exam will be much more difficult for him.

The author of the article conducted (Małolepszy, 2021) the exam where there was one open type task. The students had mathematical formulas from this subject on the sheets. The task turned out to be quite difficult for them. Students who obtained high results in the exam also solved this problem, and those who obtained low results did not solve it.

In conclusion: future engineers should be able to use mathematics to solve real problems, should understand mathematical advanced tools, should be able to use mathematical computer programs to solve real problems and should be able to learn on their own and to apply the available knowledge. Open book exam gives the opportunity to check these skills.

We have to remember that future engineers do not need to have high-level calculation skills (because there exist computers) and do not need to know all facts by heart. The last idea also applies to other areas and other subjects. The author of the article encourage all university teachers to consider what their students really need, what will develop them, what will be useful for them in the future real live and what they will need in their working live. I am sure that they do not need to know all these things by heart. They must know the basic knowledge by heart, but not all the facts. They have to understand them and be able to use them.

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Türk Çocuğu Dergisindeki Türk Halk Edebiyatı Ögeleri (1944-1946)

Elements of Turkish Folk Literature in the Türk Çocuğu Magazine (1944-1946)

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Öz

Türk Çocuğu Dergisi, 16 Birinci kanun (Aralık) 1944 ile 1 Mayıs 1946 tarihleri arasında yayın hayatını sürdürmüştür. Derginin imtiyaz sahipliği ve umumi neşriyat müdürlüğünü Naki Tezel yapmıştır. Dergi çocuklara hitaben çıkmış bir süreli yayındır. Erken Cumhuriyet döneminin önemli çocuk ve gençlik dergilerinden olan Türk Çocuğu Dergisi'nde çocukların eğitilmeleri, eğlenmeleri ve değişen dünyaya ayak uydurmaları için dünya çocuk edebiyatı içerikleriyle tanışmaları amaçlanmıştır. Millî roman ve masalların yanında dünya edebiyatından mit, çizgi roman ve serüvenler okurla buluşturulmuştur. Çeviri çocuk hikâyeleri ve masalları, yerli çizgi roman masalları (Keloğlan ile Hamamcı), bilmeceler, fıkralar, halk hikâyesi (Tepegöz) gibi tür/içerik başlıkları dergide yer bulmuş ve hacminde önemli yer tutmuştur. Belirtilen bu edebi tür içerikleri çocuklara yaşadıkları toplumu tanıtmalarının yanında; Türk Çocuğu Dergisi'nin en fazla önem verdiği, milliyetçi bireyler yetiştirme ülküsüne de hizmet etmiştir. Bu bağlamda millî bilincin ve halk kültürü geleneğinin genç kuşaklara aktarımı bakımından dergideki metinler yadsınamaz öneme sahiptir. Ülkemizde yayımlanan süreli çocuk yayınları, çocukların kültürel ihtiyaçlarını karşılarken onların millî, ahlaki, sosyal ve evrensel değerlere sahip olmalarını da amaçlamıştır. Süreli yayınlar dönemin en önemli sosyalleşme vasıtalarından olması sebebiyle, çocukların eğlenmelerine, sosyalleşmelerine ve bilgiye ulaşmalarına önemli katkılar sunmuştur. Yerli ya da yabancı süreli çocuk yayınları geçmiş yıllardaki sosyo-kültürel değerlerini öğrenmek isteyen bireyler için de önem taşımaktadır. Türk Çocuğu Dergisi'nin gayesi çocukların ilgisini ve sevgisini kazanmaktır. Asıl vurgulanan amaç; çağdaş, Atatürk ilkelerine bağlı, geleneksel ve millî değerlerinin bilincinde olan bir nesil yetiştirilmesidir. Halk kültürü temlerinin gazetede ağırlıklı olarak yer alması bu gayenin en açık göstergesidir. Türk Çocuğu Dergisi'nde çocukların ve gençlerin geçmiş değerlerinin farkına varıp, modern Türkiye'nin inşası yolunda dünyadaki yenilik ve gelişmelerden de haberdar edilmeleri amaçlanmıştır. Türk Çocuğu'nda Atatürk ilke ve inkıplarının gazete yoluyla çocuklara öğretilmesi, Halkevleri'nin misyonu, fonksiyonu, Türk

eđitim sistemine ve Trk halkına ne gibi faydaları olduđu, çeřitli yazılarla yarının byklerine aktarılmıřtır. Bunların yanında mill deđerler ve Trk kltrnn ocuklara ve genlere đretilmesi derginin en nemli misyondur. Dergideki Trk halk edebiyatı geleri: eviri roman, izgi roman, masal, fıkra, mit, hikye, bilmece-bulmaca, řiir, resimli serven, řekindedir. Trk ocuđu'nda edebi trler, Millyetilik ilkesi dođrultusunda yayımlanmıřtır. Dergide okurla diyalog samimi bir slupla yapılmıřtır. Trk ocuđu Dergisi'nde, resm bayramlar ve anmalar, gazetenin sahibi ve umumi neřriyat mdr Naki Tezel tarafından zellikle vurgulanmıřtır.

Anahtar Kelimeler: Gazete, Dergi, izgiroman, ocuk, Folklor

Abstract

Trk ocuđu Magazine continued its publication life between 16 (December) 1944 and 1 May 1946. Naki Tezel was the concession owner and general editor of the magazine. The magazine is a periodical for children. In the Trk ocuđu Magazine, which is one of the important children's and youth magazines of the Early Republican period, it is aimed that children get acquainted with the contents of world children's literature so that they can be educated, have fun and keep up with the changing world. In addition to national novels and fairy tales, myths, comics and adventures from world literature were brought together with the readers. Genre/content titles such as translated children's stories and fairy tales, local comic tales (Kelođlan ile Hamamcı), riddles, anecdotes, folk tales (Tepegz) took place in the magazine and had an important place in its volume. In addition to introducing these literary types of content to children, the society they live in; It has also served the ideal of raising nationalist individuals, to which the Trk ocuđu Magazine attaches the most importance. In this context, the texts in the journal have an undeniable importance in terms of transferring national consciousness and folk culture tradition to younger generations. Children's periodicals published in our country, while meeting the cultural needs of children, also aimed to ensure that they have national, moral, social and universal values. Since periodicals were one of the most important means of socialization of the period, they made significant contributions to children's entertainment, socialization and access to information. Domestic or foreign children's periodicals are also important for individuals who want to learn about the socio-cultural values of the past years. The aim of the Trk ocuđu Magazine is to win the attention and love of children. The main emphasized purpose; It is to raise a generation that is contemporary, committed to Atatrk's principles, and aware of its traditional and national values. The fact that the themes of folk culture are predominantly included in the newspaper is the clearest indicator of this aim. In the Trk ocuđu Magazine, it is aimed to make children and young people aware of their past values and to be informed about the innovations and developments in the world on the way to the construction of modern Turkey. Teaching Atatrk's principles and reforms to children through newspapers in Trk ocuđu, the mission and function of Community Centers, the benefits of the Turkish education system and the Turkish people have been conveyed to the elders of tomorrow through various articles. Besides, teaching national values and Turkish culture to children and young people is

the most important mission of the journal. Elements of Turkish folk literature in the magazine are in the form of translated novels, comics, fairy tales, anecdotes, myths, stories, riddles-puzzles, poems, illustrated adventures. Literary genres in Türk Çocuđu were published in line with the principle of Nationalism. Dialogue with the reader in the magazine was made in a sincere style. In the Türk Çocuđu Magazine, official holidays and commemorations were especially emphasized by Naki Tezel, the owner and general editor of the newspaper.

Keywords: Newspaper, Magazine, Comics, Child, Folklore.

Örgüt Kültürünün Firma Performansı Üzerindeki Etkisi

The Impact of Organizational Culture on Firm Performance

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Rengin ALTUN

Öz

Örgüt, en genel ifadeyle ortak amaçları olan ve bu amaçları gerçekleştirmek için bir araya gelen bireylerin oluşturduğu topluluk olarak ifade edilmektedir. Benzer bir ifadeyle örgüt; belirli bir anlayış çerçevesinde toplanmış bir veya birden fazla bireyin ortak amaçlarını gerçekleştirdikleri yapılar olarak da tanımlanabilir. Her örgüt, değişik kültür yapılarından belirli bir amacı gerçekleştirmek amacıyla bir araya gelen insanlardan oluşmaktadır. Cameron ve Quinn (1999: 37), örgütlerde dört baskın kültür tipi bulunduğunu ve bunların: pazar kültürü, adhokrasi kültürü, klan kültürü ve hiyerarşi kültürü olduğunu belirtmişlerdir. Bu çalışmanın amacı örgüt kültürünün firma performansı üzerindeki etkisini araştırmaktır. Bu bağlamda Cameron ve Quinn (1999)'in örgüt tipi sınıflaması olan Pazar kültürü, adhokrasi kültürü, klan kültürü ve hiyerarşi kültürünün firma performansı üzerindeki etkisi araştırılmıştır.

Abstract

In the most general terms, the organization is expressed as a community of individuals who have common goals and come together to achieve these goals. In a similar way, the organization; It can also be defined as structures where one or more individuals, gathered within the framework of a certain understanding, realize their common goals. Every organization consists of people from different cultural structures who come together to achieve a specific purpose. Cameron and

* Van Yüzüncü Yıl Üniversitesi, Sosyal Bilimler Enstitüsünde gerçekleştirilen “Otel İşletmelerinde Çevresel Stratejiler Ve Organizasyonel Performans: Çevresel Stratejilerin Belirleyicileri Olarak Örgüt Kültürü Örgütsel Öğrenme ve İnovasyonun Rolü” başlıklı tezden türetilmiştir.

Quinn (1999: 37) stated that there are four dominant culture types in organizations and these are market culture, adhocracy culture, clan culture and hierarchy culture. The aim of this study is to investigate the effect of organizational culture on firm performance. In this context, the effect of Cameron and Quinn (199)'s organizational type classification, market culture, adhocracy culture, clan culture and hierarchical culture, on firm performance was investigated.

Szanse i zagrożenia dla usług z zastosowaniem bezzałogowych systemów powietrznych.

Opportunities and threats to services using unmanned aerial systems

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Streszczenie

W Polsce obserwowany jest ogromny rozwój rynku dronowego. Sytuacja związana z pandemią tylko przyspieszyła proces wykorzystania nowych technologii. Liczba profesjonalnych pilotów dronów z odpowiednimi uprawnieniami już dawno przekroczyła 25 tys. w Polsce. Niezbędne jest więc wdrażanie rozwiązań pozwalających na stabilny, zrównoważony i bezpieczny rozwój rynku BSP i ich zastosowań w różnych miejscach kraju. Celem artykułu jest przybliżenie problematyki związanej z procesem bezpiecznego zintegrowania lotnictwa załogowego z bezzałogowym. W artykule zastosowano metody empiryczne i teoretyczne na podstawie dostępnych materiałów źródłowych. Wnioski są podstawą do rozważań nt. możliwości i warunków wprowadzenia na szeroką skalę usług z zastosowaniem bezzałogowych systemów do codziennego życia.

Słowa kluczowe: bezpieczeństwo, drony, bezzałogowe systemy powietrzne

Abstract

Poland has seen tremendous growth in the drone market. The pandemic situation has only accelerated the use of new technologies. The number of professional drone pilots with appropriate licenses has long since exceeded 25,000 in Poland. Thus, it is necessary to implement solutions for the stable, sustainable and safe development of the BSP market and its applications in various parts of the country. The purpose of the article is to introduce the issues related to the process of safe integration of manned and unmanned aviation. The article uses empirical and theoretical methods on the basis of available source materials. The conclusions are the basis for consideration of the possibilities and conditions for large-scale introduction of services using unmanned systems into everyday life.

Keywords: safety, drones, unmanned aerial systems.

On the serial killers trail - forensic profiling

Dominik SZEWCZYK

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DEFINITION OF FORENSIC PROFILING

„Profiling is the process of arriving at a brief, dynamic characterisation succinctly capturing the key features of an unknown offender and the manifestations of his behaviour“.

Józef Krzysztof Gierowski

Who did it this way?

TYPES OF PROFILING

Inductive approach

The assumption that perpetrators carrying out similar acts are similar to each other.

Information collected from databases.

A statistical approach.

Deductive approach

Reconstructing a specific pattern of offender behaviour.

Emphasis on victimology and crime scene analysis.

USE OF PROFILING:

- For the purposes of investigation.
- For the purposes of the judicial process.
- Profiling in police and crisis negotiations.
- Profiling of organised crime groups.
- Profiling of perpetrators of terrorist attacks.
- Analysis of ambiguous deaths.



BEHAVIOURAL ANALYSIS

Reconstructing the course of the event is extremely important, through the analysis of physical traces, victimological analysis and analysis of the characteristics of the scene, allowing the context of all signs and traces of behaviour to be determined.



PERPETRATORS MODUS OPERANDI

„ Modus operandi refers to a set of characteristic tactical and technical activities in the preparatory, execution and the final stage of the offence”.

Artur Solarz

“SIGNATURE” OF THE PERPETRATOR

Specific conduct - an element of the offender's modus operandi that is not relevant to the commission of the offence. It is in some way important to the perpetrator. This may include the place, time, season of the offence and the appearance of the victim of the offence.



STAGING THE SCENE

Appearance of the scene, which is the deliberate alteration of the appearance of the scene and the victim by the perpetrator, but also by those close to the victim. It may be intended to confuse investigators or to protect the victim from a compromising appearance.



PROCESS OF GENERATING A FORENSIC PROFILE



ORGANISED OFFENDER:

- Above average level of intelligence.
- He has a well-thought-out, well-planned and all the time perfected.
- He is in control of his reactions and mood while carrying out the crime.
- Leads a seemingly normal life.
- Socially competent.
- Owns a well-maintained car and a nice flat
- Lives away from the crime scene.
- Sexually fit, rapes victims while they are alive.
- May use alcohol or other drugs during the crime.
- The victim's body is usually well hidden and many traces are obliterated.
- Follows his own actions and those of the police in the media.
- Returns to the scene or burial of the victim.

DISORGANISED OFFENDER:

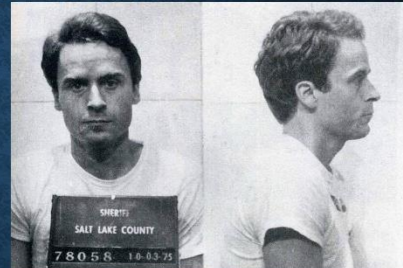
- Person with severe mental problems.
- Person not characterised by high intelligence and may be delusional.
- Socially immature - loner type.
- Rejected by society.
- Violence and discipline in childhood.
- Independently.
- Does not control reactions and outbursts of aggression, although does not use much alcohol.
-
-
-
- The victim may be known to him.
- He lives close to the crime scene.
- He is not interested in the mass media.
- Often operates at night.
- Does not attach importance to obliterating traces, does so superficially.
- The victim is often disfigured.
- He pays no attention to his appearance.
-
-

KILLER FEATURES:

- „Ordinary people“.
- 89% of offenders are under the influence of alcohol.
- Broken and dysfunctional family.
- Violence from the father.
- Residence in correctional institutions.
- Inability to defer gratification.
- Difficulty in controlling behaviour.
- Impulsivity.
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- Aggressiveness during childhood.
- Average intelligence.
- Emotionally cold.
- Adults most often from working-class families living in cities.
- Average age 33 years.
- Unsuccessful marital life.
- Previous convictions.
-

SERIAL KILLERS:

- Mainly they are killers and rapists.
- Acting especially on a sexual or delusional basis.
- Acting alone.
- Crimes have a certain continuity.
- Lack of unity of place and time of crimes committed.
- Moments of tranquillity.
- Mostly Caucasian males.
- For women, serial crimes most often involve infanticide.
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- An antisocial and anstyspocial individual.
- Experiencing multiple failures in life.
- Killing is a way of satisfying needs.
- They collect "trophies".
-

TYOLOGY OF SERIAL KILLERS:

- Visionary assassin.
- A killer with a mission.
- A hedonistic killer.
- Domination-oriented killer.
- A sadistic killer.
- Geographically stable perpetrator.
- Geographically mobile perpetrator.



MASS MURDERERS:

- Three or more victims.
- Offence committed within a limited area.
- Crime committed within a limited time frame.
- White male between 30 and 40 years of age.
- Action caused by a serious life crisis.
- Lack of preference for victim selection.
-
-

Typology of mass killers:

1. Retaliatory killings.
2. Killings for love.
3. Homicides for profit.
4. Terrorist killings.

OTHER PROFILES OF HOMICIDE PERPETRATORS:

- Assassins.
- Frenzied killers.
- Persecutors.
- Rapists.
- Paedophiles.
- Arsonists.
- Followers.
-



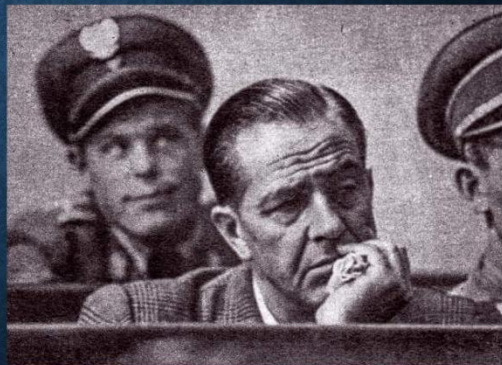
THEODORE BUNDY'S CRIMINAL PROFILE

- Adopted by his grandparents.
- A gifted but shy student.
- Committed petty theft in childhood.
- Interested in sex and violence as a child.
- Unhappily in love.
- Modus operandi - "halo effect".
- Necrophilia.



CRIMINAL PROFILE OF WLADYSŁAW MAZURKIEWICZ

- At the age of three his mother left him.
- Raised by his father and stepmother in poverty.
- Loved reading detective stories.
- Familiarity a ticket to luxury.
- He was a trafficker.
- He would lure victims to make a deal, then kill them and later take their valuables.
-



EXTRACT FROM THE OPINION FOR THE COURT

- Psychosocial profile of low-level homicide perpetrator M.B.
 - It can be stated with a high degree of probability, bordering on almost certainty, that the perpetrator is male.
 - In all likelihood, he was of a similar age to the perpetrator - however, due to the victimological analysis, it must be assumed that the age of the perpetrator could have been between 20 and 35 years.
 - It can be assumed with a high degree of probability that he consumes or abuses alcohol and/or other drugs.
 - He may also display a tendency to
- **Psychosocial profile of the accused J.K.**
 - J.K. is a man.
 - J.K. was 33 years old at the time of M.B.'s death.
 - J.K. had consumed alcohol.
 - J.K. manifests a tendency to impose

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Creativity in Crisis: Art process vs art product and how it affects preservice teacher's experience

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Abstract

Like many educators today, preservice teachers approach art education as an instructional manual in which students are expected to confine their creativity within the strict boundaries of pre-defined images or objects. The plethora of *Pinterest-type* images provides preservice teachers with a comfortable and secure environment ensuring that the 45-minute art class will have a satisfactory and measurable outcome. Children are presented with a variety of craft-like images which they are asked to duplicate to the best of their ability while also being encouraged to add their personal touch or accent. The result usually fulfills all the preservice teacher's lesson plan requirements, as well as satisfying students and parents. But the final product lacks diversity and the uniquely singular characteristics that define every child's personality and imagination. The art class is reduced to an assembly line type environment resulting in the production of product-oriented crafts. Art class should allow children to explore and experiment with a variety of materials while encouraging them to think creatively through a process of problem-solving, collaboration, and self-expression. This can only be accomplished when art education is process-oriented rather than product-oriented. Process-oriented art education allows preservice teachers to develop an understanding and appreciation for positive student assessment while encouraging and supporting early childhood developmental standards such as social-emotional development, fine motor skills, cognitive and sensory development, critical thinking, and problem-solving, as well as math and language skills development.

Keywords: process-oriented art; preservice teaching; critical thinking; cognitive and sensory development; positive student assessment

From a Man to a Scholar, Focus for Argument

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Abstract

Applied linguistics offers solution to students for their language demands related real life problems. So the recognitions and respect for the other disciplines that brings out societal and global concerns, like medicine, psychology, anthropology etc, makes learning process incorporated and fruitful.

The aim of this article is presenting in the light of modern linguistic, meaning, concept and symbol of some powerful words (*good, flower, star, work*), which illustrate contribution to interdisciplinary studies and Albanian heritage.

We have explored and analysed them to satisfy the interest of different school subjects, a possible integrated dictionary helpful for reading encyclopaedia; update ethical values as a tool for education.

Keywords: *integrated dictionary, ethical values, education, global*

INTRODUCTION

Many of the problems to overcome medical crisis and its effect, gave the promise to deal with certain ethics problems in education. Generally speaking, most actual and possible moral lessons for the children taught by the tradition is reduced to some formulas. Escape from them and the child will no longer understand you. In this circumstances some new formula should come. And of course they have to come necessarily from educators.

Impose by the pandemic, everything concerning education came from the computer; his toys, his reading, his song, his language and even his friends. Unfortunately, by some pattern and stereotyped behaviour of custom they remain. Education which deliberately attempt to form the man in the term of the ideas was facet of this utopia. The benefits of technology should be combined with human needs practice, caring and enthusiasm, if not is likely to have a simple

game. From one point of view a man should show its best and be strong and compatible in situations like tis. But how the young generation will be guided?

As we have earlier emphasid in other articles (Thesaurus of children world, Albanologia,Vol 8, No. 15-16(2022), knowledge is a precious value. This value, as history show us, goes mainly to the young generation. Otherwise we will be a poor product as individual and worse as a society; “Half educated people” and constituently “half ignorant” . This situation requires flexible patter in the context of competing new ways of life. Not only longer hours of education will be necessity, but integrating knowledge, followed by ethics and practice , finding a flowery account of a new life have to be in need.

Methodology is a mix of semantic operation and observation and tend to described and analyse simultaneously.

VALUE AND UTILITY

Different disciplines offer different solutions to make man’s life easy and satisfactory. Linguistics solution to language demands related to real life problems. Finding the best interest of the learners sometimes is more concerned with the enjoyment than academic achievements. The thing goes with parent’s interest who like to lower the frustration of their children. By working with student of different category and ages, I have understood the perspectives on schooling to make it effective and enjoyable and follow the leads of medical science a recovery role as well. Language as the power to do this, by means of its powerful words and symbols. Just a paragraph from the famous novel of G. Flober, *Madam Bovary*: “*Emma on the other hand know how to look after the house. She sent the patients accounts in well-phrased letters that had no suggestion of a bill* “. Isn’t that the modern therapy?

Make a language goes along with images and images show different result of discipline. Track a student how to read, compose and perceive the world will keep him effectively with his feet in ground. Let him imagine what he can do with a simple word . What GOOD entails is an act or statement that is not only morally and perceptively correct in the eyes of others, but also in one’s his own eyes.

We use *good* every day, like in simple phrases *good luck, good day, good morning*. Other clusters that pleases our sense with their qualities are bright day, blooming garden, the good smell of coffee, the pleasant smell of roses, the perfume of lemon tree, sweet fruit, warm soup, the flavour of plums etc. So a verge of synonyms comes up, like: enjoyable, fine, nice for the word *good*. In Albanian, *good* is part of these clusters, but the translation in English come different, all these clusters express the sense of goodness. The way we live or Good Life is a good kitchen and days we spent in nature.

The sense of accomplishments goes from nature to human being; a sense of achievements felt when something good is done. The feeling usually does not only pertain to the individuals, but to those around him who might benefit in one way or another from his good deed or statement.

Ethics, however is applied to the actions of two or more people. There are the ethical and moral stands on each issue and oneself and the people around them determine this sense of good by acknowledging the ethical and moral standpoints; determining what is more important to them regarding their decision. And there is hope always in good and virtue. If someone is a good person, he is courageous, honest, trustworthy, kind, selfless, generous, loyal, helpful, principled and so on. And we say a *good man*, remind us *what we* need to have and what we have to be.

Back to a good life, appears to be not only of wealth and abundance. As such, it would be quite limited and out of balance. *a good sign, a good start, a good time, good weather and of course good health. Good health comes from knowing the needs and requirements of your body and mind. It is important not to abuse your body. To be healthy has to be free from illness of body and mind* which leads us to a happy life under all circumstances. A old proverb Latin proverb which has the literal translation in Albanian:*Healthy mind in healthy body* rich the quality of life and is a touchdown of our modern request lifestyle. Powerful words makes us think the all of things that we should do.

Live a good life, is what ethics teach us and has two sides as old philosophers show us. Socrates and Plato primarily define in their works *the good life* as the examination of life, the mastery of self and the contribution to your society. Socrates compares the process to a charioteer driving two horses. Socrates argues that each and every one of us is such a charioteer. We all have to handle two horses. The first horse is stubborn. This is the direct reflection of our animal instincts with boundless appetite for lust and pleasure. It goes in whatever direction it pleases, if not tightly controlled. It is egotistical and does not reflect what it does. It simply does. The second horse is of much nobler and more sensible spirit. It resembles reason and man's capability to reflect upon that which he does. Only by using your reason to reign in your passion, the two horses will lead you to the path of a good life. It helps human beings to develop that which separates them from animal. The qualities of a good life consist of contemplation and learning. It is through the process of contemplating and learning that intellectual virtue are steady acquired. And the acquisition of knowledge along with the principle of knowledge.

The good taste of life holds many facets and if we were not able to taste all of them, lets them imagine. Some of the most commonly words and phrases that express the meaning of good in Albanian:

I know him well (e njoh mirë)

The civic good (të mirat shoqërore)

To give good lesson (një mësim i mirë)

Feel good (ndjehem minë)

Taste good (ka shije)

Good man (njeri i mirë)

IT looks good (duket mirë)

IT does them good (i bën mirë)

Nice and lovely (mirë e bukur)

Take a good care (e mban mirë)

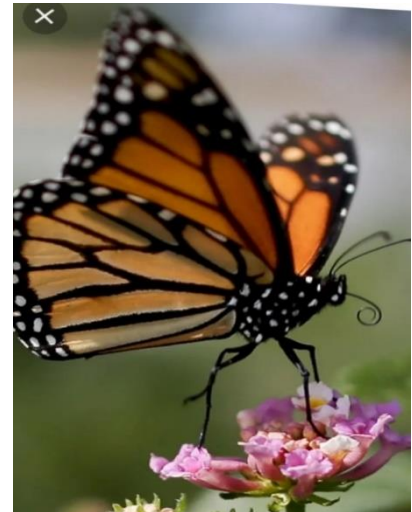
A certain phrases *with* that express feeling, like: with love, with regret, with generosity, with care, with smile, with joy, with adoration, with tenderness, with passion, with compassion, with pleasure, with heart, are similar for the

To feel -good and to have good feeling about this world. Ethics does not stop with the *good*, with what merely ought to be; it accepts this as but one element in the question, what to be done?

From man to a scholar

Will teach a child to be patient, content resigned and calm even when he does not get his way. We can make him flexible and cooperative nearly by the power of circumstances. With no occasion for development of vicious trades, because passion do not arise as long as they are irrelevant.

Tracking merely verbal doesn't produce satisfaction so the child must now how to read and to experience. What a joy for a girl to find out that flower is not merely a beauty; is the expression image of *identical* and *symmetry*, couple and half; colors and the wonder of nature who has done it; a fantasy that she might through in drawing and embroidery; power of combination; a symbol of love or spirit; at last she might use as a decoration at her choice and her mood.



SO a key motive to read closely its own encyclopaedia, explore the nature, enjoy her time and develop her personality. We shall no doubt conclude that some integrated vocabulary with no alphabetic order correlated with image might be interesting and belong to different lexical field. For example, for a child curiosity and pleasure associate with the above image I have included explanation of 11 words. I merely collected these words to an important principle. We need to obtain easily and quickly what we are in no hurry to obtain. How to have some skill at the cost of reading and at a benefit of being useful. We need to nourish practical sense and enrich experience and lively imagination. Isn't that our biology, geometry and art class at the same time?

Let teach a child some geography without the complications of maps and apparatus. One fine evening we go for a walk, to a favourite spot, when open horizon gives us a full view of the setting sun, and we observe objects that mark the point where it sets. The next morning, we return to the same spot before the sunrise to enjoy the morning air. A glowing point appears light lighting and soon falls all space; the veil of darkness fades and disappear. Admiring stars, lake and forest along with the poetry of L. Poradeci Napping lake - creating a feeling of

freshness, that to touch the very soul. Here is an half an hour enchatment that no one resist; a spectacle of such greandeur, beauty and delight cannot fail to move.

Full of enthiasm the teacher wants to share with his student no matter his age. Explain together the beauty and wonder of nature, symetry and forms of different stars, symbol and their meaning , quality of harmony and eternity; nature and God. This might be a subject to lecture with tender emotions, because love, pleasure will stay far in his soul. The quality of the star are the quality of a muse. Far from globe and maps, how bright your convert soul, poetry and nature in one.



So we will be fully content to bring things before him at a proper time with a many words at a minimum time and efforts. With some hinting for the definition of words and their use we will put him to the way toward solution.

As the other word flower , *star*, can have not only different symbolic different

In different culture, but also can be used as a definition of geometric shapes; different number of triangles on each side, which represent different meaning. Usually the star has become a special and spiritual symbol for many reigion around the globe. They represent divine guidance . Connotative meaning in children language is bright, excellent or a hero or heroine. We tend to spoil a child or appreciate their work when call that word.

The impact of engaging a child in different activities, like reading, observing, handcraft, drawing, taking pictures , learning geometry is making a workman when in reality he is becoming a scholar.

May be by this explanation added we will add love to learn about stars, by making connection with nature and this modern world of ours.

What must be fruitful and stand as a recommendations is avoiding isolation by taking only one side attitude. Combining books and experience grow our appreciation for the place we live and desire to make it better. How much we will loose leaving among the walls and what happen during the pandemic it was a prove.

The joy we gain from discovery lays in our words, as the language is the weapon of science and truth. From terms to figurative meaning and symbols, integration is the preparation for every subject.

It is absolutely necessary to know the meaning of *Work* as the source of any good or social goods. If one read verses of an Albanian poet N. Frashëri, we fully understand that every human being should do a certain job in the mist of the society. Even the child that goes at school and should learn to count, draw, sing or write is doing something. Instead of only sleeping and eating one should be engaged in some activities which an individual fits into

the world, create new relation, develop his personality, uses his talent, learn

and grows, develop his identity and sense of belonging. On the other side work makes them independent.

Conclusion

Work and joy one takes from it is a good subject for study. What we have tried to explain above needs to know that the learning process includes the diverse skills and proportional relationship between abstract concepts and experience would be a laudable job. This will connect societal people with each other with harmony and happiness.

Through the linguistics operations we gave the good as a word, as a concept as a mediator to convert intellectual achievements into conduct. By some phrases and its synonym, we show how by learning and experiencing it, finally we are producing a fulfilment and essence of life.

On the other side linguistics (integrated vocabulary) offers solution to language real life problems. By the art of touching the senses and by the art of expressing them, apparently we have some standard in education. Language as a weapon of science eases the process. From terms (star, triangles, symmetry etc) to figurative meaning and symbol, integration is the preparation for every subject. At the crossroads of the humanities and social sciences, linguistics has a role with proper guidance which leads to proper and modern attitudes.

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Coping with stress among medical personnel working during COVID-19 pandemic

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Introduction: Stress is one of the serious occupational hazards among the medical personnel. The COVID-19 pandemic has additionally added many new challenges and responsibilities to healthcare professionals, which may result in greater psychological burden.

The perceived stress during COVID-19 is high intensity. Increasing stress is accompanied by an intensification of psychopathological symptoms including insomnia, anxiety, depression, increasing alcohol and cigarette use.

A natural reaction during the occurrence of stress is a defensive reaction that limits its negative results by the "coping mechanism". Coping with stress is undertaking all efforts aimed at mastering the requirements set for an individual, considered by them as overburdening or exceeding their capabilities.

The aim: The aim of the study was to assess the coping strategies among medical personnel (physicians, nurses, paramedics) working during COVID-19 pandemic

Methods: In the study took part 559 physicians, nurses and paramedics working in the city of Bydgoszcz during pandemic outbreak. The data was collected with the Mini-Cope questionnaire.

Results: The obtained correlation coefficients indicate that in the studied sample, the intensity of the general index of stress at work and its two components (factors 1 and 2) decreased with age and length of work experience.

It was also observed that age and experience at work were negatively correlated with such coping strategies as sense of humor, seeking instrumental support, discharging, taking psychoactive substances, blaming oneself and doing something else, and also positively correlated with positive re-evaluation, towards religion and emotional strategies.

Conclusion: Age and work experience is significant factor affecting coping with stress strategies. Medical personnel should be trained about positive coping strategies. Psychological support should be available for medical personnel, especially during such stressful time as pandemic.

Stress among medical staff

- The burden of stress is one of the serious occupational hazards among the medical personnel. The COVID-19 pandemic has additionally presented many new challenges and responsibilities to healthcare professionals, which may result in greater psychological burdens.

Coping with stress

- A natural reaction to the occurrence of stress is a defensive reaction that limits its action by the "coping mechanism". According to Lazarus, coping with stress is undertaking constantly changing efforts aimed at mastering the requirements set for an individual, considered by them as overburdening or exceeding their capabilities. The "coping mechanism" is assigned an instrumental function of restoring the natural relationship between an individual and the environment and regulating emotions.

Stress related to COVID-19

The value of perceived stress during COVID-19 is high and is very high intensity. The perceived risk of COVID-19 strongly correlates with the stressors associated with the COVID-19 pandemic. Increasing stress is accompanied by an intensification of psychopathological symptoms including insomnia, anxiety, depression, increasing alcohol and cigarette use.

The aim

- The aim of the study was to assess the coping strategies among medical personnel (physicians, nurses, paramedics) working during COVID-19 pandemic

Study design

- In the study took part 559 physicians, nurses and paramedics working in the city of Bydgoszcz during pandemic outbreak. The data was collected with the own questionnaire containing 30 questions about psychological aspects of work during pandemic.

Results

- *Work experience and age affecting stress at work, Spearman's rho rank correlation coefficients (N = 556)*

	work experience	age
• Stress at work (domain 1)	-0,105*	-0,092*
• Stress at work (domain 2)	-0,042	-0,036

* $p < 0,05$; ** $p < 0,01$

- *Work experience and stress affecting coping with stress strategies during COVID-19 pandemic; Spearman's rho rank correlation coefficients (N = 556)*

	work experience	age
• Active methods of coping with stress	0,066	0,072
• planning	0,041	0,049
• positive reevaluation	0,129**	0,139**
• acceptance	0,021	-0,006
• Sense of humour	-0,134**	-0,156**
• Religion	0,155**	0,156**
• Seeking emotional support	-0,062	-0,041
• Seeking instrumental support	-0,093*	-0,084*
• Doing something else	-0,098*	-0,075
• negation	0,017	0,016
• Discharge of emotions	-0,175**	-0,157**
• Taking psychoactive substances	-0,130**	-0,105*
• Cessation of activities	-0,092*	-0,094*
• Self-blame	-0,153**	-0,141**
• Problem focused strategies	-0,003	0,008
• Emotion focused strategies	0,085*	0,099*

* $p < 0,05$; ** $p < 0,01$

Results

- The obtained correlation coefficients indicate that in the studied sample, the intensity of the general index of stress at work and its two components (factors 1 and 2) decreased with age and length of work experience.

Results

It was also observed that age and experience at work were negatively correlated with such coping strategies as sense of humor, seeking instrumental support, discharging, taking psychoactive substances, blaming oneself and doing something else, and also positively correlated with positive re-evaluation, towards religion and emotional strategies.

Conclusions

Age and work experience is significant factor affecting coping with stress strategies. Medical personnel should be trained about positive coping strategies. Psychological support should be available for medical personnel, especially during such stressful time as pandemic.

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An Investigation of Second School Math Teachers 'Views about Distance Education in the COVID-19 Pandemic Process

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Abstract

The COVID-19 pandemic, which has affected the world, has affected countries in many areas. Education comes first among them. As in all countries affected by the pandemic, trainings have started to be given through distance education in our country. In this study, it was aimed to try to understand the experiences of middle school mathematics teachers in depth about what happened in distance education during the COVID-19 pandemic. For this reason, the research was conducted with the phenomenology design, one of the qualitative research methods. The research was conducted with the phenomenology design, which is one of the qualitative research methods. In secondary schools in various regions of Turkey participated in the research tasks that teachers of mathematics. The data were collected over "Google drive" with a semi-structured interview form. Content analysis method was used in the analysis of the data. As a result of the analysis, problems experienced by mathematics teachers before the COVID-19 pandemic were determined. Suggestions were made in line with the research results.

Keywords: Mathematics Education, COVID-19, Pandemic, Mathematics Teachers, Distance Education

INTRODUCTION

Covid-19, which appeared in China in December 2019, quickly spread around the world. For this reason, a pandemic was declared by WHO (World Health Organization) in March 2020. Although the

coronavirus has many negative consequences in terms of economic, health and social aspects, it also has negative consequences in terms of education. United Nations (2020) states that at least 91% of students worldwide are affected by school breaks. Due to the epidemic, distance education is becoming the only solution worldwide. In parallel with health-related measures, states decide to return to distance education within the framework of the possibilities available in order to ensure the continuity of education and students not to fall into void (Telli-Yamamoto & Altun, 2020). While online education provides an opportunity to establish active communication between teachers and students who live in different places, it provides a working environment independent of many variables (Altıparmak, Kurt & Kapıdere, 2011). In addition, recorded course videos can be watched later and students can obtain many materials such as documents and videos individually whenever they want (Solak, Ütebay, & Yalçın, 2019). However, in addition to these advantages of distance education, it is a fact that face-to-face education cannot be replaced and there are limitations to suddenly changing a large amount of teachings online (Lau, Yang, & Dasgupta, 2020). In cases where the appropriate place, time and conditions are not possible, it is necessary to conduct distance education in order for every student to receive quality education and to talk about equality of opportunity in education (Şen, Atasoy Aydın, 2010). It has become inevitable to use distance education, especially in the pandemic process that is being experienced.

Iwai (2020) conducted a research on learning by distance education during the COVID-19 pandemic. In the study, classes have argued over what students will gain or lose with online learning. The research highlighted that the COVID-19 pandemic will continue to present challenges beyond those that arise during distance learning. Burke and Dempsey (2020) mentioned that the closure of schools with the pandemic has positive and negative sides to teachers. It is positively stated that there is an opportunity to open the door to the world of online learning, because it will save time in terms of exploring it, being easy to recreate and create resources and learning plans. As a disadvantage, they mentioned that educators are under pressure to provide online learning and they worry that the curriculum will not catch up when schools reopen. Baytiyeh (2019) argued that it is important to continue learning and communication in every way possible during the school's closure. Although the trainings are carried out remotely, we must continue our social relationships online. Because COVID-19 anxiety has been found to significantly affect social attitudes (Lee, 2020). It is important in terms of evaluating and improving educational activities to determine the problems teachers experience while communicating, the methods they use while motivating their students in terms of education and health, and the limitations of their feelings in these matters. In this context, with the COVID-19 pandemic, mathematics teachers' views on distance education were examined.

Purpose of the Research

The aim of this study is to determine the opinions of mathematics teachers about distance education during the pandemic period.

Research Method

In this study, it was aimed to try to understand the experiences of middle school mathematics teachers in depth about what happened in distance education during the COVID-19 pandemic. For this reason, the research was conducted with the phenomenology design, one of the qualitative research methods.

Participants

Research on Turkey's reachable from serving mathematics teachers in secondary schools in various regions participated in 85 volunteer teachers method.

Data Collection Tools

The semi-structured interview form developed by the researcher was used as the data collection tool. The researcher prepared the interview form in this process. Later, he showed the interview form he prepared to five educators who are experts in their fields. The interview form was finalized with the feedback received. In addition, it was taught to a Turkish teacher and its final form was given in terms of language and comprehensibility.

Data Collection and Analysis

The data were collected over "Google drive" with a semi-structured interview form. Content analysis method was used in the analysis of the data.

Findings, Results and Recommendations

In this study, teachers' views on distance education in the Covid-19 process; It was aimed to determine the positive and negative aspects they face. Considering the limitations brought about by the pandemic of the teachers in charge of the course, the poor internet and technological infrastructure in their places, their computer self-efficacy, their attitudes towards online education, their possession of personal computers, pandemic anxiety and anxiety, the difficulties they may encounter in conducting the process remotely should be investigated. is an issue.

In the findings obtained from the studies, it was seen that the teachers mostly stated the poor internet and technological infrastructure in their places. However, it has been determined that they, like everyone else, suddenly caught the pandemic, so those who do not have a personal computer experience a lot of trouble. However, the inability to train the curriculum with distance education is one of the issues that teachers generally fear. In the light of these findings, it was revealed that our teachers had a lot of trouble during the pandemic process.

Some suggestions were made within the scope of the results obtained in the study. Free and unlimited internet service can be offered to all students and parents to use certain sites. Satellite internet can be provided to settlements such as villages where internet is limited. Posts can be made to increase parent support. The methods that can be used to focus students can be announced

through posts to set an example. In order for online learning applications to be effective, instructors using these systems may prefer teaching models that attract students' attention and enable students to focus more. Similar studies are expected to be conducted for teachers in other branches. Covid-19's impact on the education system in Turkey has become an important policy to be examined. The positive or negative effects of the COVID-19 education system on different stakeholders need to be examined in more detail. Education can be given or added to curriculums to help teachers and students gain issues such as epidemics, natural disasters that affect the world such as pandemics. During or after the pandemic, various trainings can be used to increase teachers' skills in using computer-based education and conducting online education.

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Criminal liability for the abuse of power (Article 231 of the Penal Code) - reflections in the context of changes introduced in the context of the coronavirus pandemic

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Abstract

In the period from 14 March to 20, 2020, the state of epidemic threat was in force in Poland, and from 20 March 2020, the Regulation of the Minister of Health of 20 March 2020 on the announcement of an epidemic in the territory of the Republic of Poland, issued based on the provisions of Art. 46 sec. 2 and 4 of the Act of 5 December 2008 on preventing and combating infections and infectious diseases in humans introduced the state of the epidemic in connection with SARS-CoV-2 virus infections. From 16 May 2022, the state of epidemic threat is in force again.

The source of these institutions for preventing and combating epidemics, existing in Polish law since 2001, was the developing COVID-2019 epidemic. This situation constituted and still poses a threat not only to such essential legal goods as human health and life but also has consequences in the social sphere and has a direct or indirect impact on the economy, financial system, and its stability. It also affects crime, where the ability of perpetrators, including those operating within organized crime structures, to adapt to changes in the environment in which they operate and to use these changes to their advantage has been confirmed during the COVID-19 pandemic.

The changes in the legal system introduced as a result of the coronavirus pandemic were also reflected in the exclusion of criminal liability for abuse of trust and public authority during the epidemic. On 31 March 2020, two acts were introduced into the Polish legal system under the so-called Anti-Crisis Shield - a package of solutions prepared by the government intended to protect the state and citizens from the crisis caused by the coronavirus pandemic:

- the Act of 31 March 2020 amended certain acts in the field of the health care system related to preventing, counteracting, and combating COVID-19,
- the Act of 31 March 2020 amended the Act on unique solutions related to preventing, preventing, and combating COVID-19, other infectious diseases and crises caused by them, and certain other acts.

The main subject of the matter regulated in the above-mentioned legal acts are issues related to the support system for citizens. However, we also find in them criminal provisions, including the exclusion of potential liability for committing a crime, penalized in the provisions of Art. 231 of the Penal Code (abuse of power, also referred to as abuse of powers by a public official) and Art. 296 of the Penal Code (the offense of abuse of trust, also sometimes referred to as (manager) mismanagement).

As part of the presentation, the offense specified in Art. 231 of the Penal Code, in the context of regulations introducing the exclusion of criminal liability for this crime during the epidemic.

Factors determining being a teacher of primary education and early childhood: the case of a Lithuanian institution

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Abstract

Generation changes within the society have a direct impact on companies, schools, and other organisations which have to face the challenges of employee turnover. Junior staff become promoted to managerial positions while a new generation of students fill in the vacant positions. Based on the shift of attitude, expectations, needs and values between generations, organisation executives should strive to understand what they can expect from their current employees, the new upcoming generation, and students, as well as how to attract, motivate and keep them in their company.

The factors affecting the selection of teacher's profession as a career path in teacher of primary education and early childhood objective of the investigation. To analyse and compare the factors affecting the selection of teacher's profession as a career path in teacher of primary education and early childhood.

Research results. During the study of the research results, it was observed that each generation of future teachers had a unique career choice process. Most future teachers have thought about their profession since childhood and often imitated it with their childhood games.

Representatives usually start thinking about their future occupation only in the last school year or after finishing school. It has been observed that elementary and early childhood students are not particularly interested in the teaching profession earlier than in later grades. During the study, it was found that the decision of primary education teachers and representatives of the early childhood generation to become teachers was strongly influenced by external factors, such as the experience of family and relatives, authority, prestige of the profession, social guarantees and other life events.

For teacher of primary education and early childhood generation both of the discussed factor groups (i.e. internal and external factors) were of similar importance. Teacher of primary education and early childhood generation is currently primarily oriented at internal factors, such as skills, values, interests, personal features, and the like. Teacher's profession has many advantages, such as long holidays, more flexible work schedule, work with the youth, potential

for improvement, etc. Such advantages encourage students to pick or think about this speciality. It is worth noting that these factors were and often times still are a significant incentive while choosing a teacher's career.

However, in order for this profession to regain its previous prestige and positive outlook from society, the current situation requires change in improving the career selection process for graduates, changing work environment at schools, and reassessing the priorities of education policy.

Undeclared work in Poland on the example of local research

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Undeclared work in Poland on the example of local research

Abstract

A review of the specialist literature and analysis of own study results reveal that a scale of the phenomena of undeclared work is both globally and locally significant. People who undertake work in the grey market are those from low income groups, socially excluded and foreigners. Undoubtedly, the unemployed can also be included into this group. Results of a conducted study show that a significant percentage of the unemployed indicated the problem of finding a job or reluctance to be employed permanently with one employer as a reason for working in the shadow economy. It needs to be stressed that this group of respondents assessed their financial situation most often as bad. Financial issues play an important role in the transition to the grey market as the unemployed turn to undeclared work for financial reasons, such as higher reimbursement, unsatisfactory income or excessively high social insurance contributions.

Intruduction (1)

- ▶ Recent studies as well as observation of the socio-economic life show that households constitute vital part of shadow economy (incl. undeclared work (Szewczyk-Jarocka, 2020)). Three variants of households participating in the shadow economy can be distinguished (Mróz, 2002):
 - self-supply economy – production of goods and services in order to meet the needs of household and its members,
 - households as employers – using the undeclared work of people who offer their services in the shadow economy,
 - households as employees – offering work of its members in the labour grey market.
- ▶ The basic, over-systemic and universal motivation for undertaking unofficial economic activities (including undeclared work), consistent with the applicable in economics *homo oeconomicus* paradigm, is the desire to obtain additional, undeclared and untaxed income.
- ▶ The study on undeclared work in Poland was conducted as a part of the Study on the Economic Activity of the Population based on “The Statistical Research Program of Public Statistics for 2018” (www 4).

Research methods. Goal and research hypothesis (1)

- Having revised various studies described in widely understood specialised literature, it can be concluded that there are not many works on the results of empirical research in the field presented. In particular, there is no thorough analysis and assessment of the situation on the local market that would refer to financial aspects of undeclared work. Financial premises for undertaking undeclared work are specified in the present article and contribute to empirical research of the subject matter. The main motive for the research is a thesis that inability to find an official work triggers undertaking undeclared work.

Introduction (2)

- By contrast, at the EU level, undeclared work is defined as „any paid activities that are lawful as regards their nature, but not declared to public authorities, taking into account differences in regulatory systems of the Member States.” (www 2):
- the most common type is work performed in a formal undertaking, partially or fully undeclared. Partially: undeclared work is sometimes called “envelope wages” or “cash-in-hand”,
- another type of undeclared work is undeclared “own account” or self-employed work.
- Identifying the causes of this phenomenon is important for the analysis of the undeclared work problem (Fundowicz et al., 2020). Factors refraining from undertaking declared work may include: lack of access to information, low level of human capital, lack of motivation, ineffective system of rule enforcement, labour market regulations, low level of social trust in state institutions, increasing tax burdens and social insurance contributions ((Leonard, 1998; Schneider and Williams, 2013).
- In the specialised literature, the role of financial aspects of the labour shadow economy with view to macroeconomic terms is emphasised. However, there is no reference to the microeconomic and financial reasons for undertaking undeclared work. In households, where members are also people working outside the formal labour market, money is collected and spent. Therefore, the financial situation depends on the amount of obtained income and is the basic determinant in meeting the common and individual needs of household members. The spending of financial funds is related to the use of various banking services. A. Borch (2012) points out that the presence of anonymous and easy-to-use cash is a factor contributing to the existence of the shadow economy. For this reason, limits to the grey market should be sought in development of electronic payments.
- Among those who are likely to stay outside the formal labour system are the unemployed (European Commission, 2014; Williams i Windebank, 1998).

Research methods. Goal and research hypothesis (2)

- ▶ The main goal of the empirical research, therefore, is to identify the financial aspects of undertaking work in the grey market by the unemployed. Pursuant to the main goal of the research, the following specific objectives have been formulated:
- ▶ Objective 1. To determine correlation between the financial situation of the unemployed and their opinions about the reasons for undertaking undeclared work;
- ▶ Objective 2. To determine correlation between the structure of expenses in the household budget of the unemployed and the fact of undertaking undeclared work;
- ▶ Objective 3. To investigate whether there is correlation between using bank services and remaining in the labour grey market.

Research methods and scope

- ▶ The empirical study was performed in form of a questionnaire, developed independently. The target group were unemployed people registered at the Municipal Employment Office in Plock. As at the end of August 2018, 4.319 people were registered in the unemployment register of the Municipal Employment Office in Plock (Report from 2018, p. 1). In total, 122 unemployed people were included in the study. The respondents were selected accordingly to the convenient selection method (Hill, Aleksander, 2003, p. 126). That is, the questionnaire was filled in by those who expressed their willingness to answer the questions of the questionnaire. The study was concluded in the period of September – October 2018.
- ▶ The questionnaire consisted of 20 closed questions which concerned the reasons for undertaking work in the grey market and social exclusion, as well as financial situation of the unemployed. Answers to the questions were provided by 122 unemployed persons, registered at the Municipal Employment Office in Plock.

Subjects (1)

There were 122 subjects participating in the study, 70 women (57.4%) and 52 men (42.6%).

Table 1 presents the frequency distribution for the age of the subjects.

Table 1. Age of the subjects

Age of subjects (years)	Women		Men		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
below 25	17	24.3	17	32.7	34	27.9
25-35	22	31.4	18	34.6	40	32.8
36-45	17	24.3	10	19.2	27	22.1
46-55	13	18.6	4	7.7	17	13.9
above 56	1	1.4	3	5.8	4	3.3
Total	70	100	52	100	122	100

n – number of subjects; % - percent

Source: Based on own study.

Based on the value of credibility ratio, no statistically significant correlation was found between the sex of the subjects and age, $\chi(4)=5,63, p>0,05$. Most of the respondents were aged 23-35. For the purposes of subsequent analysis, the subjects were divided into two age groups, i.e. a group of people up to 35 years of age and a group of those aged 36 and over.

Subjects (2)

Table 2 presents the frequency distribution for the education of the subjects.

Table 2. Education of the subjects

Education	<i>n</i>	%
Primary level	5	4.1
basic vocational level	32	26.2
middle level	55	45.1
Higher level	29	23.8
other	1	0.8
Total	122	100

n – number of subjects; % - percent

Source: Based on own study.

Most respondents were of a middle level of education. For the purposes of subsequent analysis, the subjects with primary and basic vocational education were combined into one group of persons without middle education.

Table 3 presents the frequency distribution for the length of unemployment period registered at the Municipal Employment Office in Płock (the MUP).

Subjects (3)

Table 3. Length of unemployment period registered at the Municipal Employment Office.

Registration at the MUP	<i>n</i>	%
few weeks	33	27.0
1-3 months	15	12.3
3-12 months	23	18.9
a year	21	17.2
few years	22	18.0
no data	8	6.6
Total	122	100

n – number of subjects; % - percent
 Source: Based on own study.

The largest number of respondents were in the group of registered at the MUP for few weeks. For the purposes of subsequent analysis, the groups were joined accordingly: the group of persons registered at the MUP for few weeks with the group of those registered at the MUP for the period of 1-3 months, whereas the group of registered at the MUP for a period of 3-12 months with the groups of persons registered for a year and few years, by thus receiving one group of persons registered for the period up to 3 months and the other registered for the period longer than 3 months.

Eighteen of the respondents (14.8%) were in receipt of unemployment benefit.

Methods for analysing research results (1)

- The value of 0.05 was used as a standard deviation. Statistical significance of the analysed values was assessed on the basis of the credibility ratio, which was used for analysing correlation between the categorical qualitative variables. Contrary to the classical independent test χ^2 which estimates statistical significance correctly even if the analysed categories are spare, i.e. in this case if some of the analysed responses were marked by a small number of respondents. Statistically significant value of the credibility ratio meant that there was correlation between the analysed categorical variables.
- In addition, statistically significant correlations were supplemented with values of Cramer's V effect size. Information about this data was reported in a parameter referred to as the number of degrees of freedom, given in brackets together with the values of Cramer's V effect size.

Presentation of research results (1)

- ▶ While analysing the financial situation of the unemployed, attention should be given to the entirety of decisions made by the household members, which consist of obtaining and allocating funds for various needs. Financial decisions made by household members concern such issues as: managing financial resources, financing purchases, creating and gathering savings, as well as incurring financial liabilities. Meeting consumption needs means that financial resources need to be provided. In case of people undertaking undeclared work financial sources are usually unstable. So as to determine the financial situation of the unemployed, their subjective opinion was required. The results are presented in tables 4, 5 and graph 1.

Presentation of research results (2)

Table 4. Assessment of financial situation of the unemployed

Assessment of financial situation of the unemployed	Number of respondents	Group percentage
very good	13	10.7
good	45	36.9
average	41	33.6
bad	13	10.7
very bad	7	5.7
no data	3	2.5
Total	122	100

Source: Based on own study.

The largest percentage of the respondents was of the opinion that their financial situation was good (36.9%), whereas the smallest assessed it as very bad – 5.7%. It should be noticed that the responses could have been very subjective due to the fact that the subjects were not required to inform about their average monthly income per capita in the household.

Common opinions expressed about undeclared work may lead to factors inducing the unemployed to search for work outside the formal system (Szule-Obłozka, 2019, p. 37). Therefore, with view to their financial situation the respondents were asked to indicate reasons for undertaking undeclared work. The results are presented in table 5.

Presentation of research results (3)

Table 5. Reasons for undertaking undeclared work by the unemployed vs. their financial situation

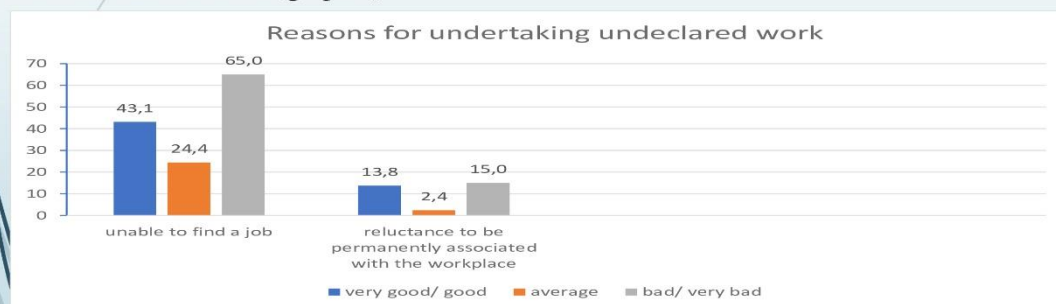
Reasons for undertaking undeclared work by the unemployed	Financial situation						λ	df	p
	Very good/ good		Average		Bad/ very bad				
	n	%	n	%	n	%			
Insufficient income	33	56.9	17	41.5	12	60.0	3.91	5	0.571
Unable to find a job	25	43.1	10	24.4	13	65.0	12.25	5	0.032
Higher remuneration	31	53.4	28	68.3	11	55.0	4.23	5	0.517
Family or life situation	25	43.1	16	39.0	10	50.0	4.14	5	0.529
Taxes discouraging registration of income	18	31.0	12	29.3	8	40.0	4.32	5	0.504
High insurance premium	13	22.4	8	19.5	6	30.0	3.00	5	0.702
Reluctance to be permanently associated with the workplace	8	13.8	1	2.4	3	15.0	13.52	5	0.019
Possible loss of some benefits	22	37.9	13	31.7	5	25.0	3.08	5	0.688
Other	2	3.4	1	2.4	0	0.0	2.39	5	0.793

Source: Based on own study.

The largest number of respondents indicated such reasons for undertaking undeclared work as: insufficient income (62 responses) and higher remuneration (70 responses). Over half of the respondents in this group assessed their financial situation to be good or very good. The least frequent opinion about undertaking undeclared work referred to reluctance to be permanently associated with the workplace – 12 responses.

Presentation of research results (4)

Statistically significant correlations were obtained between the financial situation of the respondents, and the indication of inability to find a job and reluctance to be permanently associated with the workplace. Both of the reasons were indicated less frequently by people in an average financial situation than by people in at least good situation and those in bad or very bad financial condition (graph 1).



Graph 1. Correlation between financial situation of the unemployed and reasons for undertaking undeclared work

Source: Based on own study.

Presentation of research results (5)

- Inability to find a job was indicated less frequently by people in an average financial situation – 24.4% than by the other two groups. Credibility ratio was $\lambda(5)=0,032$, $p<0,05$. A similar correlation was observed in the group of unemployed people who indicated reluctance to be permanently associated with the workplace ($\lambda(5)=0,019$, $p<0,05$) as a reason for undertaking undeclared work.
- A very important issue of substantive nature is determining the correlation between the fact of undertaking undeclared work and household expenditures. It should be stated that there is a correlation between a structure of expenditures in the household budget of the unemployed and the fact of undertaking undeclared work. In table 3, the authors of the present work show the frequency distribution for the household expenditures of the respondents who did and who did not undertake undeclared work.

Presentation of research results (6)

Table 6. Household expenditures in group of people who did and did not undertake undeclared work

Expenditure category	Persons undertaking undeclared work							
	0-10%		11-20%		21-30%		31-40%	
	n	%	n	%	n	%	n	%
Current charges	1	1.6	8	12.7	10	15.9	18	
Education	26	41.3	14	22.2	8	12.7	5	
Savings	30	47.6	9	14.3	9	14.3	1	
Food	3	4.8	6	9.5	18	28.6	14	
Stimulants and attractions	34	54.0	13	20.6	2	3.2	0	
Clothes	12	19.0	26	41.3	11	17.5	3	
Medicines/health service	29	46.0	13	20.6	6	9.5	3	
Other	29	46.0	5	7.9	1	1.6	3	
Expenditure category	Persons not undertaking undeclared work							
	0-10%		11-20%		21-30%		31-40%	
	n	%	n	%	n	%	n	%
Current charges	3	5.1	9	15.3	14	23.7	11	
Education	23	39.0	14	23.7	7	11.9	9	
Savings	38	64.4	10	16.9	7	11.9	1	
Food	4	6.8	4	6.8	22	37.3	11	
Stimulants and attractions	34	57.6	13	22.0	4	6.8	3	
Clothes	17	28.8	21	35.6	14	23.7	1	
Medicines/health service	30	50.8	10	16.9	10	16.9	2	
Other	21	35.6	11	18.6	1	1.7	0	

n – number of subjects; % – percent in group
 Source: Based on own study.

Presentation of research results (7)

- ▶ Seven categories of expenditures incurred by the persons undertaking and not undertaking undeclared work were subjected to analysis by the authors. Items specified for the analysis included: current charges, education, savings, food, stimulants and attractions, clothes, medicines/ health service.
- ▶ According to the results, the main reason for undertaking undeclared work by the unemployed persons was the insufficient income which hindered execution of certain expenditure categories. In the 0-10% group, expenditures on stimulants and attractions accounted for the highest percentage – 54% of responses. In the 11-20% group, the largest share referred to expenditures on clothes – 41.3%, in the 21-30% group the largest share was on current charges – 28.6%, and in the 41-50% group the largest share was on food – 22.2%, whereas in the above 50% group it referred to current charges – 22.2%.
- ▶ In case of the persons not undertaking undeclared work, the largest expenditures were represented by the particular groups as follows : 64.4% went for savings, 35.6% for clothes, 37.3% for food, 18.6% for food and current charges, 20.3% for food, 16.9% for current charges.

Presentation of research results (8)

The analysis of differences concerning the share of particular categories of expenditures in the household budget between the groups of respondents undertaking and not undertaking undeclared work is presented below. Values of the Mann – Whitney U test, which was used for verification of statistical significance of differences between the compared groups, are shown in table 4.

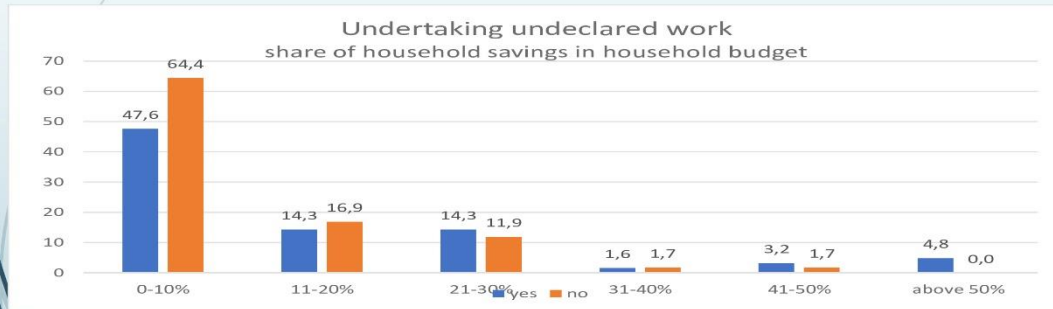
Table 7. Analysis of differences concerning the share of particular categories of expenditures in the household budget between the groups of respondents undertaking and not undertaking undeclared work

Expenditure categories	<i>U</i>	<i>p</i>
Current charges	1634.50	0.243
Education	1858.50	0.999
Savings	1435.00	0.017
Food	1740.00	0.532
Stimulants and attractions	1732.00	0.473
Clothes	1634.50	0.232
Medicines/health service	1737.00	0.506
Other	1692.50	0.364

U – value of the Mann-Whitney U test; *p* – two-tailed statistical significance
 Source: Based on own study.

Presentation of research results (9)

A statistically significant difference was obtained with reference to the share of savings in the household budget. The share of savings in the household budget was larger in the group of respondents who undertook undeclared work (graph 2).



Graph 2. Share of savings in the household budget in groups of people undertaking and not undertaking undeclared work.
 Source: Based on own study.

Presentation of research results (10)

- Many studies show that attachment to cash transactions and executing transactions of this type is beneficial and favourable for the development of shadow economy (Fundowicz et al., 2020; Gołębowski, 2007). Moreover, such transactions are untraceable via documentation, registers or systems. For this reason, governments have promoted non-cash transactions for many years as a factor that may reduce the size of the shadow economy in enterprises.
- Having considered the above arguments, the authors of the present work attempted to estimate the scope of using banking services by people who undertake undeclared work.
- The analysis of the collected material shows that banking services were used by 50 people undertaking undeclared work (79.4%) and 53 people not undertaking it. Based on the value of credibility ratio, no statistically significant correlation was found between the use of banking services and undertaking undeclared work, $\chi^2=2,60, p>0,05$.

Presentation of research results (11)

The results of the research on the degree of impact of banking services on the unemployed persons were presented in the table below.

Table 8. Assessment of financial situation of the unemployed

Use of banking services	Persons undertaking undeclared work		Persons not taking undeclared work	
	n	%	n	%
Persons not using banking services	2	7.1	2	5.9
Savings and settlement account (ROR)	9	32.1	11	32.4
ROR + debit card	5	17.9	8	23.5
ROR + debit card + electronic banking	12	42.9	13	38.2
Total	28	100	34	100

Source: Based on own study.

Pursuant to the results from table 5, it cannot be unequivocally stated that there are differences in the degree of impact of banking services on the two researched groups. A fortiori as the value of the credibility ratio does not indicate statistically significant correlation between undertaking undeclared work and degree of using banking services, $\lambda(3)=0.36$, $p>0.05$.

The above tabled data demonstrates that only over 50% of both groups undertaking and not undertaking undeclared work used the indicated banking services. It can be assumed, therefore, that other respondents used these services irregularly or randomly.

Conclusion (1)

- Summarising the above considerations, it should be stressed that the conducted pilot study referred to microeconomic and financial reasons for undertaking undeclared work. The authors of the present work decided to investigate this issue taking into account the financial aspects of undeclared work due to the lack of in-depth analysis and assessment of the situation on the local market.
- The study showed that the main reasons for undertaking work in the grey market indicated by the respondents, dependently on their financial situation, were the inability to find a job and the reluctance to be permanently associated with the workplace. Another reason for which the unemployed persons also undertook undeclared work included insufficient income which caused difficulty in meeting expenditures for: current charges, education, savings, food, stimulants and attractions, clothes, medicines and health service. On the other hand, the structure of expenditures in households of the unemployed who did or did not undertake undeclared work did not reveal significant differences.

Conclusion (2)

- ▶ Pursuant to the analysis of the research results, unemployed persons undertaking undeclared work outside the formal economy system had greater savings which for 1/5 of them constituted more than 20% of the entire household budget.
- ▶ Over 50% of both groups, those undertaking and not undertaking undeclared work, used the indicated banking services. However, no significant differences were notice with reference to the use of these services by the two groups of respondents.

Dziękuję za uwagę

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Geogebra Yazılımı İle Öteleme Konusunda Öğrenme Etkinliklerinin Geliştirilmesi

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Öz

Geçmişten günümüze matematik öğretimin nasıl yapılmasıyla ilgili pek çok tartışma yapılmıştır. Bu tartışmaların odağında öğrencinin derslere aktif olarak katılımını sağlama çabası vardır. Bu çabalardan “Etkinliklerle Matematik Öğretimi” yaklaşımı ortaya çıkmıştır. Etkinliklerle matematik öğretimi yaklaşımında amaç öğrencinin etkinlikler sayesinde derslere aktif olarak katılımını sağlamaktır. Etkinliklerin öğrenciyi öğrenme sürecinde aktifleştirmesi ve süreçteki rolü dikkate alındığında, önemi her geçen gün artan bir kavram olduğu görülmektedir. Buna rağmen literatür araştırmaları incelendiğinde etkinlik kavramının herkes tarafından kabul edilmiş ortak bir tanımının olmadığı görülmektedir (Dede, Doğan ve Aslan-Tutak, 2020). Buna bağlı olarak literatürde, etkinlik kavramının farklı yönlerden vurgulayan bazı tanımlamalar aşağıda verilmiştir:

- Öğrenci merkezli ve aktif katılımı esas alan bir yapı (Coşkun, 2005).
- Bireyin kendi bilgilerini yapılandırmasına ve sonrasında bu bilgileri yeni durumlara uygulamasına fırsat veren bir yapı (Gömleksiz, 2005).
- Günlük yaşamla ilişkili, ilgi çekici, farklı düşünmeyi ve yaratıcılığı gerektiren, öğrenci merkezli bir yapı (Bukova-Güzel ve Alkan, 2005).
- Matematiksel ifadeleri kullanma, model kurma, soyutlama, matematiksel çıkarımlarda bulunma, matematiksel sembolleri kullanma, aşamalı ve planlı bir yapı (Baki, 2008).
- Ayrık yapılar yerine matematiğin sürekliliğini göstermeyi amaçlayan, öğrencilerin iletişim yoluyla kavramları anlamalarını sağlayan bir yapı (Suzuki & Harnisch, 1995).

Etkinlik kavramının farklı yönlerinin vurgulandığı bu tür açıklamaların sayısı artırılabilir olmakla beraber açıklamaların odaklandığı yere bakıldığında matematik öğretiminde etkinliklerin kullanımının öneminin vurgulandığı görülmektedir. Matematik öğretiminde etkinliklerin önemli olması kadar doğru ve etkili etkinliklerin geliştirilmesi de önem arz etmektedir. Bu durumla bağlantılı olarak “Etkili matematik etkinliklerinin özellikleri ve yapısı

nasıl olmalıdır?” sorusu matematik eğitimcileri tarafından üzerinde hep düşünülen ve araştırmalar yapılan bir soru olmuştur (Özgen, 2012). Bugüne kadar yapılan araştırmalarda bu soruya verilen bazı cevaplara baktığımız ise, Altun (2012)’na göre etkinliğin sahibi öğrenci olmalı, ne yapmakta olduğunu açıklayabilmeli, konuyla ilgili olarak tartışmaya girebilmeli ve etkinlik hayattaki bir karmaşayı açıklayabilmelidir. Olkun ve Uçar (2004) göre etkinlik, sezgisel aşama, yapılandırılmış etkinlik, tartışma açıklama, kavrama/kurala ulaşma, uygulama ve değerlendirme ana hatlarına sahip olmalı. Smith ve Stein (1998) göre etkinlik, öğrencilerin dikkatini matematiksel bir fikre odaklayan tek bir problem veya bir dizi problem olarak tanımlanabilir. Burada verilen örneklerde olduğu gibi etkinliklerin tanımları, özellikleri ve yapıları ile ilgili farklı açıklamaların olmasına rağmen matematik öğretiminde öğrencinin başarısını artırdığı ve matematik öğretimine olumlu katkıları sağladığı pek çok araştırmada tespit edilmiştir (Kutluca ve Zengin, 2011; Kabaca ve Arslan, 2015; Özgen, Aparı ve Zengin, 2019; Topuz ve Birgin, 2020; Güzel, Bozkurt ve Özmantar, 2021). Yakın dönemde ise teknolojiye meydana gelen hızlı gelişmeler sayesinde öğretmenler, matematik derslerinde dinamik matematik yazılımları aracılığıyla daha fazla etkinlik geliştirebilmekte bu da matematik öğretiminde etkinliklerin kullanımını artırmaktadır. Dinamik matematik yazılımların ne olduğuna baktığımızda ise; öğretmen ve öğrencilere bilgisayar ekranı üzerinde şekiller oluşturma, sürüklenme, dinamik olarak kontrol etme ve ayarlama imkânı veren yazılımlar olarak tanımlanabilir (Van de Walle, Karp ve Williams, 2013). Matematik öğretiminde en çok kullanılan dinamik yazılımlara baktığımızda Cabri, GeoGebra, Mathcad, Math Type, Matlab ve LaTeX gibi yazılımların olduğu görülmektedir. Bu yazılımlardan biri olan GeoGebra yazılımı bu araştırmada geliştirilen etkinliklerin tasarlanmasında kullanılan yazılımdır. Bu araştırmada GeoGebra’nın tercih edilmesinin sebebi ücretsiz olması, online olarak ulaşılabilir olması, Türkçe dil desteğinin olması ve kullanımının basit olması gibi durumlar etkili olmuştur. Bu çalışmada matematik öğretiminde matematik öğrenme etkinliklerinin kullanımı ve teknolojinin birlikteliğinden yararlanarak; GeoGebra yazılımı ile öteleme konusunda öğrenme etkinliklerinin geliştirilmesi amaçlanmaktadır.

GİRİŞ

Geçmişten günümüze matematik öğretimin nasıl yapılmasıyla ilgili pek çok tartışma yapılmıştır. Bu tartışmaların odağında öğrencinin derslere aktif olarak katılımını sağlama çabası vardır. Bu çabalardan “Etkinliklerle Matematik Öğretimi” yaklaşımı ortaya çıkmıştır. Etkinliklerle matematik öğretimi yaklaşımında amaç öğrencinin etkinlikler sayesinde derslere aktif olarak katılımını sağlamaktır. Etkinliklerin öğrenciyi öğrenme sürecinde aktifleştirmesi ve süreçteki rolü dikkate alındığında, önemi her geçen gün artan bir kavram olduğu görülmektedir. Buna rağmen literatür araştırmaları incelendiğinde etkinlik kavramının herkes tarafından kabul edilmiş ortak bir tanımının olmadığı görülmektedir (Dede, Doğan ve Aslan-Tutak, 2020). Buna

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- Matematiksel ifadeleri kullanma, model kurma, soyutlama, matematiksel çıkarımlarda bulunma, matematiksel sembolleri kullanma, aşamalı ve planlı bir yapı (Baki, 2008).
- Ayrık yapılar yerine matematiğin sürekliliğini göstermeyi amaçlayan, öğrencilerin iletişim yoluyla kavramları anlamalarını sağlayan bir yapı (Suzuki & Harnisch, 1995).

Etkinlik kavramının farklı yönlerinin vurgulandığı bu tür açıklamaların sayısı artırılabilir olmakla beraber açıklamaların odaklandığı yere bakıldığında matematik öğretiminde etkinliklerin kullanımının öneminin vurgulandığı görülmektedir. Matematik öğretiminde etkinliklerin önemli olması kadar doğru ve etkili etkinliklerin geliştirilmesi de önem arz etmektedir. Bu durumla bağlantılı olarak “Etkili matematik etkinliklerinin özellikleri ve yapısı nasıl olmalıdır?” sorusu matematik eğitimcileri tarafından üzerinde hep düşünülen ve araştırmalar yapılan bir soru olmuştur (Özgen, 2012). Bugüne kadar yapılan araştırmalarda bu soruya verilen bazı cevaplara baktığımız ise, Altun (2012)’na göre etkinliğin sahibi öğrenci olmalı, ne yapmakta olduğunu açıklayabilmeli, konuyla ilgili olarak tartışmaya girebilmeli ve etkinlik hayattaki bir karmaşayı açıklayabilmelidir. Olkun ve Uçar (2004) göre etkinlik, sezgisel aşama, yapılandırılmış etkinlik, tartışma açıklama, kavrama/kurala ulaşma, uygulama ve değerlendirme ana hatlarına sahip olmalı. Smith ve Stein (1998) göre etkinlik, öğrencilerin dikkatini matematiksel bir fikre odaklayan tek bir problem veya bir dizi problem olarak tanımlanabilir. Burada verilen örneklerde olduğu gibi etkinliklerin tanımları, özellikleri ve yapıları ile ilgili farklı açıklamaların olmasına rağmen matematik öğretiminde öğrencinin başarısını artırdığı ve matematik öğretimine olumlu katkıları sağladığı pek çok araştırmada tespit edilmiştir (Kutluca ve Zengin, 2011; Kabaca ve Arslan, 2015; Özgen, Aparı ve Zengin, 2019; Topuz ve Birgin, 2020; Güzel, Bozkurt ve Özmantar, 2021). Yakın dönemde ise teknolojide meydana gelen hızlı gelişmeler sayesinde öğretmenler, matematik derslerinde dinamik matematik yazılımları aracılığıyla daha fazla etkinlik geliştirebilmekte bu da matematik öğretiminde etkinliklerin kullanımını artırmaktadır. Dinamik matematik yazılımların ne olduğuna baktığımızda ise; öğretmen ve öğrencilere bilgisayar ekranı üzerinde şekiller oluşturma, sürüklenme, dinamik olarak kontrol etme ve ayarlama imkânı veren yazılımlar olarak tanımlanabilir (Van de Walle, Karp ve Williams, 2013). Matematik öğretiminde en çok kullanılan dinamik yazılımlara baktığımızda Cabri, GeoGebra, Mathcad, Math Type, Matlab ve LaTeX gibi yazılımların olduğu görülmektedir. Bu yazılımlardan biri olan GeoGebra yazılımı bu araştırmada geliştirilen etkinliklerin tasarlanmasında kullanılan yazılımdır. Bu araştırmada GeoGebra’nın tercih edilmesinin sebebi ücretsiz olması, online olarak ulaşılabilir olması, Türkçe dil desteğinin

olması ve kullanımının basit olması gibi durumlar etkili olmuştur. Bu çalışmada matematik öğretiminde matematik öğrenme etkinliklerin kullanımı ve teknolojinin birlikteliğinden yararlanarak; GeoGebra yazılımı ile öteleme konusunda öğrenme etkinliklerin geliştirilmesi amaçlanmaktadır.

YÖNTEM

Bu çalışmada, nitel araştırma yöntemlerinden özel durum çalışması deseni kullanılmıştır. Özel durum deseninin öne çıkan en önemli özelliklerinden biri araştırmacıya durum veya olay hakkında detaylı çalışma yapma, çalışmada yer alan değişik faktörleri en ince ayrıntılarıyla tanımlama ve değişkenler arasındaki sebep sonuç ilişkilerini açıklayabilme olanağı sunmasıdır (Çepni, 2014). Özel durum araştırma deseninde önceden belirlenen veya kesin çizgilerle oluşturulmuş katı bir planlama söz konusu değildir (Yıldırım ve Şimşek, 2005). Özel durum araştırması desenlerinde en önemli unsurlardan birisi de meydana gelen değişimlerin daha iyi anlaşılabilmesi için araştırılan olgunun süreç içerisinde incelenmesidir (Ekiz, 2009). Çalışmada bu yöntemin tercih edilmesinin nedeni yukarıda verilen özelliklere bağlı olarak araştırmaya konu olan etkinlik geliştirme ve öğretmenlerin görüşlerinin incelenmesi süreçlerinin, olgu ya da duruma göre değişikliğe uğrayabilme ihtimallerine istinaden uygun bir yöntem olmasıdır. Çalışma, sekizinci sınıf dönüşüm geometrisi konusunda belirtilen üç kazanımdan biri olan *"Nokta, doğru parçası ve diğer şekillerin öteleme sonucundaki görüntülerini çizer."* kazanımına yönelik geliştirilmiş üç adet etkinlikten oluşmaktadır. Bu etkinlikler, GeoGebra etkinlik paylaşım sitesi, Millî Eğitim Bakanlığı matematik dersi öğretim programı ve ortaokul matematik ders kitaplarında konuyla ilgili verilen örnekler dikkate alınarak geliştirilmiştir. Bir süreç olarak geliştirilen etkinlikler hakkında uzman ve öğretmen görüşleri alınarak etkinliklere ait hata ve eksiklikler süreç içerisinde giderilmiştir. Etkinliklerin geliştirilme sürecinde önemli bir etkiye sahip olan bir diğer etken ise; araştırmaya konu olan etkinlik geliştirme ve etkinliklerin değerlendirilmesini konu alan literatür çalışmalarıdır. Bu çalışmalardan özellikle Sinclair (2003) ve McLain (2016)' in yapmış oldukları çalışmalar, bu çalışmada etkinlikler geliştirilirken göz önünde bulundurularak birer ölçüt olarak kullanılmıştır. Çalışmada etkinlikler hakkında görüşlerine başvuru olan 10 matematik öğretmeni çalışma grubu olarak belirlenmiştir. Öğretmenler belirlenirken amaçlı örnekleme yöntemini kullanılmış olup öğretmenlerin seçilme ölçütleri; GeoGebra uygulaması hakkında bilgi sahibi olmak, matematik öğretimi alanında en az yüksek lisans yapmış veya yapıyor olmak şeklinde belirlenmiştir. Bu şartlardan en az birini sağlayan öğretmenler gönüllülük esasına bağlı olarak çalışma grubuna alınmıştır. Çalışmada veri toplanması literatür çalışmalarından Sinclair'in (2003) *"Teknoloji tabanlı etkinlikleri oluştururken ve değerlendirirken göz önünde bulundurulması gereken beş temel tasarım ilkesi"* ve McLain' in (2016) *"Dinamik matematik yazılımı etkinliklerini değerlendirmek için önerilen çerçeve araçlar"* adlı çalışmaların etkinlik geliştirme ve değerlendirme sürecinde araştırmacı tarafından birer ölçüt olarak kullanılması ve değerlendirilmesi şeklinde olmuştur. Bu ölçütler, araştırmacı tarafından ayrıca birer google forma dönüştürülerek alan eğitimcisi ve öğretmenlerin bu formlar

ışığında etkinlikleri değerlendirmeleri istenmiştir. Yapılan değerlendirmelerden elde edilen verilerin analizinde ise içerik analizi kullanılmıştır.

GELİŞTİRİLEN ETKİNLİKLER

Bu çalışmada 8.sınıf matematik dersi dönüşüm geometrisi konusunun (MEB,2018) “*Nokta, doğru parçası ve diğer şekillerin öteleme sonucundaki görüntülerini çizer.*” kazanımına yönelik GeoGebra uygulaması aracılığı ile üç adet etkinlik geliştirilmiştir. Etkinlikler geliştirilmeden önce Millî Eğitim Bakanlığının hazırlamış olduğu ilkökul ve ortaokul matematik dersi öğretim programı ayrıntılı olarak incelenmiş ve etkinliklerin dönüşüm geometrisi konusunun yukarıda belirtilen kazanımı göz önüne alınarak oluşturulmasına karar verilmiştir. Etkinlikler oluşturulurken kazanımda hedeflenen her bir durum için ayrı ayrı etkinlikler oluşturularak etkinliklerin sade olmasına dikkat edilmiştir. Bu bağlamda buradaki kazanım için üç adet etkinlik belirlenerek etkinlikler geliştirilmiştir.

Etkinliklerin Tasarımında Kullanılan GeoGebra Özellikleri

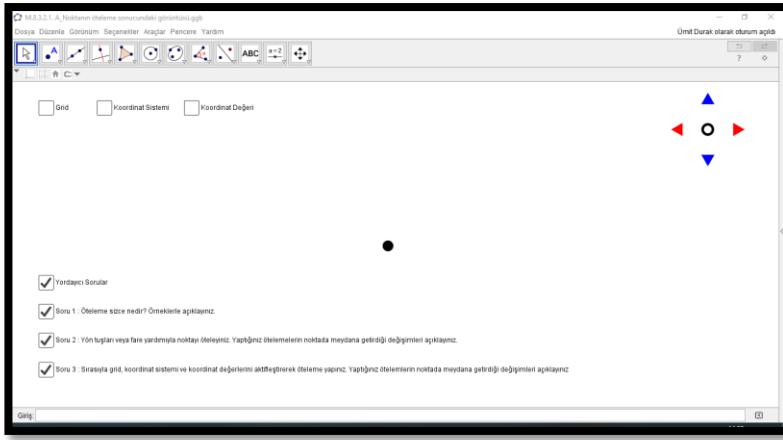
Bu kısımda etkinliklerin geliştirilmesinde kullanılan GeoGebra yazılımının hangi özelliklerinin kullanıldığı ve etkinliklerin tasarım adımları anlatılmıştır. Etkinliklerin geliştirilme aşamaları her bir etkinlik için ayrı ayrı anlatılmadan önce tüm etkinliklerin ortak özellikleri hakkında kısaca bilgi verilmiş olup daha sonrasında ise her bir etkinliğin oluşturulma adımlarından bahsedilmiştir. Tüm etkinlikler için standart olarak tanımlanan GeoGebra özellikleri aşağıda verilmiştir.

- Bütün etkinlikler online olarak oluşturulmuş olup herkesin ulaşabilmesi için “halka açık” seçeneği seçilmiştir.
- Bütün etkinliklerde genişlik:1024 yükseklik: 768 olarak belirlenmiştir.
- Bütün etkinliklerde araç çubuğu, sayfayı yenileme tuşu ve sağ tuş menüsü aktif olarak bırakılmış olup diğer özellikler pasif konuma getirilmiştir.
- Bütün etkinliklerde kullanılan zeminde grid yapı, eksenler ve koordinat değerlerinin aktifleştirme veya pasif duruma getirmek için işaret kutusu etkinliklere eklenmiştir.
- Bütün etkinliklerde öteleme ve yansımadaki değişimlerin daha rahat kontrol edilmesi ve gözlenmesi amacıyla etkinliklere joystick bir yapıda birer birim hareket sağlayan yön tuşları eklenmiştir.

Burada etkinliklere standart olarak tanımlanan bu özellikler dışında her bir etkinliğin ekran görüntüsü, isimleri, erişim linkleri, karekodları ve geliştirme adımları verilmiştir.

1.Etkinlik: Noktanın ötelenme sonucundaki görüntüsü

Erişim linki ve karekodu:

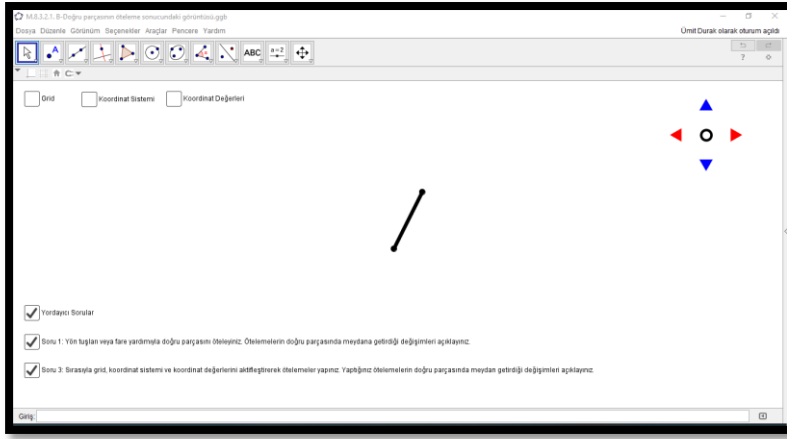


<https://www.geogebra.org/m/a249c7cj>

- Adım 1** Etkinlikte öteleme hareketi uygulanacak nokta, öteleme hareketinin kontrolünü birer birim olarak sağlayacak yön tuşları ve eklenen özellikleri göster/gizle olarak tercih etme amaçlı işaret kutuları ile oluşturulması.
- Adım 2** Grid, koordinat sistemi ve koordinat değeri tercihlerini aktifleştirme veya pasifleştirme özellikleri için işaret kutularının betikleme kısmına özellikler=>betikleme=>güncellendiğinde yolunu izleyerek "EksenleriGöster ()", "IzgaraGöster []" ve "EtiketGöster[..., ...]" komutlarının yazımı.
- Adım 3** Yön tuşlarına noktayı hareket ettirme özelliğini kazandırmak amacıyla hareket ettirecek noktanın koordinat değerlerini temsil etmesi amacıyla iki adet sürgü oluşturuldu. Daha sonra yön tuşlarına bu sürgü değerlerini artırma ve azaltma komutu Özellikler=>Betikleme=>Tıklandığında yolu izlenerek tanımlandı.
- Adım 4** Etkinliğin yordayıcı soruları açılır kapanır işaret kutusu formatında eklendi. Daha sonra etkinliğin standart özellikleri tanımlanarak etkinliğe son hali verildi.

2.Etkinlik: Doğru parçasının öteleme sonucundaki görüntüsü

Erişim linki ve karekodu:

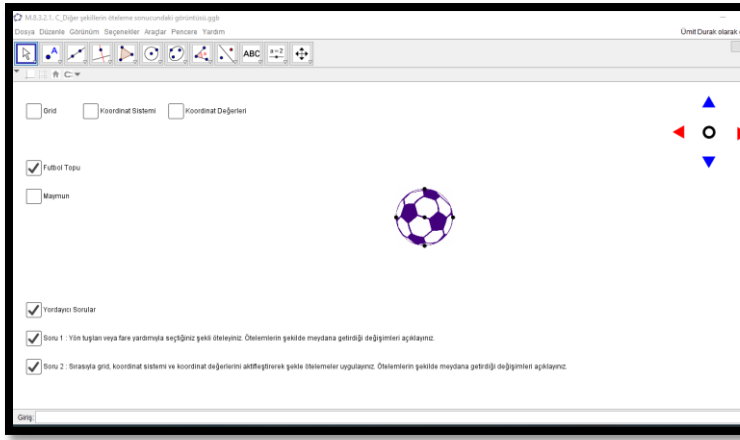


<https://www.geogebra.org/m/tbvr3jqj>

- Adım 1** Etkinlikte öteleme hareketi uygulanacak doğru parçası iki noktanın birleşimi olarak inşa edildi. Öteleme hareketinin birer birim olarak kontrolü için yön tuşları ve eklenen özelliklerin göster/gizle olarak tercih edilebilmesi için işaret kutuları oluşturuldu.
- Adım 2** Grid, koordinat sistemi ve koordinat değeri tercihleri için oluşturulan işaret kutularına "EksenleriGöster ()", "IzgaraGöster []" ve "EtiketGöster [..., ...]" komutları uygulanması Özellikler => Betikleme => Güncelleme yolu izlenerek tanımlandı.
- Adım 3** Yön tuşlarına doğru parçasını oluşturan iki noktanın senkronize hareket ettirilmesi ve noktaların koordinat değerlerinin temsil etmesi için dört adet sürgü oluşturuldu. Daha sonra yön tuşlarına bu sürgü değerlerini artırma ve azaltma komutu Özellikler=>Betikleme=>Tıklandığında yolu izlenerek tanımlandı.
- Adım 4** Etkinliğin yordayıcı soruları açılır kapanır işaret kutusu formatında eklendi. Etkinliğin standart özellikleri tanımlanarak etkinliğe son hali verildi.

3.Etkinlik: Dięer Őekillerin öteleme sonucundaki görünüőü

Eriőim linki ve karekodu:



<https://www.geogebra.org/m/qqu9vtsm>

- Adım 1** Etkinlikte öteleme hareketi uygulanacak dięer Őekiller olarak maymun resmi ve futbol topu Őekli olarak iki Őekil seçildi, öteleme hareketinin birer birim kontrolü için yön tuşları ve eklenen özelliklerin göster/gizle olarak tercih edilebilmesi için işaret kutuları oluşturuldu.
- Adım 2** Grid, koordinat sistemi ve koordinat deęeri tercihleri için oluşturulan işaret kutularına “EksenleriGöster ()”, “IzgaraGöster []” ve “EtiketGöster [..., ...]” komutları uygulamanın Özellikler=>Betikleme=>Güncelleme yolu izlenerek tanımlandı.
- Adım 3** Őekillerin hareketini Őekillerin üzerine eklenen nokta referans alınarak yapılması için Őekillerde noktalar belirlenmiştir.
- Adım 4** Yön tuşlarına seçilen Őeklin hareketinin birer birim olarak kontrol edebilmesi amacıyla Őekillerin belirlenen noktalarının koordinat deęerleri için iki adet sürgü oluşturuldu. Daha sonra yön tuşlarına bu sürgü deęerlerini arttırma ve azaltma komutu Özellikler=>Betikleme=>Tıklandığında yolu izlenerek tanımlandı.
- Adım 5** Etkinlięin yordayıcı soruları açılır kapanır işaret kutusu formatında eklendi. Etkinlięin standart özellikleri tanımlanarak etkinlięe son hali verildi.

BULGULAR

Bu çalışmada bulgular, araştırmacı, alan eğitimcisi ve öğretmenlerin yapmış oldukları değerlendirmeler sonucunda elde edilmiştir. Bu bulgulara sırasıyla bakıldığında ilk olarak araştırmacı tarafından Sinclair'in (2003) "*Teknoloji tabanlı etkinlikleri oluştururken ve değerlendirirken göz önünde bulundurulması gereken beş temel tasarım ilkesi*" adlı çalışmasındaki ilkeleri birer yordayıcı soruya çevirerek yapmış olduğu değerlendirmeye ait bulgular aşağıda verilmiştir:

- ❖ Etkinliklerde çok fazla renk kullanılmamış olup yön tuşları renklendirilmiştir. Diğer şekillerde kullanılan resimler maymun ve futbol topu resimleri olup öğrencinin dikkatini çekmesi amaçlanmıştır. Özelliklerin aktifleştirilmesi işaretleme kutucukları ile sağlanmıştır.
- ❖ Etkinliklerin farklı cihazlarda bozulmalara uğramaması amacıyla görünüm özellikler tüm etkinliklerde standart olarak 1024x768 şeklinde belirlenmiştir. Etkinliklerde giriş ekranına dönüş amacıyla yenileme tuşu eklenmiştir.
- ❖ Etkinliklerde öğrencileri olgular arasındaki ilişkileri keşfedebilmesi için yordayıcı sorular eklenmiş olup bu soruların gösterimi sırayla ve tercihe bağlı olarak yapılabilmektedir.
- ❖ Etkinliklerin her biri kazanımların belirli hedeflerine yönelik olarak geliştirilmesi ve tek etkinlikte çok fazla hedefin gerçekleştirilmeye çalışılmaması sayesinde sade ve esnek olması amaçlanmıştır.
- ❖ Etkinlikler, yordayıcı sorular öğretmenlerin yönlendirmesine bağlı olarak akran iletişimi şeklinde öğrencilerin akranları ile öğretmenlerin rehberliğinde etkileşim olanaklarının olmasına imkân sağlar.

Yukarıda etkinliklerin araştırmacı tarafından belirlenen özellikleri ile Sinclair'in teknoloji tabanlı etkinlikler oluşturulurken veya değerlendirilirken göz önünde bulundurulması gereken beş temel tasarım ilkeleri karşılaştırıldığında etkinliklerin bu ilkelere uygun oldukları belirlenmiştir. Geliştirilen etkinliklerin uygunluk durumlarının tespitine ve etkinliklerle ilgili veri toplanmasına yönelik bir diğer değerlendirme ise etkinliklerin McLain' in "*Dinamik matematik yazılımı etkinliklerini değerlendirmek için önerilen çerçeve araçlar*" adlı çalışmasındaki temel etkinlik tasarım ilkeleri kontrol listesi, matematiksel derinlik seviyesi ve teknoloji entegrasyonu rubriği adlı üç aracına göre yapılmıştır. Bu araçlar kullanılarak elde edilen bulgular aşağıda Tablo 1'de verilmiştir.

Tablo 1: Temel Etkinlik Tasarım İlkeleri Kontrol Listesine Göre Değerlendirme Sonuçları

Temel Etkinlik Tasarım İlkeleri Kontrol Listesi	Araştırmacı	Öğretmen	Alan Eğitimcisi
Açık ve net	✓	✓	✓
Renk, teknolojinin önemli yönlerine dikkat çekiyor.	✓	✓	✓
Metin düzeltildi, hatalardan arındırıldı ve yaşa uygun hazırlandı.	✓	✓	
Metin teknolojinin diğer bileşenlerini etkilemez.	✓	✓	
Çoklu gösterimler arasındaki bağlantılar açıktır.	✓	✓	✓
Uygulama, yetenek/deneyime dayalı çoklu giriş noktalarına izin verir.			✓
Etkinlik, çoklu yaklaşımları ve çoklu çözüm stratejilerini destekler.	✓	✓	✓

Etkinliklerin temel tasarım ilkelerine bağlı değerlendirilmesine baktığımızda üç grup tarafından değerlendirme yapıldığı görülmektedir. Bu değerlendirmelerde araştırmacı, kontrol listesindeki her bir açıklamayı yordayıcı soruya dönüştürerek etkinliklerin özelliklerine göre değerlendirme yapmıştır. Öğretmen ve alan eğitimcisi değerlendirmeleri ise etkinliklerin kontrol listelerindeki açıklamalara uygunluk durumlarına bağlı olarak yapmış oldukları tercihlere göre belirlenmiştir. Çalışmaya 10 öğretmen ve 7 alan eğitimcisi katılmıştır. Katılımcıların tercih durumlarına göre yarısı ve yarısından fazlasının işaretlemiş oldukları kontrol listelerine tik atılmıştır.

Etkinliklerin matematiksel derinlik seviyelerine göre değerlendirmesine bakıldığında ise araştırmacı değerlendirmesi sonucunda olarak etkinlikler incelendiğinde grid zemin, eksenler ve koordinat değerleri çoklu ortamları ilişkilendirmesi, yön tuşları veya mouse ile uygulanan öteleme ve yansıma hareketlerinin etkilerinin anlık olarak gözleme olanağı sağlaması, istenilen miktarda deneme yanılma olanağı sunması, öteleme ve yansıma hareketleri ile şekillerdeki değişimleri keşfetme olanağı sunması gibi özelliklerinden dolayı matematiksel derinlik seviyesinin üst düzey becerilerden 6.hiyerarşik seviyeye uygun olduğu belirlenmiştir. Yine öğretmen ve alan eğitimcisi tercihlerine göre ise etkinliklerin matematiksel derinlik seviyeleri aşağıda Tablo 2'de belirtilmiştir.

Tablo 2: Matematiksel Derinlik Seviyesine Göre Değerlendirme Sonuçları

	Matematiksel Derinlik Seviyesi										
	Alt Düzey						Üst Düzey				
	N/A	0	1	2	3	4	5	6	7	8	
Araştırmacı										✓	
Öğretmen										✓	
Alan Eğitimsi								✓	✓		

Etkinliklerin genel olarak matematiksel derinlik seviyelerine göre değerlendirmelerine baktığımızda her üç değerlendirme sonucunda da etkinlikler üst düzey olarak belirlenirken seviye olarak bakıldığında ise alan eğitimsi değerlendirmelerinde 6. ve 7.seviye tercih sayılarının aynı oldukları görülmektedir

Etkinliklerin genel olarak matematiksel derinlik seviyelerine göre değerlendirmelerine baktığımızda her üç değerlendirme sonucunda da etkinlikler üst düzey olarak belirlenirken seviye olarak bakıldığında ise alan eğitimsi değerlendirmelerinde 6. ve 7.seviye tercih sayılarının aynı oldukları görülmektedir.

Geliştirilen etkinlikler, en son olarak teknoloji entegrasyonu rubriğine göre değerlendirilmiştir. Bu değerlendirmelerden araştırmacı değerlendirmesinde dikkate alınan etkinlik özellikleri aşağıda verilmiştir.

- ❖ Etkinliklerde öteleme ve yansıma hareketleri dinamik olarak kontrol edilebilir.
- ❖ Etkinliklerde belirlenen şekle (nokta, doğru parçası ve diğer şekiller) uygulanan öteleme veya yansıma hareketlerinin etkisi eş zamanlı (senkronize) olarak gözlemlenebilmektedir.
- ❖ Etkinliklerde uygulanan hareketler çoklu sunum olanağı (grid zemin, eksenler ve koordinat) sunarak hareketler ile şekiller arasındaki ilişkiyi gözleme olanağı sunar.

Burada belirlenen özellikler ve değerlendirmelere bağlı olarak araştırmacı tarafından etkinliklerin notlandırma ölçekleri A şeklinde olduğu belirlenmiştir. Teknoloji entegrasyonu

rubriğine göre yapılan değerlendirmeye öğretmen ve alan eğitimcisi tercihlerinin de eklenmesiyle etkinliklerin ölçeklendirmeleri aşağıda Tablo 3'te verilmiştir.

Tablo 3: Teknoloji Entegrasyon Rubriğine Göre Değerlendirilme Sonuçları

Notlandırma Ölçeği	Açıklamalar			
		Araştırmacı	Öğretmen	Alan Eğitimcisi
A	Teknoloji kullanımı, içerik, öğretim stratejileri ve teknolojinin birbirine göre uyması için çok önemlidir.	✓	✓	✓
B	Teknoloji bir aksesuar olarak kullanılır. İçerik ve öğretim stratejileri, teknolojiyle veya teknolojisiz olarak birbirine uyar.			
C	Teknoloji kullanımı öğretim stratejilerini desteklememektedir. İçerik, öğretim stratejileri ve teknolojileri birbirine uymuyor			
N/A	Teknoloji eğitimi yansıtmıyor. İçerik sınıf içi kullanım için tasarlanmıştır.			

Tablo 3'te verilenler yorumlandığında etkinlikler her üç grup tarafından en yüksek notlandırma ölçeği olan A ölçeğinde not aldıkları görülmektedir.

ÖNERİLER

Bu çalışmada elde edilen sonuçlara göre bazı öneriler sunulmuştur.

1. Bu çalışma kapsamında geliştirilen etkinlikler zenginleştirilebilir veya farklı konularda benzer bir süreç takip edilerek yeni etkinlikler geliştirilebilir.
2. Geliştirilen etkinlikler sınıf ortamında uygulanarak etkinliklerin öteleme konusuna yönelik öğrenci tutumlarına veya akademik başarılarına etkisi araştırılabilir.
3. Matematik ders kitaplarında, konulara özel olarak geliştirilmiş dinamik matematik etkinliklerinin linki veya karekodu eklenerek öğretmenlerin ve öğrencilerin konularla ilgili hazır etkinliklere ulaşımı kolaylaştırılabilir.

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**Polish Transport Policy Towards
The Challenges of the 21st Century**

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POLISH TRANSPORT POLICY TOWARDS THE CHALLENGES OF THE 21ST CENTURY

Introduction

Nowadays, on the threshold of the third decade of the 21st century, in the era of the widespread globalization of the world economy and advanced integration processes in many regions of the world, transport is a key factor in the development of modern society. An efficient transport system is therefore essential to improving the welfare of society, as it has a significant impact on the pace not only of economic growth, but also of social development. Therefore, the creation of appropriate conditions for the development of transport and its functioning can only be ensured by transport policy, which ensures the specific distinctiveness of production factors in transport and the specific nature of transport services. Hence, the task of transport policy is to manage the sector in such a way as to meet the growing needs of moving both people and cargo, maximizing benefits, but at the same time reducing the negative effects of the sector's development at minimum costs.

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Determinants of contemporary transport policy

Transport policy is currently facing particular challenges and expectations. The factors that have a significant impact on transport policy today, and will have an even greater impact on it in the future, include:

- increased turbulence and random changes in the economy,
- deepening integration and globalization processes,
- greater activity of international transport organizations,
- limitations related to the natural environment and the problem of depleting resources,
- the "IT revolution" taking place.

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Determinants of contemporary transport policy

Undoubtedly, the transport policy in the 21st century will be implemented in increasingly difficult conditions due to the greater randomness of changes, the emerging chaos in the environment and the possibility of new, unpredictable epidemics/pandemics (e.g. the COVID-19 pandemic) affecting its form, scope of operation and effectiveness. Lower predictability of the environment will have an impact on the shortening of the time horizon in economic decisions. Therefore, it can be expected that the medium-term time horizon of setting the assumptions and objectives of the transport policy in the future will be considered a standard.

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Instruments of modern transport policy

The research carried out by the ASSIST project at the operational level identified more than 300 transport policy instruments implementing the assumptions of the common transport policy, affecting the economic, social and environmental area. These instruments were grouped into 7 categories, assigning them the identified challenges, along with their efficiency assessment (Table 1).

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Table 1. Assessment of the effectiveness of individual categories of common transport policy instruments in overcoming the identified challenges

Challenge	Prices and fees in transport	Taxes	Research and development	Increasing the efficiency of the sector	Internal market	Infrastructure	Transport planning
Counteracting climate change	++	++	++	+	0	0	0
Depletion of fossil fuels and other natural resources	+++	+++	+++	++	0	0	0
Decreasing air quality and deteriorating the acoustic climate changes	++	++	++	+	0	++	+
Increasing urbanization processes and urban development	+	+	+	+	0	++	++
Aging of the population	0	0	0	0	0	0	0
Migration intensification	0	0	0	0	0	0	0
Unemployment level	0	0	+	0	0	+	+
Inequalities in the distribution of income and the stratification of society	0	0	+	0	0	0	0
Declining security	0	0	+	0	0	+	+
The level of individualism in society	0	0	0	0	0	0	0
Diffusion of technological innovations	0	0	+	0	0	0	0
Third industrial revolution	0	0	+	0	0	0	0
The intensifying process of globalization and outsourcing	0	0	0	0	0	+	0
Public and private debt	+	+	0	0	0	0	0
Building the euro area	0	0	0	0	0	0	0

where: 0 - no impact, + - low impact, ++ - medium impact, +++ - high impact

Source: J. Kiel, H. Maurer, F. Fermi, D. Fiorello, M. Krail, *Future challenges for European transport policy – assessment of the implications of future challenges for transport policy*, Deliverable D3.1 of ASSIST (*Assessing the social and economic impacts of past and future sustainable transport policy in Europe*), Project co-funded by European Commission 7th RTD Programme, Karlsruhe 2013, s. 33, za: W. Rydzkowski (red.), *Współczesna polityka transportowa*, PWE, Warszawa 2017, s. 57-58.

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CONTEMPORARY CHALLENGES FACING POLISH TRANSPORT POLICY

- Situation in Ukraine
- Increase in the price of energy carriers
- Turbulent economic situation

POLISH TRANSPORT POLICY TOWARDS THE CHALLENGES OF THE 21ST CENTURY

Main consequences of the situation in Ukraine for the transport sector in Poland

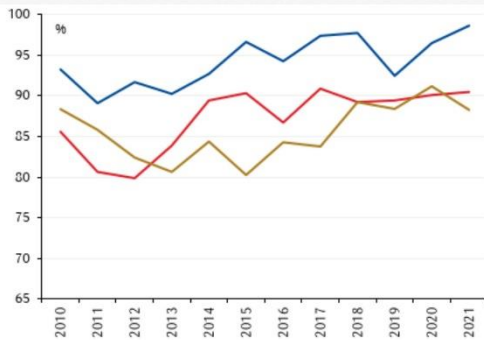
- Transport is and will be an industry significantly affected by the consequences of the situation in Ukraine. Transport has a significant share in foreign trade in services. In 2020, it accounted for 28% of provided services and nearly 22% of purchased services.
- Road transport of goods handled nearly 98% of Polish exports to Belarus, 90% to Russia and 88% to Ukraine. In the case of imports, these indicators were significantly lower and amounted to 59%, 12% and 47%, respectively, due to the different commodity structure.
- Certain transport, courier and logistics companies will stop serving the Ukrainian and Russian markets.

Source: Monitoring Branżowy. Analizy sektorowe, 9.03.2022 r.

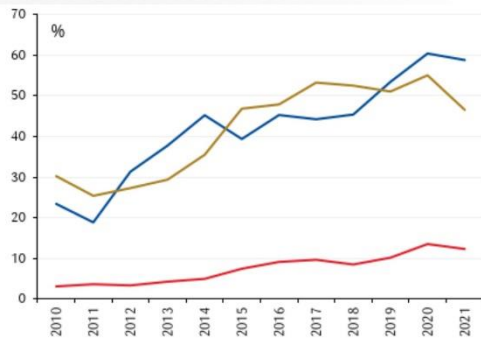
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POLISH TRANSPORT POLICY TOWARDS THE CHALLENGES OF THE 21ST CENTURY

The share of road transport in the transport of Polish exports to selected countries



The share of road transport in the transport of Polish imports from selected countries

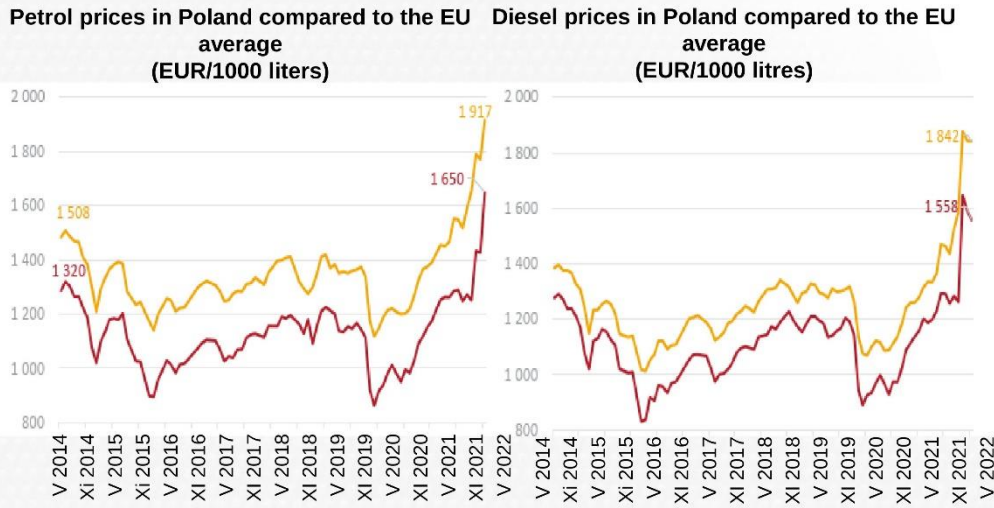


Source: Eurostat
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to Belarus to Russia to Ukraine from Belarus from Russia from Ukraine

POLISH TRANSPORT POLICY TOWARDS THE CHALLENGES OF THE 21ST CENTURY

Increase in the price of energy carriers



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Source: Polska Organizacja Przemysłu i Handlu Naftowego.

POLISH TRANSPORT POLICY TOWARDS THE CHALLENGES OF THE 21ST CENTURY

Research

DIAGNOSIS OF THE IMPACT OF THE CONTEMPORARY SOCIAL AND ECONOMIC SITUATION ON THE BEHAVIOR OF MANAGERS IN POLISH TRANSPORT COMPANIES

The aim of the research was to diagnose the behavior of the managers of transport companies in Poland in the face of contemporary economic and social challenges by assessing the current condition of their own company and the prospects of its operation over a period of one year. The survey was conducted by means of questionnaire interviews in small (companies employing up to 49 people), medium (companies employing 50-249 people) and large (companies employing over 250 people) transport companies, represented by persons responsible for making economic decisions (company owners, directors, presidents, board members). The study was conducted on a sample of 320 transport companies in the period April-June 2022.

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EVALUATION OF THE COMPANY'S CONDITION IN 2022 [%]



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EXPECTING THE COMPANY'S ECONOMIC SITUATION IN 2023 [%]



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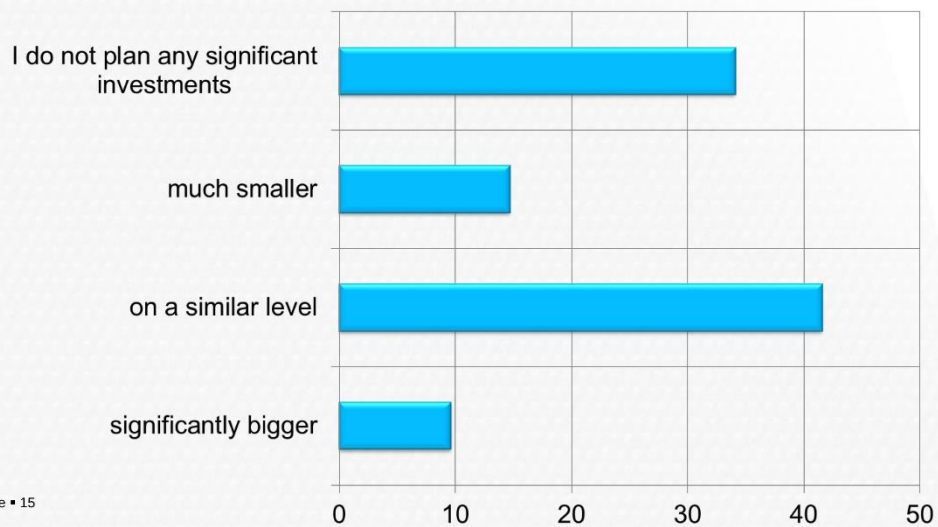
POLISH TRANSPORT POLICY TOWARDS THE CHALLENGES OF THE 21ST CENTURY

SOURCES OF FINANCING THE COMPANY'S DEVELOPMENT IN 2022[%]



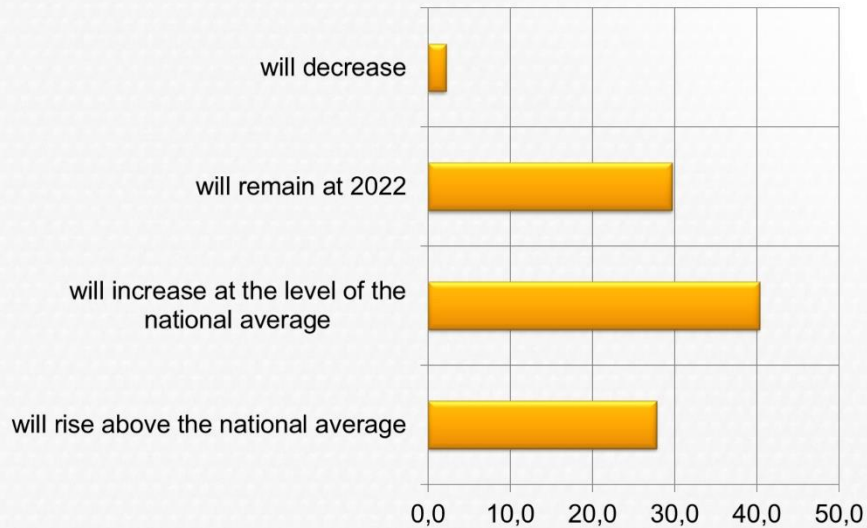
POLISH TRANSPORT POLICY TOWARDS THE CHALLENGES OF THE 21ST CENTURY

PLANNED INVESTMENT EXPENDITURE IN 2023 COMPARED TO 2022 [%]



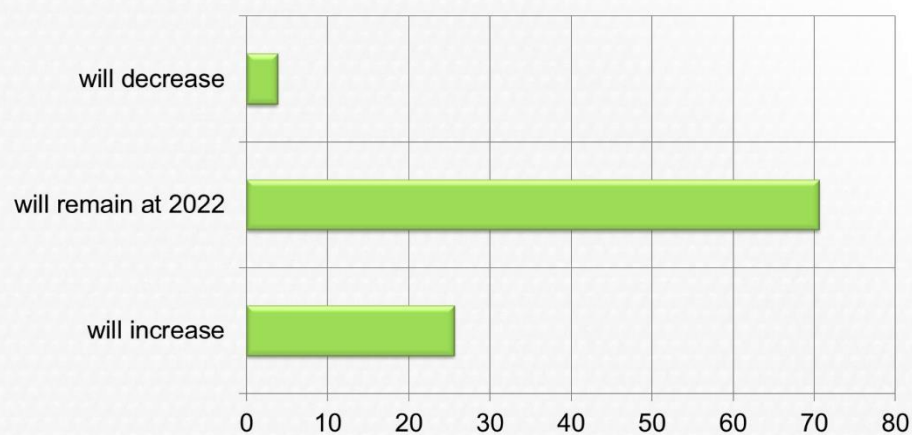
POLISH TRANSPORT POLICY TOWARDS THE CHALLENGES OF THE 21ST CENTURY

PLANNED AVERAGE REMUNERATION IN THE COMPANY IN 2023[%]



POLISH TRANSPORT POLICY TOWARDS THE CHALLENGES OF THE 21ST CENTURY

PLANNED EMPLOYMENT IN THE COMPANY IN 2023 [%]



POLISH TRANSPORT POLICY TOWARDS THE CHALLENGES OF THE 21ST CENTURY

RESULTS

The respondents indicated as the most urgent challenges and problems in the coming year:

- tackling the rise in energy and gas prices and putting in place a realistic energy strategy;
- tackling the rise in inflation;
- limiting excessive changes in legal regulations and introducing a minimum vacatio legis;
- reduction of tax burdens, acceleration of procedures and shortening the time of returning taxes due to the entrepreneur, e.g. VAT;
- improving the functioning of the system of electronic offices and state institutions,
- balancing the rights of employers with those of the employee;
- reduction of excessive labor costs.

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POLISH TRANSPORT POLICY TOWARDS THE CHALLENGES OF THE 21ST CENTURY

CONCLUSION

Contemporary transport policy in Poland has to deal with the following challenges:

- 1) lower demand for industry services due to the slower pace of economic growth,
- 2) problems with the use of the existing transport network,
- 3) interruptions and disruptions in supply chains,
- 4) intensification of staffing problems - especially in international road transport of goods,
- 5) a significant increase in the costs of transport companies by increasing fuel prices (fuel accounts for approx. 25-30% of total costs).

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CONCLUSION

To conclude these considerations, it should be stated that it is undoubtedly necessary to verify the tools used so far in the contemporary transport policy. It should be emphasized that the use of a wide range of instruments from various categories will enable the construction of such a mix package that will allow the implementation of ambitious goals within the future development trajectories of the common transport policy.

Traces of Childhood Exploitation: A Comprehensive Study on the Forms, Causes and Consequences of Child Labour in Iran

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Abstract

Several research works have studied certain forms of child labour, including street work, but there are no studies that systematically address the various forms of child labour and their contexts, characteristics and consequences in Tehran. Using a qualitative method, this research studies these various forms and aspects of child labour in the city of Tehran. The study was conducted using grounded theory, and, for data collection, various forms of interview and observation techniques were used according to theoretical, snowballing and purposive sampling methods. The study population consists of three groups of children, their employers and field experts. To analyse the findings, a three-step coding method was used to construct a theory for child labour. The findings indicate that working children in Tehran are exploited in various, including the worst, forms of work. These forms of work are divided into three categories: kinship, employer-based and large organisations. The main settings for child labour include the development gap throughout the country, war and poverty in Afghanistan, family poverty, the prevalent attitudes in some communities on children and child labour, the informal labour market, and some aspects of legal and law-enforcement settings. Also, the reasons that children and their families work include the participation of children in the provision of family expenses, learning skills in the absence of correspondence between education and employment, and the failure to attend school. The main strategies used by children and their families include some actions to increase and improve their incomes and reduce workplace hazards. Apart from exploiting children and depending on their conditions and features, various forms of work damage children's physical and mental health and disrupt their effective socialisation processes.

Keywords: *Exploitation, the worst form of child labour, child labour, poverty, characteristics of child labour forms, child labour risks.*

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Introduction

There is an alarmingly high rate of child labour in the world, especially in developing countries. At the beginning of 2020, before the COVID-19 outbreak, 160 million children – 97 million boys and 63 million girls – were working; this means roughly one in ten children worldwide. This number was disproportionately distributed among the countries of the world; i.e. among developed and developing countries. Child labour is common in areas such as sub-Saharan Africa (86.6 million), Central and South Asia (26.3 million), East and Southeast Asia (23.4 million), North Africa and West Asia (10.1 million), Latin America and the Caribbean (8.2 million) and Europe and North America (3.8 million) (International Labour Organization and UNICEF, 2021). According to estimates, child labour in Iran, including domestic work, is performed by 15% of children aged 10 to 18, making the population of active children equal to 1.62 million (Vameghi and Yazdani, 2019).

UNICEF defines ‘child labour’ as ‘work that exceeds a minimum number of hours, depending on the age of a child and on the type of work’. Such work is considered harmful to the child and should therefore be eliminated (UNICEF, 2007). In many parts of the world, child labour is seen as a violation of children’s rights (United Nations, 1990). Working children are constantly exposed to exploitation, abuse and violence by employers and family members (Jaha, 2009).

In the last two decades, several useful studies were conducted on the subject of child labour in Iran, especially focusing on certain forms of work, such as street work. However, other forms of child labour, such as employment in workshops, the informal sector, domestic work and labour in rural areas, have not been adequately addressed in past studies. The expansion of the informal sector has exacerbated such problems as poverty, inequality and the over-exploitation of the poor, so that the weaker in terms of gender and age, namely women and children, carry out most of the jobs in the informal economy. Many jobs in the informal economy bear several physical and psychological consequences for children. Hidden child labour in closed environments, such as in the workshops, is also a type of high-risk occupation, as it is hidden from the public view. Working in small workshops, home workshops and, in many cases, illegal workshops in the informal sector causes serious damage to children. Children have less freedom of action and are unable to defend and care for themselves in such closed and hidden work conditions. The depressing, miserable and dangerous spaces and settings of the underground workshops raises the possibility of child exploitation and abuse. The least amount of information available is in relation to the various workshops and working circumstances of children in these environments, as it is unclear how many hours a day children work, how they are paid and so on. In addition to working on the streets, in the informal sector, and in workshops, children labour in a variety of work environments including agricultural and manufacturing. Evidence suggests that a large proportion of children labour in these environments, which are connected with numerous risks (UNICEF, 2007). Thus, it is necessary to identify the different forms of child labour and study their characteristics, such as their nature, conditions, and associated risks. This

research aims to use grounded theory to study the background of different forms of child labour and their characteristics in Tehran.

Research Questions

What are the main forms of child labour in Tehran and their characteristics?

What are the contexts for these activities, and what are their consequences for children?

Literature Review: Theoretical Literature

The International Labour Organization (the 'ILO') (undated a) defines the term 'child labour' as

work that deprives children of their childhood, their potential, and their dignity, and that is harmful to physical and mental development. It refers to work that is mentally, physically, socially, or morally dangerous and harmful to children; and/or interferes with their schooling by depriving them of the opportunity to attend school; obliging them to leave school prematurely, or requiring them to attempt to combine school attendance with excessively long and heavy work.

The International Union of Workers presents a list of forms of child labour that includes the most extensive and worst forms of it, although it does not include all its existing forms. That list is:

- 1) *Domestic work*: A prevalent and sometimes acceptable form of child labour; this form of work is done either at home or outdoors.
- 2) *Agricultural work*: Many children are employed in the agriculture sector. They usually work on family farms for their family or other employers.
- 3) *Industrial Work*: Work in the industrial sector can happen regularly or occasionally, legally or illegally, as part of family work or for other employers. This form of work exposes children to chemicals that can lead to poisoning, respiratory and skin diseases, burning and explosions, vision and hearing damage, fracture, and even death.
- 4) *Mining*: In many countries, children have been exploited as a labour force in the mining sector.
- 5) *Slavery and forced labour*: This form of labour is more common in rural areas and is perpetuated through the oppression of ethnic minorities and indigenous peoples.
- 6) *Prostitution and child trafficking*: Children face heavy and severe risks in this sector that range from personality and moral corruption to the transmission of sexually transmitted diseases and death.
- 7) *Working in the informal economy*: Work in this sector also includes a wide range of activities including shoe waxing, begging, selling newspapers, or scavenging. Some of these works are hidden from public view and others are exposed to the public. The

work environment of this sector is generally the street (Diallo, Etienne & Mehran, 2013).

Some forms of child labour – the worst forms – cause children to be enslaved, separated from their families and exposed to a variety of risks and serious illnesses, or they cause children to be on the streets of metropolitan areas, especially at a young age. These forms include:

- 1) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom, and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- 2) the use, procuring, or offering of a child for prostitution, for the production of pornography, or for pornographic performances;
- 3) the use, procuring, or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties; and
- 4) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety, or morals of children (International Labour Organization, undated a).

Several theories and studies seek to explain child labour. To properly study child labour, all social, economic, cultural and legal factors must be considered; these factors are interrelated and are intertwined with children's close environments (such as family and school) and distant environments (political, cultural and social). The theory of Ecological Systems as developed by Bronfenbrenner (1994) is used here to explain child labour, as it provides an integrated framework for understanding multilevel factors affecting child labour. This theory serves as a framework for guiding the process of thinking, and its various details are provided through studies in the field of childhood. According to the proposed ecological framework, the underlying factors include chronosystem, macrosystem, exosystem, mesosystem and microsystem, which interact with each other. The upper layers cover the lower layers; hence the trickle-down effect that leads to the problem of child labour.

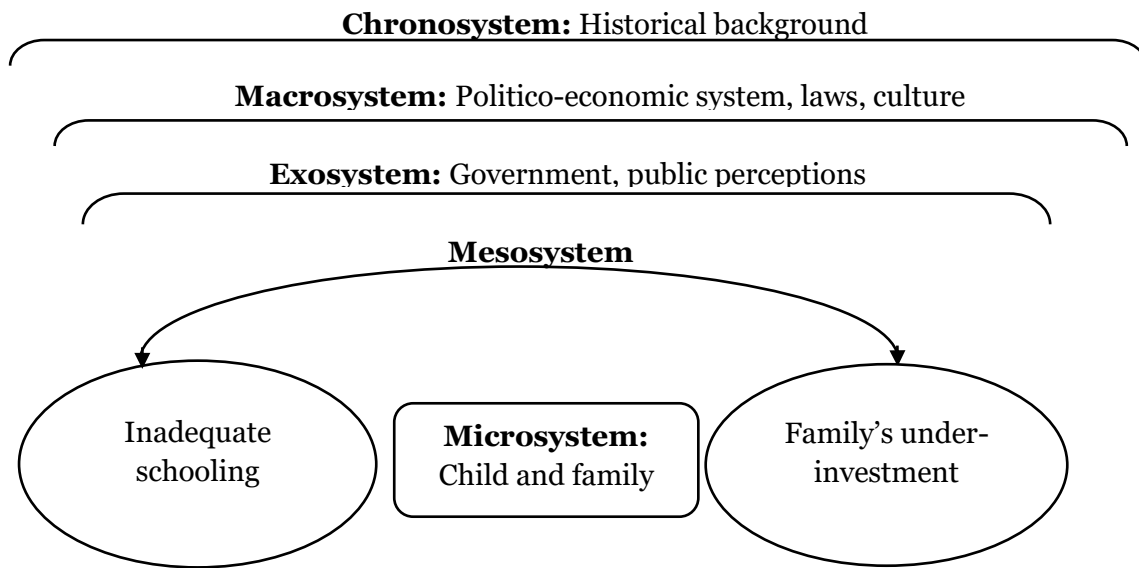


Figure 1: Contextual factors contributing to child labour, according to Bronfenbrenner's ecological framework (1994) adopted from Liao & Hong (2011, p. 568)

The chronosystem, according to Bronfenbrenner, is the passage of time that mediates the change or constancy over time in an individual's characteristics or the environment in which the individual is situated. In the field of child labour, this system refers to the changes and transformations of child labour over time.

The macrosystem is regarded as a cultural blueprint for the social structures and activities in the other system levels. The macrosystem level includes cultural beliefs, opportunity structures and hazards that shape microsystem conditions and processes. Factors at the macrosystem level that are relevant to child labour include the politico-economic system, child labour laws and cultural values. Inequality skews distribution among the strata of society and contributes to the poverty of the lower strata, where the families send their children into the work cycle to compensate for part of their expenses. According to Ranjan (2001), income inequality is positively related to child labour. since workers with lower productivity and, as a consequence, lower incomes are less able to invest in their children's educations (White, 2009). Even if there are educational opportunities in the community, parents forbid their children from attending or continuing school because they believe that education is a waste of time for learning job skills and finding employment (Emerson & Nab, 2006). Inequality also encourages rural-urban migration and contributes to urban poverty (Sansoy Bahar, 2014). Migration can even occur internationally. Legal contexts refer to laws that do not prohibit child labour or, if they do prohibit it, do not provide the required enforcement mechanisms.

The way society defines childhood impacts children's labour. Some communities believe that working can prepare children for healthy socialisation in the workplace and adulthood (Fyfe,

1989). Before the Industrial Revolution, child labour was prevalent, and children worked on farms or at home with their parents. Even if the child's work is unusual and unrelated to the family environment, it may be regarded as beneficial as it contributes to the family's income and prepares them to enter the labour market in the future, by keeping them away from dangerous street activities such as crime and prostitution (Wolfe & Dickson, 2002).

The exosystem is composed of relationships between two or more microsystems, but the individual is directly involved in one. For example, although government policies and public perceptions of children's rights do not directly affect children, they can shape the family and school environments in which children are embedded. The lack of public recognition of child labour as a human-rights violation generates apathy and tolerance for child labour (Liao & Hong, 2011).

The mesosystem is composed of interrelationships between two or more microsystems that contain the individual. Interactions in one microsystem (e.g. the family) may affect interactions in another (e.g. school). Lack of access to adequate schooling is a factor that determines child labour. Rural children are likely to drop out of school, primarily because of poor school environments. Lack of educational resources, underqualified teachers and substandard school facilities gradually lead to increased school drop-out. Youngsters with little or no access to adequate educational resources have few options other than to end up as child labourers. In this subsystem, the lack of involvement of parents affects the propagation of child labour. Parents' lack of involvement in their children's educations, combined with inadequate schooling, increases the likelihood of child labour. Parents' educational levels and their perceptions about the importance of education are the main determinants of children's school attendance (Liao & Hong, 2011).

The microsystem consists of direct influences on the individuals or groups of individuals. The microsystem is a pattern of activities, social roles and interpersonal relations that the individual experiences in a direct setting (Bronfenbrenner, 1994).

The family environment (more specifically, family poverty) is one of the main causes of child labour. For many poor households, their survival depends on the participation of all family members in meeting their needs. Child labour is a rational behaviour as part of maintaining families' incomes. For example, in some countries, such as China, primary education is not free and the family incurs costs for school fees and transportation when sending a child to school. Parents in such poor, rural areas cannot afford the school costs for their children, leaving few options for children other than to work (Liao & Hong, 2011). Also, the level of family education (low), its size (large) and parents' conceptions lead to children's involvement in work. How parents perceive childhood and child labour impacts their decision-making processes and parenting practices (Sensoy Bahar, 2014).

Characteristics such as age, geographic location and gender can determine which children are more likely to be in the labour force. In a family with two or more children, older children are more likely to engage in labour, as they are perceived to be more marketable due to their physical abilities, social skills or maturity levels (Grootaert and Kanbur, 1995). Also, child

labour is more common in rural areas, and girls work more frequently in these areas than in urban areas (Vameghi & Yazdani, 2019). Age and gender also determine the form of a child's labour. For example, child labour on the street tends to decline after the age of 15 because these children lose their attractiveness to potential clients and they may turn to other fields of work (Sensoy Bahar, 2014).

Methodology

The current study used a qualitative research method that was conducted in Tehran in 2020. Grounded theory was used as a methodology. Children (318 people), employers (17 people), child specialists (i.e. child activists in non-governmental organisations), professors and experts in the Ministry of Welfare and the Welfare Organisation (20 people) make up the study population¹. The sampling method used was a mix of targeted and snowball sampling. Data collection tools included semi-structured, in-depth interviews and observation. The fact that the same research group conducted the interviews, made observations and even analysed the results increases the validity of the research. The open, axial and selective coding methods were used to analyse the data. To ensure the reliability of the findings, the data were collected and analysed using a variety of people and techniques; the data were collected from various groups; and the resulting categories, together with the research findings, were reviewed by the research team and child study specialists to both enhance the richness of the data and reduce potential biases.

Findings

Demographics and Related Findings

Findings indicate that 84% of working children are boys and 16% are girls. Of those, 1.02% are in the age-range of three to seven years, 44.89% are in the age-range of eight to thirteen years, and 54.08% are in the age-range of 14 to 17 years.

Roughly 3% of working children are natives, 3% are Romani, 18% are internal immigrants and some 6% are foreign immigrants. Of the foreign immigrants, 40% have entered the country legally, while 60% are illegal immigrants.

In terms of education, fathers and mothers respectively are 61% and 66% illiterate, 19% and 17% have an elementary-level education, 12% and 9% have a middle-school education, 5% of each have a high-school diploma, 3% and 1% have a bachelor's degree, and 2% of mothers have Quranic literacy.

Members living in another city or country, disability and retirement, death, illness, addiction, imprisonment and divorce are among the major causes of families' lack of income.

¹ Ahmady, K. *et al.* (2021). *Traces of Childhood Exploitation: A Comprehensive Study on the Forms, Causes and Consequences of Child Labour*. Avaye Buf Publications.

As for working hours, 18% of these children work four to eight hours per day, 55% work eight to twelve hours, 22% work 12 to 16 hours, and 5% work 16 or more hours.

The daily income for 36% is 100 to 500 thousand Rials; for 14%, it is 500 thousand to 1 million Rials; for 37%, it is 1 to 2 million Rials; and for 13% it is more than 2 million Rials.

About 45% of these children have experienced physical abuse, 49% psychological abuse, and 6% some form of sexual abuse.

Some 16% stated that they cannot request time off or that they cannot temporarily leave work.

68% of children live with their immediate families or relatives, 23% live alone and 9% settle in the workspace.

Forms of Child Labour

Table 1 below summarises the most important characteristics of child labour forms and their consequences. Each of the following tasks is described in greater detail below.

Work in workshops: This type of labour encompasses a wide range of work, including jobs in small and medium-sized workshops making bags, shoes and clothes, as well as sewing, mechanical tasks, welding and scrap-metal working, carpentry, flower production, etc. The oft-stated purpose of this type of labour is to learn more about the profession for future careers; however, income is attractive to children. One of the reasons families dispatch their children to these jobs is to learn skills, as they believe that the education system does not lead to employment or income. The children often stated, 'My father told me to go and learn something. School doesn't help much' and 'I want to learn something so that when I grow up, I can stay away from the street.'

Some children are also interested in learning technical skills such as mechanics. In this line of work, most labour relationships are of the employer or kinship-based type. In many cases, employers subject working children to verbal and even physical violence to teach them some skills. Furthermore, in most jobs, children work every day of the week, including weekends, so they have no free 'children's time'. Immigrant children from different geographical areas are usually present in these workshops; mostly, they spend their nights in the same environment. According to some experts, child labour in workshops is far more difficult than street labour and has far more negative consequences due to the lack of supervision, the lack of safety and health considerations, the higher risk of injury and disability, employer unresponsiveness, low wages, abuse, exploitation, impingements on the right to protest, the lack of freedom to determine start and end hours of work, long working hours, the lack of leisure and recreation, exposure to many forms of immoral behaviours by employers and their companions, such as addiction, alcoholism, casual sex and smuggling, which undermines children's self-confidence and their abilities to communicate with society and other people.

A child activist in a non-governmental organisation ('NGO') stated, 'I personally prefer the children to work on the streets and intersections rather than in workshops. You see, in workshops children have no confidence of their own against the employer and the employer is aware of this. Even the parents of the child are sometimes working at the same workshop. For example, when a child has a problem, there is a feeling that the child will inform the parents, but this does not happen in workshop environments.'

'There is more freedom on the street for money and commuting,' said another expert. 'Children in workshops are usually oppressed and have low self-esteem. But they have more self-confidence on the street and are in touch with the people; children in workshops have no voice.'

Agriculture: The work of children in this sector is primarily determined by the working season. The majority of work is completed during the summer, followed by the autumn and the spring. Children's motivations for entering this field is to make money. Children participate in work through friendships or relative groups who support them. During the working season, they frequently live in makeshift sheds in the fields, which lack many basic amenities and access to services, exposing them to physical harm. The most significant issues with this type of work include having to work every day of the week, long working hours during the day, hard and exhausting work, and working in the hot weather. One of the children said:, 'What is hard about our job is that we have to work in the sun, the weather is hot, and the mosquitoes bother us.' Children may participate in other activities, such as garbage collection, during other seasons when workloads and labour needs are reduced. It should also be noted that, because farms are typically located in the outlying areas of cities, this group of children is isolated from society, education, NGO services, and many welfare and urban facilities.¹

Work in the streets: Children on the street work in a variety of jobs, including floristry, begging, selling handicrafts, smoking fragrant materials, weighing, playing music, cleaning car windows, selling vegetables, fortune-telling, porting, etc. Children as young as four years old are entering this line of work. They first get a job through a family member or friend. Children's parents are more willing to use their children in this capacity because children can easily stimulate people's compassion, thus earning more money. The primary goal of all of this type of work is to make money. In some cases, parents may watch their children on the street from a short distance. Afghan children and Romani are frequently seen doing street work. Children frequently fight for their special territories – the specific urban spaces such as intersections that they have designated as their territories – and prevent others from entering them. In some cases, there is a fee to enter the territory. One of the children told the interviewer:, 'They told me that they've worked here for ten years, that this intersection is theirs. I tell them where is the document? And then there was another fight.' The lived experience of street life teaches children to recognise potential customers and stimulate their emotions, and defend themselves against the hazards of work. These are the children subject

¹ This is mostly true for children who work in brick kilns, collect garbage, and perform some other jobs.

to State organisation-and-control plans, many of whom have been arrested and detained. As children enter the work cycle at a young age, they must leave as soon as they can no longer elicit the pity and sentiment of citizens and cause them to donate.

Work in farmer's markets: Children who work in farmer's markets are mostly domestic immigrants who work away from their families or together with a family member. Work in these markets is fully organised and supervised by the Tehran Municipality's Fruit and Vegetable Markets Organisation. They are formally required to work nine hours a day plus four extended hours for such tasks as emptying luggage at different intervals throughout the night. 'Vegetable market has no work hours,' one child told the interviewer, implying that they must work long hours. Children's wages are determined weekly, with the majority of them receiving eight million Rials per week, but when they want to return home or require money, they can ask their employer for it. They are not paid during holidays and vacations. Market supervisors monitor their activities, and if they commit violations, such as not treating customers properly, not wearing uniforms, or leaving substandard fruits and items inside on exhibition pallets, the supervisors discipline them, which is often accompanied by humiliation. Almost all children see this as a temporary job, though some may stay on to rent booths and sell fruit as they grow older.

Scavenging: Garbage-collecting children are mostly Afghan immigrants, though some Iranian children of various ethnicities are also involved. Tehran Municipality hires special contractors to collect and sort dry waste. The contractor may manage garbage collection himself or delegate it to others, including Afghans. They are locally known as 'Lord', 'Dump-Master', or 'Garage-Chief'. These employers usually split scavenging into morning and night shifts to maximise profits. In the morning, the majority of persons who work in the waste department of all 22 districts of Tehran are under the supervision of the district municipalities; thus, fewer working children are used at this time. In the afternoon shifts, most of the scavengers are children who begin to work around four o'clock in the afternoon and work until about midnight or later. Some of these children even pay a monthly fee to the employer as 'customs'. Then they are permitted to work in the area, while others are required to sell the waste to the employer at a set price, which is usually very low. Workers in this sector are typically issued activity cards, and their photos are stored in the employer's 'patrol' mobile phones to be monitored, ensuring that no one enters the field to work illegally. One scavenging boy describes his experience of entering the field in these words: 'We pay customs here. We pay 30 million Rials and they let us work. If we do not pay the customs, they will find us. Whoever does not pay, they will find him and throw him away.' This is an example of how children in this type of work are exposed to violence. The tools used by children in this type of work are typically an extra-large bag and, on occasion, hand carts. These people typically live inside waste-separation sites in Tehran's south, south-west and east. They travel to Tehran in rented trucks to collect garbage, and, after working hours, the same trucks return them to their residences with the garbage they have collected.

Supermarket and grocery workers: Afghan and Turkic-speaking children are more likely to be engaged in this type of work. Working hours in supermarkets are from early in the

morning until around 11 o'clock at night. Some of these children live in the same stores and are thus always available for work. Children work in a variety of stores, including grocery stores, accessory stores, restaurants, butcheries, poultry shops, clothing stores, car washes, bakeries and confectioneries. Their work can be part-time or full-time, and they are paid accordingly. Children work in these jobs every day of the week and on holidays. In some cases, such as working in a car wash, children are not paid, the employer only provides them with a place to sleep, and their income is derived from the tips and gratuities they receive from customers. 'Here I am a tipped worker; we don't get paid here,' one child stated.

Brick kiln workers: These kilns are largely located in the south and south-west of Tehran. They are mostly run by families, and the children work alongside their parents. As a result, children have no control over their incomes and the employer pays the wages directly to the head of the household or their father. In response to a question about his salary, a child answered, 'I don't know about the money. It's in my father's hand. Daddy takes it and spends it for the house.' The working hours in these kilns are also very long. Children often have to wake up early in the morning and work near the furnace until late at night. These kilns are more active during summers, and workers return to their original residences for the rest of the year. However, several households reside near the same kilns. Most of these kilns are located outside the city, and the workers have minimal contact with their local urban communities. Therefore, they are marginalised and excluded from mainstream society. Due to a lack of access to schools and NGOs in these areas, the majority of children drop out of school or go to nearby villages or towns to study; however, because of the costs and challenges, the number of these children is very small.

Glassware workshops: Most of the children working in this sector are domestic immigrants who live with their families. Girls are more commonly labourers in this industry. According to national labour laws, children under the age of 15 are prohibited from working in glassware workshops, but many of these workshops are monitored by private CCTV cameras, and when labour inspectors visit, children exit through the back door. Children and even some women who are employed in this industry are not covered by insurance, and, in certain circumstances, employers refuse to pay, thus simply forcing them to quit. One of the children talked about his experiences in these workshops in these words: 'The materials are on the bars. I go and put them in the oven. I take them very cautionary. I quickly take them out so that my hand does not burn, but it burned once.'

Domestic work: These are children who work at the houses of other people. They may include children who work at their own houses. Daily housekeeping duties, meal preparation, cleaning, laundry, caring for and accompanying children to school, caring for adults and the disabled, gardening, and assisting employers in small offices are among the responsibilities of these children. In their own houses, domestic-working children often do such jobs as cleaning and sorting vegetables, carpet weaving, wrapping produced items, such as socks, decorating jewellery on other items such as clothes, etc. Many children may go to clients' houses together with their parents and do things such as cleaning the house and other housekeeping tasks. One child told the interviewer, 'I go to clean with my mother. My mother

cleans the floor; I wash the dishes.’ This form of work is controlled by the family, and the children, especially girls, have little or no control over their incomes.

Child Labour Context Model

In Table 2, first, the coding process and the position of the respective categories within the model are illustrated, and then the logical relationships of the context and consequences are depicted.

At the structural level, child labour is the result of such causes as development gaps, tensions and conflicts in Afghanistan, poverty, the prevalent cultures in some communities and their attitudes towards working children, as well as migration and the consequent costs. The development gap refers to the widespread widening of inequality. Since the early 20th century, development policies have focused on a few central provinces, such as Tehran, and the majority of industries and service activities have been established in this part of the country, while other regions, particularly those on the outskirts, have been ignored in development plans. As a result of this procedure, a large number of individuals from neighbouring towns, mainly children, move to Tehran in a quest for work. On the other side, Afghanistan, the eastern neighbour, has seen decades of instability and conflict, resulting in pervasive insecurity in the region. Insecurity, along with extreme poverty in Afghanistan’s society, particularly in rural areas, has fuelled migration to Iran. Furthermore, the intensification of financial sanctions and the spread of the COVID-19 virus, as well as rising inflation and the demise of some industries, have contributed to the deeper impoverishment of more families and increased child labour exploitation.

There is a common attitude regarding children in some parts of Iran and Afghanistan, where children are regarded as potential workers after they reach a certain age. It is believed that some jobs, such as those in which children learn a skill, are advantageous because they prepare children for future employment opportunities. A local facilitator working for an NGO in the Ghaniabad region told us about her experiences and attitude in these words: ‘You see, there are people in Afghanistan who feel guilty if their children do not start working after a certain age. This is in their very culture. Time and again, I have seen many instances where children ask me to find a job for them. I keep telling them that they should continue attending school, that it is too early for them to work, but they insist, telling me that they have reached an age that they should work. . . . If they do not work in the early teen years, they consider themselves as abnormal.’

Immigration and its costs are the other major cause of child labour. Afghani children who migrate to Iran either alone or together with their families face enormous immigration costs. This is true for both legal and illegal immigrants: legal immigrants must pay for such affairs as passports and residency, while illegal immigrants must pay for smugglers and illegal transit. Sometimes Iran is a simple station for Afghani families migrating to Europe. They settle in Iran for a while and work to cover the costs of immigration to a European country. ‘We have an immigrant family, and when you visit their houses, you can see that they are

struggling to survive,' a social activist working with labouring children told the interviewer. 'Even though this family has working members and makes a total sum of 80 million Rials, this is their situation. This is not normal, and it should not be the case. Then we learn that they have just returned from Turkey. Travel costs, particularly illegal travel, are too high. These families have spent over 300 million Rials to travel to Iran in the most dangerous way conceivable.

Poor households are a major source of child labour. Recognised manifestations of poverty in households include low-income jobs, unemployment, illiteracy and low-level education of parents, a large number of family members, illness, disability, the imprisonment or addiction of the father, the death of the head of the family, abandonment of the family by the head or the father of the family, temporary jobs, indebtedness, escape from unhealthy family environments, and the high costs of education. These are the most common situations in which families use their children's labour force to cover part of their expenses.

The following is a conversation between an interviewer and a child:

- What do you do with your money?
- We use it to rent a house; we do not waste our money; we spend it on necessities such as accommodation.
- Has it risen ever?
- They've now added some more. It used to be so insignificant. It used to be 800 [Toman, or 8 million Rials], but it has since been increased.
- What is the current price?
- I'm not sure.
- Do you provide money for your mother or father?
- We'll hand it over to father. The money is transferred to the owner by my brother.

Another contributing factor to child labour is children's own interest and willingness to work. Some children prefer to work to gain financial independence or contribute to family expenditures. However, children's incentives to work are products of their social settings. When their families are poor and unable to support them in achieving their goals, children enter the labour market to earn money for their goals, which may include purchasing a bicycle, paying for education or assisting the family.

The development of the informal economy also contributes to child labour. Workers in the informal economy are not protected under approved labour and social protection laws. The main reasons for the growth of the informal economy include elements related to the economic context, legal and regulatory frameworks, and some micro-level determinants, such as low levels of education, discrimination, poverty, and a lack of access to economic resources, financial services and markets. The informal economy has been a major centre for the spread of child labour over the past few decades. Work in the informal economy is often characterised by small or undefined workplaces, unsafe and unhealthy working conditions,

low levels of skills and productivity, low or irregular income, long working hours, and a lack of access to information, markets, finances, education and technologies (International Labour Organization Website, undated b). Immigration and the underground economy are inextricably linked. Child labour in Tehran is shaped and hardened by waves of migration from Afghanistan and Iran's deprived areas. The informal economy also requires low-cost labour, and immigrants, particularly minors, are the finest source of such labour forces. Children and skilled migrants without identification documents are both cheap labour forces who have little legal recourse if their labour rights are violated. People who work in this sector are deprived of education, skills and everything that will empower them to find decent jobs. 'Since the informal economy is a traditional field where most of the works are done manually and traditionally, it's concerned about cheap labour,' said one child expert. He added, 'Now, where should they expect child labour? The natural source is immigrant populations and also the Iranians who have migrated from remote areas to Tehran.'

In recent decades, the State's inability to regulate this industry has resulted in its growth and greater exploitation of vulnerable populations such as women, children and illegal immigrants. Individual and arbitrary workplace policies have taken the place of standard and official rules. This field is the focus of the majority of the studies undertaken in this research. Children may be required to perform duties such as moving heavy hand carts, scavenging, working in industrial plants, working on the street and labouring in kilns.

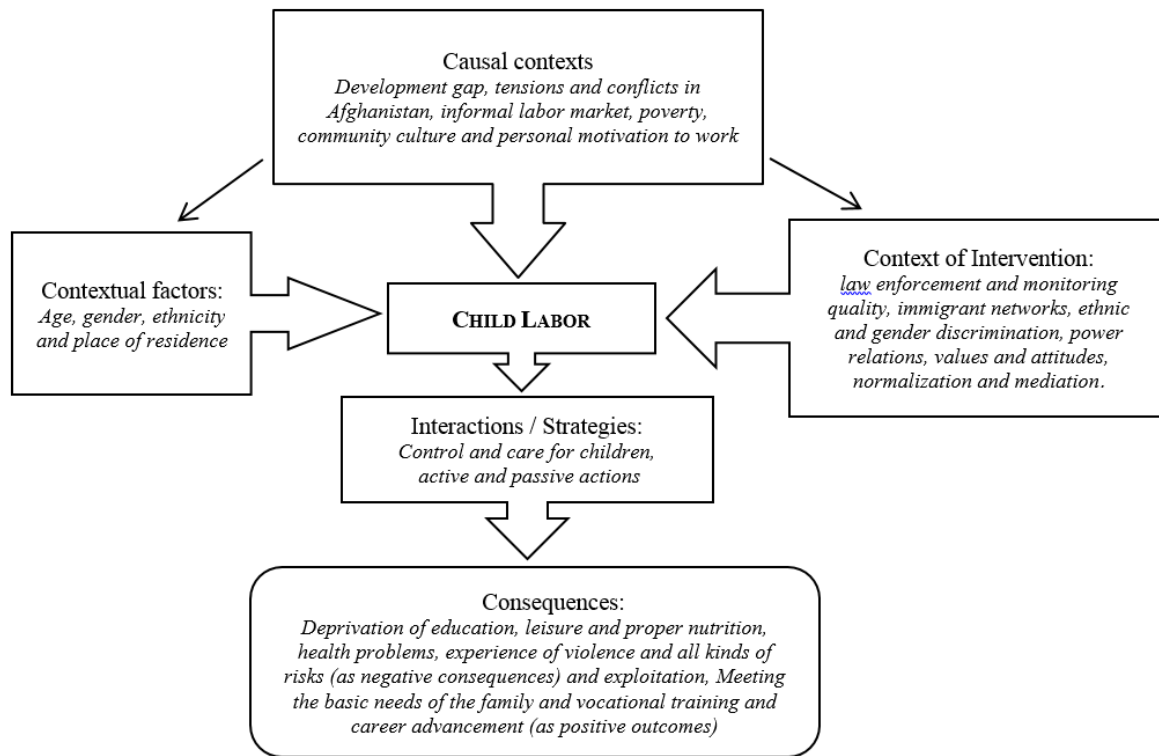


Figure 2: GT model¹ of child labour in Iran

Factors affecting child labour include how laws are enforced and monitored; the internal rules of immigrant networks; prevalent ethnic and gender discrimination; power relations, values and attitudes; normalisation; and mediation. According to Iranian labour laws, child labour under the age of 15 is prohibited, but we observed that a high proportion of children under the age of 15 work. Many inspectors of the Ministry of Labour do not oversee child labour, so employers circumvent the law and use children as labour forces. Employers hide children in various ways, even when inspectors begin to observe them. In other cases where working-child protection laws are strictly enforced, some children may change the form of their work and move from street work to workshop work.

Immigrant networks also provide opportunities for child labour by establishing connections between origins and destinations. As may be seen, children of similar ethnic backgrounds are grouped in specific jobs; for example, scavenging children are largely from Herat and children working in farm markets are mostly Kurds. This evidence demonstrates the importance of migrant networks and their links to child labour.

¹ Ahmady, K., et al. (2021). *Traces of Childhood Exploitation: A Comprehensive Study on the Forms, Causes and Consequences of Child Labour*. . Avaye Buf Publications.

Ethnic and gender discrimination is another driving cause of child labour. Some ethnic discrimination is influenced by the same pattern of unbalanced development, but it is not limited to that. Some ethnic groups in Iran suffer from institutional and structural discrimination. Women also suffer from these forms of structural discrimination. For example, they have limited access to some life opportunities. Limited access to opportunities is the outcome of institutional and structural discrimination, which naturally leads to more poverty. The pattern of power relations is the other affecting factor. Due to the lack of regulations to control the relationships and interactions between employers and workers in the informal sector and the easy circumvention of laws in other sectors, employers start to abuse the labour force, especially children.

Geographical location, age, gender and ethnicity are also affecting factors in child labour and its various forms. For example, children who work in the Farahzad district in the northern areas of Tehran are more involved in mechanical work and street work in those same northern areas, while some children in the central areas of Tehran enter production workshops, and those children who reside in the southern regions of Tehran enter farming and farm-related work. In many cases, age has a decisive role in the type of tasks children start to do. For example, younger children are more likely to make money in such works as street vending, floristry and begging, because they can win the sympathy of others, but older children are required for labour that demands physical strength and precision, such as building, scavenging and mechanical work. Gender and ethnicity also play an important role in the form of labour. Girls are more likely to work in jobs such as housework, tailoring and handicrafts, as many social traditions and norms oppose them undertaking other forms of work. Despite their involvement in street work and vending, girls are frequently allowed to work until they reach adolescence, after which they must work indoors, as working on the streets runs counter to the traditional image of a good girl ready for marriage and family in some cultures, such as Afghans. The mediating factor refers to the mediation of families, friendship networks and NGOs that find work for children and drive them into the work cycle. NGOs occasionally find work for the children under their care.

Workplace strategies are a series of actions and interactions used by children and their support networks to earn more money, promote their positions, avoid workplace dangers and violence, protect their rights and address the challenges they may confront. All these strategies can be categorised into two general types: they are either active or passive. Each of these strategies may or may not be successful. A passive strategy can be useful at times; for example, when a scavenging child does his or her job with the least amount of interaction and confrontation with other citizens, so as not to be disturbed, or when aggressive arguments with employers over pay – a very active strategy – do not lead to a positive result.

Depending on the type of work and its complexity, children's strategies for success at work, earning more money and advancing their careers can be listed as:

- exciting the sympathies and sentiments of other citizens through the use of such language as 'for God's sake, buy me one';
- performances such as writing homework while sitting on the pavement;

- defending their territory against competitors;
- changing workplaces or forms of work;
- typological analyses of citizens and the recognition of potential customers to approach (these strategies are more common in street work);
- working quietly and silently;
- allocating different streets (mostly in scavenging work);
- obedience to power;
- professionalism and gaining the trust of the employer in workshop environments;
- achieving customer satisfaction to earn more gratuities;
- learning skills and self-demonstration;
- bargaining with employers; and
- doing work as a contractor in such fields as harvesting crops.

The strategies and tactics of children and their support networks to deal with harassment, maintain their security and combat exploitation led to such actions as asking the employer to pay them weekly, aggression and fighting after experiencing violence, escaping from state and municipality agents, doing works in networks of kinship and friendship, asking for help from such support networks as the family and friends, and developing relationships with other people at work. Sometimes they may choose the most passive strategies and may not seek help from their support networks or even may accept violence and harassment. One of the working children told the interviewer, ‘I find somewhere to be alone and talk to myself, and I try to write them down in my diary.’

Another approach children take to cope with work-related stress in the context of violence and exploitation is to turn to their religious beliefs. One of them expressed this reliance in such terms: ‘I told them the world is futile. You want to take my cash, but the world moves on. Sometimes I greet them. I don’t take these things seriously. I believe that this was our destiny – that it was God’s Will.’

Figure 2 shows the consequences of child labour, and Table 2 further explains some of them. Additional consequences are explained here. One consequence of working that is present in almost all jobs is dropping out of school. First of all, it should be made clear that it is not possible for some children, such as some illegal migrant Afghani children and even some domestic Romani, to go to school simply because they do not have citizenship documents such as identity cards or residence permits. This lack of access to education makes them enter work. Working children are also forced to drop out of school for a variety of reasons. In some cases, the employers do not permit the child to work and study at the same time because their work processes are disrupted.¹ When children take time off to attend school, some employers do not pay them that day. ‘Usually children are present; they are scared to be absent,’ said one employer. ‘They are not afraid of losing their jobs. They are afraid of losing their salaries that day.’

¹ This is not so prevalent, as there are benevolent employers who support working children to attend school.

Also, working affects children's educations in a variety of ways. A child can go to school and work at the same time, but the combination of hard work and education puts them under additional strain. They may work for a few hours, then go to school and come back to work later. A social worker told the interviewer, 'Sometimes I feel that we also expect a lot from children; for example, we tell them if they want to study, you should be like this or do this at lunchtime. This is while the child has been running since early in the morning to work and to school and it's natural that he or she should feel frustrated when you want to interfere.'

Exploitation is the last problem that need addressing. In short, exploitation is the abduction of parts or all of the added value that a child creates at work. Exploitation has many forms and manifestations, including long working hours and unusual hours, harsh conditions, little or no wages, a lack of social support, deception of children, not paying for the days when the child is on leave, deduction of wages in case of injury or damaging work tools and products, making children pay for work through 'customs' when scavenging, making children pay commissions, asking them to pay for work clothes, taking a portion of their daily income in such works as floristry at intersections or from hand carriages, under-calculation of the price of a product or garbage, and not providing work equipment. Children are especially vulnerable to exploitation since they are inexperienced with the legal framework for defending their rights. Asked how they were satisfied with working children, one employer answered, 'Sometimes I feel they are far better than adult workers. This is because they are more sincere and better listeners. They are more obedient than those arrogant and haughty adult workers.'

In many circumstances, the employer pays the working child very low wages, claiming that the child is not the family's main source of revenue and lacks sufficient skills. Even though child labour under the age of 15 is strictly prohibited by law, simple enforcement of this law has failed, and, as a result, there is no legal system in place to protect children from exploitation and other occupational hazards. Therefore, there are ready grounds for further child exploitation. Employers employ children in the roughest conditions and pay them a minimum wage without fear of the law or supervision. A child-labour researcher told the interviewer,

Children under the age of 15 have no right to complain. Instead of inspecting and preventing child labour, our government has not taken some steps to prevent child labour, but also through the tactics of the Ministry of Labour, it has given the employers some incentives for exploitation. The biggest incentive is that the working child can be content with any amount of payment under any condition. If the adult files a complaint, the employer should be present at the court to answer, but children cannot even register a complaint.

Discussion and Conclusion

The findings of this study demonstrate how working children in Tehran perform various tasks in such jobs and industries as street work, scavenging, floristry, farm markets, brick

kilns, glassware workshops, supermarkets and restaurants, domestic work, etc. and how each of these jobs is subject to a special set of conditions and consequences.

In terms of causal conditions, the economic problems of households and the need to provide for household expenses are the main causes of child labour, which is consistent with the findings of other studies in this field. These families involve their children in various jobs in which they can earn money. In some jobs, such as those in industrial workshops, where children may learn a skill, the primary goal is for the child to learn skills for future employment rather than to earn money. These families believe that education does not always result in skill acquisition or employment. Many other children who are not legally considered citizens do not have access to school or the education system. In other activities, such as scavenging, which is considered the worst form of child labour, immigration and kinship networks are pivotal in the propagation of child labour.

Aside from poverty, the role of laws and the quality of their enforcement are contexts for child labour. According to labour law, children between the ages of 15 and 18 are legally permitted to work, but law enforcement has facilitated child labour by failing to enforce the law, particularly in workshops and organised work, such as jobs in garbage dumps and scavenging. Many children, even those under the age of 15, are frequently observed working in a variety of dangerous jobs in the absence of law enforcement by the Ministry of Labour.

The growth of the informal sector has played an important role in reinforcing this process, as it is largely outside the scope of monitoring and those in command do not attempt to cover it. The majority of organisation plans are aimed at street children and focus solely on capturing children without empowering them or their families, and thus fail to achieve the desired outcome. In some cases, these plans have even caused some children to move from street work to more hazardous workshop environments.

Child labour results in a series of micro- and macro-problems that jeopardise children's health in various physical, psychological, social and moral ways, thus hindering their educations and empowerment processes. If current trends continue, child labour, including its worst forms, will not be abolished, and the negative consequences of labour will inevitably remain with society, expanding their reach.

Policy Recommendations

The following is a list of recommendations for the elimination of child labour that are derived from interviews with experts in this field and an analysis of the available documents and research findings.

1. Develop and implement sustainable development programmes in the country and consider positive discrimination in favour of less privileged areas to fight poverty and inequality. Considering education-related employment strategies in these areas can create motivations for children to continue their educations.
2. Identify working children and their families in a national plan and implement comprehensive programmes to combat poverty and empower them.

3. Provide education opportunities for children without identification cards by identifying them and encouraging them to study.
4. Strengthen legal frameworks for the actions of NGOs to enable and empower them.
5. Develop appropriate mechanisms centred on the Ministry of Welfare and the Interior Ministry, together with the Welfare Organisation, to implement laws for the prohibition of child labour, and take immediate action to eliminate the worst forms of child labour.
6. Incorporate family control programmes for low-income families and enhance their qualities of life as a goal in national population strategies.
7. Provide free education, especially in disadvantaged areas, and education classes for children in working areas, such as brick kilns, garbage separation sites and similar work environments (portable and container-based classrooms may be an option).
8. Provide vocational training for older children, especially children over the age of 15; this education should be appropriate for the ages and conditions of the children.
9. Teach children's rights in schools and NGOs.
10. Cover informal labour markets following Recommendation 204 on the transition from the informal economy to the formal economy.
11. Provide infrastructure for cooperation between NGOs and other local institutions to create synergies to support working children.
12. Identify and research other forms of child labour, such as child labour in rural areas, domestic work, child trafficking, the employment of children in some crimes, etc.

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Social Anxiety during the Covid-19 and Treatment with Cognitive Behavioral Therapy

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Abstract

A case study was performed to test and verify the improvement of anxiety symptoms through cognitive behavioral therapy. Cognitive-behavioral therapy was developed based on the earlier therapeutic framework of cognitive-behavioral therapy with

the aim to improve mental health during the pandemic. The objective of the study was to check the efficacy of Cognitive Behavior Therapy for treating Social Anxiety Disorder during Covid-19.

The current case study of Linda, a 23-year-old with SAD, implemented this mutualized CBT for SAD. Treatment consisted of 15 individual sessions, with follow-ups occurring 2 and 8 months post-treatment. According to the results Linda showed significant reductions in SAD symptoms throughout the course of treatment, resulting in complete remission of SAD at the end of formal treatment. Based on the evidence, we conclude that cognitive behavioral therapy is currently the most effective treatment for social anxiety disorder during a Pandemic situation.

Future research in this area should focus on comparing cognitive-behavioral psychotherapy with other relevant treatments.

Keywords: Cognitive-Behavioral Therapy; Anxiety Disorder; Client; Treatment

The boardgame Halli Galli as a tool to explore mathematical concepts in the 1st Cycle of Basic Education (CEB)

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Abstract

The game has always had and will continue to play an essential role in pedagogical intervention in any area. The specific area of mathematics is considered central to the success of the child, making even more evident the appreciation that should be given to the application of board games, promoting, among other things, mental calculus, reasoning, attention and the use of strategies, aiming to achieve the objectives that are presented later. This communication aims to make available the board game Halli Galli application for the exploration of mathematical concepts and contents in the 1st Cycle of Basic Education (1^o CEB), with students aged between 6 and 8 years (1st year). The general objectives are: to explore mathematical content through board games; promote experiences of exploration of diversified mathematical concepts; learn mathematics through the action of playing; encourage mental calculus; provide playful and pleasurable learning opportunities. And the specific objectives related to the Essential Learning of Mathematics of the 1st year are the following: identify numbers in various contexts and recognise their meaning as an indicator of quantity; 1 in 1, 2 in 2 and 3 in 3; order mixed letters, taking into account the ascending and descending order; use the terms "more" and "less" in the comparison of quantities; arrange the cards by even and odd numbers; increasingly count; count in a decreasing way; explain the process of mental calculation used in the execution of the game; the cards, taking into account the type of fruit and its quantity. The performance of this game, being considered an informal learning activity, can improve the numerical knowledge of children as they practice counting and numerical identification skills (Ramani & Siegler, 2008, cited by Vries, Polk, Missall, 2021), among other concepts. It is intended to analyse the extent to which the introduction of board games in learning mathematics can play an essential role in reversing situations such as aversion to this area. These problems lead to failure in an after-school phase, also overpowering the teacher's attitude to reverse this trend, developing at the same time other emotional, affective and cognitive levels in students.

Keywords: Boardgame; Mathematics; K-6

Impact of Covid-19 on Transport

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Abstract

This paper presents an analysis of the impact of the coronavirus Covid-19 on the operation of various modes of transport before the pandemic outbreak, during the pandemic and its impact on the continued operation of transport in Poland and worldwide.

The World Health Organisation announced that the world had been hit by a coronavirus pandemic. As a consequence, border controls were introduced and national border crossings were restricted in air, land and sea space.

By 2020, transport has grown steadily nationally, regionally and globally. In 2019, the largest annual increase in transport was recorded in air transport. However, the consequences of the pandemic have had a very negative effect on this mode of transport. A slow but steady increase in rail transport is observed. Road transport remains at a stabilised high level. The pandemic has had relatively little impact on maritime transport.

Closed borders, minimal movement between countries, restricted activities, extinguished tourism, restrictions on the movement of people and remote working of employees have resulted in permanent changes to the day-to-day operations of many companies. Managers have adopted new working standards so that employees of many companies and institutions have done, are doing and will continue to do their work from different locations than before the outbreak of the Covid - 19 pandemic.

Keywords: Covid - 19, transport, air transport, rail transport, maritime transport.

INTRODUCTION

The first media coverage of the new virus from the Chinese city of Wuhan began to appear in December 2019. The first case of coronavirus in the European Union was reported on 24 January 2020.

World Health Organisation (WHO) declared a global epidemic emergency on 30 January 2020, the same day the first epidemic emergency conference was held at the Ministry of Health¹. From mid-February onwards, the topic of korona virus dominated messages in Poland and worldwide. On 4 March 2020, the first case of korona virus was detected in a patient in Poland. As of 12 March 2020, schools, universities, kindergartens and crèches were closed by government decision, and one of the industries most affected was transport, of which we often only realise how important the smooth flow of goods around the world is during emergencies. Despite being able to carry out their work, hauliers faced huge problems due to the restrictions that had been implemented in individual countries in the fight against the coronavirus.

The initial reintroduction of controls and the initiation of sanitary procedures at the borders of the European Union countries caused a great deal of chaos, resulting, among other things, in an increase in ETA (Estimated Time of Arrival). The freezing of the global economy has put many transport companies at a severe disadvantage - falling volumes or lower freight rates have resulted in the closure or reduction of existing transport links. A major issue is the return of one of the biggest players, China, whose economy was slowly starting to come back to life after a long shutdown. As well as the major factories starting to resume their production, through which transport companies are beginning to regain hope for a better tomorrow. It has become clear that Covid-19 is making its mark not only on the world economy including all branches of transport, but above all on the life of society.

Transport will still limp along for a long time, and its full recovery may take many years. However, it should be remembered that not all modes of transport have suffered equally. Air transport has suffered far greater losses than maritime transport. Therefore, it is important to react quickly to changing conditions, because only through flexibility and compromises is it possible to bounce back and resurface.

Experts predict various scenarios for the transport industry after 2020. The factors that were taken into account during the analysis and simulations can change quickly. It is difficult to carry out how much demand for transport will decrease in the next few years and how it will continue to develop due to the fact that it depends on many factors including how the economies of individual countries will cope with similar difficulties in the future.

TRANSPORT IN POLAND

¹ REGULATION OF THE COUNCIL OF MINISTERS of March 31, 2020 on the establishment of certain restrictions, orders and prohibitions in connection with the occurrence of an epidemic state. Journal of Laws of 2020. item 566.

In Poland, in 2019, with respect to the previous year, an increase in freight transport and an increase in transport work performed in road and air transport was noted, while in the other modes of transport - a decrease in these figures¹.

Table 1. Cargo movements in thousands of tonnes.

SPECIFICATION	2018	2019	2018=100	2017=100
	in thousands of tonnes			
TOTAL	2 191 888	2 220 678	101,3	108,2
Rail transport ^a	249 260	233 744	93,8	97,6
Road transport ^b	1 873 022	1 921 073	102,6	109,9
Including profit - making	1 183 750	1 206 218	101,9	109,2
including road transport companies ^c	920 924	926 786		106,8
Pipeline transport	55 287	52 376	94,7	99,9
Sea transport ^d	9 149	8 727	95,4	105,7
Inland waterway transport ^d	5 107	4 681	91,7	81,0
Air transport ^e	63	77	122,2	145,3

Source: Central Statistical Office. Cargo and passenger transport in 2019. Warsaw 20.05.2020

In 2019, the largest annual increase in freight was recorded in air transport.

There has been a steady increase in rail transport for several years. Road transport remains at a stabilised high level.

Table 2. Cargo movements in million tonne-kilometres .

¹ Central Statistical Office. Cargo and passenger transport in 2019. Warsaw 20.05.2020

SPECIFICATION	2018	2019	2018=100	2017=100
			in million tonne-kilometres	
TOTAL	467 193	477 148	102,1	109,7
Rail transport ^a	59 388	54 584	91,9	99,6
Road transport ^b	377 778	395 311	104,6	113,4
Including profit - making	329 529	342 864	104,0	113,4
including road transport companies ^c	282 132	298 103	105,7	115,2
Pipeline transport	21 313	19 393	91,0	92,0
Sea transport ^d	7 619	6 830	89,6	73,0
Inland waterway transport ^d	782	656	83,9	74,8
Air transport ^e	313	374	119,5	145,5

Source: Central Statistical Office. Cargo and passenger transport in 2019. Warsaw 20.05.2020

All modes of transport carried 3.3% more passengers in 2019 than in the previous year. The increase in transport was mainly recorded in air transport (up 58.0%), and also in maritime transport (by 9.3%) and rail transport (by 8.2%). The average distance of passenger transport across all modes remained at a similar level to the previous year.

Table 3. Passenger transport in million passenger-kilometres.

SPECIFICATION	2018	2019	2018=100
			in millions of passenger-kilometres
TOTAL	65 025	82 337	126,6
Rail transport	21 043	22 055	104,8
Road transport ^a	16 969	19 540	115,2

Sea transport ^b	157	183	116,6
Inland waterway transport	18	18	95,6
Air transport ^c	26 838	40 541	151,1

Source: Central Statistical Office. Cargo and passenger transport in 2019. 20.05.2020

In 2020, compared to the previous year, there was an increase in freight transport and transport work performed in road transport. Executed transport work also increased for pipeline transport (with a slight decrease in freight transported), while the other modes saw a decrease in both figures.

Table 4. Cargo movements in thousand tonnes.

SPECIFICATION	2019	2020	2020	
			2019=100	2018=100
	in thousands of tonnes			
TOTAL	2 220 678	2 613 818	117,7	101,3
Rail transport ^a	233 744	218 381	93,4	93,8
Road transport ^b	1 921 073	2 331 758	121,4	102,6
Including profit - making	1 206 218	1 379 282	114,3	101,9
w including road transport companies ^c	926 786	1 037 728	112,0	100,6
Pipeline transport ^d	52 376	51 489	98,3	94,7
Sea transport	8 727	8 135	93,2	88,9
Inland waterway transport	4 681	3 992	85,3	78,2
Air transport ^e	77	63	82,1	99,8

Source: Central Statistical Office. Cargo and passenger transport in 2020. Warsaw 20.05.2021.

According to Table 5, air transport has suffered the greatest losses. Road transport is increasing in importance.

Table 5. Freight movements in million tonne-kilometres.

SPECIFICATION	2019	2020	2019=100	2018=100
	in million tonne-kilometres			
TOTAL	477 148	540 515	113,3	102,1
Rail transport a	54 584	51 096	93,6	91,9
Road transport ^b	395 311	461 582	116,8	104,6
Including profit - making	342 864	414 782	121,0	104,0
w including road transport companies ^c	298 103	346 992	116,4	105,7
Pipeline transport	19 393	20 435	105,3	91,0
Sea transport d	6 830	6 658	97,5	87,4
Inland waterway transport	656	517	78,8	66,1
Air transport e	374	227	60,7	72,6

Source: Central Statistical Office. Cargo and passenger transport in 2020. Warsaw 20.05.2021.

Passenger transport by all modes of transport fell in 2020. In total, 45.9% fewer passengers were carried than in the previous year. The largest decrease in transport was recorded in air transport (by 83.4%), followed by road transport (by 52.0%), rail (by 37.6%), sea transport (31.5%) and inland waterway transport (by 49.9%).

Such a significant decrease in the number of passengers carried was due to restrictions in passenger travel due to the pandemic state associated with the spread of the SARS-CoV-2 virus.

Table 6: Passenger transport in thousands of persons

SPECIFICATION	2019	2020	2019=100
			in thousands of people
TOTAL	687 680	371 806	54,1
Rail transport	335 264	209 065	62,4
Road transport ^a	327 494	157 282	48,0
Sea transport ^{bcd}	1 677	1 148	68,5
Inland waterway transport	1 362	682	50,1
Air transport ^e	21 883	3 629	16,6

Source: Central Statistical Office. Cargo and passenger transport in 2020. Warsaw 20.05.2021.

Table 7. Passenger movements in million passenger-kilometres.

SPECIFICATION	2019	2020	2019=100
			in millions of passenger-kilometres
OGÓŁEM	82 711	27 539	33,3
Transport kolejowy	22 055	12 643	57,3
Transport samochodowy ^a	19 914	7 027	35,3
Transport morski ^{bcd}	183	139	75,7
Śródlądowy transport wodny	18	10	55,2
Transport lotniczy ^e	40 541	7 720	19,0

Source: Central Statistical Office. Cargo and passenger transport in 2020. Warsaw 20.05.2021

Legend to tables 1-7.

a Excluding shunting services. b Partially estimated data. c Included, according to PKD 2007, in the section "Transport and storage", excluding the section "Postal and courier activities". d By owned and leased vessels. e Scheduled and non-scheduled (Polish carriers).

AIR TRAFFIC IN POLAND AND EUROPE

The level of air traffic in Polish airspace has decreased dramatically. This was particularly evident in the months of April, May and June.

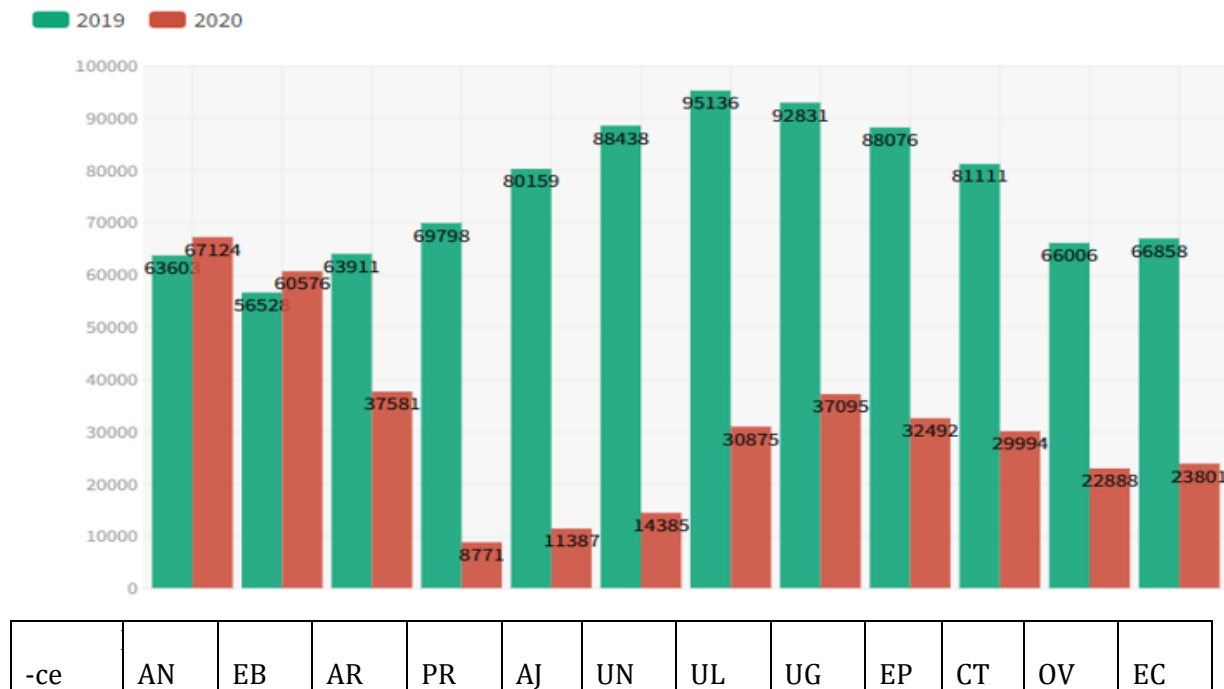


Figure 1. Air traffic in Poland in 2020 and 2019

Source: PANSa. Summary of air traffic in 2020. Warsaw. 14.01.2021

The highest number of operations in Polish airspace was recorded in the first quarter of last year: in January (67.1 thousand), February (60.5 thousand) and March (37.5 thousand). January and February saw an increase in traffic of 5.5 per cent and 7 per cent respectively. The largest decreases occurred during the first lockdown in April (-87 per cent), May (-85 per cent) and June (-83 per cent). For the full year 2020, the number of total IFR flight operations fell by 58.7 per cent to 376,900 operations.

Based on data statistical EUROCONTROL¹ from Network Manager² systems containing traffic information GAT³ IFR without General Aviation traffic¹.

¹ EUROCONTROL - European Organisation for the Safety of Air Navigation.

² NMOc - Network Manager Operations Center.

³ GAT General Air Traffic means all flights operated in accordance with ICAO rules and procedures and/or national civil aviation regulations and legislation. Guideline No. 9 of the President of the Civil Aviation Authority of 26 August 2015 on the implementation of the "Airspace Management Manual". Official Journal of the Civil Aviation Authority. Item 44.

Situation in Europe at 27 December this year compared to last year - Network Manager flights: 10815, a decrease of 58 per cent (15455 fewer flights).

Week 52 2020:

- Weekly average of 10210 flights per day,
- 71742 flights in the 52nd week (42 per cent of 2019 traffic), the average was slightly above 10,000 and stands at 10,200 flights per day,
- Friday (25.12) was the least busy day with 5976 flights,- Ryanair, despite the declines, operated the most flights with an average of 571 flights per day,
- The flight deficit from 1 March 2020 is 6,160,895 fewer flights,
- By 27 December this year, traffic between Europe and the US had fallen by 55 per cent.
- By 27 December this year, traffic between Europe and Asia had fallen by 45 per cent.

Airlines

Focusing on the largest airline groups in week 52, British Airways recorded an 82 per cent drop in operations, easyJet -76 per cent, Ryanair -69 per cent, Lufthansa -72 per cent, Air France -53 per cent and KLM -48 per cent.

For some of the other major European airlines (not part of the above groups), the declines in the 52nd week were: El Al -93 per cent, Norwegian Air Shuttle -91 per cent, Aer Lingus -89 per cent, Wizz Air -82 per cent, Brussels Airlines -81 per cent, Finnair -78 per cent, TUI -76 per cent, LOT Polish Airlines -63 per cent, TAP -73 per cent, SAS -71 per cent, Air Nostrum -52 per cent, Turkish Airlines -50 per cent and Wideroe -11 per cent.

Airports

Statistics of Europe's largest airports in week 52: London City -94 per cent, London Gatwick -92 per cent, Munich -84 per cent, Dublin -81 per cent, Vienna -81 per cent, Manchester -81 per cent, Rome Fiumicino -79 per cent, Barcelona -77 per cent, Paris Orly -76 per cent, London Heathrow -71 per cent, Milan Malpensa -70 per cent, Paris CDG -69 per cent, Madrid -68 per cent, Athens -65 per cent, Amsterdam -63 per cent, Warsaw -63 per cent and Istanbul (IST+SAW) -55 per cent.

RAIL TRANSPORT IN POLAND AND EUROPE

¹ General Aviation - GA covers all air traffic (private and commercial), excluding scheduled and military flights.

In the first two months of 2020, passenger numbers were higher than in January and February 2019. It collapsed in March to reach its lowest level in April.



-ce	AN	EB	AR	PR	AJ	UN		UL	UG	EP	CT	OV	EC
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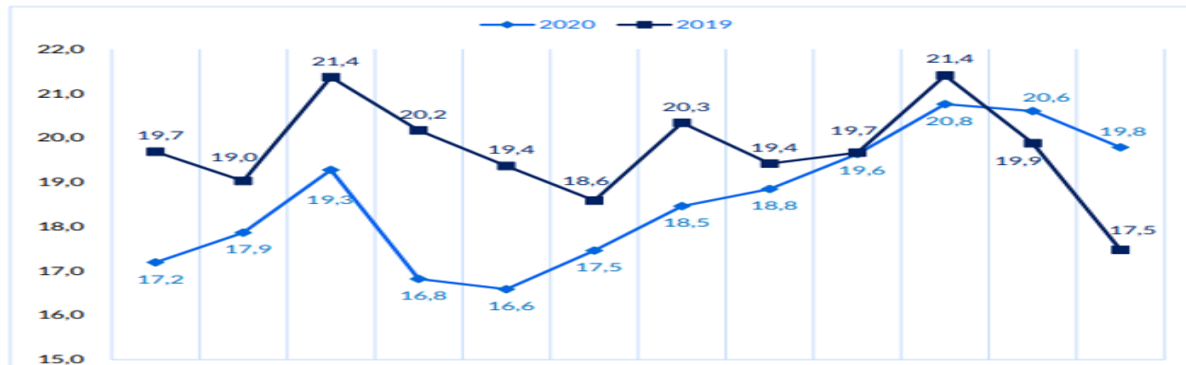
Figure 2. Number of passengers in 2019-2020 [in million passengers].

Source: Railway Transport Office. Impact of Covid 19 pandemic on the rail market 2020. Warsaw. 2021.

The basic parameters of the passenger transport market, i.e. the number of passengers carried and the transport work performed, in 2020 were at a significantly lower level than in 2019. Last year, the total number of passengers amounted to 209.2 million and was 37.7% lower than in 2019. Freight work reached 12.7 billion passenger-kilometres and operational work reached more than 160 million train-kilometres, representing a decrease in these parameters of 42.7% and 6.3% respectively. The weakest transport performance was recorded in April. The pandemic state in force reduced the number of passengers on public transport. Just over 6 million passengers travelled on trains, which was more than 20 million less than a year ago. September ended with the best transport performance since the start of the pandemic in Poland. In October 2020, coronavirus statistics were up on the previous month, resulting in many people returning to work remotely. This resulted in a decrease in passenger numbers compared to September, with 18.5 million people travelling on trains, or 14% less. November closed with 12.4 million passengers, down nearly 43% on September, which saw the highest number of passengers since the start of the pandemic at 21.6 million. In December 2020, trains carried 13.3 million passengers.

The basic parameters of the market, i.e. the weight of goods carried (Figure 2), the transport work performed and the operational work in 2020 were at a lower level than in 2019. There was a 16.6% decrease in the weight of goods carried in the month compared to April 2019, a 22.0% decrease in the transport work performed and a 19.9% decrease in the operational work. The highest result from freight carried in 2020 was in October, with 20.8 million tonnes of freight carried, some 6% more than in September 2020. In November 2020, the volume of mass transported was close to the volume recorded in October. In December 2020, 19.8 million

tonnes of cargo were transported. November and December would be the months with better results than in 2019.



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Figure 3. Weight of goods transported in 2019-2020 [in million tonnes].

Source: Railway Transport Office. Impact of Covid 19 pandemic on the rail market 2020. Warsaw. 2021.

The impact of the COVID-19 pandemic on the rail market is evident across Europe. The decline felt in every country has affected both passenger and freight traffic. A comparison of data from Q1 2020 and 2019 shows that the downward trend in this period took place irrespective of the onset of the pandemic. The trend was more pronounced for people moving by rail. In freight, the declines were smaller. Q2 2020 showed very large declines compared to earlier periods. Compared to the results for Q1 2020 and Q2 2019, the declines are in the order of tens of per cent in each country, and in some (Ireland, UK) are even above 90 per cent for passenger traffic. This has been influenced by the restrictions on the movement of people, which have been implemented more or less decisively across most European countries.



Figure 4 . Number of passenger trains in operation in selected countries in Q2 2020 compared to Q2 2019.

Source: Railway Transport Office. Impact of Covid 19 pandemic on the rail market 2020. Warsaw. 2021.

MARITIME TRANSPORT IN POLAND AND WORLDWIDE

According to the Port Authorities of Gdansk and Gdynia, the ports of the Gulf of Gdansk have not been affected by the slowdown in global container supply. DCT Gdansk recorded a record container growth of more than 21% in 2018 and a turnover approaching 1.95 million TEUs. In Gdynia, growths were also significantly, 3 times that of the world's container ports. At Baltic Container Terminal, they exceeded 13.3% (411.7 thousand TEUs), and at Hatchison Ports Gdynia, container supply increased by 13.4% to 391.3 thousand TEUs. This is unfortunately an effect caused by the increase in consumer demand in Poland.

There is a systematic increase in the number of ships carrying tonnes of goods between ports. At the beginning of 2019, the world fleet comprised 95,402 ships with a carrying capacity of 1.97

billion tonnes. Understandably, bulk carriers and tankers maintained their dominant market share of ships in the world fleet (in dwt), at 42.6% and 28.7% respectively. Their deadweight capacity increased by 2.6% compared to the beginning of 2018. However, the growth rate of this fleet has been steadily declining over the last decade. The world's gas carrier fleet grew most dynamically (7.25% in 2018-2019) reaching 60 million dwt. They were followed by the rapidly growing container ship fleet (4.89%) in the last year to 265.7 million dwt. Despite the lower cargo supply, shipowners continue to market dry bulk carriers increasing to (2.87%) 842.4 million dwt. Ferry and passenger ship operators are renewing and expanding their fleets, which has resulted in an increase of 2.53% to over 7 million dwt. After a slump in oil production from rigs due to low crude prices, the fleet of offshore vessels increases by 2.79% to 90.5 million dwt. Shipyards, mainly Chinese, benefited little from contracts with tanker operators, which increased their fleet by less than 1% to over 567.5 million dwt.

Maritime transport carried in 2019. 11.07 billion tonnes of cargo, and in 2020. 10.65 billion tonnes (-3.8 per cent). The COVID-19 pandemic has brought widespread uncertainty related to economic performance in 2020 and 2021. As a result, strategic investment decisions had to be reconsidered, for instance, newbuilding ordering and repairs were postponed. Ordering contracts were down 53 per cent year over year in July 2020 (Clarksons Research, 2020c). In addition, many companies decided to delay scrubber installation because of the impact of the pandemic.

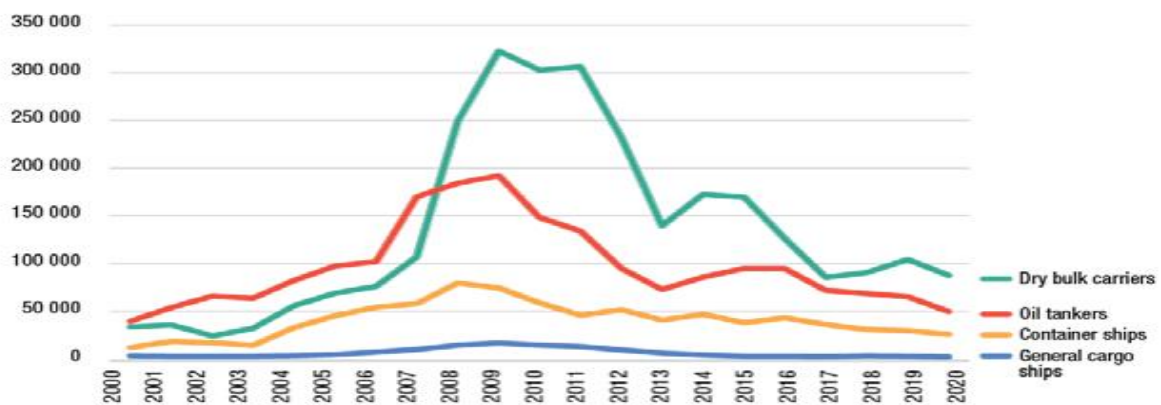


Figure 5. World tonnage on order, 2000–2020 (Thousand dead-weight tons)

Source: UNCTAD calculations, based on data from Clarksons Research.

At the beginning of 2020, the total global fleet comprised 98,140 merchant ships of more than 100 gross tons each, equivalent to a total deadweight tonnage of 2.06 billion dwt. In 2019, the global merchant shipping fleet grew by 4.1 per cent, the highest growth rate since 2014, but still below the levels seen between 2004 and 2012.

In 2019, 11 billion 76 million tonnes of cargo were handled at ports worldwide, including dry

cargo of 4.68 billion tonnes, bulk cargo of 3.23 and liquid cargo of 3.17 billion tonnes. Approx. 7.71 billion tonnes were handled at ports in developed countries (nearly 70 per cent of the total). Approximately 7.3 per cent less containerised cargo was handled globally in 2020 than in 2019. (811.2 million TEUs), or around 784.4 million TEUs. This was therefore also a lower level than that achieved in 2018. (795.3 million TEUs).

SUMMARY

The pandemic has revealed and compounded existing challenges in the transport industry, in particular shortages of manpower, equipment and transport resources, infrastructure needs, etc.

The disruption caused by the covid-19 pandemic will have a lasting impact on all modes of transport. However, it has not had an equal impact on transport modes. It had the greatest impact on air transport while it had the least impact on maritime transport.

The impact of the Covid-19 pandemic on transport was less severe than expected. However, the so-called 'knock-on effect' should be taken into account and a significant increase in the price of transport rates should be expected, resulting in higher prices for vehicle fuels, energy carriers and food and building products.

The decline in global transport volumes will result in the closure of many transport and logistics companies. It is to be expected that they will be replaced by new companies that will take over the tasks of the bankrupt companies and will have the opportunity to increase their activities due to the increased demand for goods and the transport of people.

Global socio-economic recovery will depend on smart, resilient and sustainable transport and worldwide efforts to vaccinate against pandemics.

Closed borders, minimal movement between countries, restricted corporate activities, 'extinguished' tourism, restrictions on the movement of people and remote working of employees have resulted in permanent changes in the day-to-day operations of many companies. Managers have adopted new working standards whereby employees have done, are doing and will continue to do so-called remote work where this is possible.

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IMPACT OF COVID-19 ON TRANSPORT

ABSTRACT

This paper presents an analysis of the impact of the coronavirus Covid-19 on the operation of various modes of transport before the pandemic outbreak, during the pandemic and its impact on the continued operation of transport in Poland and worldwide.

The World Health Organisation announced that the world had been hit by a coronavirus pandemic. As a consequence, border controls were introduced and national border crossings were restricted in air, land and sea space.

By 2020, transport has grown steadily nationally, regionally and globally. In 2019, the largest annual increase in transport was recorded in air transport. However, the consequences of the pandemic have had a very negative effect on this mode of transport. A slow but steady increase in rail transport is observed. Road transport remains at a stabilised high level. The pandemic has had relatively little impact on maritime transport.

Closed borders, minimal movement between countries, restricted activities, extinguished tourism, restrictions on the movement of people and remote working of employees have resulted in permanent changes to the day-to-day operations of many companies. Managers have adopted new working standards so that employees of many companies and institutions have done, are doing and will continue to do their work from different locations than before the outbreak of the Covid - 19 pandemic.

Keywords: Covid - 19, transport, air transport, rail transport, maritime transport.

**Przemoc seksualna w związku małżeńskim -
odpowiedzialność karna sprawcy w świetle art. 197
Kodeksu karnego**

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**PRZEMOC SEKSUALNA W
ZWIĄZKU MAŁŻEŃSKIM -
ODPOWIEDZIALNOŚĆ KARNA
SPRAWCY W ŚWIETLE ART.
197 KODEKSU KARNEGO**



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*International Eurasian Conference on
Educational and Social Studies*

The Polytechnic of Guarda, Portugal

27-28 sierpnia 2022 r.



Przestępstwo zgwałcenia - definicja

Art. 197. [Zgwałcenie i wymuszenie czynności seksualnej]

§ 1. Kto przemocą, groźbą bezprawną lub podstępem doprowadza inną osobę do obcowania płciowego, podlega karze pozbawienia wolności od lat 2 do 12.

§ 2. Jeżeli sprawca, w sposób określony w § 1, doprowadza inną osobę do poddania się innej czynności seksualnej albo wykonania takiej czynności, podlega karze pozbawienia wolności od 6 miesięcy do lat 8.

§ 3. Jeżeli sprawca dopuszcza się zgwałcenia:

- 1) wspólnie z inną osobą,
 - 2) wobec małoletniego poniżej lat 15,
 - 3) wobec wstępnego, zstępnego, przysposobionego, przysposabiającego, brata lub siostry,
- podlega karze pozbawienia wolności na czas nie krótszy od lat 3.

§ 4. Jeżeli sprawca czynu określonego w § 1-3 działa ze szczególnym okrucieństwem, podlega karze pozbawienia wolności na czas nie krótszy od lat 5.

Przestępstwo zgwałcenia - definicja

Podkreślić należy, że zgwałcenie w rozumieniu polskiego Kodeksu Karnego obejmuje również zachowania podstępne, których nie obejmuje lingwistyczne rozumienie tego terminu, ograniczone do użycia przemocy lub groźby.

W powszechnym rozumieniu zgwałcenie polega na wymuszeniu stosunku seksualnego, natomiast stosownie do treści art. 197 § 2 k.k. za zgwałcenie uznaje się również doprowadzenie do innych czynności seksualnych (nieobjmujących ani obcowania płciowego, ani stosunku seksualnego), które mogą się ograniczać na przykład do pocałunków obejmowania czy dotykania.

Zmiana trybu ścigania przestępstwa zgwałcenia

Zmiana weszła w życie 27 stycznia 2014 r. W jej wyniku odstąpiono od wnioskowego trybu ścigania przestępstwa zgwałcenia. Po nowelizacji przestępstwo to ścigane jest z urzędu, co oznacza, że uruchomienie procedury ścigania sprawcy przestępstwa zgwałcenia powoduje każde zawiadomienie o podejrzeniu popełnienia przestępstwa, niezależnie od podmiotu, który je składa. Podmiotem składającym zawiadomienie może być oczywiście nadal sama ofiara, ale mogą to być także członkowie jej rodziny, znajomi, jak również osoby całkowicie obce wobec pokrzywdzonego.

Zmiana trybu ścigania przestępstwa zgwałcenia

Asumptem do wprowadzenia przedmiotowych zmian było przekonanie, że rezygnacja z wnioskowego trybu ścigania przestępstwa zgwałcenia zdecydowanie bardziej przyczyni się do ochrony, w szczególności kobiet, przed zamachami o charakterze seksualnym. Jak wskazywano w uzasadnieniu projektu nowelizacji, celem wprowadzonej zmiany było także zapobieganie sytuacjom, w których to na osoby pokrzywdzone przestępstwem wywierane są naciski dotyczące odstąpienia od złożenia wniosku o ściganie. Zmiana ta miała również poprawić wykrywalność przestępstw oraz służyć prewencji.



Regulacje Kodeksu rodzinnego i opiekuńczego - obowiązki małżonków

Art. 23 Zasada równych praw i obowiązków małżonków

Małżonkowie mają równe prawa i obowiązki w małżeństwie. Są obowiązani do wspólnego pożycia, do wzajemnej pomocy i wierności oraz do współdziałania dla dobra rodziny, którą przez swój związek założyli.

Historyczne ujęcie przestępstwa zgwałcenia w związku małżeńskim

Analiza starszej literatury odnoszącej się do problematyki przemocy rodzinnej ukazuje, że kiedyś w ogóle nie wyodrębniano takiego typu przestępstwa jak zgwałcenie w związku małżeńskim. Traktowano ten typ przestępstwa jako nie istniejący w życiu rodzinnym. Przykładem ukazującym takie ujęcie problemu zgwałcenia przez współmałżonka stanowi stanowisko prezentowane przez S. Budzyńskiego w 1883 roku. Uważał on bowiem, „że nie można zgwałcić własnej żony, bo do stosunków cielesnych z nią upoważnia męża małżeństwo, chociażby faktycznie był z nią rozłączny.”

Historyczne ujęcie przestępstwa zgwałcenia w związku małżeńskim

Analogiczny pogląd został wyrażony przez S. Glasera, który stwierdził, że faktyczny stan zgwałcenia odnosi się wyłącznie do stosunków pozamałżeńskich, z uwagi na przeznaczenie małżeństwa. Również J. Makarewicz popierał stanowisko przedstawione przez swoich poprzedników. Za zgwałcenie uważał bowiem czyn, który to swoim zachowaniem zmierza do zaspokojenia popędu płciowego, zaś działania te nie wyznacza społeczeństwo. Społeczeństwo będące dobrze zorganizowane z perspektywy czystości obyczajów, czyli spółkowanie małżeńskie.

Historyczne ujęcie przestępstwa zgwałcenia w związku małżeńskim

Możemy wyróżnić trzy stanowiska jakie ukształtowały się w literaturze z upływem lat:

1. Żona nie może być ofiarą przestępstwa, jakim jest gwałt, a zmuszający ją do stosunku mąż nie może odpowiadać za przestępstwo zgwałcenia, lecz co najwyżej za inne przestępstwa, typu np. zmuszanie, uszkodzenie ciała; w ustawodawstwie wielu krajów nadal dominuje to stanowisko i przekonanie, że żona nie może być ofiarą gwałtu ze strony męża;
2. Żona w zasadzie nie może zostać zgwałcona przez męża, ale mogą zaistnieć specjalne okoliczności określone prawem, które usprawiedliwią odmowę współżycia np. trwałe rozstanie się małżonków;
3. Żona - tak jak każda inna kobieta - może zostać zgwałcona, a mąż w przypadku zmuszania jej do stosunku odpowiada za zgwałcenie (oznacza to, że zawarcie małżeństwa nie daje mężowi prawa do zmuszania żony - ani konkubiny - do kontaktów płciowych).

Statystyki Policyjne - przestępstwo zgwałcenia

Polska	Przestępstwa stwierdzone	Przestępstwa wykryte
2020	1 034	894
2019	1 354	1 163
2018	1 326	1 127
2017	1 262	1 050
2016	1 383	1 116
2015	1 144	896
2014	1 249	983
2013	1 362	1 164
2012	1 432	1 209
2011	1 498	1 230
2010	1 567	1 305

Skala zjawiska badania empiryczne

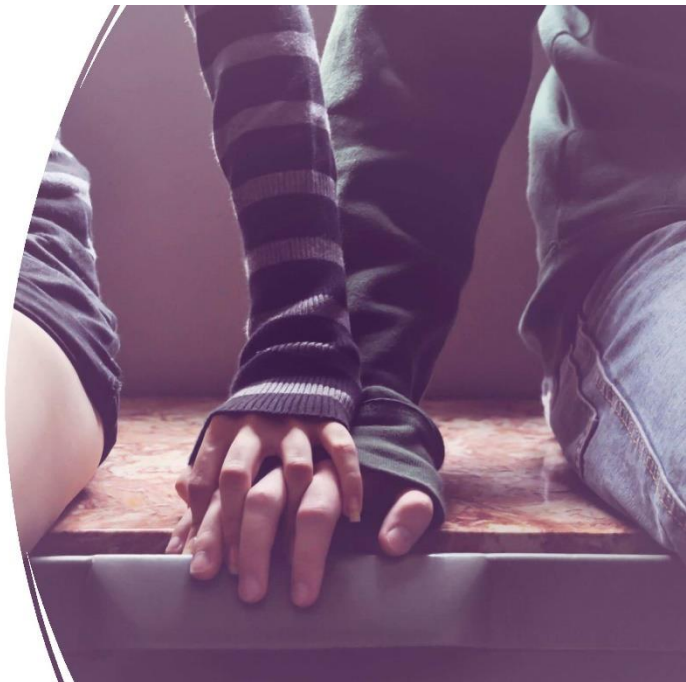
W Polsce brakuje danych obrazujących skalę przestępczości w ramach zgwałcenia w małżeństwie. Należy pamiętać, że wiele gwałtów - zwłaszcza tych, które mają miejsce w „czterech ścianach” - nigdy nie ujrzy światła dziennego i nie zostanie ujawnione (tylko niecałe 0,5% całej populacji kobiet dochodzi w Polsce zadośćuczynienia za gwałt na drodze sądowej). Badacze amerykańscy obliczyli, że stosunkowo 10%—14% mężatek doświadcza gwałtu w małżeństwie, co stanowi w przybliżeniu 27% wszystkich gwałtów.

Skala zjawiska badania empiryczne

Julie Blackman przeprowadziła badania (N = 612), z których wynika, że aż 51,4% kobiet było zmuszanych do uprawiania seksu z partnerem, natomiast zaskakującym jest to, że wśród nich tylko 7% miało poczucie, że są ofiarami gwałtu. 34,8% kobiet przydarzyło się to raz bądź dwa razy, 19,6% przeżywało akt zgwałcenia rzadko, a 19,6% stwierdziło, że mąż gwałci je regularnie. Wyniki przeprowadzonych badań wskazują jaką skalę ma analizowane zjawisko co skłania do refleksji nad podjęciem działań w zakresie wsparcia dla kobiet (oraz mężczyzn), będących ofiarami swoich współmałżonków.

Charakterystyka rodzin w których dochodzi do przestępstw zgwałcenia w ramach związku małżeńskiego

Powołując się na wyniki badań jakie są przeprowadzane w zakresie analizowanego zagadnienia można wskazać, że w rodzinach w których doszło do przestępstwa zgwałcenia w związku małżeńskim 51% małżonków miało dwoje dzieci, 26% małżonków było rodzicami jednego dziecka, pozostali małżonkowie posiadali więcej niż dwoje dzieci. Wiek dzieci wahał się w przedziale od 2 do 21 lat, najwięcej (28%) dzieci było w wieku do 5 lat. Średni staż małżeński wynosił 12 lat.



Charakterystyka rodzin w których dochodzi do przestępstw zgwałcenia w ramach związku małżeńskiego

Status ekonomiczny 61% rodzin można określić jako dobry; oznacza to, że oboje małżonkowie pracują i posiadają mieszkanie o średnim lub przeciętnym standardzie wyposażenia. 15% rodzin posiada średni status ekonomiczny, czyli przynajmniej jedno z małżonków pracuje lub pobiera świadczenia, np. rentę, emeryturę i ma mieszkanie o co najmniej średnim standardzie wyposażenia. Pozostałe 26% badanych to rodziny o niskim statusie ekonomicznym - małżonkowie nie pracują, często są długotrwale bezrobotni, mieszkanie jest zaniedbane, niedostatecznie wyposażone w podstawowe sprzęty gospodarstwa domowego.



Informacje na temat osób pokrzywdzonych

Wiek kobiet doznających przemocy seksualnej ze strony męża dzieli się na trzy grupy. Najliczniejsza z nich - 54% kobiet - to osoby w wieku od 30 do 40 lat, 26% to kobiety w wieku od 20 do 30 lat, pozostałą grupę stanowią kobiety w wieku powyżej 50. roku życia. Wykształcenie ofiar przedstawia się następująco: najwięcej, bo 44% kobiet, posiada wykształcenie średnie, najmniej - 11 % - legitymuje się wykształceniem wyższym, pozostałe kobiety mają wykształcenie zawodowe i podstawowe. Najczęściej wykonywane zawody to: sprzedawczyni, krawcowa, pielęgniarka, nauczycielka. Ofiary przemocy seksualnej to kobiety pracujące zawodowo, ponad 74% kobiet jest niezależnych finansowo, uzależnionych od dochodów męża jest zaledwie 26% kobiet.

Informacje na temat sprawców

Wiek sprawców przedstawia się podobnie jak wiek ofiar przemocy. Najliczniejszą grupę - 48% - stanowią mężczyźni w przedziale wiekowym 30-40 lat. 26% sprawców to osoby powyżej 50. roku życia, pozostali sprawcy to ludzie młodzi, którzy nie ukończyli 30 lat. Poziom wykształcenia sprawców nadużyć seksualnych wobec żon przedstawia się odmiennie niż poziom wykształcenia ich ofiar - ponad połowa z nich (63%) posiada wykształcenie zasadnicze zawodowe, 37% stanowią mężczyźni o średnim wykształceniu. Najczęściej wykonywanym zawodem jest zawód górnika, wykonuje go 37% badanych, 11% sprawców wykonuje zawód elektryka, pozostałe zawody to: ochroniarz, automatyk przemysłowy, monter instalacji sanitarnych, kierowca, bibliotekarz.

Informacje na temat sprawców

Najczęściej - bo 46% sprawców przemocy seksualnej w małżeństwie - nie przyznaje się do stawianych im zarzutów, traktuje wymuszanie współżycia seksualnego jako spełnianie małżeńskich powinności. Do gwałtu dokonanego na żonie przyznało się jedynie 16% mężów. Należy wrócić uwagę na to, że podobne przekonania na temat przemocy seksualnej w małżeństwie istnieją w społeczeństwie.

An Overview of the Use of Web 2.0 Tools in Mathematics Education

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Abstract

The changing and developing world order brings innovation and change in the education system. With the developing technology, web 2.0 tools have become important in students' daily lives and education. It has become an indispensable part of education, especially with the pandemic process. The difficulty of mathematics, difficulties in learning, and the fact that students see it as an abstract lesson necessitated the use of technology in terms of concretization in this course. In this study, studies on Web 2.0 technologies in mathematics education are taken into consideration. The studies obtained in the literature review were examined. The common result found in all of these studies is that the use of web 2.0 in mathematics education positively affects students' mathematics achievement. Based on the findings obtained, it was concluded that the application of Web 2.0 technology in mathematics education contributed positively to the academic success of students. Those who want to work in this field are recommended to look at students' mathematics achievement and attitudes towards mathematics regarding the use of web 2.0 tools in mathematics education. This kind of work can be done from all classes and subjects. In addition, these recommendations are valid for other courses.

Keywords: Mathematics Education, Computer Based Education, Internet Based Education, Web 2.0 Tools

INTRODUCTION

21st century. Technology is the most important foundation of our changing and developing world. Rapidly developing technology has a very important place in the education system. The education process gains a multi-purpose dimension as technology changes the educational understanding and opens the door to innovations. Effective use of technology in the teaching process creates more permanent learning environments, and education systems, schools, teachers and students have made it necessary to use new applications and technological tools. (Bakioğlu & Şentuna, 2001; Keleş, Öksüz & Bahçekapılı, 2013; Tekin & Polat, 2014).

It has become necessary to use technological tools in education for the differentiation of the generation together with the developing technology, the development of information technology and its easy access. It is important to use technology in education and prepare the teaching process for different learning areas, especially for Z generation students who are intertwined with technology (Korkmaz, Vergili, Çakır, & Uğur Erdoğan, 2019). Because the generation Z students not only get the information presented to them; They attach importance to finding, sharing and analyzing information (Gürgil, 2019).

Today, due to technological developments, the use of Web 2.0 tools in students' daily life and teaching has gained importance (Ajjan & Hartshorne, 2008). Web 2.0 was first used by O'Reilly Media in 2004 and replaced web 1.0 as a mono internet. While in Web 1.0, all data sharing reaches other users from a single host computer, sharing takes place among all users in Web 2.0 (O'Reilly, 2005; Caladine, 2008). it led to the development of communication, data sharing and social media tools; education, economy, science and projects have brought global dimensions and caused the information age to begin. As educators, while using technological tools such as Web 2.0 to diversify the educational environment (Orhan, Kurt, Ozan, Vural, & Türkan, 2014), It gives individuals the opportunity to train individuals who use information actively by providing them with the skills required by the age of technology in education (Deperlioğlu & Köse, 2010). Web 2.0 tools also enable the use of student-centered educational approaches with their contribution-based nature (Bower, Hedberg, & Kuswara, 2010), while increasing the bond and collaboration between education and teaching and learner-learner by providing various learning environments (Aşıksoy, 2018). The most important feature of Web 2.0 technologies is that students and teachers go out of the classroom; allowing them to share their knowledge with the world, communicate and collaborate (Horzum, 2011; Bryant, 2006). Web 2.0 applications positively affect individuals' attitudes towards the lesson (Efe Aslan, Hark-Söylemez, Oral, & Efe, 2014). According to Shisbkovskaya and Sokolova (2015), the active use of Education 2.0 Web 2.0 technologies in the education process is that this technology is effective in the education process and provides many advantages; It can be stated that active learning opens the doors and contributes to lifelong development (Klamna, Chatti, Duval, Hummel, Hvannberg, Kravcik, & Scott, 2007). Web 2.0 tools that can be used in education are given in Table 1.

Table 1. Web 2.0 tools available in education

Preparing a Poster	Online Survey	Exam- Education Tools	Distance Education Tools	Mapping-Mind Tools	Interactive Video-Animation	Coding-Robotics
<p>Canva; banner, poster, newsletter, presentation, logo, infographic, certificate etc. It is a Web 2.0 tool that can be used to create visual content.</p> <p>Emaze is a next generation Web 2.0 tool that allows you to create, share and explore online presentations.</p> <p>Postermywall; It is a Web 2.0 tool for designing posters, banners, brochures, flyers, invitations.</p>	<p>Quizizz is a quiz tool for creating quizzes and getting feedback in a fun way. It is a web platform created to make the evaluation process we use or need in daily life, business or education fun and interesting.</p> <p>Kahoot:With Kahoot, you can organize online quizzes and quizzes with your students. Using the pin code you give, your students join kahoot from computer or mobile devices and answer the questions you have prepared. Results are instantly reflected on everyone's screens.</p>	<p>Zoom is a tool that can be used to teach or take lessons online.</p> <p>Meet: Connect, collaborate and celebrate securely anywhere in the world with. Anyone using Google Meet can securely create and attend high-quality video meetings. Up to 250 users can attend these meetings.</p>	<p>MindMeister is an online mind mapping tool that allows you to visually capture, develop and share ideas.</p> <p>Coggle is a free mind mapping web application. Coggle produces documents that are hierarchically structured like a branching tree.</p>	<p>Scratch is a programming language designed for the use of children aged 8-16 and has a very simple interface.</p> <p>Prezi is an online presentation tool. With Prezi, you can prepare online presentations or upload the presentations you have prepared in office programs to the site and use them online whenever you want.</p>	<p>Blockly Games is a series of educational games that teach programming. It is designed for children without previous computer programming experience.</p> <p>Code.org is a coding teaching tool. There are algorithm lessons that are the basis of coding. In addition, there are also tools that can code, game and web design.</p> <p>CodeMonkey is a website that teaches users to develop their own games in HTML5 form using a programming language called CoffeeScript.</p>	

Abstract of the subjects and geometric concepts in mathematics class can cause difficulties for teachers and students. With the rapid development of technology, the need for technology in education has increased recently, when we switched to modern education understanding in traditional education understanding, and current innovations have started to show themselves in the field of education. Due to the abstract nature of the mathematics course, the need for visuals, figures and concrete materials is met by games and manipulations created with web 2.0 tools.

Conclusion and Recommendations

The use and widespread use of technologies such as computer-based learning and web 2.0 tools have become necessary to change the education-training process. The development of technology and the internet has allowed the creation of different learning environments, the use of different learning styles together, and the continuous participation of individuals in the classroom environment by removing the education-training environment from stagnation. The

findings of this study are that the use of Web 2.0 tools in teaching mathematics lessons positively contributes to the academic success of students. When the related literature is examined, it is seen that Web 2.0 tools are used in teaching various subjects in many different fields and disciplines. From here; When the researches were evaluated, it was determined that the use of Web 2.0 tools at different course and grade levels had a positive effect on students' achievement and attitudes. (Abou, Afach, Kiwan & Semaan, 2018; Alp & Deveci, 2018; Bař & Turhan, 2017; Bolatlı & Korucu, 2018; Bugawa & Mirzal, 2018; Holcomb & Beal, 2010; Korkmaz, Vergili, akır & Uęur-Erdoęmuř, 2019; Mete & Batıbay, 2019; ztürk & Tetik, 2015). It can be said that the use of Web 2.0 tools in mathematics lesson contributes to increasing the academic success of students. From this point of view, it was determined that teaching Web 2.0 tools positively contributed to the academic achievement of the course by affecting the learning process of students in a positive way. The results obtained from the studies conducted in general confirm that Web 2.0 tools contribute positively to the educational processes, as in our study.

In line with these results, it can be said that web 2.0 application has a positive effect on students' attitudes towards mathematics. After this, researchers who want to work can be recommended to work in this direction. In addition, it is recommended to work on different subjects from different grades as a mathematics lesson. Not only studies that look at mathematics achievement, but also studies that look at attitude towards mathematics can be done.

Qualitative research methods can be employed in order to reveal the contribution of Web 2.0 tools to mathematics education. For example, studies can be done in action research design.

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Regulatory Policy as a Key to the Postcovid Recovery and Challenges Ahead

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Abstract

As a result of pandemic including threats coming from the outbreak of war along with accelerating rate of inflation all over the world the problem of indebtedness returned again in a drastic form manifested by jumping growth of public debt in relation to GDP. Moreover, the return to normalization of monetary policy conducted by European Central Bank is going to make the interest of government bonds higher than prior to and during pandemic. This situation in case of countries with particular risk of insolvency will cause problems connected with public debt servicing. In the long term, the fiscal consolidation process will be hindered due to unfavorable demographic trends and the burden on public finances imposed by social security systems.

Against this background, European Commission, OECD and other international organizations recommend to focus additionally on the regulatory policy as it is an important lever besides monetary and fiscal policies which still not attracts the attention it deserves from governments and is even rarely mentioned during political declarations announcing government plans to achieve their objectives. In turn, regulatory policy offers a set of powerful tools that should help governments in their efforts to achieve goals but in parallel, focus on fiscal discipline as well.

The major aim of the article is to demonstrate the Regulatory Impact Assessment as an effective tool supporting the process of making good law and used to reduce risks associated with drafting regulations, which, with relatively small benefits, cause a disproportionately large burden on public finances, often leading to a breach of budgetary constraint. Secondly, this article attempts to identify the right framework of regulatory policy in which it will become efficient as much as possible along with including challenges arising from pandemic and fiscal constraints.

Keywords: regulatory impact assessment, regulatory reform, budget constraint,

INTRODUCTION

Generally economic theory indicates that sound fiscal policy must meet at least two basic conditions: it must be sustainable, and it must be counter-cyclical. The former is met when the public debt to GDP ratio converges toward a constant value in the long run which is the equivalent of stating that the government is bound by an intertemporal budget constraint. In other words, the government cannot finance its spending by increasing the debt to GDP ratio indefinitely. The latter is due when fiscal policy reduces the amplitude of the business cycle fluctuations, meaning it is expansionary during economic slowdowns and contractionary during economic expansions. Although economists all over the world might have different views on the some recommendations for economic policy, it would be difficult to find a professional who would question the above—that is, an economist who states that fiscal policy is optimal when it is pro-cyclical or leads to unlimited growth of debt-to-GDP ratio [Janikowski, Rohmanyi 2018].

As a result of pandemic including threats coming from the outbreak of war along with accelerating rate of inflation all over the world the problem of indebtedness returned again in a drastic form manifested by jumping growth of public debt in relation to GDP. In the face of the explosion of public debt, but also gradually progressive ageing of the population [European Commission, 2021], the need to bring fiscal discipline became clear again.

However, restoring of fiscal balance will be a difficult task mainly due to poor economic outlook in many EU countries. These weak prospects for economic growth are associated with both high levels of private sector debt and the high and still accelerating inflation. In turn, the attempts to accelerate economic growth by means of an active fiscal policy will be limited by high level of public debt and efforts on fiscal consolidation in the most indebted countries. Moreover, the return to normalization of monetary policy conducted by European Central Bank is going to make the interest of government bonds higher than prior to and during the pandemic. This situation in case of countries with particular risk of insolvency will cause problems connected with public debt servicing. In the long term, the fiscal consolidation process will be hindered due to unfavorable demographic trends and the burden on public finances imposed by social security systems.

Against this background, The Organization for Economic Co-operation and Development (OECD) and other international organizations recommend to focus additionally on the regulatory policy as it is an important lever besides monetary and fiscal policies which still not attracts the attention it deserves from governments. OECD states clearly that while achieving the Sustainable Development Goals, dealing with climate change or tackling the population ageing issue have become the most important goals for many governments across the globe, regulatory policy is rarely mentioned during political declarations announcing government plans to achieve those objectives. OECD underlines that this is surprising and in a way disappointing as regulatory policy offers a set of powerful tools that should help governments in their efforts to achieve the above-mentioned goals but in parallel, focus on fiscal discipline as well [OECD, 2021].

The major aim of the article is to demonstrate the Regulatory Impact Assessment as an effective tool supporting the process of making good law and used to reduce risks associated with drafting regulations, which, with relatively small benefits, cause a disproportionately large

burden on public finances, often leading to a breach of budgetary constraint. Secondly, this article attempts to identify the right framework of regulatory policy in which it will become efficient as much as possible along with including challenges arising from pandemic and fiscal constraints.

The methodology focuses on the author's analysis and assessment using research and professional experience. First of all, the analysis relies on the literature studies, research, available analytical reports as well as data and statistical analysis. The methodology assumed in the article is based on the well-correlated reports of OECD and European Commission. Furthermore, in conclusion, some suggestions are provided which can also be treated as postulate for future research.

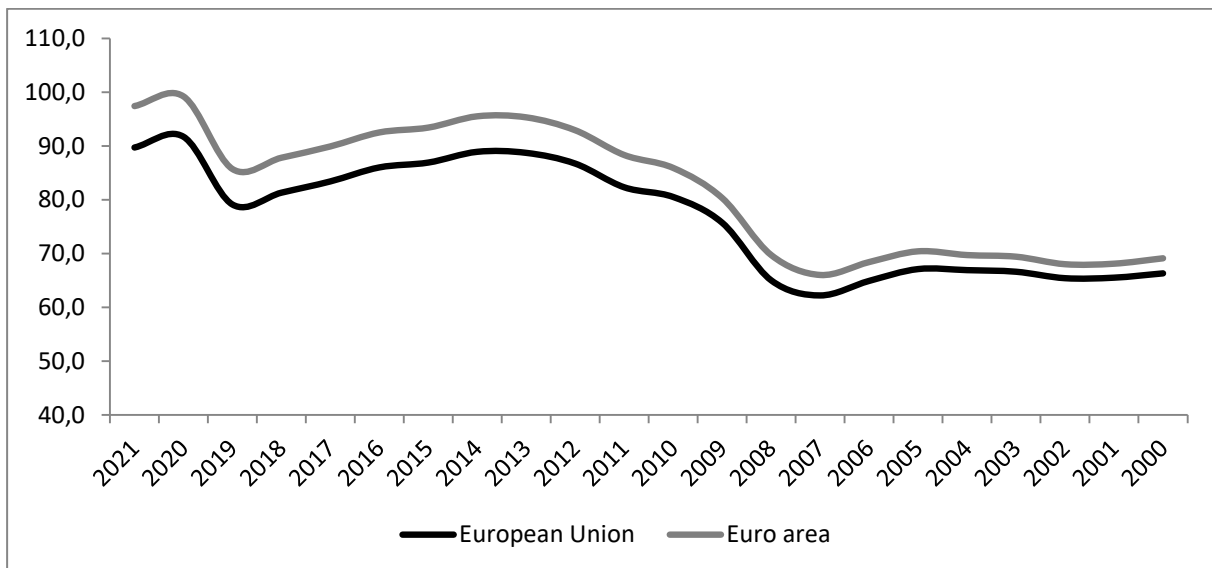
1. Regulatory Impact assessment – general characteristics

Impact Assessment, also known as Regulatory Impact Assessment (RIA), is a useful and effective instrument that helps to establish good regulations governing the functioning of the state. By presenting the potential effects of the proposed law, RIA deepens the knowledge of decision-makers and thus helps to establish better legal standards.

Impact Assessment can be defined as a procedure in which economic analyzes are prepared in order to provide decision makers with information about the potential benefits and costs that may arise from the adoption of the draft law. This approach is referred as evidence base policy. The OECD recommends such a law-making procedure to countries because the state authorities can choose a variant of the legislative solution on the basis of more complete information, including a description of economic and budgetary consequences. Sometimes the effect of a regulation may be given synthetically when the difference (net value) between benefits and costs has been estimated in monetary units, taking into account changes in their value over time, that is, the effects that will manifest over time after the law is enacted. Such an assessment of the proposed law can be obtained if the cost-benefit analysis method is used in the analytical process.

One of the important goals of RIA application is to reduce the risk of adopting regulations, which, with relatively small benefits, bring disproportionately large financial and socio-economic burdens. A very important, though certainly not the only measure of these benefits and costs is the scale of the impact of a given solution on public finances. This is of high importance especially now when many governments have to tackle their high indebtedness as a result of fiscal loosening during pandemic and earlier of the outbreak of financial crisis . Chart 1 demonstrates the public debt in relation to GDP in European countries.

Chart 1 Public debt in Europe (as percentage of GDP).



Source: AMECO database, European Commission.

The substantial economic costs of the war, elevated uncertainty, and the forthcoming embargo on coal and seaborne oil imports from Russia in Europe add to the challenges already facing policymakers from rising inflationary pressures and the imbalanced recovery from the pandemic [OECD, 2022]. It is therefore not surprising that many governments, with limited fiscal space, use various tools to improve the condition of their economies, including regulatory reforms of which OECD is a strong advocate.

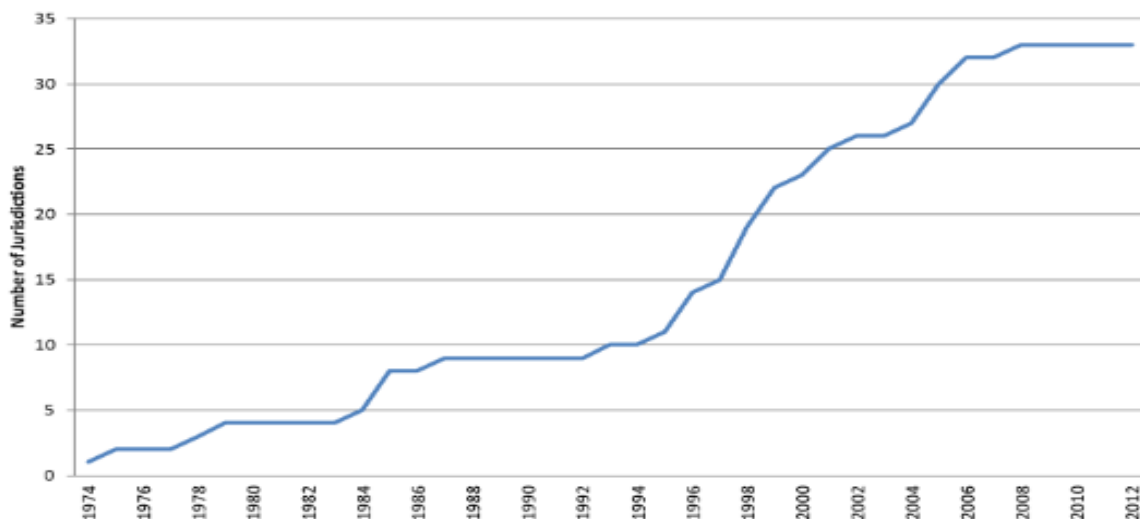
2. Impact assessment in global perspective

In recent decades, we have seen a steady increase in the importance of law as one from the basic tools used by state authorities to regulate social and economic life. Legal regulations affect the activities of enterprises and the daily life of citizens. They are an indispensable instrument in achieving the goals of policies conducted by the state, such as, for example, economic growth, social welfare or environmental protection. However, poorly thought-out and designed legal norms may not only be ineffective in achieving these goals, but also cause unnecessary costs for society. Such a side effect of regulation has a negative impact on economic development, as the pace of economic growth may be faster if the law imposes on economic entities only obligations necessary for the implementation of the public interest.

The Organization for Economic Co-operation and Development (OECD), in order to help countries conduct effective pro-development policies and enact legal provisions conducive to the achievement of the set goals, recommended already in 1995 [OECD, 1995, 1997 and 2005] the use of an analytical tool called Impact Assessment in the law-making process. The application of this instrument makes it possible to obtain information on the potential costs and benefits that may result from the adoption of the draft act, including the scale of its impact on public finances. For state authorities, the knowledge of the impact of the proposed regulation on the public finance sector is particularly important because, as indicated by the mainstream economic theory, the optimal fiscal policy must be balanced and prudent taking into consideration the current difficult economic and budget conditions.

The analysis of the enactment procedures in OECD member states allows for the discovery of the actions of state authorities which, in order to ensure the effectiveness (understood as the achievement of regulatory objectives) and efficiency (understood as the costly achievement of objectives) of regulations, improve the law-making procedures. This has happened under the name of the Better Regulation Agenda. One of the basic tools for modernizing regulatory policies is the Regulatory Impact Assessment (RIA), which, as a result of evolutionary development and adaptation to new institutional contexts, becomes an effective tool increasing the effectiveness, transparency, interactivity and accountability of public policies. This tool is commonly used in developed countries [World Bank]. Chart 2 indicates the trend of using Regulatory Impact Assessment in OECD countries through in years 1974-2012.

Chart 2: Trend of using RIA in OECD countries in years 1974-2012.



Note: this represents the trend in the number of countries with a formal requirement for regulatory impact analysis (beyond a simple budget or fiscal impact).

Source: OECD, <http://www.oecd.org/gov/regulatory-policy/ria.htm>; OECD estimated the trend based on data coming from 36 countries and European Commission.

3. Impact assessment in difficult times

According to OECD, RIA is an essential policy tool for regulatory quality. The overall aim of RIA is to assist governments to make their policies more efficient. The use of RIA can contribute to the policy-making process by promoting efficient regulatory policy and improved social welfare [OECD, 2008]. Years ago, OECD prepared a reference check list according to which regulatory decision-making should be made. Such a list consists of the following points:

1. Is the problem correctly defined? The problem to be solved should be precisely stated, giving evidence of its nature and magnitude, and explaining why it has arisen (identifying the incentives of affected entities).
2. Is government action justified? Government intervention should be based on explicit evidence that government action is justified, given the nature of the problem, the likely benefits and costs of action (based on a realistic assessment of government effectiveness), and alternative mechanisms for addressing the problem.
3. Is regulation the best form of government action? Regulators should carry out, early in the regulatory process, an informed comparison of a variety of regulatory and non-regulatory policy instruments, considering relevant issues such as costs, benefits, distributional effects and administrative requirements.
4. Is there a legal basis for regulation? Regulatory processes should be structured so that all regulatory decisions rigorously respect the “rule of law”; that is, responsibility should be explicit for ensuring that all regulations are authorised by higher-level regulations and consistent with treaty obligations, and comply with relevant legal principles such as certainty, proportionality and applicable procedural requirements.
5. What is the appropriate level (or levels) of government for this action? Regulators should choose the most appropriate level of government to take action, or if multiple levels are involved, should design effective systems of co-ordination between levels of government.
6. Do the benefits of regulation justify the costs? Regulators should estimate the total expected costs and benefits of each regulatory proposal and of feasible alternatives, and should make the estimates available in accessible format to decision-makers. The costs of government action should be justified by its benefits before action is taken.
7. Is the distribution of effects across society transparent? To the extent that distributive and equity values are affected by government intervention, regulators should make transparent the distribution of regulatory costs and benefits across social groups.

8. Is the regulation clear, consistent, comprehensible and accessible to users? Regulators should assess whether rules will be understood by likely users, and to that end should take steps to ensure that the text and structure of rules are as clear as possible.

9. Have all interested parties had the opportunity to present their views? Regulations should be developed in an open and transparent fashion, with appropriate procedures for effective and timely input from interested parties such as affected businesses and trade unions, other interest groups, or other levels of government.

10. How will compliance be achieved? Regulators should assess the incentives and institutions through which the regulation will take effect, and should design responsive implementation strategies that make the best use of them.

Source: OECD, The 1995 Recommendation of the Council of the OECD on Improving the Quality of Government Regulation, Paris.

The reports of OECD show that the Regulatory Impact Assessment is a tool that is increasingly used in the world. However, due to the relatively short period of use of this tool and the complexity of socio-economic situations that are subject to regulations, the methodology and techniques used to develop it need to be improved. Although, RIA is a key policy tool for setting out detailed information about the potential effects of regulatory measures in terms of costs and benefits, experiences of many countries show that conducting their regulatory policies based on Better Regulation Agenda have been challenging even in 'normal times' not to mention times like pandemic. Despite governments' efforts, rule-making activities are still suffering from significant gaps which is exacerbated by the fact that regulating itself has become increasingly difficult. Many citizens around the world are experiencing regulations that either fall short of their intended effects or outright fail to offer the protections they promise. A key concern is that inappropriate rules may lead to a loss of trust in institutions and even in government itself. Good regulation is instrumental to build confidence that decision makers are actually concerned with the betterment of society. There are variety of reasons for occurring that [OECD, 2021].

Firstly, as OECD indicates that number of regulatory management tools are under-developed, insufficiently implemented or their implementation did not lead to the expected results. For instance, one of the most important gaps arises from the very limited focus on *ex post* evaluation of laws and regulation partly because of the limited resources and investments. According to OECD, while the *ex ante* assessment became more common, it that governments systematically review regulations after a certain period of time, besides *ad hoc* reviews mostly focusing on administrative/regulatory burden reduction [OECD, 2021].

Secondly, OECD directs attention to the fact that regulatory policy still remains underutilised by governments when compared with the efforts associated with tax and spending measures. Fiscal policies tend to be often developed in consultation with stakeholders. Moreover, impacts and trade-offs are identified and they are subject to significant scrutiny. Even though these are the hallmarks of regulatory policy, OECD notes that a disconnect has been allowed to permeate between fiscal and 'other' measures. Whilst it is understandable that fiscal policy measures

attract a lot of interest, it does not follow that other things governments regulate are somehow of lesser importance especially that regulatory policy refer to extremely important aspects of human life (e.g. a plethora of laws aimed at saving peoples' lives, and the protection of endangered flora and fauna). OECD continues that given the importance of these other laws to everyday life, it is not advisable to allow to eschew the value that regulatory policy offers. It is to underline that regulatory policy offers a robust yet flexible framework, combined with powerful tools, which help policy makers create better laws. As OECD simply put it: if it is worth regulating, it is worth regulating well [OECD, 2021].

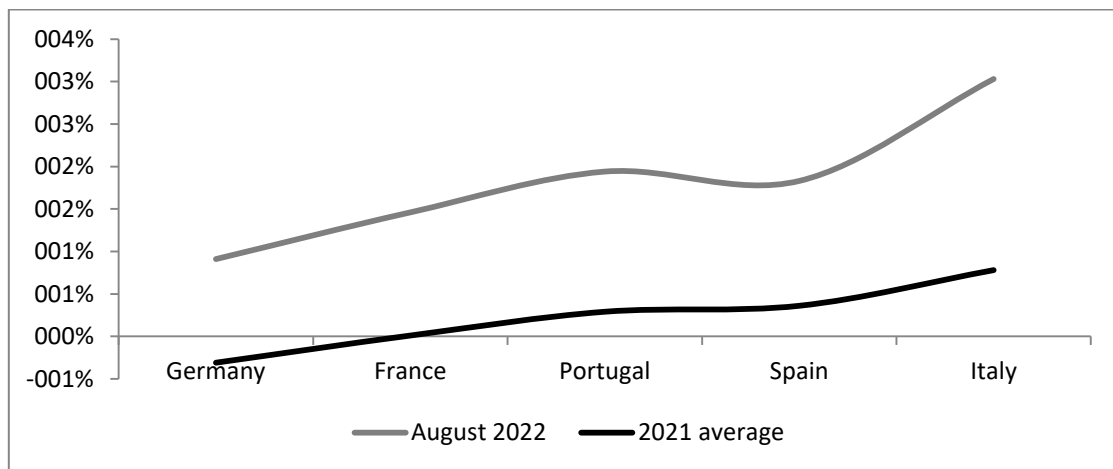
Finally, OECD notes that failing to consider the behavioural drivers of human actions is another factor that limits the effectiveness of regulatory policy. One of the basic goals of regulation is to change behaviour in some way. It is of high importance to possess the knowledge how social context and behavioural biases affect decision making and can definitely help policy makers understand the drivers of actions, ultimately helping to improve the effectiveness of a regulation. For this reason, policy makers around the world are turning to the field of behavioural insights to support better regulatory policy making [OECD, 2021].

4. Combining regulatory policy with fiscal policy

The COVID-19 pandemic has underscored the role of regulation and shed light on the urgent need for a transformation of the way rules are made and implemented. COVID-19 has exposed gaps in domestic and international rule-making that have cost lives and livelihoods [OECD, 2021]. As OECD notes, while regulating in times of crisis requires major adjustments to processes, in some settings shortcomings – in evidence, in impact and risk analysis, in stakeholder consultation, or in co-operation with other governments – have carried a heavy price for societies. To a certain extent, the crisis has also shown growing mistrust between parts of societies and their governments. Correcting course now is critical for addressing current and future challenges where regulations have a significant bearing on the success of the responses, including climate change and other environmental threats [OECD, 2021]. In general OECD reports: **“Governments spend far too little time checking whether rules work in practice, not just on paper”** [OECD, 2021]. According to this organization, less than one-quarter of OECD members systematically assess whether regulations achieve their objectives. Incentives for improvement are currently weak: less than one-third of OECD member countries have a body in charge of checking the quality of reviews of existing regulation.

However, realistically put this cannot be made without improving in most countries their fiscal stance as the level of indebtedness have risen sharply along with the debt servicing cost. Chart 3 indicates the current and the average 2021 interests of 10 years governments bonds in selected countries.

Chart 3 The cost of debt servicing in Europe (measured by interests of 10 year bond): current and in 2021 in selected countries.



Source: Reuters.

Furthermore, the return to normalization of monetary policy conducted by European Central Bank due to higher inflation than expected is going to make the interest of government bonds even higher and making more difficult for countries with particular risk of insolvency to serve their public debt.

Against this background, improving the institutional setting and designing a complex regulatory reform it is of high importance to combine the economic policy with the regulatory one. Interesting conclusions can be found in the Polish Regulatory Impact Assessment in terms of the impact on public finances. When assessing the RIA system in Poland, a report of strategic project entitled "Development of the system for assessing the impact of regulations and social participation in the law-making process" provides an important insight in this regard. The authors of the report emphasize that that in terms of the impact of the regulation on public finance (point 6 of the RIA), all analyzed RIAs contained information on the impact of the recommended solution on public finance, and additionally point 6 of the RIA is filled with the most reliable data. In order to indicate a strong point of the Polish RIA, this premise can be a good example in many cases" [Domański, Zakrzewski, Palinka, 2008].

Project participants confirmed that they attach great importance to point 6 and that they use it from it in conjunction with other texts (e.g. with regulatory bills or justifications) to better understand the legal implications of the proposed regulation. The above indicates that the quality of information contained in part 6 of the RIA meets the requirements of a well-prepared RIA. However, a question may be asked why in this part of RIA it is possible to provide reliable information on the impact of regulations, while in other parts of RIA the information is not at such a good level?

It does seem that a significant difference in terms of the quality of the regulatory impact analysis results from the fact that the Minister of Finance in Poland is really interested in obtaining high-quality information on the impact of proposed regulation on public finances. The need to maintain public finance discipline imposed by the restrictions contained in the provisions of national and EU law, including, among others: the maximum limit of state budget expenditure, which is established on the basis of the stabilizing expenditure rule (SER) enshrined in the Public Finance Act and by respecting reference values for the nominal deficit (3% of GDP) and debt (60% of GDP) of the general government sector itself implies obtaining high-quality information and its scope, presented in point 6 of RIA (Impact on Public Finance). Therefore, the Minister of Finance became involved in the process of improving the regulatory impact assessment system, monitors it and, above all, systematically uses the information included in the RIA to determine the impact of regulations on public finances. In practice, this means that:

- The Minister of Finance proposed, in the Regulatory Impact Assessment form, the required scope of information showing the impact of the regulations for public finance, including the state budget, budgets of local government units and other units of the sector over a 10-year horizon. Moreover, the Minister of Finance decided that in the form summarizing the impact of the regulation on the public finance sector, the sources of financing, data sources and the adopted assumptions should be indicated (see Diagram 1);

Diagram 1: Regulatory Impact Assessment Form in Poland, the part intended to describe the impact of the quantitative effects of regulations on the public finance sector.

Point 6 Impact on public finance sector.													
(constant prices from year....)	Effects within 10 years from the entry into force of the changes [mio PLN]												
	0	1	2	3	4	5	6	7	8	9	10	Total (0-10)	
Total revenues													
state budget													
Local governments													
other entities													

Total expenditures													
State budget													
Local governments													
other entities													
Total balance													
State budget													
Local governments													
other entities													
Sources of financing													

Source: The Chancellery of the Prime Minister, Regulatory Impact Assessment form, a fragment concerning the description of the impact of regulations on the public finance sector.

- while developing the impact assessment for the public finance sector, the current Guidelines of the Minister of Finance on the use of uniform macroeconomic indicators being the basis for estimating the financial effects of the proposed acts should be taken into account. The Minister of Finance presents guidelines ensuring the use of uniform macroeconomic indicators, which constitute the basis for estimating the financial effects of the proposed acts. The guidelines are used to estimate the maximum expenditure limit of public finance sector units for a given task. The adopted values of the indicators should be consistent with the assumptions presented in the guidelines. Adoption of other assumptions and macroeconomic indicators than those presented in these guidelines or inconsistent with these assumptions for the preparation of the maximum expenditure limit estimate requires a detailed justification of such a procedure. As a result, the financial effects are not distorted by the adoption of various parameters, and also increases the credibility of the estimates, making it less susceptible to criticism from politicians [Poznańska, 2007]. During work on the budget act or strategic government documents the lack of uniform macroeconomic indicators would make it difficult to prepare and control RIA, thus lowering the quality of information about the effects of projects most important from the taxpayer's point of view, and could also cause RIA projectors to abandon the use of more sophisticated methods of estimating regulatory costs and benefits;
- the effects of regulations should be determined in accordance with the requirements set out in the Public Finance Act. The quantified effects in point 6 of the RIA (Impact on public finance) are used in the budget process, and their precise estimation is related to

the needs resulting from the stabilizing expenditure rule (SER) in the scope of the maximum expenditure limit sanctioned in the Public Finance Act.

Summing up, it should be emphasized that the Minister of Finance plays a significant role in the process of developing the RIA system in Poland, which by adjusting the form in point 6 of the RIA and by systematically updating the guidelines ensuring the use of uniform macroeconomic indicators not only improved it, but above all achieved a positive effect in the form of reliably quantified effects of draft normative acts. However, most other points in case of Polish RIA fall short behind the standards set by OECD.

Conclusions

Economic theory indicates that sound fiscal policy must meet at least two basic conditions: it must be sustainable, and it must be counter-cyclical. However, there are different ways to achieve those goals.

As a result of pandemic including threats coming from the outbreak of war along with accelerating rate of inflation all over the world the problem of indebtedness returned again in a drastic form manifested by jumping growth of public debt in relation to GDP.

Against this background, OECD and other international organizations recommend to focus additionally on the regulatory policy as it is an important lever besides monetary and fiscal policies which still not attracts the attention it deserves from governments. Central part of any regulatory policy is Regulatory Impact Assessment (RIA) which is an essential policy tool for regulatory quality. The overall aim of RIA is to assist governments to make their policies more efficient. Overall, RIA is an effective tool supporting the process of making good law used to reduce risks associated with drafting regulations, which, with relatively small benefits, cause a disproportionately large burden on public finances, often leading to a breach of budgetary constraint.

Taking into consideration the current sharply rising public debt and its servicing cost plus the future effect of normalization of monetary policy conducted by European Central Bank due to higher than expected inflation which is going to make the interest of government bonds even higher and more difficult for countries with particular risk of insolvency to serve their public debt. Against this background, improving the institutional setting and designing a complex regulatory reform it is of high importance to combine the economic policy with the regulatory one.

Interesting conclusions have been found in the Polish Regulatory Impact Assessment in terms of the impact on public finances. The Minister of Finance plays a significant role in the process of developing the RIA system in Poland, which by adjusting the form in point related to public finance of the RIA and by systematically updating the guidelines ensuring the use of uniform macroeconomic indicators not only improved it, but above all achieved a positive effect in the form of reliably quantified effects of draft normative acts. Therefore, the Minister of Finance

became involved in the process of improving the regulatory impact assessment system, monitors it and, above all, systematically uses the information included in the RIA to determine the impact of regulations on public finances.

Generally, however, OECD spot that the quality of regulation in most countries leaves much to be desired and strongly recommends that governments should improve how they assess, communicate, and manage risks – including by more systematically reviewing regulations to ensure they correspond to the latest evidence and science.

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The Difficulties of Applying Online Teaching in Secondary Schools in Light of the Current Syrian Crisis (An Empirical Study on Secondary School Teachers and Learners in Damascus)

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Abstract

The study aimed to reveal the difficulties of applying online teaching in secondary schools in light of the Syrian crisis in Damascus from the point of view of students and teachers. The study used descriptive analytical method, and the study sample consisted of (249) male and female students of general secondary schools, and (129) teachers were chosen randomly. The researchers found a set of difficulties that hinder the application of online teaching in secondary schools in Damascus from the point of view of students and teachers: As a weak interaction and communication between the teacher and the learner, while the student in light of the current crisis desperately needs someone to pat him on the shoulder. And at the same time, online teaching ignores the social and recreational activities that give the teaching process a lot of energy and enthusiasm. Also, Online teaching consumes a lot of Internet packages, which increases the costs for the student and teacher at a time when these people need bread and basic living necessities with a lack of government support for them. In addition to the fact that online teaching does not take of the individual differences between learners, where students face some difficulties as a result of the ongoing crisis there, which made many of them need special care from the teacher.

Czynniki wpływające na jakość życia osób z niepełnosprawnością

Factors affecting the quality of life of people with disabilities

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- Niepełnosprawność posiada duży wpływ na wszystkie obszary życia i funkcjonowania człowieka.
- Niepełnosprawny znajduje się w trudnej sytuacji, która generuje pojawienie się lęku o własną przyszłość.
- Stan taki pobudza do rozważań nad jakością życia.

**Według definicji, „osobą niepełnosprawną”
jest osoba pozbawiona pełnej sprawności
fizycznej lub psychicznej wskutek choroby,
wypadku, wad wrodzonych itp.**

Definicji niepełnosprawności jest kilka

- Definicja T. Majewskiego: osoba niepełnosprawna to taka, u której uszkodzenie i obniżony stan sprawności organizmu spowodował utrudnienie, ograniczenie lub uniemożliwienie wykonywania zadań życiowych i zawodowych oraz wypełniania ról społecznych biorąc pod uwagę jej wiek, płeć, stan, czynniki środowiskowe, społeczne i kulturowe .
- Jest ona w założeniach zgodna z definicją podaną przez WHO.

○
Definicja z Karty Praw Osób Niepełnosprawnych: Niepełnosprawne są osoby, których sprawność fizyczna, psychiczna lub umysłowa trwale lub okresowo utrudnia, ogranicza lub uniemożliwia życie codzienne, naukę, pracę oraz pełnienie ról społecznych, zgodnie z normami prawnymi i zwyczajowymi, które mają prawo do niezależnego, samodzielnego i aktywnego życia oraz nie mogą podlegać dyskryminacji.

Definicja określona dla celów rehabilitacji zawodowej i społecznej podana została w Ustawie o rehabilitacji zawodowej i społecznej oraz zatrudnianiu osób niepełnosprawnych z dnia 27 sierpnia 1997 roku z późniejszymi zmianami: niepełnosprawną jest osoba, której stan fizyczny, psychiczny lub umysłowy trwale lub okresowo utrudnia, ogranicza bądź uniemożliwia wypełnianie ról społecznych, a w szczególności wykonywanie pracy zawodowej.

Według Międzynarodowej Klasyfikacji Funkcjonowania, Niepełnosprawności i Zdrowia Światowej Organizacji Zdrowia z 2001 roku istotę niepełnosprawności stanowi odchylenie od normalnego poziomu funkcjonowania w trzech obszarach:

1. biologicznym – zniesienie, ograniczenie lub zaburzenie przebiegu czynności organizmu na skutek uszkodzenia jego narządów,
2. indywidualnym – ograniczenie aktywności i działania w podstawowych sferach życia osobistego,
3. społecznym – ograniczenie uczestnictwa w życiu społecznym swojego środowiska.

- Niepełnosprawność we wszystkich obszarach może przybierać różne formy.
- Decydują o tym różne czynniki:
- wewnętrzne - indywidualne, bazujące na cechach osobistych,
- Środowiskowe- do których należą bariery architektoniczne i urbanistyczne, brak dostępności do edukacji, rehabilitacji, pomocy socjalnej oraz niewłaściwe postawy otoczenia wobec osób niepełnosprawnych.

Niepełnosprawność organizmu powoduje określone konsekwencje dla funkcjonowania człowieka w sytuacjach życia codziennego, zawodowego i społecznego.

Mogą one przyjąć formę:

- utrudnienia,
 - ograniczenia
 - uniemożliwienia
- funkcjonowania na poziomie uważanym za normalny dla człowieka, biorąc pod uwagę jego wiek i płeć.

- ◉ Jakość życia to pojęcie wielowymiarowe. Jedną z definicji określa jakość życia jako sposób postrzegania przez jednostkę swoich pozycji w życiu w kontekście kultury i systemu wartości, w których egzystuje w powiązaniu z własnymi celami, oczekiwaniami, standardami i obawami.
- ◉ Na jakość życia wpływa wsparcie rodziny i przyjaciół oraz ich zachowanie w obliczu niepełnosprawności, jakość otrzymanej pomocy i możliwości finansowe chorego.
- ◉ Szczególnie ważne jest uświadomienie społeczeństwu, jak istotna jest akceptacja i pomoc osobie niepełnosprawnej oraz stworzenie warunków do godnego funkcjonowania.

- ◉ Celem pracy jest prezentacja najważniejszych determinantów wpływających na jakość życia osób niepełnosprawnych, postrzeganych przez nich samych, w świetle badań różnych autorów

Wg wyników badań różnych autorów stwierdza się iż **aktywność zawodowa koreluje z jakością życia**, może kompensować osobie niepełnosprawnej ograniczenia wynikające z niepełnosprawności, a tym samym poprawić jakość życia.

Aktywność zawodowa poza poczuciem, bycia potrzebnym innym, daje możliwość samorealizacji, mnogości kontaktów społecznych, regulacji trybu życia oraz posiadania aspiracji i perspektywy awansu i rozwoju osobistego.

Daje też poczucie niezależności materialnej i osobistej i w dużej mierze zabezpiecza przed marginalizacją społeczną.

- W badaniach stwierdza się **zależność poczucia jakości życia związanej z wykształceniem**.
- Wyższe wykształcenie w ocenie osób niepełnosprawnych daje satysfakcję i poczucie sensu życia (poczucia wyższej wartości). Pozwala na rozwój zainteresowań i samodzielności oraz kontakt z ludźmi.

W świetle badań, można ocenić, iż niepełnosprawni uprawiający sport ujawniają większą satysfakcję z życia niż osoby pełnosprawne i niepełnosprawne nieuprawiające sportu.

Sportowcy niepełnosprawni dostrzegają w sporcie takie same wartości jak ci pełnosprawni, do których oprócz korzyści zdrowotnych, kulturalnych, psychicznych, jakie niesie uprawianie sportu, należą się również gratyfikacje finansowe.

- Obserwacje wskazują, iż istnieje związek pomiędzy jakością życia a obecnymi zmianami kulturowymi. Jest to zależność oceniana przez niepełnosprawnych negatywnie. Propagowane przez media standardy życia na wysokim poziomie materialnym, rozrywkowy model życia, model człowieka zawsze młodego i doskonałego skłaniają do porównań i negatywnych ocen własnej sytuacji

- W obserwacjach badaczy stwierdzono zależność występowania programów współfinansowanego z EFS i poprawy jakości życia.
- Osoby niepełnosprawne objęte wsparciem projektu współfinansowanego z EFS prezentowały zmiany własnych postaw i zachowań (wyższe poczucie wartości, własnej sprawczości, nowe relacje społeczne), a także stwierdzono pozytywny wpływ na postrzeganie osób niepełnosprawnych przez społeczeństwo

Evaluating Tax Morale in Albania

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Abstract

Tax compliance has been extensively researched and yet, the question of why people pay taxes remains only partially answered. Tax non-compliance continues to represent a core issue for many governments around the world (even in the most virtuous countries).

Why don't people pay taxes? Why is there a strong informality in the Albanian labor market? Are there other reasons beyond those indicated by the main neoclassical theory?

Faced with these questions and the recognized difficulties considering neoclassical theory, many researchers have demonstrated (through empirical studies) that there is an intrinsic and individual motivation to pay taxes - recognized as a "TAX MORALE" - which differs from one person to another and from one country to another.

This study attempts to identify some factors that impact intrinsic motivation by studying "TAX MORALE" over time and considering demographic, social, cultural, and geographical aspects in the Albanian context.

Keywords: tax morale, tax compliance, impact factors, ethical tax compliance, Albania.

INTRODUCTION

Tax compliance has been extensively researched and yet, the question of why people pay taxes remains only partially answered. Tax non-compliance continues to represent a core issue for many governments around the world (even in the most virtuous countries).

On this topic the principal research is based on constraint models in the collection of taxes (neoclassical theory). As a result, the governments sought to ensure that the utility of non-compliance is outweighed by the cost of non-compliance and increased the penalties and the perceived probability of detection of the non-compliant taxpayers. The effectiveness of this

theory does not go hand in hand with its simplicity as the discourse is not only of a pecuniary nature.

Consequently, since the 1990s, empirical research has been carried out, highlighting some social, institutional, and cultural factors, which complement or contradict the results of the neoclassical theory.

Even in Albania, with the change of regimes (from centralized to liberal market), the discourse of tax compliance has been asserted with increasing attention (Kandri and Mamuti, 2015; Salé et.al., 2021). Tax evasion / avoidance, as well as the informal economy, undeclared work, etc. are still pervasive elements of the Albanian economy.

Albanian governments have continually tried to set up and/or modify fiscal policies mainly considering the conclusions of the neoclassical / economic theory, fighting informality and evasion through repressive and coercive measures. In addition, attempts have been made to modernize and computerize the tax system in order to simplify the tax payment process. Despite this, the results continue to demonstrate a problematic situation (albeit slightly improved over time), not giving the desired outcome (Karma, 2019).

Why don't people pay taxes? Why is there a strong informality in the Albanian labor market? Are there other reasons beyond those indicated by the main neoclassical theory?

Faced with these questions and the recognized difficulties considering neoclassical theory, many researchers have demonstrated (through empirical studies) that there is an intrinsic and individual motivation to pay taxes - recognized as a "TAX MORALE" - which differs from one person to another and from one country to another.

This study attempts to identify some factors that impact intrinsic motivation by studying "TAX MORALE" over time and considering demographic, social, cultural, and geographical aspects in the Albanian context.

THOERETICAL REVIEW

2.1 Tax morale

TAX MORALE was introduced for the first time during the 1960s by "Cologne school of tax psychology" (Schmölders, 1970; Strümpel, 1969) but received little attention from tax researchers for several decades (Alm and Torgler, 2004). Starting in the 1990s, TAX MORALE increasingly attracted attention and has become a central issue in empirical research on tax compliance (Alm and Torgler, 2011). TAX MORALE is defined most often as the intrinsic motivation to pay taxes (Torgler, 2002; Torgler and Schneider, 2007). Luttmer and Singhal (2014) define Tax Morale as the totality of non-pecuniary motivations and factors for tax compliance which fall outside the expected utility maximization (neoclassical theory).

The more interesting question is which factors shape the presence and maintenance of Tax Morale?

This paper attempts to identify different factors that have an impact on Tax Morale in Albania. In this paper are used survey data from The World Values Survey (WVS) and European Values Survey (EVS) to observe the evolution of Tax Morale in Albania at three benchmark years: 2002 (WVS); 2008 (EVS); 2017 (EVS). The survey is a worldwide investigation of sociocultural and political change collecting comparative data on values and belief systems among people around the world. It is based on representative national samples of at least 1000 individuals in a country and has been conducted somewhat erratically over time in more than 80 countries worldwide. All surveys are done via face-to-face interviews at the respondents' homes and in their respective national languages. The sampling design consists of a multistage, random selection of sampling points with a number of points being drawn from all administrative regional units, after stratification by region and by degree of urbanization. The survey results can be weighted variables to represent national population parameters. For a comprehensive discussion of the WVS and the EVS, see Inglehart et al. (2000). Because WVS and EVS ask the identical question of respondents in the various countries, the survey allows cross-country (and cross-year) comparisons of societal attitudes toward religion, culture, and, especially for tax compliance. The general question to assess the level of Tax Morale from the WVS and EVS is:

Please tell me for each of the following statements whether you think it can always be justified, never be justified, or something in between: . . . *Cheating on tax if you have the chance* (per cent "never justified"- code 1 from a ten-point scale where 1=never and 10=always).

It should be noted that Tax Morale variable is not free of biases: a taxpayer who has engaged in some illegal behavior in the past may tend to justify this kind of behavior and so declare a high Tax Morale; individuals may be reluctant to respond honestly, given the delicate nature of tax compliance. No objective or observable measure of Tax Morale is available because it is very difficult to ask a person directly "HAVE YOU EVADED TAXES"?

2.2 Influence of demographic variables

Demographic variables influence tax morale significantly. Generally, younger taxpayers have less fear about audits and penalties (Ritsema, Thomas, & Ferrier, 2003). Therefore, an increase in taxpayers' age seems to have a positive effect on tax morale (Torgler, 2006). Social and psychological research suggests that women are more compliant and less self-reliant than men (e.g., Tittle, 1980). Traditionally, females have been identified with conforming roles, moral restraints, and more conservative life patterns (Jackson & Milliron, 1986). Marital status can influence the behavior, depending on the extent to which individuals are constrained by their social networks (Tittle, 1980). Thus, married people, in comparison with others, are more compliant, because they are much more constrained by their social network. It could be argued that married taxpayers have higher tax morale than other individuals (Torgler, 2006). Empirical studies support a tendency for part time employees, housewives and retired taxpayers to have higher tax morale, compared to other taxpayers (Torgler et al., 2009).

2.3 Influence of social capital characteristics

Social capital can have an important effect on tax morale. Torgler (2003) investigated the relationship between trust and tax morale collecting data of 20 transition countries from WVS for the periods of 1989-1993 and 1995-1998. Both trust in government and trust in legal system are found to be significant and positive.

Religious practices can prohibit illegal behaviors because it has a sanctioning system in itself that legitimizes and supports social values (Hirschi & Stark, 1969). Torgler (2006) elaborates on the idea of religiosity as a factor that affects tax morale. All variables are found to have a significant and positive effect on tax morale (Torgler, 2006). Criminology literature has reported a negative correlation between religious membership and crime (Torgler & Schneider, 2007). According to the equity theory, when paying taxes to government is perceived as a patriotic duty, fairness can be seen in a taxpayer's loyalty to his country (Torgler, 2003). This national pride indicates an individual's behavior within organizations, groups, and society (Torgler & Valev, 2010).

2.4. Influence of income status

Scholars in the area of tax compliance suggest that the higher income brings in less compliance (Torgler 2003). They taxpayers who pay more based on income may not necessarily receive higher return in terms of government services (Jackson & Milliron, 1986). Therefore, this perceived unfairness may lead to less tax morality. Conversely, taxpayers who receive higher benefits from government may have a better understanding of the necessity of paying taxes (Duch, Palmer, & Anderson, 2000). On the other hand, because of higher marginal utility or wealth reduction if penalized, individuals in lower income classes may not take the risk of tax evasion (Jackson & Milliron, 1986)

ESTIMATION RESULTS

To estimate the explanatory factors of the dependent variable "TAX MORALE" will be used a multiple regression model. The dependent variable Tax Morale is developed by recoding the ten-point scale into a two-point scale (0 to 1), with the value 1 standing for "never justified". The value of 0 "otherwise" is an aggregation of the rest 9 scale points. To obtain the quantitative impacts for each of the explanatory (independent) variables, it is calculated the marginal effects corresponding to each of the variables. One final issue with the data is that "I don't know" answers and missing values were omitted in all estimations.

Figure 1 presents the mean values in these three periods, calculated as the simple average across all individuals in the data sets: many respondents declare that cheating on taxes is never justifiable.

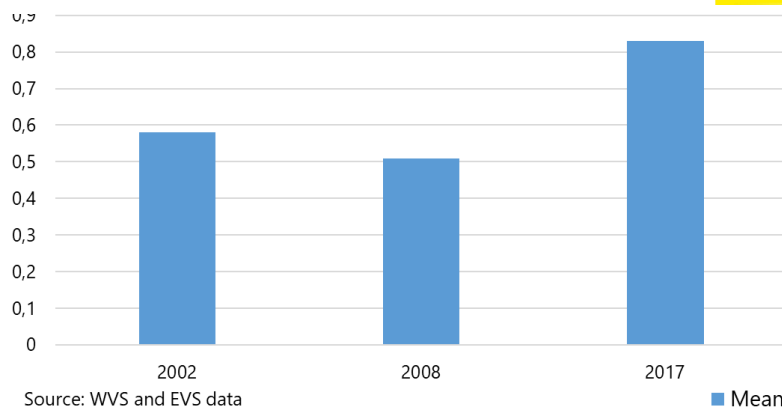


Fig. 1 Aggregate Tax Morale in Albania over time (2002 – 2017)

We observe a strong increase in declared Tax Morale in Albania from 2008 to 2017 and a decrease observable between 2002 and 2008.

Supposing that Tax Morale is an explanation of the tax compliance level, in the case of Albania:

- What are the forces that shapes Tax Morale?
- What may have changed over time in Albania that can explain the declared level of Tax Morale from 2002 to 2017?

The explanatory variable chosen can be grouped in four categories: First, personal and family characteristics. Second, social capital such as trust in parliament, national pride, religiosity. Third, human capital such as income status and fourth, regional differences.

It is important and interesting to establish whether the time factor remains significant in each scenario analyzed.

The regression results are presented in Table 1. In the basic specification, it is inserted as control variables age, gender, marital status, and employment status. In addition, are included the dummy variables to investigate time effects (with 2017 as the reference period): Time 2002, Time 2008, Time 2017.

The results are in line with those found in other studies about Tax Morale: a higher age is correlated with higher Tax Morale, although the marginal effects are small (0,2 per cent). On the other side it can be observed a significant effect for gender in all scenarios: higher Tax Morale for FEMALE as for MALE with a marginal effect about 7,0 per cent. No differences in the level of Tax Morale are observable in the relationship with MARITAL STATUS OR EMPLOYMENT STATUS.

For the time effects, all coefficients are statistically significant, which indicates that Tax Morale was at the highest level in 2017 and in the lowest level in 2008. The marginal effect is high, especially relatively with 2008 (- 29 per cent).

In the second scenario, other variables (related to social capital) are added in order to see if social capital affects the level of Tax Morale (Bobek, et.al., 2007). Added variables are TRUST IN PARLIAMENT, NATIONAL PRIDE and RELIGIOUS BELIEF.

It is assumed that the greater the trust in parliament (state), the more the persons will fulfill their financial obligations to the state. Likewise, one might think that the greater the national pride, the more people will feel involved and consequently the propensity to fulfill the obligations will be greater (Horodnic, 2018). As far as religion is concerned, it can be supposed that religious belief affects the norms and behavior of people in the community, therefore it is a deterrent process of tax evasion (Stack and Kposowa, 2006). The data of this study show that BELIEF IN PARLIAMENT AND NATIONAL PRIDE have a significant effect on Tax Morale while RELIGIOUS BELIEF does not have the effect of the other two factors, although people who believe in religion seem more inclined to avoid evasion. The time effect also continues to be evident in the presence of social capital, although this effect falls compared to the first scenario.

In the third scenario, an economic variable is added, such as INCOME LEVEL. Based on this scenario, it does not seem that the income level (at any level) plays any role in determining the Tax Morale. Even the WALDT TEST does not give any significant effect on the income level in Tax Morale. However, even in this scenario the time effect continues to play a significant role at the level of Tax Morale:

Finally, the fourth scenario attempts to provide a regional picture of the Tax Morale level. It is interesting to note that South Albania, compared to other provinces (North, Center, Tirana) expresses a higher level of Tax Morale with a significant marginal effect of 14 per cent (which is confirmed by the WALD TEST). Even in this scenario, the time effect continues to be significant.

Table 1: Determination of TAX MORALE in Albania

Independent variables	Coefficient 1 - scenario	Z - statistic	Marginal Effects (%)	Coefficient 2 - scenario	Z - statistic	Marginal Effects (%)	Coefficient 3 - scenario	Z - statistic	Marginal Effects (%)	Coefficient 4 - scenario	Z - statistic	Marginal Effects (%)
<i>DEMOGRAPHIC</i>												
Age	0,011***	2,64	0,2	0,011**	2,39	0,2	0,008*	1,7	0,2	0,006	1,36	0,1
Female	0,329***	3,65	7	0,310***	3,13	6,1	0,259***	2,56	5	0,237**	2,32	4,6
<i>MARITAL</i>												
Cohabit	0,068	0,14	1,4	0,006	0,01	1	0,233	0,41	4	0,341	0,58	6
Divorced	-0,977	-1,54	-21	-0,571	-0,82	-12	-0,910	-1,19	-18	-0,847	-1,07	-17
Separated	0,703	1,29	13	0,643	1,17	11	0,592	1,07	10	0,567	1,02	10
Widowed	-0,480**	-2,09	10	-0,581**	-2,32	-12	-0,534**	-2,09	-11	-0,550**	-2,11	-11
Single	-0,391**	-2,98	-8	-0,350**	-2,46	-7	-0,379**	-2,56	-8	-0,393***	-2,62	-8
<i>EMPLOYMENT</i>												
Part Time	-0,220	-1,07	-5	-0,207	-0,94	-4	-0,183	-0,81	-4	-0,205	-0,90	-4
Self Employed	0,154	1,22	3	0,107	0,78	2	0,112	0,80	2	-0,019	-0,13	-0,4
Military service	-0,007	-0,02	-0,1	-0,104	-0,33	-2	-0,045	-0,14	-0,8	-0,100	-0,31	-2
At Home	-0,213	-1,24	-4	-0,301*	-1,65	-6	-0,291	-1,55	-6	-0,337**	-1,78	-6,6
Retired	-0,028	-0,18	-0,5	-0,117	-0,71	-2	-0,134	-0,78	-3	-0,133	-0,77	-2,5
Unemployed	0,080	0,58	2	-0,047	-0,30	-0,8	-0,059	-0,37	-1	-0,065	-0,40	-1
Student	-0,114	-0,73	-2	-0,187	-1,11	-4	-0,125	-0,69	-2	-0,115	-0,63	-2
Other	0,756	1,64	14	0,762	1,52	13	0,751	1,49	13	0,590	1,16	10
<i>RELIGIOUS</i>												

No	-0,292**	-2,33	-6	-0,290**	-2,26	6	-0,351***	-2,71	-7
Other	0,248	0,99	-5	0,251	0,99	5	0,194	0,75	3,6
<i>NATION PRIDE</i>									
Pride	-0,563***	-5,41	-11	-0,555***	-5,19	-11	-0,560***	-5,16	-11
Partially	-0,798***	-3,92	-17	-0,789***	-3,72	-17	-0,803***	-3,69	-16
Not Pride	-0,784***	-2,80	-16	-0,843***	-2,95	-17	-0,796***	-2,76	-16
<i>PARL. TRUST</i>									
Confident	-0,755***	-3,74	-15	-0,742***	-3,67	-14	-0,666	-3,24	-13
Partially	-0,515***	-2,60	-10	-0,502	-2,53	-9	-0,440	-2,17	-8
Not Confident	-0,289	-1,42	-5	-0,276	-1,34	-5	-0,254	-1,21	-5
<hr/>									
<i>INCOME LEVEL</i>									
Lower Middle				-0,189	-1,54	-4	-0,104	-0,84	-20
Upper Middle				-0,216	-1,36	-4	-0,092	-0,57	-17
Upper				-0,141	-0,55	-3	0,080	0,31	1,5
<i>REGION</i>									
North							0,1747	1,27	4
South							0,747***	5,53	14
Tirana							-0,225	-1,10	-4
<i>TIME</i>									
2002	-1,139***	-9,19	-23	-1,046***	-7,28	-20	-1,035***	-6,85	-20
2008	-1,431***	-11,58	-29	-1,253***	-8,63	-24	-1,347***	-8,35	-26
<hr/>									
Wald-Test: Joint for Time Factors	161,27***			86,19***			83,06***		78,75***

Wald-Test: Joint for social capital		74,59***	27,56***	64,67***
Wald-Test: Joint for Income			2,72	1,23
Wald-Test: Joint for Region				52,53***
Number of observations	2945	2657	2538	2538
P > chi2	0,000	0,000	0,000	0,000
Pseudo R2	0,087	0,115	0,113	0,1284

Notes: Dependent variable: TAX MORALE on a two-point scale. In the reference group are Man, Married, Full Time Employed, yes – Religious, Very Proud - Nation, Very Confident – Parliament, Lowest Income, Central Albania, Albania 2017. Significance levels: $0,05 < p^* < 0,10$; $0,01 < p^{**} < 0,05$; $p^{***} < 0,01$

CONCLUSIONS

In this paper it is analyzed Tax Morale in Albania during the period 2002 - 2018. Since various studies highlight the importance of Tax Morale in the level of tax evasion, this article analyzes the trend and reasons of the change over time of Tax Morale in Albania. Referring to the database, it results that from 2002 to 2018 there is a very positive development at the level of Tax Morale and although tax evasion has decreased over time, does not have the same positive development as TAX MORALE.

To evaluate what affects the level of Tax Morale in Albania, this study has considered some control variables with the following features: a. individual; b. social; economic (family income); d. regional. This information was obtained using WVS (World Values Survey) and EVS (European Values Survey) questionnaire data.

From this empirical study, some conclusions can be drawn, which may or may not be common to findings in other countries:

1. even in Albania, as in many studies, it turns out that the GENDER factor is quite significant at the level of TAX MORALE: women are more inclined to pay taxes compared to men.
2. AGE factor, CIVIL STATUS and EMPLOYMENT do not play a role at the level of TAX MORALE.
3. BELIEF IN PARLIAMENT AND NATIONAL PRIDE have a significant and substantial effect on the level of TAX MORALE. This means that the more trust in the State the more people is inclined to pay taxes. RELIGIOUS BELIEF on the other hand has a moderate role at the level of TAX MORALE TAX.
4. This empirical study highlights the fact that Income Level has no effect on the level of TAX MORALE, i.e., the increase of Income Level does not affect the level of TAX MORALE. This, in part, may explain why the substantial increase in the level of TAX MORALE does not match the trend in tax evasion.
5. Changes in the level of TAX MORALE are not accidental or momentary: in fact, the time factor indicates that changes in the level of TAX MORALE are significant and substantial throughout the study period 2002, 2008, 2017.
6. Some regional changes are noticed. South Albania has a higher level of TAX MORALE compared to the North, Center, or Capital (Tirana).

Since there is no definitive definition of TAX MORALE, this study attempts to explain this phenomenon through some control variables, which are not exhaustive: there may be other variables that affect the level of TAX MORALE being part of further studies and analysis.

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The Relationship between Virtual / Augmented Reality and Logistics in Online Learning

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Abstract

The proliferation of Industry 4.0 technologies has in recent years aroused a new interest in Virtual Reality (VR) and Augmented Reality (AR), which provides many possibilities to logistics. Despite the fact that the concepts in question date back a few years, VR and AR techniques have been defined as very important contributions to logistics activities. Combining logistics scenarios virtual and real and objects can optimize various processes, provide greater flexibility and increase operational efficiency. However, said benefits do not come without certain challenges. Therefore, the main purpose of this article is to explore the relationships between VR and/or AR's contribution to logistics in online learning processes, the difficulties they face, and the conveniences they bring. While VR and AR have received increasing attention in the recently reviewed literature, review studies examining and capturing the dynamic nature of this topic are scarce. To fill this knowledge gap and respond to the interest of academics and practitioners in VR and/or AR, a systematic literature review was conducted that provided a timely and up-to-date synthesis of the state of knowledge. For this purpose, the studies examined were grouped according to the categories of technical, organizational, and ergonomic difficulties. The study sought answers to two basic questions: (i) What are the factors that prevent the firm from adopting VR and/or AR in its logistics processes? (ii) What are the challenges and conveniences of implementing VR and/or AR in logistics?

Keywords: Augmented Reality, Virtual Reality, Online Learning, Logistics.

INTRODUCTION

As a result of increasing competition in the twenty-first century, customers are looking for the products they buy from global markets at the right place and time, with good quality and at

lower prices. In logistics, the concepts of the correct price, product, place, and time are very important. While trying to apply these concepts, it is necessary to ensure the level of competitiveness. With Industry 4.0 as a result of rapidly developing technology, the concept of “smart factory”, which means the adoption of innovative business models that result from smart grid and mobility, the flexible operation of industrial applications, and an integrated process with suppliers and customers, has led to the continuous implementation of the digital manufacturing process (Ghobakhloo, 2020). This situation, which is at the center of Industry 4.0, is the joint action of smart logistics, smart grid, smart mobility, smart infrastructure systems, smart building, and home system models. Industry 4.0 has included Logistics 4.0 in our lives. It is broadly concerned with how to transform and support automation and digitalization processes and the interaction of Industry 4.0 on cross-functional and transport coordinated tasks. Today, logistics is more focused on information processing technologies, digitalization of logistics processes, and optimization of this process by using the latest innovations of the world of modern technologies. Logistics 4.0; It realizes situations such as ease of access, fast information processing, and security, which are becoming increasingly important in the age we live in, under a single roof. In the narrow sense, the following explanations can be given; It can be defined as the integrated operation of connected data, processes, and systems of the entire corporations in the process from the manufacturer to the customer, through third-party logistics firms (Evtodieva et al., 2019).

Logistics 4.0 provides control of the entire process within the enterprise and today it has an important place for companies at least as Industry 4.0. Thanks to this digital technology, businesses create new networks, supply chains are automated and transportation becomes more rapid. The basic components of these newly created networks are; smart pallets, warehouse systems, and automated transportation systems. When the system is successfully implemented, it visibly streamlines the entire process of material flows. Improving these processes allows companies to work more efficiently with customers and business partners such as suppliers, manufacturers and wholesalers. At the same time, it increases the profit by reducing the cost (Wang, 2016).

Many technologies of Logistics 4.0 have adapted to today's developing world and are applied by companies in many areas. In most factories, the connection between containers and products is made more efficient by leveraging Logistics 4.0. For example, warehouse workers can complete the product picking process faster and more accurately through data goggles, voice commands, and touchpads.

Logistics companies are involved in purchasing, transportation network design, warehousing, shipping, demand forecasting and planning, inventory management, customer relationship management, etc. They receive support from artificial intelligence in studies conducted in fields.

VIRTUAL AND AUGMENTED REALITY CONCEPTS

In recent years, especially in the last five years, significant developments have been made in virtual reality (VR) and augmented reality (AR). The fact that billions of USD have been invested in these areas has reinforced the importance of this area. The fact that Mark Zuckerberg, the founder of the famous social media platform Facebook, acquired the company called Oculus, which produces VR goggles, for 2,000,000,000 USD, and even changed the name of the Facebook company to Metaverse, that is, the virtual universe, in 2021, increased investment and interest in this field. These developments are not only that, but even metaverse coins have been created. Apart from Facebook, many technology giant companies such as Sony, Samsung, HTC and Google are currently investing in these areas.

VR work was commenced in the field of computer graphics and spread to various disciplines. Currently, VR video games are active tools for neuroscientists, psychologists, industry professionals, and other researchers. All these aforementioned disciplines benefit from the advantages of transferring complex systems to each other more clearly and producing resources limited to real life more cost-effectively in the virtual environment. VR is a technology that has been used for an average of 25-30 years, but on the contrary, AR is a technology closer to today. Considering the development of VR in this short time, it is possible to claim that there are great expectations in AR in a short time.

AR is a newer technology than VR and presents an interdisciplinary application framework as the most research area of education and learning today. AR also allows to support learning motivation with constantly increasing content understanding and memory retention.

VR can be expressed as the technology that enables the interaction of animations and 3D models in the computerized domain with the technological elements in the minds of individuals, as well as the interaction with these objects in the virtual environment. Another definition for VR refers to complete, 3D virtual representations of the real world or the objects in it .

AR can be broadly described as the enhancement of a real-world environment through computer-generated image layers using a device. It is also claimed that AR is a part of VR. However, although VR and AR are confused with each other, there are similarities as well as differences between them. AR has revolutionized the manner in which individuals interact with each other. Technology has a huge impact on every industry.

AR can significantly increase the efficiency of operations carried out in the logistics industry. By courtesy of AR technology, managers can get critical information about their fleet, such as the contents, weight and destination of their fleet. It can also assist in detecting potential damage and defects in ships or cargo in advance. This will reduce the overall operational costs of the company managing the logistics and improve its services.

The differences between VR and AR can be listed as follows:

- i. AR includes enriched versions of real-life objects, that is, it contains real-life products. VR, on the other hand, represents a virtual world that is completely imaginary.

- ii. Although in AR the entity has its senses in the real world, in VR, the senses are under the control of the system.
- iii. AR requires more bandwidth than VR.
- iv. Although the user's position and posture are not important to present 3D content in VR, this information is needed in AR.

The similarities of VR and AR are as follows:

- i. Both require 3D models.
- ii. In both, objects are used by enlarging their real sizes,
- iii. There are common tools using VR and AR; such as PC, tablet, iPad, controllers and accessories,
- iv. Hand, eye in two technologies. supports finger, body tracking and motion tracking.
- v. User-immersive technologies,
- VI. They have common development programming languages.

The concepts of VR and AR, which are developing day by day and taking place on the agenda, will show their presence in all aspects of our lives in the near future. In this study, VR and AR are defined and the differences and similarities of these two concepts are presented. The differences of these technologies, which are used in many areas even today, can be felt compared to other technologies. It is obvious that it will develop rapidly by adapting outside the VR and AR application areas, which provide great developments in a short time.

VR and AR should be made more widespread in the field of education due to its attractive and immersive structure. If there is anything more effective than reading a book or watching a TV series, it is living that book. Adapting the education and other fields to this will also help the work done or the teachings given to be more permanent.

The world has witnessed many developments such as the transition of human beings to settled life, the invention of fire, the wheel and the writing, the first step on the moon, the Industrial Revolutions, the introduction of PCs and the Internet into contemporary life. The frequency of these developments, which took centuries in the beginning, has decreased day by day and has become unstoppable. With the effect of developing technology, the world is constantly changing. At all levels of education, computers, smart boards, projectors, etc. technologies are widely used.

Just like the world, the qualities of human beings living on it also change. As the qualifications of the trained people change, the educational activities also change accordingly. Under these conditions, educators should look for alternative methods in order to reach the new generation. Altunbay and Bıçak (2016) emphasized that determining the characteristics of the generation to which students belong is very important for achieving success in education. The majority of the members of the generations Y and Z are primary, secondary and higher education students. For

this reason, the main audience that educators are expected to reach is the generations Y and Z. While the generation Z is already living with technology since their birth, the Y generation is also skilled in using technology.

It is possible to talk about educational revolutions such as industrial revolutions. Puncreobutr (2016) stated the following in his study in which he talks about four educational revolutions parallel to four industrial revolutions:

In the first stage, the knowledge was transferred from the teacher to the student through concepts to fulfill the needs of the agricultural society. In the second stage, an understanding of establishing an educational institution in accordance with the needs of the industrial society and seeing the student as a product, but this time, not being reactive, but teaching learning was adopted. In the third stage, the need for "technological society" was discussed and in this context, digital media and social media were used in education by supporting self-learning. In the last stage, the "innovative age", to fulfill the needs of the society, it is necessary for the student not only to learn to read and write, but also to grow up with skills and knowledge for the whole life.

Educational tools and equipment have diversified with the expectations from education and innovations in technology. Computer, overhead projector, projector, smart board, tablet, educational computer games, simulations, AR, VR, hologram, etc. technologies can be used in education. Especially in applied sciences, VR, AR, hologram etc. Making use of technology becomes a necessity. Knierim et al. (2018) stated that AR and VR applications, together with games and simulations, will have a very important place in the future of education. Bayırtepe and Tüzün (2007) defined educational computer games as software that improves students' problem-solving skills and enables them to learn course topics by using the game format. Akçetin (2013) stated that digital game-based education offers important opportunities for reducing the education gap arising from social inequality as well as its benefits on learning. Prensky (2001) emphasized that digital games, which children and young people spend a lot of time on today, have beneficial results when used for educational purposes. Bayat and Bıyıklı (2022) stated that simulations are especially useful for disciplines that fall into the field of applied sciences.

In the literature, in studies dealing with the association between VR and education, basic sciences such as physics, chemistry and mathematics, as well as fields requiring applied education such as medicine and engineering come to the fore, and these studies mainly focused on evaluating the impact on students' academic success and motivation. In the literature, it is observed that simulators are mostly used in the trainings in the field of logistics, and role-playing games such as Second Life are predominantly used in the trainings in the field of foreign trade. On the other hand, VR and application-oriented port, factory, etc. No study has been found on conducting field visits and the benefit of this method.

Although the term VR was first used in the 1960s, its foundations date back to the 1800s, when the first 360-degree art began to appear with panoramic murals. In the early 1960s, Morton Heilig patented a head-worn imaging device called the Telesphere Mask and the Sensorama

Simulator. A mechanical device, the Sensorama created an immersive VR environment, appealing to multiple senses with a simulated motorcycle ride. The system provided a multidimensional experience of riding a motorcycle, with a 3D, colored graphics, sounds, smells and a sense of movement, as well as a sense of wind on the spectator's face. Today's VR technology is largely built on these foundations and continues to evolve (Akinola et al. (2020).

VR means a fully simulated reality built with computerized systems through digital formats. Creating and visualizing such alternate reality requires both software and hardware capable enough to generate a realistic experience. For this purpose, VR helmets, special goggles and 3D software are used in VR technology.

Basically, any VR / AR system may be categorized as immersive, semi-immersive and non-immersive. The level of immersion varies according to the level of reality and the perception of being in the environment created with the software and hardware used. The level of immersion gives the user the feeling of being a part of the virtual environment; 3D animations can be augmented with VR goggles, body trackers, data gloves and other software and hardware. VR and AR technologies can be confused due to some similarities. AR is a technology that offers the opportunity to interact with the user by placing synthetic elements such as 3D objects, multimedia contents or text information on real-world images. AR systems use similar technologies used in VR systems, but there is a fundamental difference between them. While VR aims to replace the real world, AR supports it well. Contrary to VR, where the user is completely immersed in the computer world, in AR, information that supports and improves the real world is provided by the computer and included in the user's reality. While the environment is created by computers in VR, in AR; A new situation created with the help of virtual objects in the existing physical environment is experienced.

In the VR application, an experience isolated from real life is offered and the user lives in a kind of virtual world. Users experience a different environment in three dimensions by feeling themselves in a different place from the environment they are in.

In the AR application, the physical elements perceived by the user in the environment are combined with computer-based data such as graphics, video, sound, GPS and the existing reality is enriched. In other words, it is aimed to have a better experience on the current reality.

When the studies conducted in the world and in Turkey on the use of VR technologies for educational purposes are examined, it is seen that Slater and Sanchez-Vives (2016) dealt with 109 studies on the use of VR in education in 2013-2014, these studies were mostly aimed at university and pre-university education, and It has been determined that they are especially related to science fields such as physics, astronomy and chemistry.

LITERATURE REVIEW

More limited studies were found in the field of foreign trade and logistics. Lednický and Dávid (2010) expressed their views on the current success of the Shipmaster program regarding the

use of VR in navigation simulations in ship management preparation training and that it will increase the quality of training with new add-ons. Zhu (2014) discussed the design and implementation of a simulation operation platform for e-commerce teaching in his study. Wriedt et al. (2008) stated that as a result of their research on the use of VR in supply chain education on students, academicians, designers and observers, it would be beneficial to create learning spaces that include developing technology beyond the traditional classroom for learners. Thoumrunroje et al. (2019), in their study where they discussed different examples in international business education, stated that VR offers students a simulated experience that may assist them overcome the real challenges they would encounter throughout their careers. Bahr et al. (2022) emphasized that VR learning environments offer an opportunity to increase the level of education in their study, in which they discussed the project called N-Dive, which lasted three years in the field of logistics and supply chain management education. Yang and Jiexiao (2020) pointed out the importance of application-oriented virtual simulation teaching centers. Hernandez and Carreon (2019) investigated the use of VR technology in international trade education and stated that these technologies would offer an inexpensive, effective and innovative solution for the practice experience of international trade students. In these studies, the advantage of using VR in education is highlighted, besides the time, cost and motivation gains, the advantage of eliminating the risks arising from the application.

In studies conducted outside the field of foreign trade and logistics, Sirakaya and Sirakaya (2018) investigated the impacts of VR programs containing 3D visual designs on the achievement and permanence of 7th grade primary school students in science and technology lesson astronomy. According to the results of the study, they found that teaching using VR programs is more effective in increasing the academic achievement of students. Ray and Deb (2016), in their study on the application of smartphone-based VR in vocational education, they conveyed certain topics of the hardware course given in the computer programming department to students using VR as an alternative to classical teaching methods. With this system created, it was concluded that the interest and attention of the students to the subject of the course increased and they learned the content of the course more effectively. Yıldırım et al. (2018) collected students' opinions by using VR technology in history education and found that VR technology increased the interest in the lesson and students found this material useful. Değirmenci and İnel (2020) designed a visual, educational VR and AR game for the periodic table subject in the science course with the Unity 3D game engine. The designed game was applied effectively and successfully by the students who saw the periodic table subject in the science lesson. In addition, they received feedback that goggles combining AR and VR ergonomically tire the eyes after a certain period of time. Tepe (2019) examined the potential of VR applications developed for head-mounted viewers as effective course materials. According to the findings of the study, VR applications may be used as an effective course materials in the classroom environment. Abdüsselam (2022) used VR technology in the "cell" unit of the Science lesson, Arıcı (2013) in the "Solar System and Beyond" unit of the Science lesson, Durukan et al. (2020) in the Science Teaching Program "Science Teaching and Laboratory Applications" lesson. They examined the impact of the education provided on the academic achievement of the student. The

findings of the studies showed that the system used had a positive impact on the students' academic achievements. In the literature, it was observed that studies dealing with the relationship between VR and education mainly focus on evaluating the effect on students' academic success and motivation.

CONCLUSION AND DISCUSSION

The Industry 4.0 challenges sectors to move from a seller's market to a buyer's business activities. This means that processes should be altered to fulfill customer needs and conveyed even quicker. To attain anticipated performance, sectors have invested in newer technologies to enhance production elasticity and ameliorate decision-making mechanism.

The applications of VR- and AR-based technologies not only activates and increases the learning quality, quantity and process of the Y generation, one of the most intense masses in education processes in the world, but also positively affects individual satisfaction in economic activities. Virtual technologies make it possible for educational institutions to teach subjects that cannot be visualized in physical classrooms such as laboratories, machines, industrial facilities and even medical scenarios in virtual. VR and AR applications encourage students to be active learners by providing them with the opportunity to create new experiences and learn by doing. It is stated that not all students are offered enough practice in applied education such as medicine, veterinary medicine and health disciplines, so VR, AR and hologram technologies can help solve this problem.

Future applications of VR/AR technologies on logistics activities are limited only by imagination. Based on this approach, today's standard logistics processes would undergo significant changes in the future and evolve into technology-based modern logistics processes adapted to new technology applications. Incorporating the devices using VR/AR technologies into the logistics processes along with the devices under the roof of the internet of things (IoT) will not only increase the efficiency of the process, but also provide real-time visibility and transparency for transactions.

During the realization of basic logistics activities, many human-induced errors may occur. VR/AR technologies allow users to manage the situation and materials in their natural environment with additional information and guidance virtually. In this regard, organizational errors that may occur are eliminated at the source and strengthen the continuity of the possible process of the supply chain. Also, workers will increase their expertise and make better decisions thanks to VR/AR technologies. In summary; the purpose of VR/AR is to help people work more efficiently and effectively. If VR/AD can complete human deficiencies such as limited vision and memory, it will revolutionize many logistics activities in the future.

At the very beginning of the infrastructure works to be carried out, the needs should be determined and technology with functions for the needs should be purchased and not overdone. This will increase the rate of return on investment. Users as well as VR/AR technology service

providers have certain social and technical challenges over time; such as battery life, network performance problems, high investment costs, privacy, and public acceptance.

The use of VR and AR in the logistics sector still lags far behind other industries and this may be due to the lack of knowledge in this area. For future studies, accurate tools to measure the effective use and performance comparison of AR technology should be sought.

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Application the Agile Leadership methodology in increasing the quality of management in the organization of the future

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Agenda

1. Organization Agility
2. Agile Management Methodology
3. Challenges and needs of the 21st century organizations
4. Agile Leadership
5. Conclusions



2

What is the Agility ?

The literature on the subject lists many elements that are components of the agility of an organization. Perceiving the agility from an enterprise perspective, it is defined as:

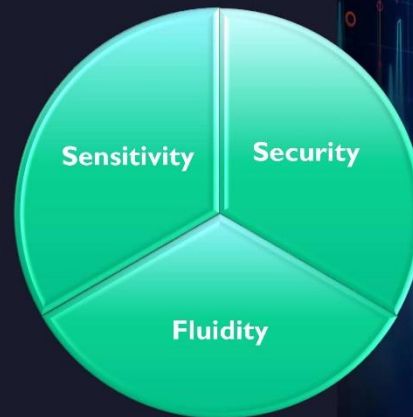
- **Speed in adapting** - i.e. the ability to quickly perceive market opportunities and threats,
- **Flexibility** - understood as the ability to use available resources,
- **Intelligence** - which is the company's ability to understand the situation and react to it deliberately,
- **Quickness** - which is the ability to use knowledge to deal with new situations in practice.

Włodarkiewicz-Klimek, H. (2018). „Kapitał ludzki w kształtowaniu zwinności przedsiębiorstw opartych na wiedzy”, Wydawnictwo Politechniki Poznańskiej p. 148 Poznań.

3

What is the Agility ?

In the universal approach, the subject of the definition of organizational agility was presented by Prats, Siota, Wyman, Gillespie and Singleton, who characterized it by three organizational skills:



Prats M.J., Siota J., Gillespie D., Singleton N. (2018), Organizational Agility, IESE Business School University of Navarra, Oliver Wyman, p. 7

4

Organization Agility

- **Organizational agility** is the effective use by an organization of competitive advantage factors significant from the point of view of socio-economic challenges. These factors include such elements as: flexibility, speed of action and decision-making, innovation, quality of products and services provided, but also the quality of organization management, including human capital in the organization, and profitability of projects implemented by the organization.
- **Organizational agility** with the ability to make many small adaptive changes in response to the changing environment, which lead to transformation in the functioning of the organization and support its adaptability, increasing the ability to react quickly and cope with a competitive environment.

Nold H., Michel L. (2016), "The Performance Triangle: A Model for Corporate Agility," Leadership and Organization Development Journal 37(3), p. 341-356

5

Challenges and needs of the 21st century organizations

Social and economic changes, such as: globalization, networking, digitization, the development of Internet technologies, but also changes in the values professed by people, pose new challenges for leaders in the 21st century.

What can be described as the only constant element of the contemporary reality of the leader and each of us is the change that accompanies us at every stage of our functioning.

The ability to adapt to the changes that surround us can be defined as adaptability

The adaptability of the organization is conditioned by the level of openness and multi-faceted flexibility and agility of the leader in adapting to the expectations and ever new challenges that are set before him.

6

Challenges and needs of the 21st century organizations

- ✓ Demographic changes and the changing expectations of employees, especially the „millennial generation”, faced organizations with the challenge of focusing not only on profits but also on the deeper purpose of their operation
- ✓ The pace of change requires an organization to make sense, lead, and more, to achieve and exceed financial goals
- ✓ The constant influx of new technologies means organizations and leaders must be able to operate and lead in an environment of continuous innovation where tomorrow is uncertain
- ✓ The rapid pace of change in various industries forces organizations to innovate and constantly improve operations
- ✓ Changing customer expectations force a greater focus on risk and quality issues, and even the smallest problem can significantly reduce the value of the organization's brand
- ✓ The changes force organizations to reach a more diverse group of employees with development and lifelong learning, as well as giving meaning to their work

The new leadership competency model is needed.

Leading the social enterprise: Reinvent with a human focus 2019 Deloitte Global Human Capital Trends www.deloitte.com

7

Traditional model of competences

The traditional model of competences bases its assumptions on the claim that once acquired skills are our asset, and the ability to behave in a predictable and repeatable manner, when a given situation requires it, is one of the determinants of high competences. In a world of high unpredictability, however, the traditional model will not be applicable.



8

Future model of competences

Organizations that deal with the volatility of the socio-economic environment are designed in such a way that their employees are able to quickly adapt to the expectations of a changing market. Employees in organizations with a high level of organizational efficiency are focused on cooperation and willingly take risks to achieve the highest results. They also show openness to what is new and the ability to operate in a turbulently changing environment. For them, it is also a kind of springboard for the development of their personal potential.

The issue of leaders' openness to support employees in their development and achievement of goals is also important.



9

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9

Conditions for the organization growth in 21st century

In a world of progressing globalization and therefore increasing competition, organizations that are agile and flexible will grow.

The adaptability of an organization, expressed through its ability to react quickly, becomes the key to achieving success, therefore it is a strategic determinant of survival and a measure of employees' talent.



10

Comparison of Agile and Traditional Management Methodology

AGILE METHODOLOGY	TRADITIONAL METHODOLOGY
<ul style="list-style-type: none"> ➤ Functionality oriented ➤ Plans are a hypothesis, not a prediction ➤ Success is understood as the ability to adapt to the changing conditions in the project ➤ High plan precision for early iterations, overall plan further phases of the project ➤ The reasons for deviations from the plan are analyzed and provide information for rescheduling the next project phases ➤ Change management is the engine for processes innovative ➤ Oriented to create a self-organizing, a self-disciplined project team 	<ul style="list-style-type: none"> ➤ Tasks oriented ➤ Plans are predictions about the future ➤ Success understood as compliance with the previously assumed plan ➤ A detailed plan is developed for the entire project ➤ Deviations from the plan are treated as errors management and require uncritical improvement ➤ Change management often comes down to it to bureaucratic procedures that block change ➤ Oriented to procedures and control techniques and micro-management of project tasks

Highsmith J., Agile Project Management - Creating Innovative Products, Addison Wesley, Boston 2004

11

Agile Management Methodology

Agile management methodologies are characterized by:

- Light, agile approach to management,
- Question the validity of long-term future planning
- Contrary to the traditional approach, they approach plans as some kind of hypothesis and future speculation.

Due to the ubiquitous VUCA in which today's leaders operate, the agile approach to management seems to be a more legitimate, more effective approach.

12

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12

Leader the VUCA World

- The ubiquitous world of VUCA, characterized by high complexity, uncertainty, changeability and ambiguity, constantly emerging crises, make leaders have to make difficult decisions.
- These decisions often lead to the emergence of negative emotions, which may have an impact on a decrease in motivation, a reduced level of commitment, or a lack of creativity in themselves, but also, and perhaps above all, in the people they lead.



13

Leadership skills in Agile Management

VUCA FACTORS	LEADERSHIP SKILLS
Volatility	Creating changes for the future as a response to the needs of tomorrow
Uncertainty	Courage to make decisions in an environment of uncertainty
Complexity	Flexibility and openness to taking the synergy from the team members potential
Ambiguity	Agility in all aspects of organizational & human capital management

14

Conclusions

- Agile management methodologies are characterized by a light, agile approach to management, question the validity of long-term future planning and, contrary to the traditional approach, they approach plans as some kind of hypothesis and future speculation.
- Due to the ubiquitous VUCA in which today's leaders operate, the agile approach to management seems to be a more legitimate, more effective approach.
- The leaders who has the ability to use agile methodology in management, give the organizations guarantee of high quality of management in a VUCA world .

15

"Changing of behavior is important, especially today in the face of generational and technological changes, as leaders we have to adapt to them."

Stephen R. Covey

Organizations recognize the need to develop the leadership skills that leaders need today, such as operations management, team leadership, decision making, prioritization, and financial performance management.

They know that the development of leaders must be aimed at developing the competencies necessary to meet the requirements of a rapidly changing, modern technology-based business environment.

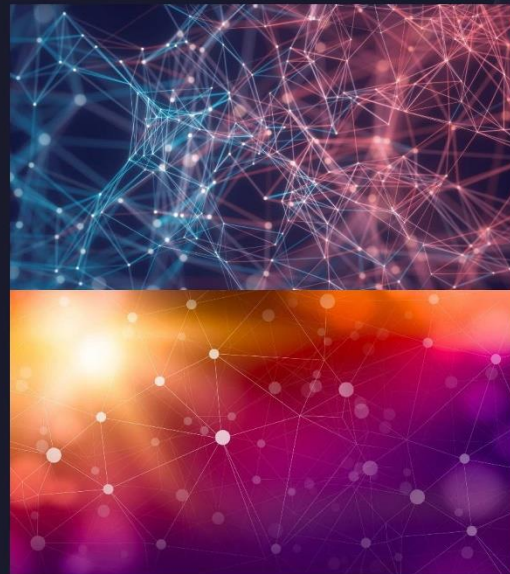


16

Thank you for your attention

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17

Zagrożenia w pracy strażaka według “Podręcznika do szkolenia szeregowców OSP” Komendy Głównej Straży Pożarnej z 1978 r.

mgr Justyna SZABLEWSKA

Uniwersytet Wrocławski, Wydział Nauk Historycznych i Pedagogicznych, Polska

Pierwsze ochotnicze straże pożarne pojawiły się na ziemiach polskich w XIX wieku. Organizacje te zajmują się nie tylko gaszeniem pożarów, ratownictwem, usuwaniem skutków klęsk żywiołowych, ale także działalnością kulturalną, wychowawczą, sportową. W 1978 r. Ochotnicze Straże Pożarne uzyskiwały coraz lepszy sprzęt ratowniczy. Kładziono nacisk na prewencje przeciwpożarową. Strażakami coraz częściej nie byli jedynie mężczyźni. W tym gronie było coraz więcej kobiet i młodzieży obojga płci.

Organizacje te zrzeszał w PRL Związek Ochotniczych Straży Pożarnej. W tym okresie, wysokie funkcje pełnili w nim często politycy. Sam Związek Ochotniczych Straży Pożarnej stawał się też coraz bardziej zależny finansowo od państwa. W III RP zrzeszenie zmieniło nazwę na Związek Ochotniczych Straży Pożarnej Rzeczypospolitej Polskiej.

W 1978 r., podobnie jak obecnie, nie wszyscy członkowie OSP uczestniczyli w działaniach ratowniczo-gaśniczych. W tym wypadku przybliżyć sytuację osób uczestniczących w tej działalności, ponieważ właśnie do takiej służby przygotowywali się czytelnicy “Podręcznika do szkolenia szeregowców OSP”. Aby gasić pożar strażak musiał odbyć szkolenie i zdać egzamin. Przebiegało to w odmienny sposób niż obecnie. Formę egzaminu stanowił start w zawodach sportowo-pożarniczych. W tym czasie strażacy zdawali też przed komisją egzamin ustny z teorii. Członkowie OSP mogli odbywać także kolejne kursy - np. dowódców, kierowców samochodów pożarniczych. Strażacy podczas szkoleń korzystali z podręczników wydanych przez Komendę Główną Straży Pożarnej. “Podręcznik do szkolenia szeregowców OSP” z 1978 r. był przeznaczony dla strażaków, którzy chcieli w przyszłości uczestniczyć w działaniach ratowniczo-gaśniczych. Zawierał podstawowe informacje, które powinien znać każdy członek OSP należący do podziału bojowego.

Zagrożenia w pracy strażaka występowały w czasie alarmu, dojazdu do pożaru, trwania akcji ratowniczej, powrotu do remizy, a także ćwiczeń strażackich. Aby uniknąć urazów wśród strażaków pędzących do remizy na alarm należało utrzymywać porządek na terenie wokół remizy. Ponadto przestrzeń ta miała być w nocy dokładnie oświetlona. W zimie przejścia powinny być odśnieżone i posypane piaskiem. Kluczową kwestią dla bezpieczeństwa stanowiło zachowanie porządku w garażu oraz bezwzględny zakaz palenia w nim wyrobów tytoniowych. Strażacy nie mogli również ustawiać się przed lub za samochodem strażackim. Obowiązkiem

osób biorących udział w działaniach ratowniczo-gaśniczych było wcześniejsze ubranie odzieży polowo-bojowej oraz uzbrojenia osobistego.

W czasie jazdy na miejsce pożaru strażacy powinni znajdować się wyłącznie wewnątrz kabiny. Nie powinni wykonywać zbędnych ruchów, aby nie uderzyć towarzyszy. Kierowca powinien dostosować prędkość pojazdu do warunków na drodze. Nieostrożne prowadzenie samochodu uprzywilejowanego groziło spowodowaniem wypadku na drodze. Strażacy mogli wyjść z samochodu pożarniczego tylko na rozkaz dowódcy sekcji.

Bezwzględne przestrzeganie rozkazów przełożonych obowiązywało strażaka także podczas działań ratowniczo-gaśniczych. Specyfika różnego rodzaju akcji pociągała za sobą różnorodne ryzyko dla strażaków. Już podczas wyciągania drabiny mógł nią uderzyć inne osoby. Spore ryzyko stwarzało nieodpowiednie sprawienie linii gaśniczej. Mogło np. spowodować potknięcie się o wąż pożarniczy i upadek jednego ze strażaków. Strażakom bardziej groziło doznanie obrażeń ciała, gdy sprzęt pożarniczy nie był poprawnie użytkowany. Ponadto istniały także inne niebezpieczeństwa. Strażak mógł zatruć się gazami z pożaru, doznać poparzeń. Mogły go przygnieść np. spadające belki. Groził mu upadek z dachu budynku, a także porażenie prądem elektrycznym.

Po zakończeniu działań ratowniczych strażak nadal był narażony na upadek z wysokości, porażenie prądem elektrycznym, wpadnięcie do studni, przygniecenie częścią konstrukcyjną budynku. Jego zadaniem było załadowanie sprzętu do samochodu i powrót do remizy. Zagrożenie mogło stwarzać jednak nieprawidłowe umiejscowienie i zabezpieczenie poszczególnych elementów wyposażenia. Kierowca powinien prowadzić samochód strażacki według przepisów ruchu drogowego. W tym czasie pojazd nie był samochodem uprzywilejowanym. Podobnie jak w drodze na miejsce akcji, strażacy powinni podróżować tylko w kabinie samochodu strażackiego. Po przybyciu do remizy zmieniali też ubranie.

Ryzyko towarzyszyło nie tylko działalności ratowniczo-gaśniczej w OSP. Podczas ćwiczeń strażacy byli także narażeni na urazy spowodowane niewłaściwym użytkowaniem sprzętu strażackiego. Ponadto mogli ucierpieć na skutek niedokładnego sporządzenia linii gaśniczej.

Strażacy byli narażeni na wystąpienie różnorodnych urazów podczas alarmu, dojazdu do miejsca pożaru, gaszenia pożaru, drogi powrotnej. Niebezpieczeństwo istniało również w czasie ćwiczeń strażackich. "Podręcznik do szkolenia szeregowców OSP" z 1978 roku zawierał praktyczne informacje jakie są zagrożenia w pracy strażaka oraz jak ich unikać. Dzięki temu mógł wpływać na ograniczenie nieszczęśliwych wypadków w szeregach OSP.

Bibliografia

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The competencies of the teacher in the face of modern civilization transformations

Patrycja LINKIEWICZ

Prof. Agnieszka LEWICKA-ZELENT

Maria Curie-Sklodowska University in Lublin, Poland

Abstract

The effectiveness of the learning process is contingent upon the subjects who are involved in it, i.e. the student and the teacher. Thus, the competencies of the teachers are of paramount importance as the future “self” of the young individual – their pupil – is made conditional upon their professionalism. There is no need to convince anyone that the exclusive acquisition of knowledge by the teacher-to-be is insufficient for achieving the intended educational and didactic purposes. Due to that not only do higher education institutions take care of the level of knowledge of students completing teaching courses, but they do also develop their psychosocial abilities, and such personality traits that facilitate the creation of the positive relationship with the pupils. Accordingly, academic curricula award a prominent place to the trainings of the assertiveness, the empathy, coping with stress, autopresentation, etc.

In recent years the teachers found themselves in such a situation that they were not being prepared for during the studies. The pandemic forced them to undertake self-development in new dimensions, especially the ones referring to online learning. In the recent two years the ability to operate the computer at a basic level was insufficient. The teachers were learning how to use new information and communication tools, which laid the foundation for their pedagogical work. They had to learn innovative and activating teaching methods, which required from them the development of skills hitherto unknown for them.

When it seemed that the teachers reached another higher level of professional development thanks to the training of teacher competencies during online classes with students, and that they can take advantage of it in their work with pupils without much stress, another enormous challenge to respond to appeared. The war in Ukraine gave rise to massive migrations of Ukrainians to Poland.

Children and young people continue their education in Polish schools. In connection with it the teachers took up the next challenge pertaining to teaching foreign children. They deepen the foundations of the Ukrainians’ language and culture. They recognize their educational and developmental needs owing to the diagnosis consisting in the interviews and observations. They undertake activities oriented towards including newly arrived pupils to local

communities, where there are different customs. They promote positive attitudes of Poles towards migrants. They provide emotional support to students from abroad who have experienced the effects of war and infrequently – the effects of trauma. As a consequence, the teachers have assumed more roles, i.e. not just of the educators and didactic teachers, but also these of the coaches, trainers, therapists, tutors – depending on individual needs of the students.

Examining the Relationship between Autoflex and Innovative Competitive Approach

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Abstract

With the globalization and exponential increase of intense competition, today's global automotive industry faces different types of challenges. Due to the challenges in the automotive industry, flexibility becomes more vital for businesses in the formulation of marketing strategies. In this sense, marketing flexibility refers to the degree to which an automotive company's capability to configure its proactive and reactive marketing efforts, to struggle against challenges on quick changes in customers' expectations and environmental issues. Moreover, these struggles within the industry force organizations to adopt a more innovative competitive approach. Innovative competitive approach is used to gain a sustainable competitive advantage in the global competitive environment through designing and developing all the resources, processes, and capabilities of the organization with innovations and formulation of management strategies by analyzing both the internal and external environment. From this point of view, the present study aims to identify the relationship between AUTOFLEX and the innovative competitive approach within the automotive industry and contribute to both academicians and practitioners. To this end, a questionnaire was applied to 185 sales professionals working in the entry, value, and premium segment automotive industry in Türkiye. Before testing the hypothesis, CFA was calculated by examining the validating the factor structure. Reliability analysis was used on each scale and scales' structures via Cronbach Alpha (α). Descriptive statistical analysis was used, and skewness and kurtosis values were examined for the normality assumption. To test the hypothesis, correlational analysis through Pearson's r was performed to determine scales' coefficients. Also, regression analysis was calculated to explore the effect size of the scales. The data of the current study were analyzed via IBM SPSS Statistics 26.0 and AMOS Graphics 24. As a result of the analysis, it was found that there is a positive and significant relationship between AUTOFLEX and innovative competitive approach. Additionally, AUTOFLEX has a statistically significant effect on innovative competitive approach.

Keywords: Marketing flexibility, automotive industry, AUTOFLEX, innovative competitive approach.

Pojęcie entropii w analizowaniu informacyjnych aspektów bezpieczeństwa

CDR Ph.D. Wojciech SOKOŁOWSKI

Polish Naval Academy, Poland





Akademia Marynarki Wojennej



FILOZOFIA UKŁADÓW CYBERNETYCZNYCH

„Cybernetyka jest to dyscyplina matematyczna zajmująca się badaniem procesów łączności i sterowania występujących w maszynach i organizmach żywych”

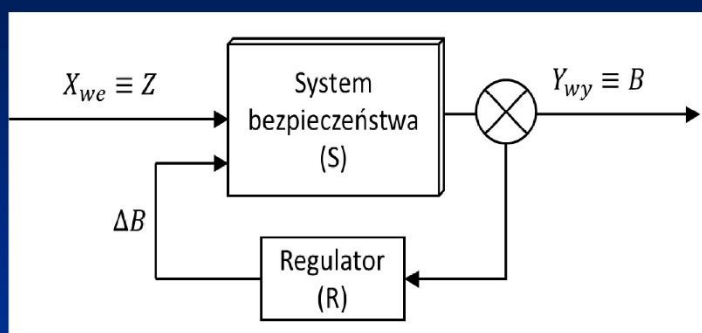
„Cybernetyka jest nauką o sterowaniu w ogólności, a jej badania dotyczą nie samych przedmiotów lecz ich sposobów zachowania się”



Akademia Marynarki Wojennej



FILOZOFIA UKŁADÓW CYBERNETYCZNYCH





Akademia Marynarki Wojennej



FILOZOFIA UKŁADÓW CYBERNETYCZNYCH

Podejście cybernetyczne w teorii bezpieczeństwa wiąże się głównie z takimi jej sygnaturami jak:

- kierowanie,
- sterowanie,
- zarządzanie,
- informacja,
- system,
- proces,
- optymalizacja,
- sprzężenie zwrotne.



Akademia Marynarki Wojennej



ENTROPIA CYBERNETYCZNA MIARĄ BEZPIECZEŃSTWA

$$H = - \sum_{k=1}^n p_k \log_2 p_k$$

im mniejsze uporządkowanie danego systemu, tym większa jest jego entropia i odwrotnie

informacja, która występuje jako wielkość przeciwna entropii

Akademia Marynarki Wojennej

ENTROPIA CYBERNETYCZNA MIARĄ BEZPIECZEŃSTWA

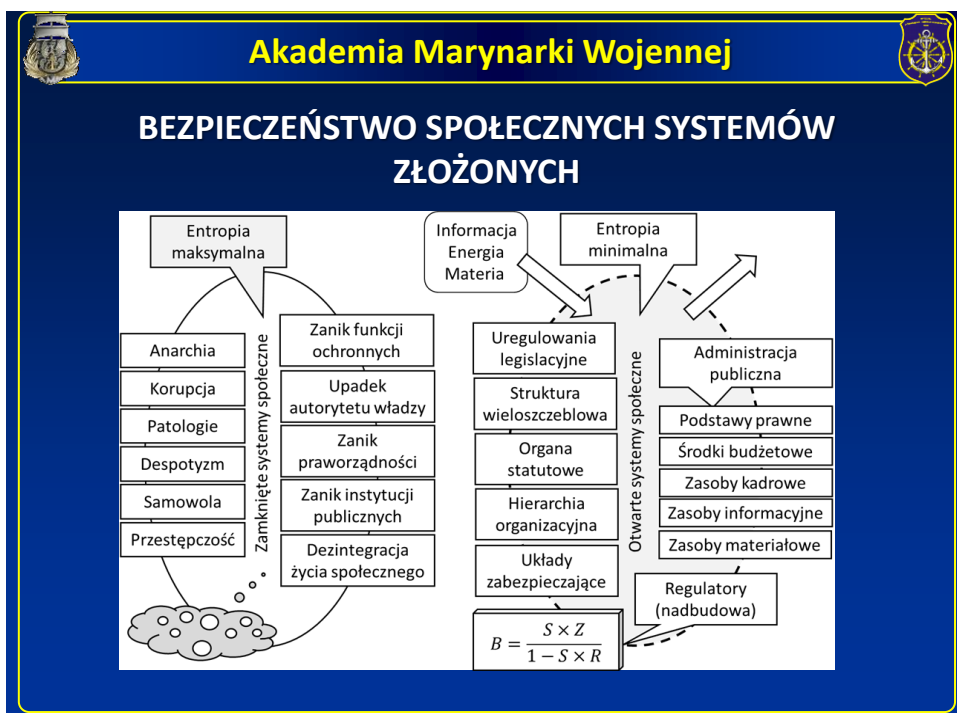
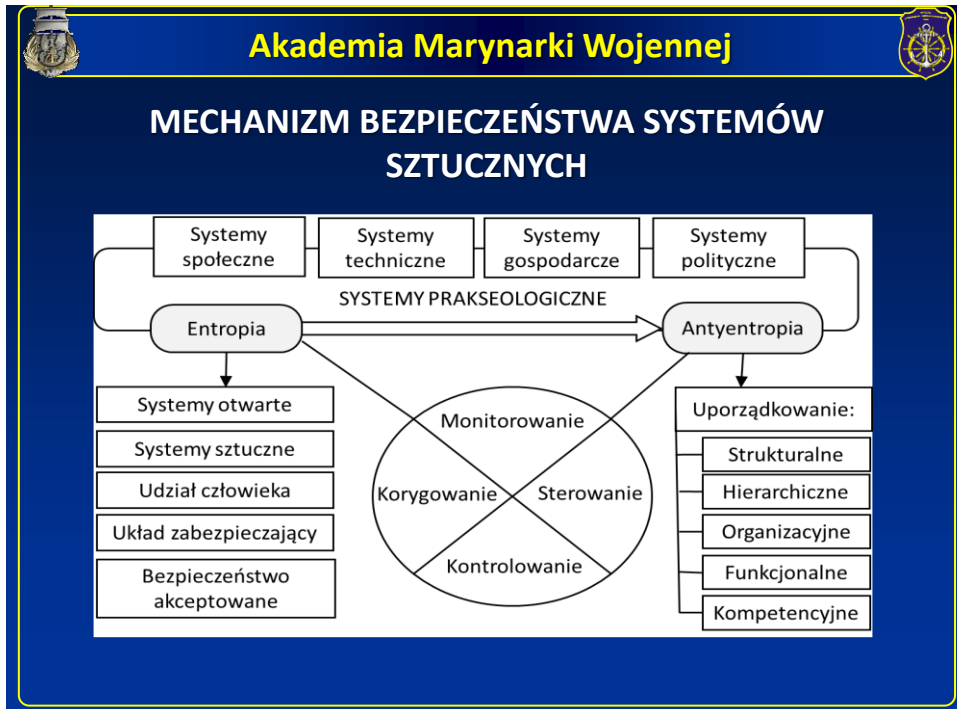
Cybernetyczna antyentropia to symbol systemowego uporządkowania, gwarantującego stan stabilności i perspektywy pełnej samokontroli i rozwoju w obszarze szeroko rozumianego bezpieczeństwa.



Akademia Marynarki Wojennej

MECHANIZM BEZPIECZEŃSTWA SYSTEMÓW SZTUCZNYCH

Systemy:

- naturalne (przyrodnicze, otwarte)
- sztuczne (antropologiczne, nie zawsze otwarte)







Akademia Marynarki Wojennej

WNIOSKI

1. Ogromny wpływ na społeczne poczucie bezpieczeństwa, a także na jego kreację i utrzymanie ma stopień uporządkowania i kultura organizacyjna danego systemu działania.
2. Systemy dobrze zorganizowane i uporządkowane według czytelnych reguł opartych na zdeterminowanych strukturach i precyzyjnych kanonach formalno-prawnych gwarantują z reguły wysoki poziom bezpieczeństwa i sprawne nim zarządzanie, także w sytuacjach kryzysowych.



Akademia Marynarki Wojennej

WNIOSKI

3. Bezpieczeństwo systemów mniej uporządkowanych, czy zanarchizowanych, cechujących się relatywnie dużą entropią trudno osiąga stan równowagi gwarantujący ich trwanie, przetrwanie i rozwój.
4. Bezpieczeństwo, podobnie jak entropia jest kategorią rozmytą i zdecydowanie teoretyczną, o czym doskonale świadczą nie zawsze skuteczne próby jego wymiernego relatywizowania, np. za pomocą miar jakościowo-ilościowych.

The link between social media and email marketing in customer engagement

PhD Cand, Asdren TOSKA

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Abstract

The evolution of marketing has made companies, in addition to sales, also discuss customer engagement on online platforms since this engagement helps the company's sales performance in the long term. The study will investigate the impact of social media and email marketing on consumer engagement in the Kosovar context.

A quantitative approach will be used for data collection. Through the Likert scale, questionnaires will be distributed to Kosovar companies to analyze this relationship. The collected data will help us to support or not the hypotheses presented in this study.

The findings of this study show that social media and email marketing, as two crucial online marketing tools, positively impact customer engagement. This commitment also improves sales performance in Kosovar companies.

The study will have theoretical implications in online marketing literature, bringing scientific evidence for the importance of these two online marketing tools in customer engagement. Also, the findings of this study will help to further advance research in the field of online marketing in emerging markets.

Keywords: digital marketing, customer engagement, social media, sales performance

**Projektowanie technologii wysokowytrzymałych
oraz wysokowartościowych eko-kompozytów
cementowo-szklanych dla budownictwa obronnego**

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Laboratorium Badawcze WIG

WOJSKOWA AKADEMIA TECHNICZNA

im. Jarosława Dąbrowskiego w Warszawie



Wydział Inżynierii Lądowej i Geodezji

Laboratorium Badawcze WIG



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Laboratorium Badawcze WIG

Temat

*Projektowanie i technologia
wysokowytrzymałych
oraz wysokowartościowych
eko-kompozytów cementowo-szklanych
dla budownictwa obronnego*

Składniki wchodzące w skład eko-mieszanek cementowo-szklanych (eko-kompozytów cementowo - szklanych wysokich wytrzymałości lub wysokowartościowych)

Mączka szklana sodowa:

o uziarnieniu 0/0,250 mm – uszczelnienie oraz zapewnienie ciągłości mikrostruktury kompozytu,

Stos okruchowych: o uziarnieniu

0/2; 0/4; 0/8 mm w całości ze szkła odpadowego sodowego - szkło postkonsumpcyjne, tj. zużyte szkło opakowaniowe produktów spożywczych,

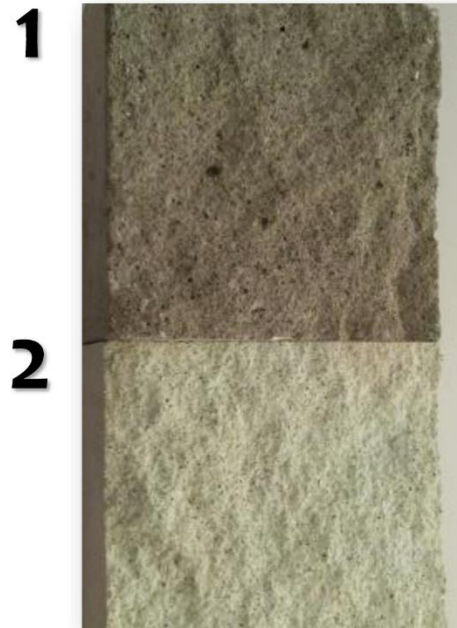


Składniki wchodzące w skład eko-mieszanek cementowo-szklanych (eko-kompozytów cementowo - szklanych wysokich wytrzymałości lub wysokowartościowych)

Domieszki chemiczne płynne: na bazie wodnych roztwórow modyfikowanych eterów polikarboksylowych i lignosulfonianów oraz melaminy, domieszka stabilizująca biopolimerowa na bazie skrobi, domieszka na bazie melasy buraczanej, domieszka odpowietrzająca,

Dodatki odpadowe / porecyklingowe:

popiół lotny krzemionkowy, popiół fluidalny, pył krzemionkowy, włókna odpadowe polimerowe, kordy stalowe oraz tekstylne z recyklingu opon pojazdów mechanicznych, mikrowłókna celulozowe, tekstylne, odpady organiczne w postaci granulatów łupin orzecha włoskiego, mielonych kolb kukurydzy oraz mikrowłókien bambusowych.



Składniki wchodzące w skład eko-mieszanek cementowo-szklanych (eko-kompozytów cementowo - szklanych wysokich wytrzymałości lub wysokowartościowych)

Spoivo cementowe specjalne: (CEM I 52,5R NA SR5) cement portlandzki biały wraz z aktywatorem reakcji hydratacji, tj. woda zarobowa.

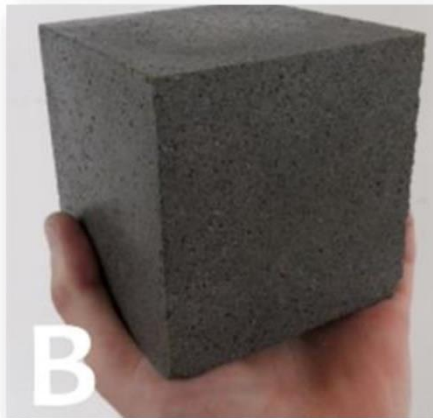
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*Temat koncentruje się na przedstawieniu innowacyjnego rozwiązania jako wysokowartościowych eko-kompozytów cementowo-szklananych na spoiwach hydraulicznych rodzaju **CEM II/C-M** i **CEM VI**.*

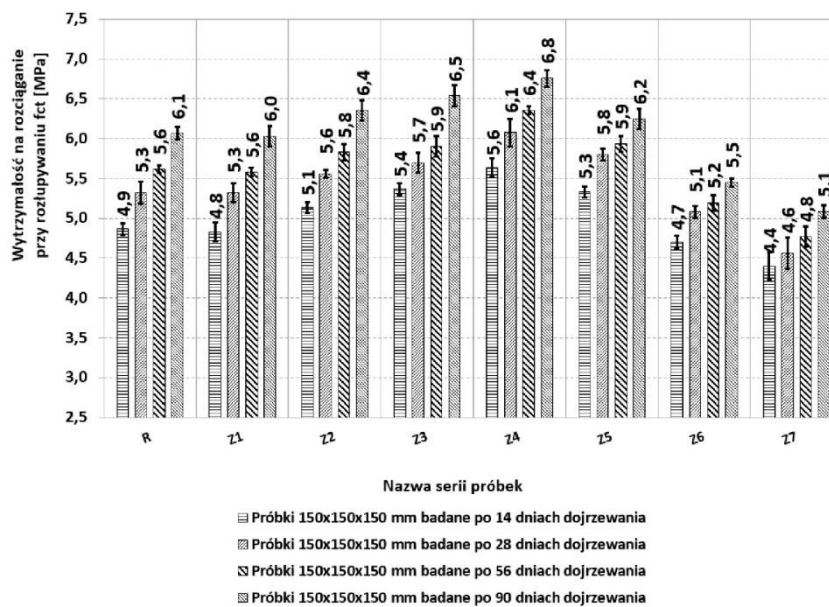
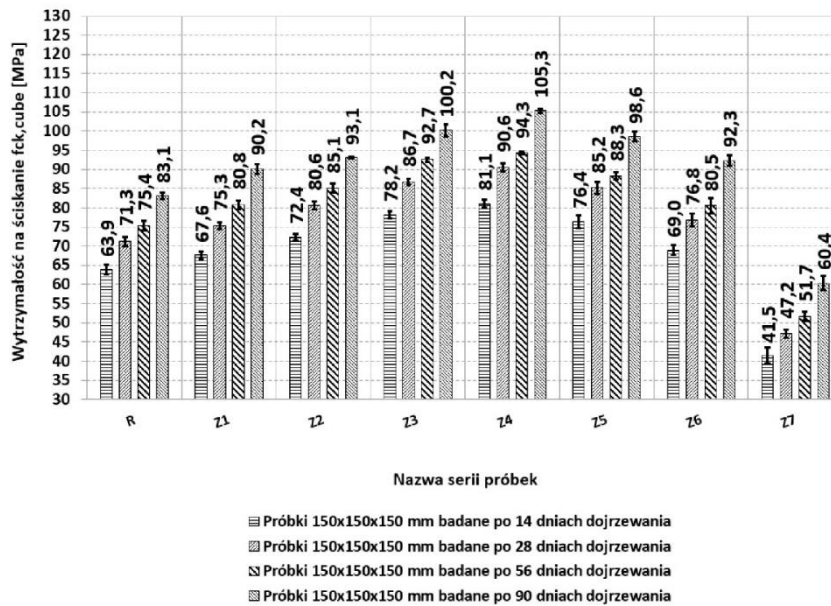
Zaproponowany nowy rodzaj eko-materiału charakteryzuje się zmodyfikowanym składem zawierającym frakcje granulatów odpadowych lub porecyklingowych.

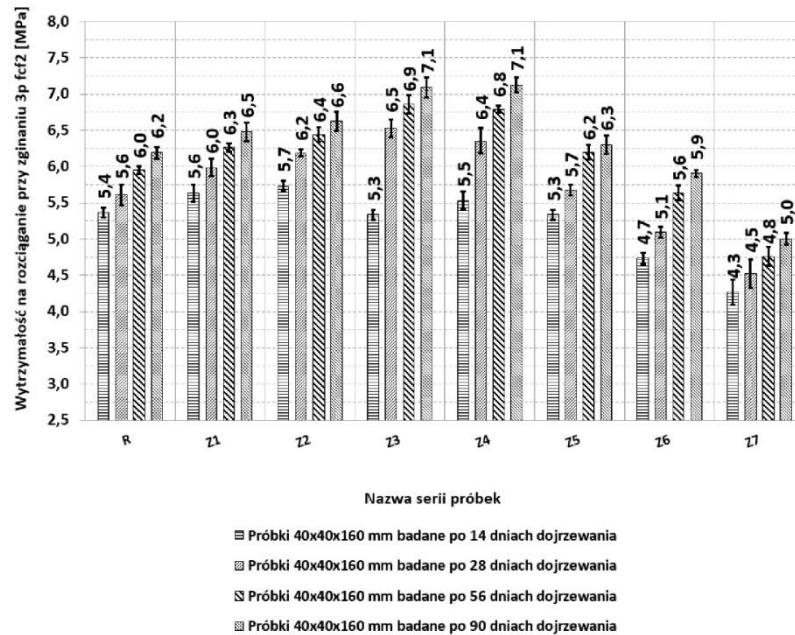
Dokonano charakterystyki składu mineralogicznego, chemicznego oraz właściwości fizycznych nowych rodzajów niskoklinkierowych spoiw hydraulicznych trójskładnikowych.

Klinkier portlandzki	K	Materiał hydrauliczny składający się z krzemianów wapnia ($3\text{CaO} \cdot \text{SiO}_2$ i $2\text{CaO} \cdot \text{SiO}_2$) oraz glinianów ($3\text{CaO} \cdot \text{Al}_2\text{O}_3$) i glinianożelazianów wapnia ($4\text{CaO} \cdot \text{Al}_2\text{O}_3 \cdot \text{Fe}_2\text{O}_3$).
Granulowany żużel wielkopiecowy	S	Wytwarzany przez gwałtowne chłodzenie płynnego żużla o odpowiednim składzie, otrzymywanego przy wytopianiu rudy żelaza w wielkim piecu. Wykazuje właściwości hydrauliczne.
Pył krzemionkowy	D	Powstaje podczas redukcji kwarcu wysokiej czystości w obecności węgla w elektrycznych piecach łukowych przy produkcji krzemu lub stopów żelazokrzemu.
Popiół lotny krzemionkowy	V	Drobno uziarniony pył, składający się głównie z kulistych, zeszkliwionych ziaren, otrzymywany jest przez elektrostatyczne lub mechaniczne osadzanie pylistych cząstek spalin z palenisk opalanych pyłem węglowym.
Wapień	L, LL	Wapień powinien spełniać następujące wymagania: - zawartość węgla wapnia $\text{CaCO}_3 \geq 75$ % masy, - całkowita zawartość węgla organicznego powinna spełniać jedno z kryteriów: a) LL: nie powinna przekraczać 0,20 % masy, b) L: nie powinna przekraczać 0,50 % masy.

CEMENTY wieloskładnikowe - nowe rodzaje

Rodzaj cementu	Nazwa cementu	Udział składników w cemencie, % masy					
		Klinkier	Żużel wielkopiecowy S	Pucolana naturalna P	Popiół lotny V	Wapień L (LL)	
CEM II	Cement portlandzki wieloskładnikowy	CEM II/C-M (S-L)	50-64	16-44	-----	-----	6-20
		CEM II/C-M (S-LL)		16-44	-----	-----	6-20
		CEM II/C-M (P-L)		-----	16-44	-----	6-20
		CEM II/C-M (P-LL)		-----	16-44	-----	6-20
		CEM II/C-M (V-L)		-----	-----	16-44	6-20
		CEM II/C-M (V-LL)		-----	-----	16-44	6-20
		CEM II/C-M (S-V)		16-44	-----	6-20	-----
CEM VI	Cement wieloskładnikowy	CEM VI (S-L)	35-49	31-59	-----	-----	6-20
		CEM VI (S-LL)		31-59	-----	-----	6-20
		CEM VI (S-V)		31-59	-----	6-20	-----





Metodyka projektowania składu eko-KCS wysokich wytrzymałości (eco-HPCGC i inne CGC)

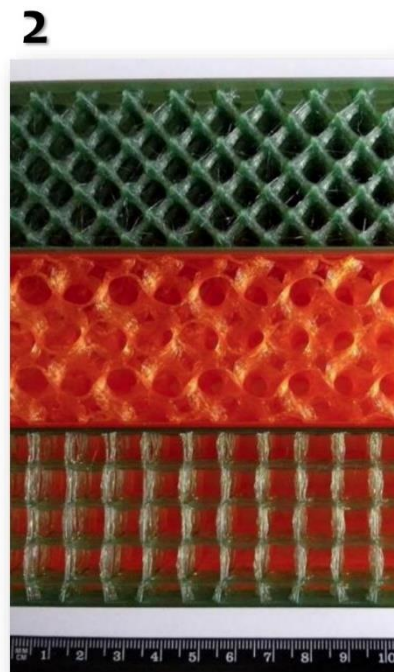
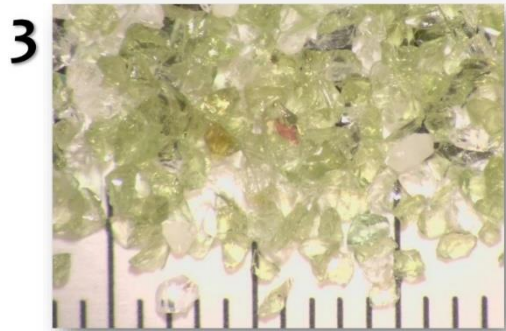
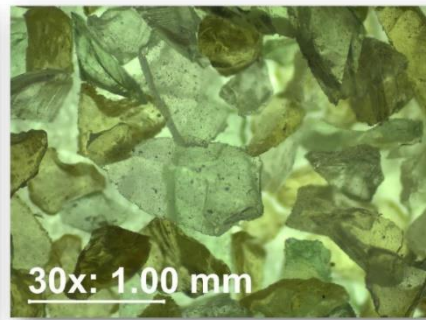
1. **Równanie wytrzymałości** (uwzględnienie zawartości porów powietrznych w mieszance - drugi wzór R. Feret'a, obliczenie przewidywanej wytrzymałości eko-KCS),
2. **Równanie warunkujące** zapewnienie **szczelności** kompozytu,
3. **Równanie konsystencji** (ciekłości) mieszanki,
4. **Równanie objętości zaprawy** zawartej w eko-mieszance cementowo-szklanej,
5. **Koncepcja dwóch równolegle wprowadzanych współczynników aktywności pucolanowej / hydraulicznej „k2” i „k3”.**

Nowość metodyki stanowi koncepcja zastosowania dwóch współczynników „k2” i „k3” aktywności pucolanowej lub hydraulicznej, zakładająca równoległe wprowadzenie do składów mieszanek odpadowych składników wiążących generowanych w wyniku spalania paliw stałych w przemyśle energetycznym.

Koncepcja dwóch współczynników aktywności „k2” i „k3” bazuje na wykorzystaniu spoiw pucolanowych lub hydraulicznych w postaci popiołów lotnych (FA) glinowo-krzemianowych, krzemianowo-glinowych i wapiennych, pyłów krzemionkowych (SF) z produkcji żelazostopów, zeolitu klinoptilolitowego (Z), łupka palonego (T) oraz mielonego granulowanego żużla wielkopieczowego (GGBS).

Koncepcja dwóch współczynników aktywności pucolanowej / hydraulicznej „k2” i „k3”

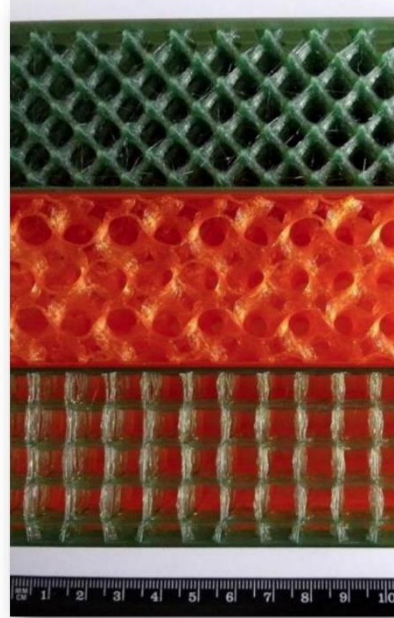
3.	Popiół lotny krzemionkowy	0,4	----	0,24	----	Dotyczy cementu CEM I	Od 0,2 do 0,8	Relacja: popiół lotny krzemionkowy /cement ≤ 33,0%
4.		0,4	----	0,24	----	Dotyczy cementu CEM II/A	Od 0,2 do 0,8	Relacja: popiół lotny krzemionkowy /cement ≤ 25,0%
5.	Granulowany żużel wielkopieczowy	----	0,6	----	0,44	Dotyczy cementu CEM I	Od 0,4 do 1,0	Relacja: granulowany żużel wielkopieczowy /cement ≤ 1,0
6.		----	0,6	----	0,44	Dotyczy cementu CEM II/A	Od 0,4 do 1,0	
7.	Zeolit	----	----	0,72	----	Dotyczy cementu CEM I	----	----
8.		----	----	0,72	----	Dotyczy cementu CEM II/A	----	----

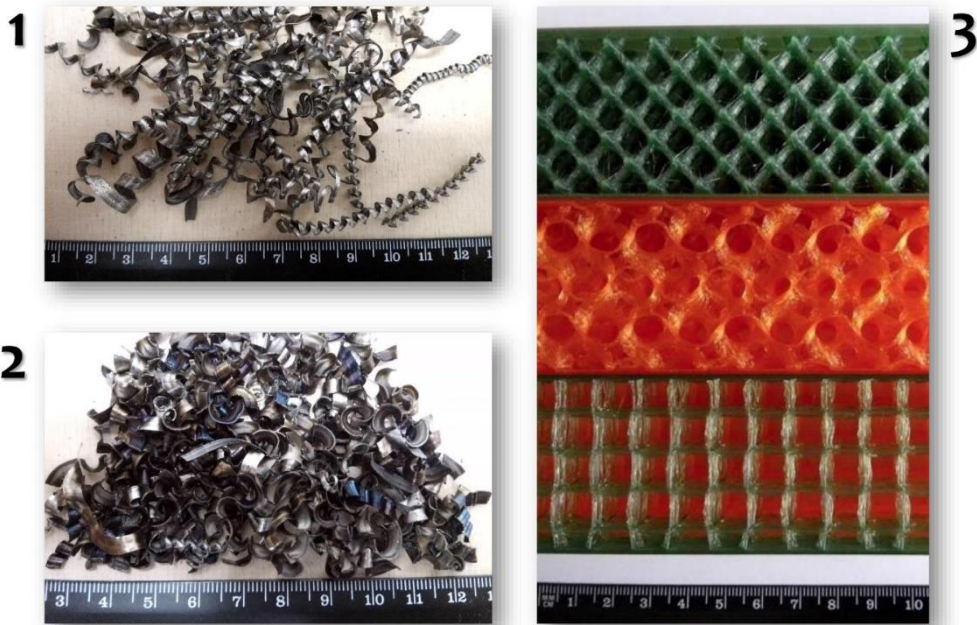


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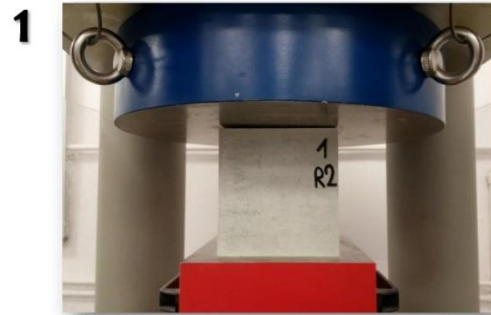
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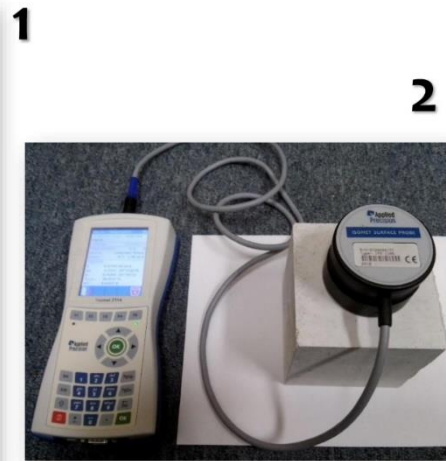
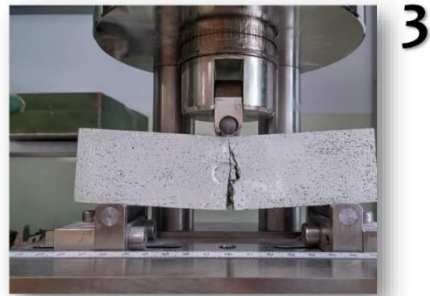


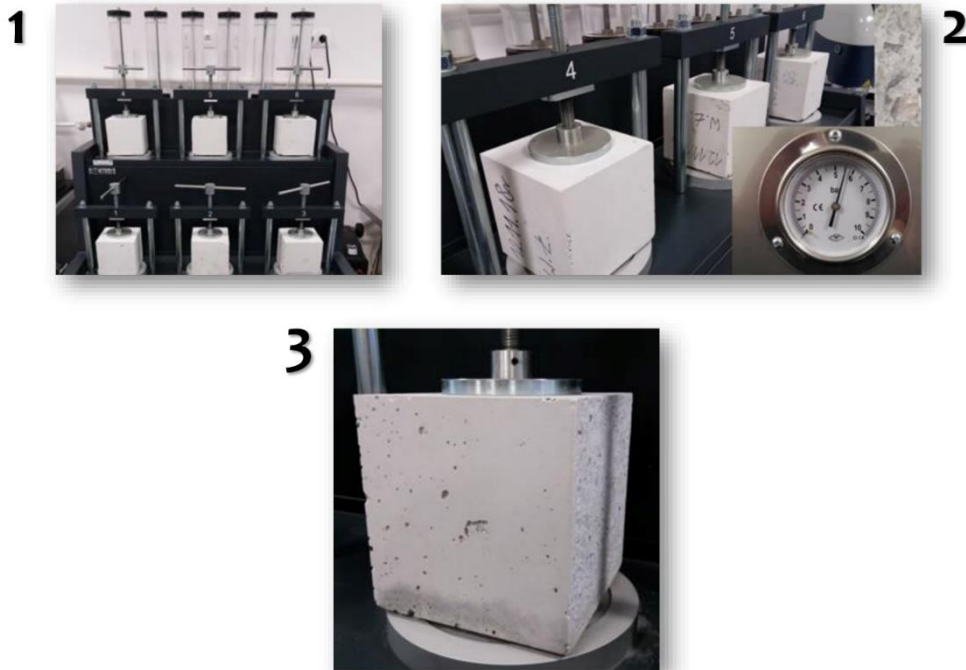


Badania laboratoryjne

- ▣ *w zakresie wytrzymałości*
- ▣ *mechanicznej, parametrów*
- ▣ *reologicznych, cieplnych*
- ▣ *i trwałości eko-KCS*







Podsumowanie eko-KCS wysokiej wytrzymałości i wysokowartościowych dla budownictwa obronnego

Zalety:

- Produkcja eko-kompozytów o minimalnej ilości cementu
- Projektowanie mieszanek SCC, ASCC, HPSCC lub o wysokiej zawartość frakcji pylistych (spoiwa, kruszywa lub dodatku typu II),
- Zmniejszenie dynamiki narastania wytrzymałości (stopniowe migrowanie wody do matrycy spoiwowej),
- Redukcja skurczu,
- Ograniczenie zjawiska „bleedingu” (migracja zaczynu cementowego do górnych warstw mieszanki),
- Ograniczenie zjawiska segregacji składników,
- Poprawa właściwości reologicznych mieszanki (kontrola urabialność, konsystencji/rozplywu),
- Wzrost wytrzymałości na rozciąganie (metoda brazylijska, zginanie 3p i 4p),
- Poprawa właściwości termoizolacyjnych wyrobów budowlanych,
- Ograniczenie szerokości rozwarcia rys, większe ugięcia przed zniszczeniem elementu.

Wady:

- Podwyższona wodożądność składników mieszanki,
- Zwiększone dozowania domieszek chemicznych (superplastyfikatory),
- Potrzeba wstępnego namaczania włókien.



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Laboratorium Badawcze WIG

Tarhiyat Sonrası Uzlaşmada Başvuru ve Ödeme Süre Şartlarının Değerlendirilmesi İle Yabancı Ülkelerin Uzlaşma Uygulamaları: Seçimlik Kaos ile Uzlaşma İhlali Gerekliliği

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GİRİŞ

Devlet aygıtının dijitalleşen ekonomi gerçekliğini gözeterek, verginin fiskal ve ekstra fiskal amaçlarını sağlayarak kamu harcamalarını finanse edebilmesi için, vergilendirilebilir yeni konular bulabilmesi veya var olan konuları başarılı vergileme politikalarıyla etkin vergilemesi gerekir. Ayrıca mali literatürde vergi sistemlerinin adilliği üzerine yapılan tartışmalarda, dolaylı ve dolaysız vergilerin nispetlerine bakıldığı görülür. Vergi türlerinin tercihi önemli olmakla birlikte vergileme ilkeleri gözetilerek vergilerin hazineye sağlanmasında usul kanunlarının hayati öneme sahip olduğunu belirtmek gerekir.

Bu bağlamda 213 sayılı Vergi Usul Kanunu'nda yer alan ve idari işlemin sebep unsuru olan vergiyi doğuran olay ve müteakip safhalarında nasıl ki mükelleflerin veya ceza muhattaplarının hak ve yükümlükleri varsa aynı şekilde vergi idaresinin de yetki ve sorumlulukları bulunmaktadır. Bu mutlak fonksiyonel bağımlılık içerisindeki mali olgular idrak edilmediğinde, taraflar arasında uyuşmazlıklar kaçınılmaz olmaktadır. Vergi karmaşıklığının da sebep olduğu bu uyuşmazlıkların yargı mercilerinde ihtilaflara dönüşmeden idari aşamada çözüme kavuşmasında idari çözüm yolu olan uzlaşma büyük önem arz etmektedir. Tarhiyat öncesi ve sonrası uzlaşmanın etkinliğini sağlamak için uzlaşmaya başvuru, uzlaşma esnasında ve sonucunda ilgili 205 sayılı kanunun konuluş gerekçelerinde murad edilen mali arzuların

sağlanması hususlarında Vergi Usul Kanunu'nda yer alan uzlaşma hükümlerine ilişkin tespitler ve çözüm önerileri oldukça önem arz etmektedir.

Uzlaşma, kelime olarak aralarındaki düşünceye veya çıkar ayrılığını, karşılıklı ödümlerle kaldırarak uyuşmak, karşılıklı anlaşmak veya mutabık kalmak, ya da uyuşma anlamına gelmektedir (Bilici, 2013: 36). Mutabakat, barış ve uyuşma anlamlarına gelen uzlaşma; yargı mercilerinde ihtilafların çözümünde kaybedilen zaman ve türev kayıplar ışığında paranın zaman değeri göz önünde bulundurularak vergi ve ceza gelirlerinin hazineye bir an önce intikalini sağlamaya yönelik olan kurumdur. Vergi mevzuatımızda uzlaşmayı düzenleyen ve ilgili kanunun konuluş gerekçeleri ile çeliştiği düşünülen mezkur hükümler ile vergi cezalarının caydırıcılığını törpülediği tartışma konusu olan uzlaşma kurumunda belirliliğin, verginin kanuniliği ve vergilemede adalet ilkeleri gözetilerek olabildiğince sağlanamadığı düşünülmektedir. Bu itibarla vergi cezalarının caydırıcılığına katkı sunan bir hale getirilmesi ve mükellef davranışlarını olumlu yönde etkileyen katılımcı bir yapının tesis edilmesi önemli bir meseledir.

Bu çalışmada uzlaşmaya başvuru esnasında mükellef haklarında belirliliği arttırmak ve uzlaşma sonucu tahakkuk eden vergi ve/veya ceza gelirlerinin bir an evvel hazineye intikalinin sağlanması amacıyla tespitler yapmak ve öneriler geliştirilmiştir. Uzlaşma müessesesi, Türk Vergi hukukuna ilk olarak 28.02.1963 tarih 205 sayılı Kanun'un 22. maddesiyle dahil olmuştur. Tarhiyat sonrası uzlaşma müessesesinin konuluş gerekçesinde; hukuki güvenlik, vergi ve ceza gelirlerinin bir an önce hazineye intikali ile yargının iş yükünün azaltılması amaçlanmaktadır. Bu çalışma ile 213 sayılı Vergi Usul Kanunu'nda kanun yapım tekniği açısından "hükümlerin çelişmezliği" ve "idari tutarlılık" ilkeleri ışığında, uzlaşmada başvuru ve ödeme sürelerine ilişkin hükümlerin, söz konusu amaçlara ulaşmada yeterli olup olmadığı araştırılmaktadır. Bu hususta birincil kaynak olarak uzlaşmanın konuluş gerekçeleri ile uygulama sonuçları arasındaki amaç/sonuç ilişkisi hakkında Antalya ili ölçeğinde anket çalışması yapılmış ve analiz edilmiştir. Alan araştırmasında "Uzlaşmada ödeme süresine ilişkin şart uzlaşmayı bozucu mahiyette olmalıdır." ifadesine %3,4'ü (n=7) kesinlikle katılmıyorum, %9,8'i (n=20) katılmıyorum, %6,8'i (n=14) kararsızım, %53,7'si (n=110) katılıyorum, %26,3'ü (n=54) kesinlikle katılıyorum yanıtları verilmiştir. İfadeye yüksek ($\bar{x}=3,898$) düzeyde katıldıkları saptanmıştır.

Konuyla ilgili genel literatür taramasının yanı sıra İngiltere, Amerika Birleşik Devletleri, Fransa ve Almanya ülkelerinde uzlaşma uygulamaları incelenmiş ve Türkiye uygulaması ile karşılaştırması yapılmıştır. Ulaşılan bulgular sonucunda; uzlaşma sonucu tahakkuk eden vergi ve cezaların tahsilinin sağlanabilmesi için ödemeye ilişkin ödeme süre şartına uyulmaması halinde "uzlaşma ihlali" olarak değerlendirilmesi, vergi cezalarının caydırıcılığını ve mükelleflerin davranışlarını etkileyip tahsilata olumlu katkı sağlayacağı önerisi geliştirilmiştir. Uzlaşılan vergi ve/veya ceza tutarlarının süresinde ödenmemesi durumunda vergi ve ceza tutarlarının ilk haline getirilmesi, mükellef açısından risk unsurunu arttıracığından ödeme baskısını oluşturacaktır.

Diğer taraftan vergi ve/veya ceza ihbarnamesinin tebliğinden itibaren eş anlı olarak otuz gün içinde; cezalardan indirim talebinde bulunma, uzlaşma ve dava açma haklarından dava açma hakkı saklı kalması kaydıyla mükellef veya ceza muhatapları tarafından uzlaşmaya

başvurulması, seçimlik değil zorunlu ve ilk yol olması “seçimlik kaos”u ortadan kaldıracaktır. Bu hususta hakların kullanımında belirlilik artacak olup vergi karmaşıklığı da önlenmiş olacaktır. Değerlendirmeler neticesinde, mükellef haklarında belirlilik artacak olup kesinleşen alacakların takip külfetinden kurtulması sağlanarak mükelleflere veya ceza muhatablarına tanınan hakkın kötüye kullanımı önlenerek uzlaşma müessesesi tahsilat esaslı bir yapıya kavuşturulmuş olacaktır.

1. Uzlaşma Müessesinde Başvuru Süre Şartının Değerlendirilmesi ve Seçimlik Kaos

Vergi ve/veya ceza ihbarnamesinin mükellefe veya ceza muhatabına tebliği ile mükellefler açısından eş anlı olarak başlayan, cezalardan indirim, uzlaşma ve dava açma haklar sürecindeki karmaşıklık “seçimlik kaos”a neden olmaktadır. Vergi ve/veya ceza ihbarnamesinin mükellefe veya ceza muhatabına tebliği ile sunulan üç hakkın eş anlı kullanımının karmaşıklığa yol açması “seçimlik kaos” olarak değerlendirilmekte ve tanımlanmaktadır. Belirliliği arttırmaya ve karmaşıklığı önlemeye yönelik olarak uzlaşma hakkının anayasal dava açma hakkı saklı kalmak üzere başvurulacak ilk yol olarak değerlendirilmesi gerektiği düşünülmektedir.

Eş anlı olarak başlayan bu haklar süresince mükellef veya cezanın muhatabı kendisini vergi karmaşıklığı ve seçimlik vergi kaosu içerisinde bulmaktadır. *Görüldüğü üzere kural olarak vergi uyumsuzluklarının nedeni olarak görülen vergi karmaşıklığı, uyumsuzluklardan sonra da ortaya çıkabilmektedir.* Ayrıca idari merci tecavüzünün önlenmesi yönünden idari mercide uzlaşmaya başvurmadan dava yoluna gidilmemesi gerektiği düşünüldüğünden VUK’un Ek 7. ve ilgili yönetmeliğin bu yönde değiştirilmesi uzlaşmayı etkinleştirecektir.

2. Uzlaşma Müessesinde Ödeme Süre Şartının Değerlendirilmesi ve Uzlaşma İhlali

Vergi Usul Kanunu’nun Ek 8. hükmü ve ilgili uzlaşma yönetmeliğinde yer alan uzlaşma sonucu tahakkuk eden vergi ve/veya ceza tutarlarının ödeme süresine ilişkin olarak; diğer çözüm yolları olan pişmanlık ve ıslah ile cezalardan indirim yollarında olduğu gibi netice doğurmalıdır. Tahakkuk eden vergi ve ceza tutarları süresinde ödenmediğinde, pişmanlık ve ıslahta pişmanlık ihlaline sebebiyet verildiğinden kesilmeyen vergi ziyayı cezası yeniden kesilerek ihbarname kuralına göre muhatabına tebliğ cihetine gidilmekte, cezalardan indirim talebinde indirim konusu yapılan tutar kadar için ek tahakkuk verilmektedir. Uzlaşmada bozucu ödeme süre şartının olmaması ve uzlaşma sonucu tahakkuk eden vergi ve/veya ceza tutarlarının süresinde ödenmemesi durumunda ihlal olarak değerlendirilmemekte ve gecikme zammı yetinildiği anlaşılmaktadır. Bu hususun kanunun konuluş maksadına, felsefesine ve kanunda yer alan benzer idari çözüm yollarına ait hükümlerle uyumadığından “idari tutarlılık ve hükümlerin çelişmezliği” ilkeleri ile bağdaşmadığı düşünülmektedir.

Kanunların yapımı plânında metod ve sistematik temelde organik bir bütün olup bir hükmün hukuk nizamında bu plân içindeki yeri ve durumu anlamlandırılması yönünden önemlidir (Narmanlıoğlu, 2021 :108-109). Hukuk metodolojisinde Aristo’nun biçimsel mantık ilkelerinden

biri de bir fiilin hukuka uygun hem de aykırı olamayacağı tutarlı ve akılcı olması üzerinde durulmaktadır (Serozan, 2013: 2433). Çelişmezlik, hukukun tüm kurum ve kurallarıyla birlikte uyum içinde olmasıdır (Turabi, 2012: 290).

3. Türkiye ve Yabancı Ülke Uygulamalarında Uzlaşma Müessesesi'nin Karşılaştırılması

İhtilafların yargı yoluna uğramadan önce idari anlamda çözümü sağlama fonksiyonu olan uzlaşma kurumu hemen hemen her gelişmiş ülkede mevcut olup aşağıdaki tabloda benzer ve farklı yönleri özetlenmiştir.

Tablo 1: Türkiye ve Yabancı Ülke Uygulamalarında Uzlaşma Müessesesinin Karşılaştırılması

Ülkeler/Uzlaşma Kapsamı	Vergi	Ceza	Faiz	Uzlaşma İhlali	İhtiyari/zorunlu
Türkiye	✓	✓	X	X	İhtiyari
İngiltere	✓	✓	✓	✓	Zorunlu
Amerika	✓	✓	✓	✓	Zorunlu
Fransa	X	✓	✓	✓	Zorunlu
Almanya	✓	✓	✓	✓	Zorunlu

Kaynak: Bozdoğan'ın Pamukkale Üniversitesi Doktora Tez çalışmasında kullandığı dört tablodan derlenerek oluşturulmuştur.

Ülke uygulamalarına bakıldığında, uzlaşma hakkının ilk ve zorunlu yol olması mevzuatımızdan en önemli farklardan bir tanesidir. Ülkemizde eş anlı olarak hakların verilmiş bu seçimlik vergi kaosunun da olumsuz etkisiyle mükellefler veya ceza muhattapları tereddüt ederek bütün yollara aynı anda başvurabilmektedir. İncelenen bazı ülkelerde ise tahsilatını sağlamaya yönelik olarak sıkı şekil şartları bulunmaktadır.

SONUÇ

Objektifliği öteden beri tartışma konusu olan mali mevzuatımızın güler yüzü uzlaşma müessesesine yönelik olarak eleştiri geliştirilen alanlarda vergi mükellefleri, vergi idaresi, vergi yargısı ve mali mevzuat açısından değerlendirmeler yapılmıştır.

Bu bağlamda gerek anayasal gerekse de kanuni düzenlemeler ve öteden beri vergilemeye ilişkin normatif anlamda ilke ve prensipler dikkate alınarak olabildiğince adaletin sağlanması önem arz etmektedir. Kanun hükümlerinin özelde konuluş gerekçelerinde murad edilen mali arzuların elde edilmesini sağlamakla birlikte hukuka uygun olması gerekir. Maddi ve şekli kanunlarda yer

alan hükümlerin “hükümlerin çelişmezliği” prensibi gereğince birbirini destekleyici olması gerektiği düşünülmektedir. Vergi Usul Kanunu’nda yer alan idari çözüm yollarından uzlaşmaya ilişkin hükümlerin, ilgili 205 sayılı Kanun’un konuluş gerekçesinde murad edilen hususları sağlayıp sağlamadığı iktisadi ve mali konjonktür dikkate alınarak araştırılmıştır.

Vergi uyuşmazlıklarının yargıda ihtilaf haline gelmesini önlemek önemli olmakla birlikte evvelinde vergi uyuşmazlıklarının çıkmasını önlemek ve tedbirler almak da üzerinde önemle durulması gereken bir husustur. Bu hususta mükelleflerin, vergi kanunlarının emrettiği istikamette rızaen ödev ve yükümlüklerini yerine getirmelerini ve haklarının kullanılmasını sağlanması mükellef odaklı hizmet anlayışı ve vergiye gönüllü uyumu artırıcı uygulamalar ile mümkündür.

Kanunlar arasında daha ötesinde aynı kanun içindeki hükümler arasında veyahut ilgili hükmün varsa konuluş amacı/felsefesi ile bir çelişki olmaması ve destekleyici olması gerekmektedir. Bu bağlamda Vergi Usul Kanunu’nun Ek1. ve müteakip hükümleri, konuluş gerekçesinde yer alan hususları yeterince sağlayamamaktadır. Bu itibarla kanun hükümlerinin, konuluş amaç ve gerekçelerine aykırı sonuçlar ve yorumlar doğuracak şekilde düzenlenmemesi, tutarlı ve çelişmezlik prensipleri gereğince mantıksal bir bütünlük oluşturmaya hizmet etmesinin önemi konuluş gerekçelerinde amaçlanan hususlar ile uygulama sonuçları arasındaki ilişkide görülmektedir.

Yabancı ülke uygulamaları, alan çalışması ile idari tutarlılık ve hükümlerin çelişmezliği ilkeleri ışığında “uzlaşma ihlalinin gerekliliği”ne ilişkin olarak anket çalışması sonucu ulaşılan bulgular dikkate alındığında; uzlaşmaya başvuru ve uzlaşma sonucu tahakkuk eden vergi ve ceza tutarlarının ödeme süre şartlarına ilişkin hükümlerinde, kanunun konuluş gerekçelerinde yer alan mali arzulara ulaşma hususu ve istikametinde değişiklik gerektiği düşünülmektedir. Böylece başvuru esnasında ve sonrasında belirlilik artacak uzlaşma sonucu tahakkuk eden vergi ve ceza gelirlerinin tahsilinde kolaylık sağlanacağından uzlaşmanın etkinliği artmış olacaktır. Ayrıca belirtmek gerekir ki mükelleflerin veya ceza muhataplarının, idari mercide uzlaşmaya başvurmadan dava yoluna gidilmemesi gerektiği düşünüldüğünden anılan kanunun Ek 7. Ve 8. maddeler ve ilgili yönetmeliğin bu yönde değiştirilmesi gerekmektedir.

Netice olarak, konuluş gerekçeleri dikkate alınarak, karmaşıklık önlenerek mükellef haklarının kullanımında belirlilik artacak, yargının iş yükünde azalma görülecek ve ortak cüzdanımız olan devlet bütçesindeki gelirlerde artış sağlanabilir. Ayrıca vergi idaresinin kesinleşen alacakların takip külfetinden kurtulması sağlanarak mükelleflere veya ceza muhataplarına tanınan hakkın kötüye kullanımı önlenecektir. Uzlaşma müessesesi, tahakkuk esaslı bir kurum olmaktan çıkacak tahsilat esaslı bir yapıya kavuşturulmuş olacağı düşünülmektedir.

KAYNAKÇA

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- 213 sayılı Vergi Usul Kanunu
- Tarhiyat Öncesi Uzlaşma Yönetmeliđi
- Uzlaşma Yönetmeliđi

Sexual Abuse of Children - A Legal and Criminological Perspective

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Abstract

This study analyzes the findings of the problem of sexual abuse of minors under 15 years of age. The article defines the concept of sexual abuse and pedophilia. The definitions of these phenomena influence the assessment of the prevalence of the phenomenon, the assessment of trends and determine the way of responding to them (sanctions, treatment, prevention). The study also presents the characteristics of the phenomenon of exploitation in terms of the scope of the phenomenon, analysis of the perpetrator and victim of abuse, as well as the act itself.

Keywords: pedophilia, sexual abuse, violence against children

INTRODUCTION

Violence against children, and sexual violence in particular, is an undeniable manifestation of global social pathology. Pedophilia is most often associated with the so-called pathological environments in which sex offenders are people of low social status, primary or vocational education, engaged in manual labor, single and working-class origin¹. Nothing could be more wrong! Data on the profile of perpetrators of sexual offenses against children is scarce, but it definitely contradicts popular perceptions in this matter². According to statistics: the average age of the perpetrators is 37 years, of which 71% graduated from secondary school or university, and only 7% are unemployed³. A question should be asked: how can you then recognize a pedophile? Unfortunately, as the literature clearly shows, adults who sexually abuse children do not have any special characteristics. Moreover, as the statistics from the USA show - most cases of sexual abuse in general (including abuse of children) are not reported⁴. The

¹ Abel G.G., Becker J.V., Cunningham-Rathner J., Mittelman M.S., Rouleau J.L. (1988), *Multiple paraphilic diagnoses among sex offenders*, Bulletin of American Academy of Psychiatry and the Law nr 16, s. 153–168.

² *Ibidem*

³ Mazur, J., Małkowska-Szkutnik, A. (2011). Wyniki badań HBSC 2010. Raport techniczny. Warszawa: Instytut Matki i Dziecka.

⁴ *Ibidem*

literature shows that only about 10% of reported cases of sexual abuse of children result in arrest and only 8% in conviction¹. It can therefore be presumed that the statistics of other countries in the world are very similar to each other.

Another problem is - as Maciej Bocheński rightly pointed out - the substantive approach to this issue, which is not facilitated by the social climate regarding the issue of sexual crime against minors, and in particular the media, which participate, equally with numerous political circles, in creating fear of sexual offenders and attitudes with the features of penal populism². The issues, indicated in this article, are a frequent issue for discussion - also when introducing new legal regulations in this area - however, as the literature aptly indicates: "the discussions and opinions expressed cannot always be credible and of a high substantive level"³. This article will therefore be an attempt to present a partial presentation of the issue of sexual abuse of children, derived from empirical research and in legal terms.

Terminological remarks

First of all, it is necessary to start with explaining the strictly definitional issues, i.e. the difference between pedophilia and sexual abuse of minors. Unfortunately, in both the media and scientific discourse, the definition of a sexual offense committed to the detriment of minors (especially those defined in Art. 200 of the Penal Code) as a "crime of pedophilia" in the form of an abbreviation has become established. Sexual abuse of a child is involving him/her in sexual activity which - what is important - he cannot fully understand and give informed consent to it, or to which he has not matured and cannot consent in a legally valid way⁴. According to WHO, sexual abuse occurs when such activity occurs between a child and an adult or another child, if due to differences in age or development level they remain in a relationship of care, dependence, and power⁵. In Polish legislation, we do not meet the explicit legal definition of sexual abuse, which - it is worth emphasizing - is not a negligence on the part of the legislator, but results from the diversity of forms and contexts of sexual activity with the participation of a child and allows for the penalisation of newly emerging sexual behaviors whose victims are minors⁶. Chapter XXV of the Criminal Code entitled "Offenses against sexual freedom and decency" lists exhaustively individual prohibited acts, examples of which may include⁷:

- a) "Rape of a minor under the age of 15" (art. 197 § 3 k.k.)
- b) "Abuse of the dependency relationship" (art. 199 k.k.)

¹ *Ibidem*

² Abel G.G., Becker J.V., Mittelman M.S., Cunningham-Rathner J., Rouleau J.L., Murphy W.D. (1987), *Self-report sex crimes of nonincarcerated paraphiliacs*, „Journal of Interpersonal Violence” nr 2, s. 3–25.

³ *Ibidem*

⁴ *Ibidem*

⁵ Mitchell, K.J., Finkelhor, D., Wolak, J. (2005). *The Internet and Family and Acquaintance Sexual Abuse*. Child Maltreatment 10(1), 49–60, DOI:10.1177/1077559504271917.

⁶ *Ibidem*

⁷ Kodeks karny. Ustawa z dnia 6 czerwca 1997 r. (Dz.U. 1997 nr 88 poz. 553). Pobrano z: <http://isap.sejm.gov.pl/DetailsServlet?id=WDU19970880553>.

- c) "Intercourse with a minor under the age of 15 (Art. 200 of the Penal Code); grooming children via the Internet, the so-called *Grooming* " (art. 200a k.k.)
- d) „Incest (art. 201 k.k.) ; child pornography” (art. 202 k.k.)
- e) „Pimping” (art. 203 i 204 k.k.).

The most important and specific articles from the aforementioned Criminal Code are those concerning sexual intercourse with minors under the age of 15 and the presentation, production, distribution and possession of pornography with the participation or image of a child under the age of 15¹. These actions constitute an absolute crime in Poland, irrespective of the consent of the minor, if he or she is under 15 years of age. Intercourse with a minor over 15 years of age however, it is legal and is not subject to criminal sanction (unless, of course, such behavior takes the form of using a relationship of dependency or trust)². An example of "child sexual abuse" could be a quote from a minor under 15 who sought help via a children's and youth helpline describing the following situation: "My parents divorced when I was 7 years old. We lived alone with my mom, but her fiancé has recently moved in. He's been acting weird lately. A few days ago, when my mom left for her night shift, he came back to my room. He sat down close to me and asked if I could hear him having sex with my mom at night. He asked me to touch him on the thighs and in his private area. I am afraid that he will come again and go further (...) "³.

The second term that needs explanation is "pedophilia". As the literature indicates: "this term, as the name of a specific disorder, comes from, among others, medical diagnostic classifications, two of which seem to have a greater range of impact than others - we are talking about DSM-IV (by the American Psychiatric Association) and ICD-10 (developed by the World Health Organization)"⁴. The first mentioned classification (DSM-IV) placed "pedophilia" within a broader diagnostic category, namely paraphilia, which should be understood as "persistent patterns of sexual behavior in which the achievement of full sexual satisfaction depends on the appearance of specific objects, rituals or situations"⁵. Pedophilia is therefore one of the varieties of the aforementioned paraphilia and it consists in "the involvement of children (before puberty) in sexual activity by adults"⁶. In addition, this classification defines pedophilia as: "the occurrence for at least 6 months of sexual fantasies or behaviors related to sexual activity with

¹ Abel G.G., Huffman J., Warberg B., Holland C.L. (1998), *Visual reaction time and plethysmography as measures of sexual interest in child molesters*, „Sexual Abuse: A Journal of Research and Treatment” nr 10, s. 81–96.

² *Ibidem*

³ *Ibidem*

⁴ Kogan, S.M. (2004). *Ujawnianie niechcianych doświadczeń seksualnych — badania reprezentatywnej próby amerykańskich dziewcząt w wieku dorastania*. Dziecko krzywdzone. Teoria, badania, praktyka, 9(4), 59–81.

⁵ Sajkowska, M. (2002). *Wykorzystywanie seksualne dzieci. Ustalenia terminologiczne, skala zjawiska, oblicza problemu społecznego*. Dziecko krzywdzone. Teoria, badania, praktyka, 1(1), 5–28.

⁶ *Ibidem*

pre-pubertal children"¹. When diagnosing pedophilia, the age of the perpetrator and the age difference between him and the victim are taken into account, which in practice means that the perpetrator must be over 16, and the age difference should be at least 5 years². Additionally, as scientists point out, the choice of a minor as a sexual object cannot be accidental, it must be a permanent and dominant tendency³. It is worth noting that pedophilia cannot be defined as a homogeneous phenomenon, and the first criterion that is needed to differentiate is the number of objects on which the sexual interest of the pedophile is focused⁴. A person affected by pedophilia may select children and show a strong sexual interest towards them, while not feeling sexual interest in adults. In other cases, it may, of course, be that the pedophile has sexual interest in both minors and adults⁵. The third category of pedophiles characterizes those who feel sexual desire only towards children at a specific stage of development, eg towards infants or sexually maturing people.

Based on the statistics, we can conclude that the phenomenon of pedophilia occurs primarily in men. As indicated in the literature on the subject: "In some studies, the etiology of this disorder is primarily environmental factors, and pedophiles are usually characterized by such features as: bad contact with the mother, lack of emotional relationship with the father, unsuccessful childhood, tendency to feel neglected in this respect. children, choice of professions facilitating contact with young people"⁶. In addition, the following features are also indicated: Oedipus complex, coming from a large family, longing for an older partner in adolescence, pedophilic fantasies and dreams⁷. Very often the reason for having sexual intercourse with a child (statistically - girls are the victims in most cases) may be a man's fear of embarrassment towards a mature woman due to lack of attractiveness or erectile dysfunction⁸. And what are the studies in this regard? Scientists conducting clinical trials on pedophiles point to damage to the brain structure in pedophiles and sex offenders - abnormalities in the structure of the brain cause a lack of the normal pattern of sexual arousal in pedophiles⁹. We can also read that "They also have other disturbances in the biological functioning of the body, including abnormalities in the hypothalamus, the area of the brain that controls sexuality, and hormonal imbalances"¹⁰. Moreover, it is indicated that violent sex offenders "suffer from the same brain abnormalities as

¹ Abel G.G., Rouleau J.L. (2001), *The most recent data from the Abel Assessment*, referat wygłoszony na corocznym spotkaniu International Academy of Sex Research, Montreal, Quebec, July, Canada.

² *Ibidem*

³ Jones, L.M. (2003). *Putting together evidence on declining trends in sexual abuse: a complex puzzle*. Child Abuse & Neglect 27(2), 133-135. DOI:10.1016/S0145-2134(02)00534-3.

⁴ *Ibidem*

⁵ Ahlmeyer S., Heil P., McKee B., English K. (2000), *The impact of polygraphy on admissions of victims and offenses in adult sexual offenders*, „Sexual Abuse: Journal of Research and Treatment” nr 12, s. 123–138.

⁶ *Ibidem*

⁷ Mitchell, K.J., Finkelhor, D., Wolak, J., Ybarra, M.L., Turner, H. (2011). *Youth internet victimization in a broader victimization context*. Journal of Adolescent Health, 48(2), 128–134.

⁸ *Ibidem*

⁹ Association for the Treatment of Sexual Abusers (1997), *Ethical Standards and Principles for the Management of Sexual Abusers*, Beaverton, OR: ATSA.

¹⁰ *Ibidem*

other violent offenders"¹. On the basis of the above, it can therefore be concluded that we are dealing with a biological basis by studying the phenomenon of sexual deviations². It is important that the presented studies are not mutually exclusive, which means that pedophilia has a mixed, i.e. biological and environmental etiology³.

Social policy towards perpetrators of sexual abuse of children

An example of a strong policy of dealing with adults who engage in sexual abuse of children is the United States, where the treatment of pedophiles is firmly embedded in the tradition of criminal justice⁴. The application of legal sanctions to sexual offenders is important from the point of view of building social control over the offender by punishing him on an equal basis with other criminals. In recent years, the actions of the judiciary against perpetrators of sexual abuse against children have been modified, which no longer consist only in imprisonment, but also in the use of specialized procedures, such as keeping records of sex offenders, making their data public and compulsory treatment after serving a sentence⁵. Compulsory medical treatment, also known as the "Sex Robbers Act," was fueled by the observation that a significant proportion of sexual offenses accounted for a very small percentage of extremely dangerous adult sex offenders who pose a serious and long-term threat to society⁶. This is a law that has already been enacted in 15 US states and will soon be introduced in several others. In addition, the law authorizes the compulsory confinement and treatment of sex offenders after they have served their term in prison⁷. As indicated in the literature, "compulsory treatment is usually applied to adult offenders who have been repeatedly convicted, although several states now also allow it to be used against minors; it is advisable to exercise this right in moderation"⁸. Of course, there are also critics of the above regulation arguing that "the law on sexual robbers is nothing else than unlawful deprivation of liberty under the pretext of psychiatric treatment"⁹.

Currently, all North American states have a policy of keeping records of sex offenders, although different details are adopted in different parts of the country¹⁰. In the registers kept, apart from the personal data of the perpetrator, demographic data and information about the whereabouts,

¹ Jones, L.M., Finkelhor, D., Halter, S. (2006). Child Maltreatment Trends in the 1990s: *Why Does Neglect Differ From Sexual and Physical Abuse?* Child Maltreatment 11(1), 107–120. DOI: 10.1177/1077559505284375.

² *Ibidem*

³ Balon R. (1998), *Pharmacological treatment of paraphilias with a focus on antidepressants*, „Journal of Sex and Marital Therapy” nr 24, s. 241–254.

⁴ *Ibidem*

⁵ *Ibidem*

⁶ Izdebska, A. (2010). *Problem wykorzystywania seksualnego*, W: Sajkowska, M. (red.), Dziecko wykorzystywane seksualnie. Diagnoza, interwencja, pomoc psychologiczna (s. 9–20). Warszawa: Fundacja Dzieci Niczyje.

⁷ *Ibidem*

⁸ *Ibidem*

⁹ Bard L.A., Carter D.L., Cerce D.D., Knight R.A., Rosenberg R, Schneider B. (1987), *A descriptive study of rapists and child molesters: Developmental, clinical and criminal characteristics*, „Behavioral Sciences and the Law” nr 5, s. 203–220.

¹⁰ *Ibidem*

photographs and other information are placed¹. As numerous reports and studies show, all such records are made available to the judicial authorities for internal use, but there is no information on what this means for investigative activities. In a significant percentage of juvenile sex offenders, victims are known and named in reports, and the records themselves can be made publicly available via the Internet². In addition, individual states have the legal authority to take specific actions to inform the public about all or only some of the pedophiles on the register. The internal law of individual states requires them to remove persons from the register after a certain period of time, provided that they have not committed new offenses, and in other, more restrictive, registration is for life³. Assessing the above practice purely scientifically, it is still uncertain whether keeping records and disclosing the names of sex offenders to the public actually reduces recidivism and increases the protection of children⁴. The available statistical data indicate that the above-mentioned activities perform more of a preventive function. The biggest problem related to the purposefulness of making the names of sex offenders public is, for example, the fact that the registers contain a lot of incorrect (or outdated) information - people change their place of residence and it may happen that someone moves into a flat listed in the register as a flat belonging to a pedophile and will suffer unjustified consequences⁵. Another problem may be the use of lynch and hysteria in society, which will ultimately bring more harm than good.

It is true that any solutions introduced so far to prevent pedophilia are only a reaction to something, they act preventively and certainly, they prevent free movement, impose supervision or compulsory treatment, but they do not precede anything, which means that a more comprehensive fight against the problem requires the use of another, not undertaken so far policy⁶. As aptly indicated in the literature on the subject, "if we want to not only treat people by molesting children *post factum*, but also to prevent molestation, the main goal of clinical, scientific and financial initiatives must be prevention"⁷. Unfortunately, the policy so far has been limited to preventive prevention of victimization rather than focusing on the prevention of sexual offenses (as is the case with the prevention of physical abuse or child neglect)⁸. One of the American sociologists, David Finkelhor, pointed out that "prevention programs aimed at preventing victimization consist in teaching young children how to resist and expose sexual abuse attempts", but this does not change the fact that more comprehensive attempts are

¹ *Ibidem*

² Brownell K.D., Hayes S.C., Barlow D.H. (1977), *Patterns of appropriate and deviant sexual arousal: The behavioral treatment of multiple sexual deviations*, „Journal of Consulting and Clinical Psychology” nr 45, s. 1144–1155.

³ *Ibidem*

⁴ Sajkowska, M. (2004). *Przekazy prasowe na temat wykorzystywania seksualnego dzieci — „stare” i „nowe” historie*. W: M. Sajkowska (red.). *Wykorzystywanie seksualne dzieci* (s. 235–247). Warszawa: Fundacja Dzieci Niczyje.

⁵ Bureau of Justice Statistics (1998), *National Conference on Sex Offender Registries: Proceedings of a BJS/SEARCH conference*, U.S. Department of Justice, Washington D.C.

⁶ *Ibidem*

⁷ *Ibidem*

⁸ Finkelhor, D. (2009). *The Prevention on Childhood Sexual Abuse. The Future of Children* 19(2), 169–194.

needed, which would involve the prevention of both illicit acts and victimization that would target both adults and adolescents and children, i.e. potential victims¹.

Summary

Very large amounts of research and analyzes conducted both in Poland and in the world confirm only how big a problem is the phenomenon of sexual abuse (in its various forms). For example, the Nationwide diagnosis in its research showed that as many as 12.4% of teenagers have experienced sexual abuse at least once². The scale of the problem of childhood sexual abuse diagnosed in the study is similar to other empirical findings in this regard based on retrospective declarations of a representative sample of adult Poles³. A greater percentage of respondents - 8.9% - have experienced sexual abuse that is not related to touch, such as verbal harassment, exhibitionism, Internet recruitment. Exactly 6.4% of adolescents had experiences of a sexual nature that involved physical contact⁴. It is emphasized that this was the expected result, taking into account the fact that non-contact forms of sexual abuse do not require such a large involvement of the perpetrator in creating contact with the child and thus appear more often⁵. The above tendency is confirmed by the results of studies using a similar methodology conducted by various institutes in Great Britain and the United States.

Additionally, the results of the above-mentioned analysis indicate that girls were more often victims of sexual abuse (as much as 15.7%) than boys (9.2%). Boys, on the other hand, more often declared sexual contacts with an adult before the age of 15. It is also indicated that "the features of these experiences (being in a relationship with an adult the contact concerned, non-trauma) indicate that most of them were situations of early sexual initiation of boys in contact with adult women"⁶.

Undoubtedly, an important challenge is to continue research on the problem based on the same methodology in subsequent years, because the sexual abuse of minors is such a dynamic problem, the objective scale of which changes mainly due to moral changes and the development of new technologies⁷. The key problem is also grooming, intensified with the development of the Internet, that is recruiting children to sexual contacts on the Internet, which has recently also had its mirror version, in which teenagers in various forms establish online

¹ *Ibidem*

² Podlewska, J., Trocha O. (2012). *Ochrona prawna małolentich — kierunki przemian prawa i postępowania karnego, zagadnienia wybrane*. Dziecko krzywdzone. Teoria, badania, praktyka, 2(39), 133–148.

³ *Ibidem*

⁴ Hamby, S., Finkelhor, D., Turner, H. (2012). *Teen Dating Violence: Co-Occurrence With Other Victimization in the National Survey of Children's Exposure to Violence (NatSCEV)*. Psychology of Violence 2(2), 111–124. DOI: 10.1037/a0027191.

⁵ *Ibidem*

⁶ Finkelhor, D., Araji, S., Baron, L., Browne, A., Peters, S.D., Wyatt, G.E. (1986). *A sourcebook on child sexual abuse*. Newbury Park: SAGE Publications, Inc.

⁷ *Ibidem*

sexual relations with adult men in search of adventure and material benefits¹. So far, this phenomenon remains fully unexplored, but it should complement the set of forms of sexual abuse, because - despite the active role of minors - it meets the definition criteria of this phenomenon. Regardless of the objective changes in the dimension of the above problem, which may also be influenced by more and more widely conducted preventive measures, the social readiness to perceive the problem and debate it is constantly changing. Including personal experiences².

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¹ *Ibidem*

² Sajkowska, M. (red.) (2010). *Dziecko wykorzystywane seksualnie. Diagnoza, interwencja, pomoc psychologiczna*. Warszawa: Fundacja Dzieci Niczyje.

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PRZESTĘPSTWO SEKSUALNEGO WYKORZYSTANIA DZIECI - PERSPEKTYWA PRAWNA I KRYMINOLOGICZNA

Streszczenie: W niniejszym opracowaniu analizowane są ustalenia badawcze problemu wykorzystywania seksualnego nieletnich poniżej 15. roku życia. Artykuł definiuje pojęcie wykorzystania seksualnego i pedofilii. Definicje tych zjawisk wpływają na ocenę rozpowszechnienia zjawiska, ocenę trendów oraz wyznacza sposób reagowania na nie (sankcje, leczenie, prewencja). W opracowaniu przedstawiono także charakterystykę zjawiska wykorzystania pod kątem zasięgu zjawiska, analizy sprawcy i ofiary wykorzystania, a także samego czynu.

Słowa kluczowe: pedofilia, wykorzystywanie seksualne, przemoc wobec dzieci

Bir Yönetim İnovasyonu Ölçeğinin Uyarlanması¹

Adaptation of a Management Innovation Scale

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Öz

Bu çalışmanın amacı literatür taraması sonucunda üç boyutlu bir yönetim inovasyonu ölçeği geliştirilerek geçerlik ve güvenilirliğini test etmektir. Yönetim inovasyonunun ölçülmesiyle ilgili olarak henüz literatürde bir ölçeğin geliştirilmediği ve bu anlamda bir eksikliğin olduğu yapılan araştırmalarda görülmektedir. Bu çalışmada kapsamlı bir literatür taraması yapılarak uyarlanan 28 maddelik bir ölçekle yönetim inovasyonu ölçülmeye çalışılmıştır. Oslo Kılavuzu (2005)'e uygun olarak "Ticari Uygulamalarda İnovasyon", "İşyeri Organizasyonunda İnovasyon" ve "Dış İlişkilerde İnovasyon" olmak üzere üç boyutlu bir ölçek geliştirilmiştir. Bu bağlamda yapılan çalışmanın mevcut literatüre teorik anlamda katkı sağlaması amaçlanmıştır.

Abstract

The aim of this study is to test the validity and reliability of a three dimensional management innovation scale as a result of literature reviews. After long researches, it has been observed in the literature that a scale has not been developed yet and there is a deficiency in this sense. In this study, management innovation was tried to be measured with a 28 - item scale adapted from a wide literature review. In accordance with the Oslo Guidelines (2005), a three - dimensional Scale was developed, namely "Innovation in Commercial Practice", "Innovation in Workplace Organization" and "Innovation in External Relations". In this context, the study is expected to contribute theoretically to the current literature.

* Van Yüzüncü Yıl Üniversitesi, Sosyal Bilimler Enstitüsünde gerçekleştirilen "Yönetim İnovasyonu Ölçeğinin Uyarlanması: Geçerlik ve Güvenirlik Analizi" başlıklı tezden türetilmiştir.

Prawo Dostępu do Broni Palnej a Bezpieczeństwo Publiczne

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Streszczenie

Celem artykułu jest zaprezentowanie obszaru i efektów implementacji dyrektyw unijnych do prawa polskiego w zakresie dostępu do broni palnej. Wyjaśnienie pojęć : prawo, bezpieczeństwo, bezpieczeństwo publiczne jest kluczowym elementem do rozpatrywania problematyki korelacji pomiędzy uszczegółowionymi wymogami i procedurami, których spełnienie pozwala na uzyskanie pozwolenia na posiadanie broni palnej, a wpływem opisanych procedur na stan bezpieczeństwa obywateli.

Słowa kluczowe: broń palna, prawo, bezpieczeństwo publiczne.

Zagadnienie dostępu – prawa w rozumieniu uprawnień – do broni palnej można rozpatrywać przynajmniej w dwóch płaszczyznach. Wpływu tego dostępu na bezpieczeństwo oraz podmiotowych praw obywatelskich. Aspekty te można rozszerzyć o zasadnicze zagadnienia związane z problematyką prawną, problematyką bezpieczeństwa, praw i obowiązków obywateli.

Bezpieczeństwo i prawo to dwa pojęcia – dziedziny oddziaływujące w sposób istotny na życie jednostki, społeczeństwa i państwa. Analizowanie ich wpływu wymaga zdefiniowania tych pojęć tym bardziej w przypadku próby zbadania ich wzajemnych relacji.

Przedstawiany temat dotyczy bezpieczeństwa w aspekcie prawnym w istocie zawiera punkt widzenia, który zakłada jednokierunkowość, prawo oddziałuje jedynie jednostronnie na bezpieczeństwo. Jednakże założenie to w istocie jest mylne, ponieważ oddziaływanie prawa na bezpieczeństwo występuje poprzez jego tworzenie, stosowanie, interpretację, ale również bezpieczeństwo w swoim szerokim zakresie wpływa na wyżej wymienną triadę poprzez wymuszanie na decydentach stosownych działań z zakresu prawa, aby zabezpieczyć funkcjonowanie bezpieczeństwa. Jest to więc działanie dwukierunkowe. Waga tej korelacji

wynika z istoty funkcjonowania współczesnego świata i roli w nim państwa jako organizacji mającej zabezpieczyć życie społeczne i życie jednostki¹.

Artykuł ma zasygnalizować problematykę wzajemnych oddziaływań prawa rozumianego jako regulacji państwa w zakresie dostępu do broni i bezpieczeństwa oraz dać asumpt do głębszego przeanalizowania wzajemnych oddziaływań posiadania przez obywateli broni palnej na bezpieczeństwo z uwzględnieniem relacji odwrotnej.

Wspomniane powyżej oddziaływanie prawa na bezpieczeństwo wymaga sprecyzowania pojęcia prawa. Termin "prawo" jest wieloznaczny a rozważania nad istotą prawa od najdawniejszych czasów związane są z przekonaniem o potrzebie istnienia ładu społecznego.² oraz tym, że jakakolwiek forma państwa ma ten ład zapewnić. W tradycji filozofii starożytnej dominowało przekonanie, że porządek spraw ludzkich ma charakter naturalny przez co rozumiano, że jest częścią ładu istniejącego w całym wszechświecie a prawo stanowione było instrumentem regulacji społecznej a tym samym zachowań ludzi.

Współcześnie przyjmuje się stanowisko kompromisowe. Prawo pojmowane jest jako zespół reguł ustanowionych bądź uznanych przez odpowiednie organy państwa, popartych przymusem państwowym. Dominujący jest tu kierunek pozytywistyczny, jednak porządek prawny nie może być oderwany od tworzonych w kulturze ideałów, wzorów zachowań i sposobów rozumowania, bowiem prawo spotyka się z pełnym posłuchem tylko wtedy, gdy instytucje stanowiące prawo cieszą się niezbędnym autorytetem.

Podsumowując kwestie związane z istotą prawa należy stwierdzić, że prawo jest zjawiskiem społecznym i pojawia się tylko wówczas, gdy mamy do czynienia z relacjami między jednostkami ludzkimi w ramach mniej lub bardziej zorganizowanej grupy. Nie dotyczy stosunku człowieka do siebie samego, do bóstwa, elementów i zjawisk przyrody, chyba że stosunki te mają jakieś odniesienia i uwarunkowania społeczne a wyraża wartości i potrzeby o szerszym lub węższym zasięgu społecznym które ma chronić i urzeczywistniać. Prawo powstaje jako produkt procesu decyzyjnego mniej lub bardziej sformalizowanego przejawiającego się w ramach grup społecznych, w tym w szczególności w zbiorowości społecznej, jaką jest państwo, które pośredniczy w formułowaniu i sankcjonowaniu prawa. Realne obowiązywanie prawa uzależnione jest od społecznego przyzwolenia dla prawa, czyli gotowości jednostki i społeczeństwa do jego przestrzegania co wynika z normatywności i perswazyjnej roli prawa.

Podstawową cechą prawa jest jego normatywny charakter. Prawem są więc normy reguły zachowania, które dyscyplinują do określonego sposobu postępowania. W najszerszym rozumieniu prawo to zespół norm odnoszących się do zachowania jego adresatów, ustanowionych lub uznanych przez państwo. Państwo jest kreatorem prawa tzn. państwo tworzy prawo lub uznaje normy społeczne (np. moralne, zwyczajowe) za obowiązujące, w konsekwencji przekształcając je w normy prawne. Tworząc i stosując prawo państwo działa w

¹ Mirosław J. Bednarski, *Bezpieczeństwo w aspekcie prawnym [w:] Prawo a bezpieczeństwo pr. zbior.,* Warszawa 2021

² G.L. Seidler: *Idea ładu w systemie wartości*, "Państwo i Prawo" nr 7/1975,

ramach władzy politycznej, a więc państwo stoi na straży stworzonych przez siebie lub uznanych norm postępowania a dla ich zabezpieczenia dysponuje rozbudowanym aparatem władzy takim jak Policja, kontrola skarbową itp.

Prawo wyznacza status jednostki w państwie określając jej prawa i obowiązki jest również wyrazem polityki państwa i w tym rozumieniu założenia polityczne przekładają się na język prawny, a prawo jest sposobem realizacji określonej polityki w tym zapewnienia szeroko rozumianego bezpieczeństwa.

Bezpieczeństwo jest terminem interdyscyplinarnym. Badaniem jego aspektów zajmuje się wiele różnych dziedzin nauki co powoduje niedookreśloność tego pojęcia, gdyż każda dziedzina nauki zajmuje się różnymi aspektami bezpieczeństwa. Najprostsze znaczenie tego terminu można wynieść z etymologii „bezpieczeństwa”. Z języka łacińskiego bezpieczeństwo – securitas składa się z dwóch członów: sine (bez) i cura (zmartwienie, strach, obawa). Bezpieczeństwo było więc rozumiane jako stan braku zmartwień i strachu¹ a w najogólniejszym znaczeniu bezpieczeństwo, w naukach społecznych, obejmuje zaspokajanie takich potrzeb jak: istnienie, przetrwanie, całość, tożsamość, niezależność, spokój, posiadanie i pewność rozwoju. Dotyczy to zarówno pojedynczych jednostek ludzkich, grup społecznych, większych zbiorowości, jak i państw, grup państw oraz całych systemów międzynarodowych.²

Reasumując należy rozróżnić trzy zasadnicze podmioty w stosunku do których używamy i dla których istotne jest zapewnienie bezpieczeństwa. Człowiek, społeczeństwo, państwo. Podmioty te wzajemnie powiązane i nierozzerwalne bezustannie oddziałują na siebie i poprzez wzajemny stosunek tworzą stan ogólnego bezpieczeństwa.

W pierwszym ujęciu – negatywnym, bezpieczeństwo traktowane jest jako brak zagrożeń i w tym aspekcie należy skoncentrować się na analizowaniu działania podmiotu, którego celem jest ochrona przed zagrożeniami dla istotnych wartości wewnętrznych. Drugie ujęcie jest szersze i zwane jest pozytywnym. Postrzega ono kształtowanie pewności przetrwania, posiadania i swobód rozwojowych podmiotu. Inaczej mówiąc: pierwsze podejście definiuje bezpieczeństwo w przeciwieństwie do zagrożenia, natomiast drugie analizuje kreatywną aktywność podmiotu.³

Można również wyodrębnić trzy wymiary bezpieczeństwa: podmiotowe, przedmiotowe i procesualne. W wymiarze podmiotowym bezpieczeństwo oznacza pewność istnienia i przetrwania danego podmiotu, wymiar przedmiotowy oznacza pewność stanu posiadania podmiotu oraz jego swobody rozwojowe, a procesualny – zmienność w czasie subiektywnych i obiektywnych aspektów bezpieczeństwa.⁴ Zgodnie z interpretacją S. Kozieja podmiotem bezpieczeństwa mogą być wszystkie jednostki mające własne interesy i wyrażające ambicje realizacji tych interesów. Mogą to być pojedyncze osoby, różne grupy społeczne, narody, społeczności międzynarodowe i wreszcie cała ludzkość. Stosownie do tego możemy

¹ J. Kaczmarek, A. Skowroński: *Bezpieczeństwo: świat – Europa – Polska*. Wrocław, 1998,

² R. Zięba: *Instytucjonalizacja bezpieczeństwa europejskiego* Warszawa, 2004,

³ R. Zięba: *Instytucjonalizacja bezpieczeństwa europejskiego* Warszawa, 2004,

⁴ Ibidem

wyodrębniać różne rodzaje bezpieczeństwa: indywidualne (personalne), grupowe (rodowe, plemienne), narodowe (państwowe), międzynarodowe (regionalne, globalne). Bezpieczeństwo przejawia się we wszystkich dziedzinach aktywności podmiotu.¹ Zgodnie z założeniem S Kozieja bezpieczeństwo i rozwój to dwa podstawowe wymiary istnienia jednostek i całych społeczności, w tym społeczności zorganizowanych w państwa lub organizacje międzynarodowe. Te dwa wymiary wzajemnie się warunkują; bez bezpieczeństwa nie ma rozwoju, rozwój zaś ułatwia zapewnianie bezpieczeństwa. Bezpieczeństwo ma wiele definicji.² Najczęściej bezpieczeństwo definiuje się zarówno jako stan (osiągnięte poczucie bezpieczeństwa danego podmiotu), jak i proces (zapewnianie poczucia bezpieczeństwa podmiotu). Bardziej praktyczne jest podejście drugie, odzwierciedlające naturalny, dynamiczny charakter zjawiska bezpieczeństwa. Charakterystycznym dla tego autora jest powiązanie pojęć bezpieczeństwa i dynamiki rozwoju. W tym sensie bezpieczeństwo danego podmiotu to ta dziedzina jego aktywności, której treścią jest zapewnianie możliwości przetrwania (egzystencji) i swobody realizacji własnych interesów w niebezpiecznym środowisku, w szczególności poprzez wykorzystywanie szans (okoliczności sprzyjających), stawianie czoła wyzwaniom, redukcja ryzyka oraz przeciwdziałanie wszelkiego rodzaju zagrożeniom dla podmiotu i jego interesów. Obecnie coraz częściej mamy do czynienia ze stanem, w którym problematyka bezpieczeństwa leży jednocześnie w kompetencjach wielu podmiotów państwowych. Stąd też mówimy o transsektorowości współczesnego bezpieczeństwa.³

Z przedstawionych podziałów interesującym w zakresie poruszanej problematyki jest podział na bezpieczeństwo wewnętrzne i zewnętrzne a szczególnie wyodrębnienie bezpieczeństwa wewnętrznego.

Bezpieczeństwo wewnętrzne jest składową szerszego pojęcia, jakim jest bezpieczeństwo narodowe. W najogólniejszym sensie tak rozumiane bezpieczeństwo wewnętrzne obejmowało wszystko to, co wiązało się ze stabilnością i porządkiem na danym terytorium, a jego zapewnianie leżało w kompetencjach instytucji policyjnych. Bezpieczeństwo zewnętrzne natomiast obejmowało ochronę i obronę przed zagrożeniami z zewnątrz, za co odpowiadały struktury wojskowe. Te dwa rodzaje bezpieczeństwa nie mogą więc być traktowane na zasadzie dychotomicznego podziału, lecz jako wartości uzupełniające się. Z terminem bezpieczeństwa wewnętrznego wiążą się pojęcia szeroko pojętego bezpieczeństwa i porządku publicznego. Ochrona tych wartości stanowi jedno z najstarszych, niezbywalnych i fundamentalnych zadań każdego państwa.⁴ Terminy „bezpieczeństwo” i „porządek publiczny” często występują w porządku prawnym, nie mają jednak w przepisach prawa definicji legalnej nadającej im jednolitą treść i zakres znaczeniowy.⁵ Analizowane pojęcia językowe są kategoriami prawnymi o zasięgu

¹ S. Koziej: *Bezpieczeństwo narodowe II* 2011/18,

² J. Stańczyk: *Współczesne pojmowanie bezpieczeństwa*. Warszawa, 1996,

³ S. Koziej: *Bezpieczeństwo narodowe II* 2011/18,

⁴ M. Stahl: *Materialne prawo administracyjne*, Warszawa 2002,

⁵ M. Janik: *Policja administracyjna Jako funkcja państwa - prolegomena, [w:] Przemiany doktrynalne i systemowe prawa publicznego*. Studia dedykowane prof. Bednarkowi, praca zbiorowa. Uniwersytet Warmińsko-Mazurski, 2002

interdyscyplinarnym, pozostającymi w obszarze badań wielu dyscyplin naukowych. Sytuacja, ta nie wynika jednak ze złej woli prawodawcy lub braku jednolitości orzecznictwa sądowego, lecz uzasadniona jest z szerokim ich zakresem znaczeniowym.¹

W polskim prawodawstwie, podobnie jak i na gruncie prawa wspólnotowego, pojęcia te stanowione i stosowane są jako pojęcia niedookreślone, nieostre, wieloznaczne, prawnie niezdefiniowane i oceniające.² Według W. Kawki. „bezpieczeństwo publiczne” jest to stan, w którym ogół społeczeństwa i jego interesy oraz państwo wraz ze swymi celami mają zapewnioną ochronę przed szkodami zagrażającymi im z jakiegokolwiek źródła. Ochrona bezpieczeństwa publicznego jest zatem zadaniem państwa, które przez normy prawne ustala, co jest zgodne z bezpieczeństwem, a co temu bezpieczeństwu zagraża i jakie środki ochrony tego bezpieczeństwa należy podejmować.³ Zdaniem S. Pikulskiego który uważa, że podejmując próbę zdefiniowania pojęcia bezpieczeństwa publiczne, należy mieć na uwadze pewien pożądany stan rzeczy. gwarantujący niezakłócone funkcjonowanie urzędów publicznych w państwie oraz bezpieczeństwo życia obywateli, obejmujące ochronę ich zdrowia, życia i mienia.⁴ Natomiast S. Pieprzny uwzględniając dotychczasowy dorobek nauki prawa, obowiązujący stan normatywny i doświadczenie praktyki wyróżnia w określeniu pojęcia „bezpieczeństwo” dwa jego charakterystyczne elementy, wskazując na subiektywne poczucie pewności i obiektywny brak zagrożenia.

W literaturze przedmiotu pojęcie ochrony bezpieczeństwa i porządku publicznego rozumiane jest jako całość urzędów prawnych, organizacyjnych, technicznych. pozostających w dyspozycji państwa, zapewniających bezpieczeństwo państwa, jego trwałość i warunki rozwoju ustroju, ochronę zasad konstytucyjnych. ze szczególnym uwzględnieniem zasad poszanowania prawa, w tym praw obywatelskich i zasad współżycia społecznego, oraz ochronę stosunków regulowanych normami moralnymi i zwyczajowymi. Normy prawne zawierające te pojęcia nie wyjaśniają jednak materialnych ich treści, co wymaga sięgnięcia do wykładni doktrynalnej lub do przepisów prawa materialnego ściśle związanych z materią obu regulowanych stanów. Otóż bezpieczeństwo i porządek publiczny stanowią wartości, które podlegają ochronie konstytucyjnej. Do pojęć i wyrażających te wartości, ujętych w różnym kontekście prawnym. wielokrotnie odwołuje się Konstytucja Rzeczypospolitej Polskiej.

Poziom, powszechność dostępu obywateli do broni palnej często rozumiany jest jako czynnik wpływający na poziom bezpieczeństwa publicznego. Upowszechniony i utrwalony schemat funkcjonujący w świadomości społecznej można podzielić na dwa poglądy. Swobodny dostęp pogarsza bezpieczeństwo i drugi ograniczony, zwiększa poczucie bezpieczeństwa. Wskazać

¹ S. Pieprzny: *Ochrona bezpieczeństwa i porządku publicznego w prawie administracyjnym*, Rzeszów 2011,

² E. Ury (red.), K. Rajchel, M. Pomykała, S. Pieprzny: *Bezpieczeństwo wewnętrzne we współczesnym państwie*, praca zbiorowa Rzeszów 2008,

³ S. Pieprzny: *Administracja bezpieczeństwa i porządku publicznego*. Rzeszów 2008,

⁴ S. Pikulski: *Podstawowe zagadnienie bezpieczeństwa publicznego*, [w:] *Prawne i administracyjne aspekty bezpieczeństwa i porządku publicznego w okresie transformacji ustrojowo gospodarczej*, red. W. Bednarek. S. Pikulski. Olsztyn 2000,

również należy na funkcjonujące w przestrzeni publicznej stanowisko, że posiadanie przez obywateli broni i wolny dostęp do niej zwiększa bezpieczeństwo ze względu na odstrasżające działanie tego faktu w stosunku do świata przestępczego. Posiadanie broni w takim wypadku traktowane jest jako czynnik prewencyjny. Teoretycznie, z punktu widzenia logiki, istnieją dwie możliwości podejścia do zagadnienia posiadania broni przez obywateli państwa. Całkowity zakaz posiadania prywatnie broni oraz swobodny, niczym nieograniczony dostęp do niej. Te skrajne rozwiązania praktycznie nie funkcjonują we współczesnym świecie. Praktyką jest zastosowanie rozwiązania pośredniego związanego z reglamentacją, mniej lub bardziej rygorystyczną, wprowadzającą system prawny określający zasady posiadania broni przez obywateli.

W Polsce obowiązują trzy podstawowe akty prawa krajowego które dają podstawę regulacji w zakresie dostępu do broni, zasad reglamentowania dostępu oraz wytwarzania i obrotu bronią. Konstytucyjnym aktem jest Ustawa o broni i amunicji uchwalona 21.05.1999 r.¹ Ustawa charakteryzuje się kompleksowością regulacji. Stopień szczegółowości i liczba warunków, które zobowiązany jest spełnić wnioskodawca, a następnie posiadacz broni palnej wskazują na znaczny stopień restrykcyjności ustawy². Orzecznictwo sądów administracyjnych i doktryna jest zdania, że organy wydające decyzję o pozwoleniu na broń mogą prowadzić bardziej lub mniej restrykcyjną politykę w tym zakresie³. Dowolność w interpretacji stosowania ustawy z pewnością nie wzmacnia zasady zaufania obywateli do państwa. Drugim aktem, niezmiernie istotnym dla legalnych posiadaczy broni, wydanym na podstawie w/w ustawy jest Rozporządzenie Ministra Spraw Wewnętrznych z dnia 26 sierpnia 2014 r. w sprawie przechowywania, noszenia oraz ewidencjonowania broni i amunicji.⁴ Rozporządzenie dookreśla zasady i warunki przechowywania, noszenia oraz ewidencjonowania broni i amunicji. Trzecim, z triady uregulowania prawnego, jest Ustawa z dnia 13 czerwca 2019 r. o wykonywaniu działalności gospodarczej w zakresie wytwarzania i obrotu materiałami wybuchowymi, bronią, amunicją oraz wyrobami i technologią o przeznaczeniu wojskowym lub policyjnym.⁵

Rzeczpospolita Polska jest państwem unitarnym z systemem prawa stanowionego, zatem większość regulacji prawnej związanej z prawami politycznymi oraz obywatelskimi jest ustanawiana na szczeblu ogólnokrajowym. Jednym z obszarów zainteresowania władzy

¹ Ustawa z dnia 21 maja 1999 r. o broni i amunicji (Dz.U.2020.955 tj.)

² M. Mróz, *Posiadanie broni strzeleckiej przez osoby fizyczne: prawo, polityka, praktyka*, „Analizy BAS” 2009/7, s.2, [http://orka.sejm.gov.pl/WydBAS.nsf/0/95AF503F8EB2115FC125757D002FA0F8/\\$file/Analiza_%20BAS_2009_15.pdf](http://orka.sejm.gov.pl/WydBAS.nsf/0/95AF503F8EB2115FC125757D002FA0F8/$file/Analiza_%20BAS_2009_15.pdf) (dostęp: 19.07.2022 r.).

³ M. Mróz, *Posiadanie*., s. 4, 9; wyrok Naczelnego Sądu Administracyjnego z 27.01.2012 r., II OSK 2151/10, LEX nr 1125236; wyroki Wojewódzkiego Sądu Administracyjnego w Warszawie: z 13.06.2012 r., II SA/WA 621/12, LEX nr 1230649; z 26.03.2015 r., II SA/Wa 1891/14, LEX nr 1730452.

⁴ Rozporządzenie Ministra Spraw Wewnętrznych z dnia 26 sierpnia 2014 r. w sprawie przechowywania, noszenia oraz ewidencjonowania broni i amunicji (Dz.U.2014.1224)

⁵ Ustawa z dnia 13 czerwca 2019 r. o wykonywaniu działalności gospodarczej w zakresie wytwarzania i obrotu materiałami wybuchowymi, bronią, amunicją oraz wyrobami i technologią o przeznaczeniu wojskowym lub policyjnym (Dz.U.2022.268 tj.)

centralnej jest kwestia posiadania, przechowywania oraz przenoszenia broni palnej¹. Członkostwo Polski w Unii Europejskiej zobligowało do dostosowania prawa krajowego do przepisów wspólnotowych. Uchwalając ustawę o broni i amunicji ustawodawca stwierdził, że ustawa dokonuje w zakresie swojej regulacji wdrożenia dyrektywy 91/477/EWG z dnia 18 czerwca 1991 r. w sprawie kontroli nabywania i posiadania broni (Dz. Urz. WE L 256 z 13.09.1991). Późniejsza czasowo Unijna dyrektywa zmieniająca przedmiotowe przepisy z zakresu broni z 2017 r. nie została zaimplantowana do ustawodawstwa polskiego. Nie powoduje to jednak kolizji ze względu, iż obowiązujące pierwotne przepisy Polskiej ustawy w większości uwzględniają zapisy dyrektywy zmieniającej. Podstawowy akt prawny regulujący zagadnienia broni palnej oraz jej posiadania na terenie Rzeczypospolitej Polskiej w pierwszym artykule wskazuje zakres przedmiotowy regulacji.

Ustawa określa:

- zasady wydawania i cofania pozwoleń na broń;
- zasady nabywania, rejestracji, przechowywania, zbywania i deponowania broni i amunicji;
- zasady przewozu przez terytorium Rzeczypospolitej Polskiej oraz przywozu z zagranicy i wywozu za granicę broni i amunicji;
- zasady posiadania broni i amunicji przez cudzoziemców;
- zasady funkcjonowania strzelnic.

Oprócz powyższych zagadnień w ustawa o broni i amunicji zawiera przepisy karne. Określony w art. 50 u.b.a. występkiem porzucenie broni lub amunicji jest jedynym przestępstwem stypizowanym w tym akcie prawnym. Jest to przykład tzw. przestępstwa pozakodeksowego. Ustawa typizuje także szereg typów wykroczeń godzących w dobra chronione przez ustawę o broni i amunicji (art. 51 ust. 1-3). W dalszych przepisach zawarto podstawę prawną przypadku broni i amunicji orzekałego w razie popełnienia wykroczeń, o których mowa w art. 51 ust. 1 i 2 u.b.a. (art. 51 ust. 4 u.b.a.), a także określono procesowy tryb postępowania w sprawach o ww. wykroczenia i orzekania ww. przypadku.

Kluczowe pojęcie dla funkcjonowania ustawy, czyli pojęcie broni, zostało zdefiniowane w art. 4 ust. 1. szeroko. Ilekroć w ustawie jest mowa o broni, należy przez to rozumieć:

- 1) broń palną, w tym broń bojową, myśliwską, sportową, gazową, alarmową i sygnałową;
- 2) broń pneumatyczną;
- 3) miotacze gazu obezwładniającego;
- 4) narzędzia i urządzenia, których używanie może zagrażać życiu lub zdrowiu:
 - a) broń białą w postaci
 - ostrzy ukrytych w przedmiotach niemających wyglądu broni,
 - kastetów i nunczako,

¹ P. Podsiedlik, *Zagadnienia administracyjno-prawne posiadania broni palnej w Polsce. Charakterystyka prawa posiadania broni palnej*, Katowice 2010, s.7-9.

- pałek posiadających zakończenie z ciężkiego i twardego materiału lub zawierających wkładki z takiego materiału,
- pałek wykonanych z drewna lub innego ciężkiego i twardego materiału, imitujących kij bejsbolowy,
- b) broń cięciwową w postaci kusz,
- c) przedmioty przeznaczone do obezwładniania osób za pomocą energii elektrycznej.

Drugie z kluczowych pojęć na gruncie ustawy o broni i amunicji, tj. amunicja, zostało zdefiniowane w art. 4 ust. 3 u.b.a., gdzie wskazano, że w rozumieniu ustawy amunicją są naboje przeznaczone do strzelania z broni palnej.

Należy zauważyć, że zawarte w ustawie o broni i amunicji regulacje dotyczące broni i amunicji nie znajdują zastosowania w przypadkach, gdy broń i amunicja stanowi uzbrojenie określonych formacji uzbrojonych, a także w przypadkach obrotu bronią i amunicją z zagranicą.

Z punktu widzenia zakresu przedmiotowego ustawy o broni i amunicji ważną okolicznością jest to, że ustawa ta dokonuje w zakresie swojej regulacji wdrożenia dyrektywy Rady 91/477/EWG z 18.06.1991 r. w sprawie kontroli nabywania i posiadania broni (Dz.Urz. WE L 256, s. 51 1) 2. W art. 1 dyrektywa ta wprowadziła kilkanaście definicji pojęć, w tym broni palnej 3, amunicji 4 i Europejskiej karty broni palnej 5, której poświęcono załącznik II do dyrektywy. W art. 2 ust. 2 dyrektywy 91/477 wprowadzono wyłączenie stosowania – zgodnie z tym przepisem nie ma ona zastosowania do nabywania ani posiadania broni i amunicji, zgodnie z prawem krajowym, przez siły zbrojne, policję lub organy publiczne.

W art. 3 dyrektywy 91/477 ustanowiono zasadę, że państwa członkowskie mogą w swym ustawodawstwie uchwalić przepisy surowsze niż przewidziane w dyrektywie.

W załączniku I do dyrektywy 91/477 sklasyfikowano broń palną 6 w trzech kategoriach.

Kategoria A – broń palna niedozwolona:

1. Wojskowe pociski o działaniu wybuchowym oraz ich wyrzutnie.
2. Samoczynna broń palna.
3. Broń palna ukryta pod postacią innego przedmiotu.
4. Amunicja z pociskami przeciwpancernymi, wybuchowymi lub zapalającymi oraz pociski dla takiej amunicji.
5. Amunicja do pistoletów i rewolwerów z pociskami grzybującymi (ang. expanding) oraz pociski dla takiej amunicji, oprócz broni dla myślistwa i strzelectwa sportowego
6. Samoczynna broń palna, która została przerobiona na samopowtarzalną broń palną, bez uszczerbku dla art. 7 ust. 4a dyrektywy 91/477.
7. Każdy z poniższych rodzajów samopowtarzalnej broni palnej centralnego zapłonu:

- a) krótka broń palna, pozwalająca na wystrzeliwanie ponad 21 nabojów bez przeładowania, jeżeli:
 - mechanizm ładujący o pojemności przekraczającej 20 nabojów stanowi część tej broni palnej; lub
 - odłączalny mechanizm ładujący o pojemności przekraczającej 20 nabojów jest do niej wprowadzony;
 - b) długa broń palna, pozwalająca na wystrzeliwanie ponad 11 nabojów bez przeładowania, jeżeli:
 - mechanizm ładujący o pojemności przekraczającej 10 nabojów stanowi część tej broni palnej; lub
 - odłączalny mechanizm ładujący o pojemności przekraczającej 10 nabojów jest do niej wprowadzony.
8. Samopowtarzalna długa broń palna (tj. broń palna, która jest pierwotnie przeznaczona do strzelania z ramienia), którą można zmniejszyć do długości mniejszej niż 60 cm bez utraty funkcjonalności dzięki zastosowaniu kolby składanej lub teleskopowej lub kolby, którą można usunąć bez użycia narzędzi.
9. Każda broń palna w niniejszej kategorii, która została przerobiona na broń do strzelania ślepymi nabojami, wystrzeliwania substancji drażniących, innych substancji aktywnych lub nabojów pirotechnicznych lub na broń salutacyjną, lub akustyczną.

Kategoria B – broń palna, w przypadku której wymagane jest pozwolenie:

1. Krótka broń palna powtarzalna.
2. Krótka broń palna jednostrzałowa centralnego zapłonu.
3. Krótka broń palna jednostrzałowa bocznego zapłonu, której całkowita długość nie przekracza 28 cm.
4. Samopowtarzalna długa broń palna, której mechanizm ładujący i komora mogą łącznie pomieścić więcej niż trzy naboje w przypadku broni palnej bocznego zapłonu, a ponad trzy, lecz mniej niż dwanaście nabojów w przypadku broni palnej centralnego zapłonu.
5. Samopowtarzalna krótka broń palna inna niż broń palna wymieniona w kategorii A pkt 7 lit. a.
6. Samopowtarzalna długa broń palna wymieniona w kategorii A pkt 7 lit. b, której mechanizm ładujący i komora nie mogą razem pomieścić więcej niż trzy naboje, w przypadku, gdy mechanizm ładujący jest odłączalny lub w przypadku, gdy nie jest pewne, czy broni tej nie można przerobić, za pomocą zwykłych narzędzi, na broń, której mechanizm ładujący i komora mogą pomieścić łącznie więcej niż trzy naboje.
7. Powtarzalna i samopowtarzalna długa broń palna z lufą o gładkim przewodzie, której długość nie przekracza 60 cm.
8. Każda broń palna w niniejszej kategorii, która została przerobiona na broń do strzelania ślepymi nabojami, wystrzeliwania substancji drażniących, innych substancji aktywnych lub nabojów pirotechnicznych, lub na broń salutacyjną lub akustyczną.

9. Samopowtarzalna broń palna do użytku cywilnego, która jest podobna do broni z mechanizmami automatycznymi, inna niż wymieniona w kategorii A pkt 6, 7 lub 8.

Kategoria C – broń palna i broń, w przypadku której wymagane jest oświadczenie:

1. Powtarzalna długa broń palna inna niż wymieniona w kategorii B pkt 7.
2. Długa broń palna jednostrzałowa z lufą bruzdowaną.
3. Samopowtarzalna długa broń palna inna niż wymieniona w kategorii A lub B.
4. Jednostrzałowa krótka broń palna bocznego zapłonu, której całkowita długość przekracza 28 cm.
5. Każda broń palna w niniejszej kategorii, która została przerobiona na broń do strzelania ślepymi nabojami, wystrzeliwania substancji drażniących, innych substancji aktywnych lub nabojów pirotechnicznych lub na broń salutową, lub akustyczną.
6. Broń palna sklasyfikowana w kategorii A lub B, lub w niniejszej kategorii, która została pozbawiona cech użytkowych zgodnie z rozporządzeniem wykonawczym (UE) 2015/2403.
7. Jednostrzałowa długa broń palna z lufą o gładkim przewodzie, wprowadzana do obrotu począwszy od 14.09.2018 r.

W załączniku I do dyrektywy 91/477 zastrzeżono jednak, że przedmioty, które odpowiadają definicji „broni palnej”, nie są objęte zakresem tej definicji, jeśli:

- a) są przeznaczone do alarmowania, sygnalizowania, ratowania życia, uboju zwierząt lub połowów ryb za pomocą harpuna lub do celów przemysłowych lub technicznych, pod warunkiem, że mogą być wykorzystywane wyłącznie do zadeklarowanych celów;
- b) uznawane są za broń zabytkową, w przypadku, gdy nie zostały włączone do kategorii określonych w części II oraz podlegają przepisom krajowym.

W związku z powyższymi klasyfikacjami w dyrektywie 91/477 szczególny nacisk położono na regulacje mające na celu harmonizację ustawodawstwa dotyczącego broni palnej. W odniesieniu do broni palnej wytworzonej lub przywiezionej do Unii począwszy od 14.09.2018 r. państwa członkowskie miały obowiązek zapewnić, aby każda taka broń palna lub każdy istotny komponent wprowadzone do obrotu:

- a) zostały opatrzone czytelnym, trwałym i niepowtarzalnym oznakowaniem, niezwłocznie po wytworzeniu i najpóźniej przed wprowadzeniem ich do obrotu lub niezwłocznie po przywozie do Unii; oraz
- b) zostały zarejestrowane zgodnie z niniejszą dyrektywą niezwłocznie po wytworzeniu i najpóźniej przed wprowadzeniem ich do obrotu lub niezwłocznie po przywozie do Unii (art. 4 ust. 1 dyrektywy 91/477).

Państwa członkowskie zezwalają na nabycie i posiadanie broni palnej wyłącznie osobom, które otrzymały pozwolenie, lub – w odniesieniu do broni palnej sklasyfikowanej w kategorii C – osobom, które są specjalnie upoważnione do nabycia i posiadania takiej broni palnej zgodnie z prawem krajowym (art. 4a dyrektywy 91/477).

Państwa członkowskie zezwalają na nabycie i posiadanie broni palnej wyłącznie osobom, które przedstawią ważną przyczynę i które:

- a) ukończyły 18. rok życia, z wyjątkiem nabycia innego niż w drodze zakupu i posiadania broni palnej do celów myślistwa i strzelectwa sportowego, pod warunkiem że w tym przypadku osoby poniżej 18. roku życia posiadają zgodę rodziców lub są pod opieką rodzica lub osoby dorosłej posiadającej ważne pozwolenie na broń palną lub do celów łowieckich, lub znajdują się na terenie licencjonowanego ośrodka szkoleniowego lub innego zatwierdzonego ośrodka, a rodzic lub osoba dorosła posiadająca ważne pozwolenie na broń palną lub do celów łowieckich przyjmuje odpowiedzialność za należyte przechowywanie broni palnej i amunicji zgodnie z art. 5a dyrektywy 91/477; oraz
- b) nie wydają się stanowić zagrożenia dla samych siebie lub innych, dla porządku publicznego lub dla bezpieczeństwa publicznego; karalność za popełnione umyślnie przestępstwo z użyciem przemocy uznaje się za element wskazujący na takie zagrożenie.

Państwa członkowskie muszą posiadać system monitorowania, z którego mogą korzystać stale lub okresowo w celu zapewnienia, aby warunki udzielania pozwolenia ustanowione w prawie krajowym były spełniane przez cały okres obowiązywania pozwolenia oraz między innymi, aby odpowiednie informacje medyczne i psychologiczne były poddane ocenie. Szczegółowe zasady ustanawia się zgodnie z prawem krajowym.

W przypadku gdy którykolwiek z warunków udzielenia pozwolenia przestaje być spełniony, państwa członkowskie cofają odnośne pozwolenie.

Państwa członkowskie nie mogą zabronić osobie zamieszkującej na ich terytorium posiadania broni palnej, która została nabyta w innym państwie członkowskim, chyba że zabraniają nabywania broni palnej tego samego typu na swoim terytorium.

Państwa członkowskie zapewniają, aby pozwolenie na nabycie oraz pozwolenie na posiadanie broni palnej sklasyfikowanej w kategorii B zostało cofnięte, jeżeli stwierdzono, że osoba, której wydano pozwolenie, znajduje się w posiadaniu mechanizmu ładującego, który można dołączyć do samopowtarzalnej broni palnej centralnego zapłonu lub do powtarzalnej broni palnej centralnego zapłonu, który to mechanizm:

- a) może pomieścić ponad 20 nabojów lub
- b) w przypadku długiej broni palnej – może pomieścić ponad 10 nabojów

– chyba że osobie tej wydano pozwolenie na podstawie art. 6 lub pozwolenie, które zostało potwierdzone, odnowione lub przedłużone na podstawie art. 7 ust. 4a (art. 5 dyrektywy 91/477).

Aby zminimalizować ryzyko dostępu osób nieuprawnionych do broni palnej i amunicji – zgodnie z art. 5a dyrektywy 91/477 – państwa członkowskie określają zasady dotyczące właściwego nadzoru nad bronią palną i amunicją oraz zasady ich należytego przechowywania w bezpieczny sposób. Broń palna i amunicja do niej nie mogą być łatwo dostępne razem. Należyty nadzór w takich przypadkach oznacza, że osoba posiadająca w sposób zgodny z prawem daną broń palną lub daną amunicję ma nad nią kontrolę podczas jej transportu i użytkowania. Poziom nadzoru w odniesieniu do zasad należytego przechowywania musi odpowiadać liczbie i kategorii danej broni palnej i danej amunicji.

Państwa członkowskie podejmują wszelkie właściwe środki, aby zakazać nabywania i posiadania broni palnej, istotnych komponentów i amunicji sklasyfikowanych w kategorii A. Państwa członkowskie zapewniają, aby ta broń palna, istotne komponenty i amunicja, które w sposób niezgodny z prawem znajdują się w posiadaniu z naruszeniem tego zakazu, zostały skonfiskowane (art. 6 ust. 1 dyrektywy 91/477).

W art. 7 dyrektywy 91/477 zakazano nabywania broni palnej sklasyfikowanej w kategorii B na terytorium państwa członkowskiego, chyba że uzyska się w tym celu stosowne pozwolenie od tego państwa członkowskiego, a także zakazano posiadania broni palnej sklasyfikowanej w kategorii B na terytorium państwa członkowskiego, chyba że to państwo członkowskie wyda w tym celu stosowne pozwolenie. Jeśli osoba, która uzyska takie pozwolenie, ma miejsce zamieszkania w innym państwie członkowskim, to państwo zostaje stosownie poinformowane. Pozwolenie na nabycie oraz pozwolenie na posiadanie broni palnej sklasyfikowanej w kategorii B może przyjąć formę pojedynczej decyzji administracyjnej.

W myśl art. 8 ust. 1 dyrektywy 91/477 nie jest dozwolone posiadanie broni palnej sklasyfikowanej w kategorii C, chyba że jej posiadanie zostało ujęte w oświadczeniu przekazanym władzom państwa członkowskiego, w którym znajduje się ta broń palna. Państwa członkowskie przewidują obowiązkowe oświadczenie dotyczące wszelkiej broni palnej sklasyfikowanej w kategorii C, która znajduje się obecnie na ich terytorium, w ciągu roku od wejścia w życie przepisów prawa krajowego transponujących niniejszą dyrektywę.

Kolejnym, obok harmonizacji ustawodawstwa dotyczącego broni palnej, zagadnieniem, które uregulowano w dyrektywie 91/477, są formalności związane z przepływem broni w Unii. Kluczową zasadą w tym zakresie jest to, że broń palna może być przedmiotem transferu z jednego państwa członkowskiego do innego wyłącznie zgodnie z procedurą przewidzianą w art. 12 dyrektywy 91/477. Powoduje to, że w przypadku, gdy broń palna ma zostać przewieziona do innego państwa członkowskiego, zainteresowana osoba przed dokonaniem transferu przedstawia państwu członkowskiemu, w którym znajduje się taka broń palna, następujące dane szczegółowe:

- nazwiska i adresy osób: sprzedającej lub przekazującej broń palną oraz kupującej lub nabywającej ją lub gdzie to stosowne, właściciela,
- adres, na który broń palna ma być wysłana lub transportowana,

- liczba sztuk broni palnej przeznaczonej do wysyłki lub transportu,
- dane szczegółowe umożliwiające identyfikację broni palnej oraz wskazanie, że ta broń poddana została kontroli zgodnie z konwencją z 1.07.1969 r. dotyczącą wzajemnego uznawania znaków próbnych na broni strzeleckiej,
- środek transferu,
- data wysyłki i przewidywana data przybycia przesyłki.

Państwo członkowskie bada warunki, na jakich ma zostać dokonany transfer, w szczególności w odniesieniu do bezpieczeństwa. W przypadku gdy państwo członkowskie zezwala na taki transfer, wydaje ono licencję uwzględniającą wszystkie dane szczegółowe wymienione powyżej. Licencja taka towarzyszy broni palnej do chwili jej dostarczenia do miejsca przeznaczenia. Licencja ta jest przedstawiana na każde żądanie władz państw członkowskich.

Każde państwo członkowskie dostarcza pozostałym państwom członkowskim wykaz broni palnej, której transfer na jego terytorium jest możliwy bez konieczności wcześniejszego uzyskania pozwolenia (art. 11 ust. 1–4 dyrektywy 91/477).

Zliberalizowane formalności dotyczące przepływu broni w Unii ustanowiono między innymi dla myśliwych, uczestników rekonstrukcji historycznych oraz strzelców sportowych (zob. art. 12 dyrektywy 91/477).

Oprócz dyrektywy 91/477 kwestię broni i amunicji w prawie unijnym regulują również inne akty prawne. Należy tu wymienić w szczególności:

- 1) Europejską konwencję o kontroli nabywania i posiadania broni palnej przez osoby fizyczne, sporządzoną w Strasburgu 28.06.1978 r. (Dz.U. z 2005 r. Nr 189, poz. 1583), która została przyjęta między innymi ze względu na coraz częstsze używanie broni palnej przy popełnianiu przestępstw, ze względu na fakt, że broń palną używaną do takich celów często uzyskuje się za granicą, a także w celu wprowadzenia w skali międzynarodowej efektywnych metod kontrolowania przewozu broni przez granice;
- 2) Konwencję wykonawczą do Układu z Schoenem z 14.06.1985 r. między Rządami Państw Unii Gospodarczej Beneluksu, Republiki Federalnej Niemiec oraz Republiki Francuskiej w sprawie stopniowego znoszenia kontroli na wspólnych granicach (Dz.Urz. WE L 239 z 22.09.2000, s. 19, ze zm.), mającą na celu m.in. zniesienie kontroli na wspólnych granicach, która w art. 77–91 reguluje zagadnienia dotyczące broni palnej i amunicji;
- 3) Rozporządzenie wykonawcze Komisji (UE) 2015/2403 z 15.12.2015 r. ustanawiające wspólne wytyczne dotyczące norm i technik pozbawiania broni cech użytkowych w celu

zagwarantowania, że broń pozbawiona cech użytkowych trwale nie nadaje się do użytku. (Dz.Urz. UE L 333, s. 62, ze zm.).¹

Przedstawienie regulacji unijnych jest niezbędne ze względu na obowiązek uwzględnienia tych regulacji w prawie polskim. Zaznaczyć należy, że dyrektywy unijne charakteryzują minimalne wymogi dla państw członkowskich. Tym samym przepisy krajowe mogą i zawierają często rozwiązania bardziej restrykcyjne co do dostępu i definicji broni.

Zapisy polskiej Ustawy o broni i amunicji w zasadzie czynią zadość wymogom unijnym z zaznaczeniem, że warunki prawa polskiego są znacznie surowsze od wymogów unijnych. Dla przykładu wiek wymagany przez dyrektywę unijną wynosi 18 lat natomiast ustawa polska wymaga w zasadzie ukończenia 21 lat. Z punktu legislacyjnego i w zakresie stosowania przepisów ustawy istotny jest rozdział 1 ustawy przepisy ogólne które stanowią o zastosowaniu i interpretacji pozostałych zapisów ustawowych. Zakaz nabywania, posiadania oraz zbywania broni i amunicji określony jest w art. 2 ustawy. Ustawa stanowi, że poza przypadkami określonymi w ustawie nabywanie, posiadanie oraz zbywanie broni i amunicji jest zabronione. Art. 3. Stanowi o wyłączeniach stosowania przepisów ustawy. Ustawowe definicje określa art 4 a definicje broni art. 7. Ustawa spełnia wymogi właściwej legislacji a przytoczone w artykule zapisy przepisów unijnych i ich odpowiedniki w polskiej ustawie obroni i amunicji ma wskazać na doniosłość problematyki posiadania broni na bezpieczeństwo nie tylko w Polsce, ale wagę tego zagadnienia w ustawodawstwie unijnym. Prawo tym samym kształtuje bezpieczeństwo, ale również wymogi bezpieczeństwa wpływają na stanowione prawo.

Konstytucja Rzeczypospolitej Polskiej² nie zawiera norm regulujących dostęp obywateli do broni. W przedmiotowym temacie można jedynie interpretować zapisy Konstytucji i tak art. 31 ust. 1 zapewnia obywatelom prawo do życia, bezpieczeństwa, a także wolności. Art. 38 stanowi, że Rzeczpospolita Polska zapewnia prawną ochroną życia a art. 42 ust. 1 zapewnia ochronę nietykalności osobistej i wolności osobistej człowieka.

Interpretacja rozszerzająca powyższych zapisów daje możliwość stwierdzenia, że jeśli obywatel ma niezbywalne prawo do obrony swojego życia i bezpieczeństwa, to w konsekwencji dysponuje on uprawnieniem do posiadania broni palnej³. Nie mniej mimo pewnych politycznych wykorzystywań tej interpretacji większość społeczeństwa nie akceptuje tej interpretacji i popiera pogląd ustawodawcy, że prawo posiadania broni nie stanowi prawa podmiotowego, a co więcej musi podlegać ograniczeniom i reglamentacji administracyjnoprawnej.⁴

Wydaje się, że wprowadzeniu i utrzymywaniu takiego modelu regulacji towarzyszy przekonanie o silnym związku pomiędzy ilością broni palnej pozostającej w dyspozycji członków społeczeństwa a liczbą przestępstw (w szczególności z użyciem przemocy).

¹ C.Kąkol [w:] Ustawa o broni i amunicji. Komentarz, Warszawa 2021, art. 7. <https://sip.lex.pl/#/commentary/587860413/657853/kakol-cezary-ustawa-o-broni-i-amunicji-komentarz?cm=URELATIONS> (dostęp: 2022-06-07 18:18)

² Konstytucja Rzeczypospolitej Polskiej z dnia 2 kwietnia 1997 r. (Dz. U. Nr 78 poz. 483 ze zm.).

³ P Podsiedlik, *Zagadnienia administracyjno-prawne posiadania ...*, s. 9-10.

⁴ *Ibidem*, s. 12.

Temu hipotetycznemu związkowi przypisuje się relację przyczynowo skutkową. Więcej broni palnej w społeczeństwie oznaczać powinno więcej popełnianych przestępstw¹ a tym samym pogorszenie stanu bezpieczeństwa Marcin Mróz w swoich badaniach podjął się sprawdzeniu korelacji pomiędzy liczbą posiadaczy broni palnej (albo liczbą zarejestrowanych egzemplarzy broni) z liczbą przestępstw z jej użyciem lub przestępstw z użyciem przemocy.²

Autor założył, że gdyby twierdzenia przeciwników broni palnej okazały się prawdziwe (abstrahując od wszelkich innych uwarunkowań), to wraz ze wzrostem liczby broni rozdystrybuowanej w społeczeństwie, powinna również proporcjonalnie wzrosnąć liczba przestępstw i wypadków z bronią³. Dane przedstawiane przez autora wskazują na istniejącą korelację negatywną - wzrostowi liczby pozwoleń na broń towarzyszy spadek zarówno liczby zabójstw w ogóle, jak i liczby zabójstw z użyciem broni palnej⁴. Przy czym badania te zdaniem autora niniejszego artykułu są na tyle istotne, ponieważ mogą przynajmniej w części odzwierciedlać związek pomiędzy bezpieczeństwem a prawem do posiadania broni. Zagadnieniem tym zajmował się również R. Rejmianiak zakładając, że wyniki badań opartych na danych empirycznych mogą posłużyć prawodawcy krajowemu do kształtowania zasad dostępu do broni palnej tak, aby regulacja tego dostępu efektywnie wpływała na wzrost poziomu bezpieczeństwa publicznego⁵. Wyniki badań R. Rejmianiak skłaniają go do wniosku, że relacja między liczbą wydanych pozwoleń na broń w danym roku z liczbą przestępstw z użyciem broni palnej jest pozornie silna. Dalsza analiza, obejmująca zestawienie liczby przestępstw z użyciem broni palnej z ogólną liczbą przestępstw stwierdzonych sugeruje zdaniem R. Rejmianiak, że kształtowanie się dynamiki przestępstw z użyciem broni palnej wpisuje się w ogólny trend dynamiki liczby przestępstw stwierdzonych. Uzasadnia to wniosek, że mało prawdopodobne jest, jakoby to liczba pozwoleń na broń bezpośrednio wpływała na liczbę przestępstw z użyciem broni palnej. Nie można natomiast wykluczyć relacji odwrotnej.⁶

Niezależnie od teoretycznych rozważań dotyczących zdefiniowania pojęć bezpieczeństwo i prawo można stwierdzić, że na bezpieczeństwo w szeroko rozumianym pojęciu i na wszystkich jego płaszczyznach wpływa prawo jako narzędzie zapewnienia stabilizacji i poczucia pewności bytu podmiotów będących adresatami bezpieczeństwa. W zakres prawa wchodzi prawo do posiadania broni.

¹ R. Rejmianiak, *Posiadanie broni palnej a poziom przestępczości z jej użyciem w Polsce, Prawo w działaniu sprawy karne* 47/2021 DOI: 10.32041/pwd.4708

² M. Mróz, *Prawo do broni w Polsce i Europie*, Warszawa 2011, s. 12-13.

³ M. Mróz, *Prawo...*, s. 11.

⁴ M. Mróz, *Prawo...*, s. 11-13. Dane dotyczące liczby pozwoleń na broń palną różnią się od danych analizowanych w niniejszym opracowaniu z tego względu, że M. Mróz liczbę wydanych pozwoleń w swojej analizie ograniczył do broni palnej bojowej, myśliwskiej i sportowej. W opracowaniu do ogólnej liczby pozwoleń na broń palną wliczono: broń palną bojową (w 2002 r. określaną jako broń palna krótka), broń myśliwską, broń sportową, broń sygnałową i alarmową oraz gazową (wszystkie te rodzaje broni są bronią palną w rozumieniu ustawy z 1999 r.).

⁵ R. Rejmianiak, *Posiadanie broni palnej ...*,

⁶ R. Rejmianiak, *Posiadanie broni palnej...*

Państwo jako struktura mająca zapewnić bezpieczeństwo społeczne jednostki ludzkiej oddziałuje poprzez tworzenie prawa na ten stan.

Problemem otwartym jest kierunek rozwiązań prawnych związanych z posiadaniem broni. Nie mniej to na strukturach państwa spoczywa obowiązek diagnozy sytuacji - zagrożenia podejmowanie działań profilaktycznych wreszcie przeciwdziałanie dla sytuacji zagrażających bezpieczeństwu. Wymienione działania państwa realizowane są poprzez normy prawne, czyli prawo właściwie tworzone w oparciu o analizę stanu teraźniejszego i przyszłego dostosowujące narzędzia prawne do przewidywanych skutków oddziaływających na państwo, społeczeństwo i jednostkę. Prawo poprzez właściwy proces decyzyjny poprzedzony rzetelną analizą, poprawną legislacją, przewidzenie skutków prawnych na funkcjonowanie adresatów, prowadzi do poprawy i stabilizacji bezpieczeństwa a niewłaściwe zastosowanie norm prawnych do jego destabilizacji. Dynamika procesów związanych z bezpieczeństwem wymaga od podmiotów tworzących prawo ciągłego monitorowania i dostosowywania rozwiązań prawnych do zmieniającej się rzeczywistości.

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Orzecznictwo

Wyrok Naczelnego Sądu Administracyjnego z 27.01.2012 r., II OSK 2151/10, LEX nr 1125236; wyroki Wojewódzkiego Sądu Administracyjnego w Warszawie: z 13.06.2012 r., II SA/WA 621/12, LEX nr 1230649; z 26.03.2015 r., II SA/Wa 1891/14, LEX nr 1730452.

Problem Solving in Mathematics and Science Education

Matematik ve Fen Bilimleri Eğitiminde Problem Çözme

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Öz

Problem, bireyin çözmesi gereken ancak çözümünü bilmediği durumdur. Problemler, derslerde bir konuya giriş yaparken, öğrenilen konuları tekrar ederken, bir konuyu özetlerken veya zenginleştirirken kullanılabilir. Problem çözme ise, öğrencilerin ön bilgi ve deneyimlerini kullanarak pek çok bilişsel işlevi içeren bir öğrenme sürecidir. Matematik problemlerini çözmek, tüm eğitim seviyelerindeki öğrenciler için ortak bir görev olarak görülmektedir. Son yıllarda matematik ve fen bilimleri disiplinlerinin birbiriyle yakından ilişkili olduğu sıklıkla vurgulanmaktadır. Ayrıca geliştirilen öğretim programlarında iki disiplinin birlikte uygulanmasının önemine değinilmiştir. Bu bağlamda problem çözme, okulda matematik ve fen öğretiminin temel amaçlarından biridir. Problem çözme becerisinin önemi, hem günlük hayatta hem de iş hayatındaki konumu ile doğrulanmaktadır. Belirtilen nedenlerden hareketle bu çalışmanın amacı, matematik ve fen disiplinlerindeki problem türlerini, problem çözme yaklaşımlarını ve problem çözme becerisinin önemini literatür tabanlı ortaya koymak ve eleştirel bir bakış açısı sağlamaktır. Bu çalışmanın araştırma metodolojisi doğası gereği içerik analizidir. Sonuç olarak, matematik ve fen disiplinleri için incelenen problem türlerinin benzer niteliklere sahip olduğu görülmüştür. Ayrıca, her iki disiplinde kullanılan problem çözme basamaklarının da benzer süreçleri içerdiği belirlenmiştir.

Anahtar kelimeler: Problem çözme, heuristik, fen bilimleri eğitimi, matematik öğretimi.

Abstract

The problem is the situation that the individual needs to solve but does not know the solution. Problems can be used to introduce a topic in lessons, to repeat the topics learned, to summarize or enrich a topic. Problem solving, on the other hand, is a learning process that includes many cognitive processes by using students' prior knowledge and experiences. Solving math problems is seen as a common task for students of all educational levels. In recent years, it has been frequently emphasized that science and mathematics disciplines are closely related to each other. In addition, the importance of joint application of the two disciplines in the developed curriculum is mentioned. In this context, problem solving is one of the main goals of teaching mathematics and science in school. The importance of problem-solving skill is confirmed by its position both in daily life and in the workplace. With the abovementioned reasons, the aim of this study is to reveal the types of problems in mathematics and science disciplines and the importance of problem solving skills based on the literature and to provide a critical perspective. Therefore, the research methodology of this study is content analysis in nature. As a result, it has been seen that the problem types examined for mathematics and science disciplines have similar characteristics. In addition, it was determined that the problem solving steps used in the two disciplines also included similar processes.

Keywords: Problem-solving; problem-solving heuristics; science education; mathematics education

GİRİŞ

Problem, bireyin çözmesi gereken ama çözüm yolunu bilmediği durumlardır. Problemler derslerde bir konuya giriş yaparken, öğrenilen konuları tekrar ederken, bir konuyu özetlerken veya zenginleştirirken kullanılabilir (Posamentier ve Krulik, 1998). Problem çözme ise, öğrencilerin ön bilgi ve deneyimlerini kullanarak pek çok bilişsel işlevi içeren bir öğrenme sürecidir (Lester ve Kehle, 2003). Bireysel bir aktivite olan problem çözme sürecinde öğrenciden eski bilgilerinden yararlanarak yeni karşılaştığı ve daha karmaşık olan bir duruma uygun çözüm üretmesi beklenir (Mayer, 2003).

Araştırmacıların farklı tanımlar ve yaklaşımlarla ele aldığı problem çözme süreci günlük hayat bağlarıyla yakından ilişkili olan matematik ve fen bilimleri disiplinleri açısından önemlidir. Matematiğin günlük hayatla ilişkisi ve önemine değinen Lowrie (2005) öğrencilerin okul matematiği ve günlük hayatta yer alan matematik arasındaki bağı görmeleri ve bu bağı güçlendirmenin daha kalıcı öğrenmelere yol açacağını vurgulamıştır. Araştırmacı, problem çözmenin matematik ve günlük hayat bağına güçlendirme ideal bir araç olduğundan söz etmiştir. Ayrıca, problem çözme, okuldaki matematik ve fen öğretiminin temel amaçlarından biridir. Bu durum, problem çözme becerisinin önemini hem günlük yaşamda ve iş hayatındaki konumuyla doğrulanır (Garcia vd., 2019).

Matematik problemlerini çözmek, tüm eğitim seviyelerindeki öğrenciler için ortak bir görev olarak görülür (Garcia vd., 2019). Ayrıca, bilimsel süreç becerileri fen öğretiminin merkezinde yer alırken, bu beceriler problem çözümünde de faydalıdır (Abungu vd., 2014). Son yıllarda, fen ve matematik disiplinlerinin birbiriyle yakından ilişkili olduğu sıklıkla vurgulanmaktadır. Bunların yanı sıra, geliştirilen öğretim programlarında iki disiplinin ortak uygulanmalarının öneminden söz edilmektedir (National Research Council [NRC], 2012; Next Generations Science Standards [NGSS], 2013). Türkiye’de geliştirilen matematik ve fen bilimleri dersi öğretim programları incelendiğinde, bu dersler için problem çözme ve sayısal sonuçlara ulaşma gibi ortak hedeflerin benimsendiği görülmektedir (Milli Eğitim Bakanlığı [MEB], 2018a, 2018b). Belirtilenler doğrultusunda, bu çalışmanın amacı matematik ve fen disiplinlerindeki problem türlerini, problem çözme yaklaşımlarını ve problem çözme becerisinin önemini literatür tabanlı ortaya koymak ve eleştirel bir bakış açısı sağlamaktır.

Matematik eğitiminde problem çözme süreci

Problem çözme matematikte sadece bir yöntem değil, öğrencilerin matematiksel kavramları analiz ederek ve sentezleyerek bilgilerini derinleştirdiği matematik öğrenmenin önemli bir parçasıdır (Krulik ve Rudnick 2003; NCTM 2000; Polya, 1973). Bu nedenle problem çözme matematik eğitiminin temel araştırma alanlarından biridir. Matematik eğitiminde problem çözme üzerine öğrencilerle, öğretmen adayları ve öğretmenlerle çok sayıda çalışmalar yürütülmüş ve bu çalışmalar meta-analiz çalışmalarına yol açmıştır (ör., Goldin, 1992; Hembree, 1992; Zhang ve Xin, 2012).

Matematik öğretiminin bir amacı, aracı ve öğrenme süreci olarak betimlenen problem çözme, matematik öğretimi ile üç bağlamda ilişkilendirilebilir (Schroeder ve Lester, 1989); problem çözme için öğretim, problem çözme öğretimi ve problem çözme ile öğretim. Geleneksel bir yaklaşım olan problem çözme için öğretimde, problem çözme öğretim gerçekleştirildikten sonraya bırakılır. Öncelikle, bir beceri ve kavramın gelişimine yönelik öğretim gerçekleştirilir, sonrasında ise öğrencinin edindiği bu bilgi ve becerilerle problemi çözmesi istenir. Bir problemin nasıl çözüleceğinin öğretimi ise problem çözme öğretimidir. Güncel bir yaklaşım sunan problem çözme ile öğretim ise öğrenmenin gerçek hayat bağlamları, modeller ve problemler aracılığıyla gerçekleştiğini savunur. Bu yaklaşım, matematiksel becerilerin problem çözme sürecinde ortaya çıktığını ve öğrenmenin problem çözme ile gerçekleştiğini vurgular.

Matematik eğitiminin standartların belirlenmesinde önemli bir role sahip olan Matematik Öğretmenleri Ulusal Konseyi (National Council of Teachers of Mathematics [NCTM], 2000) problem çözenin matematik eğitiminin sadece bir amacı olmadığını, aynı zamanda matematik öğrenmenin temel aracı olduğunu belirtmiştir. Öğrenciler okul öncesinden lise son sınıfa kadar,

- Yeni bilgileri, problem çözümeyle oluşturabilmeli;
- Matematik ve diğer bağlamlarda karşılaştıkları problemleri çözebilmeli;
- Problem çözme sürecinde farklı ve duruma uygun stratejileri uygulayabilmeli;
- Problem çözme sürecini izleyebilmeli ve yansıtabilmelidir (NCTM, 2000).

Matematiksel problemler çeşitli şekillerde sınıflandırılabilir. Problem türlerinin kapsamlı bir şekilde incelendiği bir çalışma Foong'a (2002) aittir.



Şekil 1. Matematiksel problem sınıflandırması (Foong, 2002).

Kapalı uçlu problemlerde (iyi yapılandırılmış problemler) çözüme belirli yollarla ulaşılabilir ve tek doğru cevap açık bir şekilde formüle edilmiştir. Kapalı uçlu problemler, rutin ve rutin olmayan problemleri içermektedir. Rutin (sıradan) problemler öğrenilmiş bilgi veya becerilere dayalı, dört işlem becerisi ile çözülebilen problemlerdir. Rutin problemler belirli bir konu öğretildikten sonra problem çözme için öğretim amacıyla kullanılmaktadırlar. Rutin olmayan problemler ise verilerin düzenlenmesini, sınıflandırılmasını ve ilişkilendirme becerisi gerektiren problemlerdir. Rutin olmayan problemler problem çözme sürecinde kullanılan heuristikleri/stratejileri öğretmek amacıyla yani problem çözmeye ilişkin öğretim kapsamında kullanılabilir. Açık uçlu problemler (yapılandırılmamış problemler) net bir şekilde formüle edilmemiştir, veri ya da varsayımlar açısından eksiklikler içerir ve doğru çözümü garantileyen sabit bir prosedür bulunmaz. Açık uçlu problemler, problem çözme ile öğretim amacıyla kullanılabilir (Foong, 2002).

Literatür incelendiğinde öğrencilerin, problem çözümeyle ilgili bilişsel ve üstbilişsel becerilerinin geliştirilmesine yönelik pek çok problem çözme yaklaşımının ortaya konulduğu görülür (ör., Garofalo ve Lester, 1985; Krulik ve Rudnick, 2003; Polya, 1973; Schoenfeld, 1985; Verschaffel vd., 1999). Literatürde sıkça rastlanan problem çözme yaklaşımlarından biri Polya'nın (1973) dört aşamadan oluşan yaklaşımıdır: problemi anlama, çözüm için plan hazırlama, planı uygulama, kontrol ve değerlendirme. Schoenfeld (1985) tarafından ortaya konulan ve altı hedefi

içeren yaklaşımdaki hedefler ise şunlardır: analiz etme, plan yapma, uygulama, değerlendirme, doğrulama, düzenleme. Bunların yanı sıra, Schoenfeld (1985) problem çözme sürecinde sürecinin dört önemli yönüne vurgu yapmıştır: kaynaklar, deneyimler, kontrol, inançlar. Problem çözmeyi döngüsel bir süreç olarak tanımlayan Mason vd. (1982) ise bu süreçlerin “giriş, hamle ve gözden geçirme” olduğunu belirtmiştir.

Fen bilimleri eğitiminde problem çözme

Fen bilimleri eğitiminin temel amaçlarından biri özel bir alanda planlanmış bilginin elde edilmesi iken diğeri bu alana ilişkin problemleri çözme becerisidir (Lee vd., 2001). Bir problem çözüldüğünde, öğrenci sadece o probleme bir çözüm bulmakla kalmaz, aynı zamanda yeni ve gözden geçirilmiş bir bilgi yapısına da sahip olur (Lyle ve Robinson, 2001). Problem çözme öğretimi, bilginin daha iyi anlaşıldığını, saklandığını ve öğrenci tarafından oluşturulduğunda aktarılabilirliğini göstermiştir (Norman ve Schmidt, 1992).

Bilim insanları, bilinen gerçeklerden yola çıkarak bilinmeyenleri araştırdıkları süreçlerde birçok problemle karşılaşmaktadırlar. Ancak, bilim insanları hedeflerine ulaşmak için karşılaştıkları problemleri çözmek, engellerin üstesinden gelmek zorundadır. Dolayısıyla, bilimsel süreçleri içeren fen bilimleri eğitiminde problem çözme becerilerinin kazandırılması önemli noktalardan biridir (Lee vd., 2001). Fen bilimleri alanlarında uygulamada beceri ve bilgi yapısı problem çözme süreçleriyle pekiştirilir (Taconis vd., 2001). Problem çözme uygulamaları, öğrencilerin bilgilerini ve öğrenme çıktılarını keşfetmelerini sağlayarak üstbilişsel becerilerini de geliştirir. Böylece, öğrenciler kavramları anlama, problem çözme ve bilgiyi problemlere uygulama becerilerini keşfederler (Awaliah ve Ikhsan, 2021).

Fen bilimleri derslerindeki problem türlerinin çoğunlukla iki grupta toplandığı görülmektedir: algoritma ağırlıklı, kavram ağırlıklı (Nakiboğlu ve Kalın, 2003). Öğrencilerin ezberledikleri formüller aracılığıyla ve matematiksel işlem becerilerini kullanarak sonuca ulaştıkları problemler algoritmik problemlerdir. Algoritmik problemlerini çözme sürecinde öğrencinin yorumlamada bulunarak sorgulamasına gerek yoktur (Lin vd., 2004). Algoritmik problemlerden farklı olarak kavramın nasıl tanımlandığını ve yorumlandığını analiz etmeyi gerektiren problemler kavramsaldir (Watkins ve Hattie, 1985). Kavramsal problemleri çözmek için öğrencinin kavramı derinlemesine anlaması gerekir. Algoritmik problem çözümlerinde başarılı olan öğrenciler kavramsal problemlerin çözümünde aynı başarıyı gösteremeyebilir. Çünkü, algoritmik problemlerde ezberlenen formüller kullanılarak çözüme ulaşılmasına rağmen kavramların tam olarak öğrenilip öğrenilmediği belli değildir (Nakhleh ve Mitchell, 1993).

Fen bilimleri problemlerinde Polya'nın dört temel problem çözme adımı izlense de (problemi anlama, plan yapma, planı uygulama ve değerlendirme) bazen problem çözme yaklaşımları fizik, kimya gibi disiplinlere uyarlandığında basamak sayısı artabilmektedir (Alkan, 2021). Ancak, fen bilimleri alanındaki problem çözme basamakları Reif (1995) tarafından; problemin analizi, çözüm süreci ve kontrol olarak üç basamakta ele alınırken, Herron (1996) bu basamakları

problemi anlama, problemi tanımlama, problemi çözmek için bir plan uygulama ve doğrulama olarak betimlemektedir.

Fen bilimleri dallarından biri olan fizik alanında problem çözmeye ilişkin Redish (2021) bir probleme farklı şekillerde bakıldığında aynı sonucun alınmadığını belirtmiştir. Araştırmacı, özellikle, fiziğe ilişkin ve matematiksel bir bakış açısı bağımsız olarak geliştirildiğinde ve bir cevap doğrulandığında problem çözmeye sürecinin değerli olduğunu vurgulamıştır. Ayrıca, fizik eğitimi alanında problem çözmeye üzerine çalışmalar yapıldığı görülmektedir (ör., Lopez-Jimenez vd., 2021; Savitri vd., 2021; Tuminaro ve Redish, 2007). Lopez-Jimenez vd. (2021), Polya'nın önerdiği problem çözmeye adımlarının fizik dersinde uygulanmasını incelemiştir. Araştırma sonucunda problem çözmeye pratiği yapan deney grubundaki öğrencilerin problemleri daha tatmin edici bir şekilde çözdüğü ortaya çıkmıştır. Kontrol grubunda problem için önerilen temel adımların izlenmediği belirlenmiştir. Ayrıca, deney grubunun problem çözmeye kapasitesinde artış gözlenmiştir. Bunun yanında, Savitri vd. (2021), öğrencilerin bilimsel okuryazarlık ve problem çözmeye becerilerini incelemek için yaptıkları çalışmada, bilimin dijital uygulamasının problem tanımlama, planlama, problem çözmeye ve tüm aşamaları kontrol etme sürecinde önemli ve olumlu bir katkı sağladığını belirlemiştir.

Problem çözmeye, kimya eğitimi için de önemli bir beceridir. Kimyada problem çözmeye, ders kitapları veya çözümlerinin açıklandığı problem örnekleri ve dersler aracılığıyla öğretilir. Bu tür bir öğretim problemini anlamak için gereken bilgi ve onu çözmek için kullanılacak beceriler (bilişsel stratejiler) yerine, sadece problemi çözmek için izlenecek adımlara odaklanmaya neden olur (Lyle ve Robinson, 2001). Problem çözmeye önemli olan öğrencilerin soruları oranlarla çözmeleri değil, oranların ne anlama geldiğini açıklayabilmeleridir (Cohen vd., 2000). Kimyada deneyler, ilkokuldan üniversiteye kadar fen ve matematik derslerinde problem çözmeye öğretimini içerir (Glass, 1976). Öğretmenlerin problem çözerken düşünme süreçlerini açıklamaları veya iyi problem çözmeye tekniklerini öğretmeleri, öğrencilerin daha iyi problem çözücü olmaları için değerlidir (Hayes, 1981), ancak öğrenciler, bir durumu açıklamaları veya yorumlamaları istenmedikçe, genellikle problemi çözmek için formülleri veya denklemleri ezberler ve hesaplamalar yaparlar (Lawson vd., 1984). Öğretmenler, öğrencinin anlamlı bir problem çözmeye yeteneğine sahip olup olmadığını anlamak için öğrencilerin kavramları, oranları ve sembollerini kullanmasını incelemeli ve sayısal cevapları değerlendirmelidir (Cohen vd., 2000).

Kimya alanında, problem çözmeye bağlamında, öğretmen adaylarıyla (e.g., Alkan, 2021; Bilgin, 2005; Freitas ve Campos, 2021) veya öğrencilerle (ör., Ijirana ve Supriadi, 2018; Lopez vd., 2014; Shadreck ve Enunuwe, 2018; Tarhan ve Acar, 2007) çalışmalar yürütülmüştür. Örneğin, Freitas ve Campos (2021), araştırmalarında kimya eğitimi ve öğreniminde problem çözmeye uygulanması için bilimsel bir platform geliştirmişlerdir. Bu platformda öğretmenlere problem çözmeye konusunda bilgi verilmektedir. Bu sayede öğretmenler güncel yayınlara ve yeni uygulamalara ulaşabilmektedir. Bu platform aynı zamanda kimya alanında problem çözmeye yönelik fikirlerin paylaşıldığı, tartışıldığı ve gelişmelere katkı sağlayan bir yapıdır. Öğretmenler görüşmelerde platforma ilişkin olumlu görüş belirtmişler ve kendilerinin pedagojik uygulamalarına katkı sağladığını belirtmişlerdir.

Sonuç ve öneriler

Hem matematik hem de fen bilimleri eğitiminde problem çözme becerisine sahip bireyler yetiştirmek hedeflenmektedir. Bu hedef ulusal ve uluslararası öğretim programlarında ve standart belirleme raporlarında açıkça belirtilmiştir (ör., MEB, 2018A, 2018B; NCTM, 2000; NGSS, 2013; NRC, 2012). Ayrıca, her iki alanda da öğrencilerin ders içeriklerini günlük hayat durumlarıyla ilişkilendirmeleri beklenmektedir. Dolayısıyla, problem çözme becerisinin matematik ve fen bilimleri eğitiminde konu içerikleri ve günlük hayat durumları arasında bir köprü görevi gördüğü söylenebilir.

Matematik öğretiminde problem çözme üç bağlamda yer bulur: problem çözme için öğretim, problem çözme öğretimi ve problem çözme ile öğretim. Ayrıca, matematiksel problemleri araştırmacılar farklı sınıflandırmalar altında ele almışlardır. Ancak, genel olarak matematiksel problemler kapalı uçlu (iyi yapılandırılmış), açık uçlu (yapılandırılmamış problemler) şeklinde değerlendirilir. Matematiksel problemlerin sınıflandırılmasında var olan çeşitlilik, problem çözme yaklaşımlarında da kendini göstermektedir. Polya (1973), Schoenfeld (1985) ve Mason vd. (1982) gibi araştırmacılar farklı problem çözme yaklaşımları ortaya koysalar da matematik ve fen bilimleri eğitimi literatüründe çoğunlukla Polya'nın yaklaşımı temel alınmaktadır.

Fen bilimleri eğitiminde özellikle bilimsel süreç becerilerinin geliştirilmesi aşamasında problem çözme önemli bir araçtır. Bunun yanında, problem çözme, öğrencileri fen bilimleri içeriklerini sorgulamaya yönlendiren önemli bir öğretimsel uygulama olarak görülmektedir. Matematiksel problemlerde olduğu gibi fen bilimleri ders içeriklerini kapsayan problemler de çeşitli türlere ayrılmaktadır. Fen bilimleri eğitiminde, çoğunlukla, algoritma ağırlıklı ve kavram ağırlıklı problem türlerine rastlanmaktadır. Fen bilimleri problemlerinde genellikle Polya'nın problem çözme yaklaşımı benimsenmesine rağmen bu yaklaşıma paralel farklı yaklaşımların ortaya atıldığı görülmüştür (ör., Herron, 1996; Reif, 1995). Fen bilimleri eğitiminde, özellikle fizik ve kimya disiplinlerinde problem çözme bağlamında çalışmalar yürütülmüştür.

Hem matematik hem de fen bilimleri eğitiminde problem çözme çalışmalarında bilişsel karakterlerin ve çıktılarının ön planda olduğu görülmektedir. Üstbilişsel ve duyuşsal faktörleri ele alan çalışmalar yapılması önerilmektedir. Problem kurmanın, problem çözmeyle karşılıklı ilişkisi göz önüne alındığında (Cai vd., 2020) özellikle fen bilimleri eğitiminde yapılacak çalışmaların problem kurma üzerine yapılandırılması önerilmektedir.

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Research Review On K-12 Curriculum Implementation In The Philippines: A Generic Perspective

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Abstract

When people heard news of the K-12 program implementation in the country, it received mixed reactions. Suddenly, there was a combination of backlashes and praise in the background with the students left puzzled on whose voice to listen to. There are still challenges and standards of quality to consider but the important thing is to establish that development is present as a result of the new program. Now that the K to 12 system is fully implemented in the country, how did it affect the Philippine education system? And was it successful in its objectives prior to implementation? This analysis used a systematic approach and review design to come up with a general idea that answers the main objectives of this research review. This research specifically looked into the different perspectives of the teachers, parents and students on the implementation of the K-12 program in the Philippines which added two more years before a student can proceed to college. It also described the various problems that arise as a result of the implementation of this new program and the action plans established by the government to address these issues. Moreover, to make possible recommendations that help improve the curriculum to make sure that quality education can be delineated to all the learners who will be part of this new program.

An Overview of the Diagnosis and Treatment of Dyscalculia

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Abstract

The objective of this study, in other words, is to present a perspective on the diagnosis and treatment methods of dyscalculia, in other words, as well as to introduce what dyscalculia is and what the characteristics of individuals with math learning difficulties are. In line with this purpose, firstly, what dyscalculia is and the characteristics of individuals with mathematical learning difficulties were mentioned, and then, in accordance with the main purpose of the study, recommendations were made for the diagnosis and treatment methods of dyscalculia. In addition, it was concluded that the diagnosis of dyscalculia should be made as soon as possible and that digital-based interventions were recommended in addition to individualized education in the treatment of individuals with mathematical learning difficulties.

Keywords: Dyscalculia, Dyscalculia Diagnosis Methods, Treatment of Dyscalculia

Introduction

At the present time, besides living in a world where mathematics is effective in every aspect of life, the foundations of rapidly developing technology depend on mathematical knowledge. In addition, many educational and career opportunities require mathematical expertise, and individuals need mathematical calculations and analyzes for their daily work in the natural flow of life (Haylock & Thangata, 2007; Kilpatrick, Swafford & Findell, 2001). Despite the importance of mathematics, dyscalculia has been defined as a heterogeneous and persistent cognitive disorder affecting approximately 6% of the population (Wong, Ho & Tang, 2017). If we look at

the origin of the term "dyscalculia" in the literature, it goes back to ancient Greek and "dys" means bad, "calculia" means counting. For this reason, the literal meaning of "dyscalculia" corresponds exactly to the expression of counting bad (Messenger, Emerson & Bird, 2007). Although the term dyscalculia was first introduced in the 1940s, its definition was precisely defined by the Czechoslovakian researcher Ladislav Kosc (1974) as "difficulties experienced in mathematics due to impairment in certain parts of the brain while mathematical cognition is involved" without any difficulties in cognitive functions. International Classification of Diseases; dyscalculia; It is defined as the inconsistency between general intelligence level and mathematics performance, which cannot be explained even with social environment and insufficient education without any mental retardation (WHO, 1992). According to the Ministry of National Education, students with math learning difficulties cannot decide which operations are required to solve the problem, they have difficulty in automatically reacting when trying to solve math problems that are appropriate for their age, have difficulty in understanding the concept of numbers and learning some symbols, or they confuse them with each other (MEB, 2014). Considering the characteristics of students with mathematical learning difficulties, Bird (2017) suggests that if a student with normal achievement in other courses has a surprising difficulty level in ordinary numerical operations and usually relies on finger counting in all four operations, well beyond the age, this student's dyscalculia you may doubt that he is a student. A student with dyscalculia "does not feel any sense for numbers," nor does he have any idea whether the answer to a numerical question is plausible, as well as not being able to predict even small amounts. They experience long and short-term memory impairments and are observed to be unable to recall mathematical facts accurately or consistently regardless of how many times they try to learn them by heart. Students with dyscalculia will also not be able to keep track of what they are doing when trying to solve any problem that requires more than two or three steps. Even baseline counting or even counting backwards can be a problem for students with dyscalculia.

Dyscalculia Identification Methodology

At the present time, diagnosis of children with dyscalculia can be made early. If the diagnosis of children with dyscalculia is not made at the earliest time, then children with dyscalculia may realize that they do not have similar mathematical skills to their peers, and this disrupts children's emotional development and can affect their educational life. For this reason, all parties, especially parents, should closely monitor the development of their children and should be able to detect early and provide appropriate interventions in the first possible problem (Mahmud, Zainal, Rosli & Maat, 2020).

There are two key methods that can be used with the specified paradigms to define dyscalculia. These include qualitative or quantitative methods. Qualitative methods are provided under the World Health Organization, UK learning support services, DfES and DSM-IV. The qualitative methods used can be based on one of the three categories of the model. These include the discrepancy model, the severity model, and the treatment resistance model. According to the inconsistency model, there is a significant discrepancy in a child's performance in arithmetic

when compared to overall performance / achievements. The severity model relies on breakpoints such as percentiles to determine the severity of the situation. Finally, the treatment resistance model is used in scenarios in which a child becomes unresponsive to any intervention administered and chooses to continue using immature arithmetic strategies rather than efficient ones (Aquil & Ariffin 2020; Shalev & von Aster, 2008).

Treatment of dyscalculia

At the present time, the medical world agrees that children with dyscalculia are not mentally disabled, and that children with dyscalculia have neurological and developmental disorders that have trouble understanding numbers or arithmetic. All children with dyscalculia or other learning difficulties are entitled to basic education like normal children (Aquil & Ariffin 2020). In addition, considering the developmental characteristics of children with dyscalculia, when individualized education, sufficient time, and enriched environment are provided, they can reach the same level with their non-dyscalculic peers (Koç & Korkmaz, 2019). In addition to all these recommendations, digital-based interventions are also recommended for children with mathematical learning difficulties. In their study, Miundy, Zaman, Nordin, and Ng (2019) claimed that digital learning tools not only make learning fun, but also make concepts and objects more concrete and make learning more meaningful with the use of diagrams. In a similar study, it was stated that digital-based tools prepared by considering the needs and previous knowledge of students with mathematical learning difficulties will positively contribute to students with mathematics learning difficulties (Ciurana & Tamarit, 2016).

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Game-Based Learning in Supply Chain Management

Tedarik Zinciri Yönetiminde Oyun-Temelli Öğrenmenin Rolü

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Abstract

Game-based learning, as an educational approach, has become quite popular within the course of recent years. Various business education programs utilize simulation games to train students in applications they are expected to apply in the real world and to create repeatable learning opportunities. Computer games may complement teaching practices by encouraging strategic thinking. Decision-making in supply chain management, as a diverse field with many interconnections, is complex and difficult. Therefore, interdependencies such as the balance between economic success and ecological sustainability are difficult to comprehend at first sight. Particularly in supply chain management, a variety of processes necessitates coordination, the impacts of actions need to be estimated, and decisions are made under time pressure. Game-based learning has been regarded as an interactive instrument to facilitate education and learning processes in many fields, such as supply chain management. The majority of the games in this regard are particularly designed to concentrate on specific concepts and a one-product supply chain, regardless of process and capacity reliability. This generates challenges to expand the games to involve other concepts in supply chain management. It can be enhanced to create distinct scenarios for various concepts in supply chain management without altering the structure of the game. Therefore, a structured and analytical approach, especially encouraged by playing computer games, is of great importance. The main objective of this study is to carry out a literature review, which consists of researches on the convenience and difficulties of supply chain management within the game-based learning process, which is a sub-category of the online learning concept.

Keywords: Game-based Learning, Online Learning, Supply-Chain Management, Logistics.

INTRODUCTION

Logistics, in general, is a system consisting of processes that cover the activities of planning, executing and controlling the physical flow of goods, services and information from the point of origin to the point of consumption to fulfill customer expectations. In addition, the term logistics is defined as the whole of the activities carried out to bring the right product to the right place, in the right quantity, at the right time, under the right conditions and at the right cost (Waters, 2003). Recent developments in information technologies and telecommunication tools also accelerate the development of new training methods and tools, making it easier for related people to access this information and making a wider scope and access possible. This situation provides the opportunity to organize more modern education processes such as distance education and e-learning, as well as traditional education processes such as formal education. Electronic Data Interchange (EDI), Global Positioning System (GPS), Geographic Information System (GIS) or object recognition technologies such as barcoding, radio frequency identification, and biometrics, which are frequently mentioned in logistics courses, stand out as the most mentioned information technologies, but these technologies often not covered in a broad framework. Both the technological infrastructure and the cost of the installation of these systems restrict the access of many educational institutions to these technologies. However, at the operational level, logistics information systems, the planning, and effective execution of operations have become completely dependent on information technologies (Harrower et al., 2002).

The world begins each day with a larger change than the old one with the effect of developing technology. It is possible to perceive this change, which influences people, in every aspect from production to consumption, from culture to art, from commerce to daily life. Undoubtedly, education has also taken its share from this change. Altunbay and Bıçak (2016) emphasized that determining the characteristics of the generation to which the students belong is very important for achieving success in education. In this respect, knowing the generations and the characteristics of the generations is necessary to achieve the expected success from the educational activity. While the generation Y is curious about technology and has the skills to use technological opportunities, the generation Z is a generation born directly in technology and living together with technology. Today, most of the members of these two generations are primary, secondary and higher education students. For this reason, the main audience that educators are expected to reach is the generations Y and Z. While the qualifications of the people who are trained change, it is unthinkable that the educational activity remains the same. Under these conditions, educators should seek alternative methods to reach the new generation. Games, especially those used in preschool and primary education, have been one of these alternatives for a long time. Digital games, the number and scope of which have increased with the development of technology, have made this alternative even stronger and have created the opportunity for educational use for secondary and higher education students. Prensky (2002) described this situation as the learning revolution of the 21st century in his study in which he

mentioned the motivating feature of digital games in higher education. Of course, it is not possible to say that all digital games are educational. In the report published by the General Directorate of Family and Social Research (2008), besides the positive aspects of digital games, negative aspects such as addiction and causing psychological and physical problems were also mentioned. Therefore, it is important that the educational features of digital games played through technological tools such as tablets, phones and computers are at the forefront. Based on this requirement, the concept of educational computer games has emerged. Demirel, Yağcı and Seferoğlu (2003) defined educational computer games as software that improve students' problem-solving skills and enables them to learn course topics by using the game format. Unlike the games that can also be used for educational purposes, the design of the games developed entirely for education will be different from each other. Dondlinger (2007) stated that for a good model design, the difference between educational entertainment and educational computer games should be well known. Different models used for educational game design are mentioned in the literature. Cömert and Akgün (2021) included the Educational Game Design Model, FIDGE Model, Experiential Game Model, Digital Game Based Learning Model and the Spiral Educational Game Design Model, which are their own propositions, within the scope of their study in which they examined the educational computer games design models in the literature. The Digital Game Based Learning Model is considered more suitable for Foreign Trade and Logistics education, which is the subject of the study. Kavak (2022) put forward the DGBL Model as a result of their studies aiming to teach history to students by keeping their motivation high and without boring students through digital games. The model, which has two main components, pedagogy and digital games, includes five steps from the beginning to the end as analysis, design, development, quality control, implementation and evaluation. Since foreign trade and logistics processes are dynamic by nature and field experience is given as much importance as theory, education activities should be supported with today's technologies as well as traditional education methods. Digital game-based learning can be considered as one of the elements that help students and trainers in obtaining the necessary experiences in foreign trade and logistics education. The aim of this study is to examine the game-based learning models in logistics education and to reveal how a good model should be (Coffey, 2009).

Besides the increasing economic relations between countries with globalization, the development in transportation opportunities has caused the importance of foreign trade and logistics to increase today. Foreign trade and logistics are two sectors that feed each other. While the increase in foreign trade develops the logistics sector, the development of the logistics sector increases the competitiveness of the country in foreign trade. The SCM Professionals Council describes logistics as "the service of effectively and efficiently planning, implementing, transporting, storing and controlling the movement of any product and information flow in the supply chain from the starting point to the end point of consumption in order to meet customer needs". The increasing customer focus with globalization and the development of technology and the increase in e-commerce have increased the importance of logistics for companies under competitive pressure.

With the effect of globalization, the tendency to remove trade borders between countries has increased export and import activities.

The state produces various policies, primarily incentives, in order to increase exports. On the other hand, various programs are opened at all levels from secondary education to higher education, just as in logistics, in order to train qualified personnel needed due to the nature of foreign trade. Many of these programs include International Trade and Logistics, Foreign Trade and Logistics, etc. appears to have been opened under names. Küçüksoğak (2006), in his study examining logistics education in Turkey, determined that international trade course is among the prominent courses in logistics education.

Likewise, logistics courses are given in international trade programs. This situation can be explained by the fact that foreign trade and logistics processes are intertwined and feed each other.

Marasco (2008) included the problems experienced in the execution and planning of the courses in his study on logistics education. The first problem is that the existing trainings are far from practical applications, case studies and the latest developments in practice. He stated that in order to solve this important and fundamental problem, it is necessary to create courses that provide the acquisition of practical and academic skills at the same time, and he made some suggestions in order to achieve this. One of these suggestions is to benefit from games and simulations in the field of logistics and business. The problem of acquiring applied and academic skills at the same time is valid not only for logistics but also for courses covering all business fields.

Savaş et al. (2021) stated that simulations in logistics education can be evaluated in two groups as simulations for operational processes and business games. He stated that there are business-related games in these areas and gave examples such as LESMEC (Lean Simulation to Improve the Competitiveness of Small and Medium Enterprises), WOLVES (Warehouse Organization and Virtual Environment Simulation), COCODRIS (Collaborative and Competitive Distribution Simulator) and Second Life.

Cano & Sáenz (2003) mentioned games in the same category, namely, CAESAR (Computer Aided Education for Production Process Design with Simulation Approach), Insights-PPC for production-planning and control, DIC_XIM (Simulation Game for Problem Solving Techniques in Production and Distribution Management).

In the searches conducted in April 2018 in the field of trade and logistics through Google Play Store and Apple Store platforms, many games were detected, namely; Tinova Information Technologies Inc. Company "Negotiation and Bargaining Game", "Seaport-Explore, Move and Trade Game" of Pixel Federation, "SimCity Game" of Electronic Arts, "Capitalism Game" of SyGame, "Trade Tycoon Game" of Rhyzen Games, "Trade Tycoon Game" of InnoGames GmbH "Forge of Empires Game", IO Games Ltd. company's "Logistics Expert Simulation Game".

Since these games are for entertainment purposes and have commercial concerns, it is not possible to meet exactly the expectations from an educational game. On the other hand, it is

thought that these games will be useful in teaching foreign trade and logistics students about subjects such as management, organization, purchasing, sales, marketing, market functioning, currencies, transportation modes and ports, airports, road connections, geography knowledge according to modes. If the games are played in English, it will also contribute to the learning of the English language, which is very important for the foreign trade and logistics sector. However, the fact that the games mentioned are not designed for educational purposes will prevent educators from providing the expected benefit from the game (Milosz and Milosz, 2018).

LITERATURE REVIEW

In the game-learning approach, it is aimed that students actively participate in educational activities and learn while having fun. In this context, games that aim to provide students with various knowledge and skills are described as educational games. Aksoy ve Dere (2014), on the other hand, mentioned educational games as games that allow the learner to progress in cognitive and affective dimensions and transform the goals into behavior, taking into account the educational goals. Educational digital game, however, can be defined as the realization of individual or multiple games based on the cognitive and affective development of the learner within the framework of educational goals, through technological tools such as computers, mobile phones, tablets and game consoles. In the workshop result report held in 2017 by the Information Technologies and Communication Authority; it was stated that digital games provide advantages such as increasing motivation for lessons, increasing success, providing focus on the lesson, and providing real-world experiences. In the same study, it was stated that the discourses about the inclusion of digital games in the curriculum and education system, despite their known benefits, have just developed and are not very common. However, in recent years, it is seen that game design programs have been included in the curriculum as a compulsory courses in Europe and the USA. In this respect, it is aimed that children and young people are not only consumers who play games, but also producers who design games by writing codes.

When the literature on the use of digital games for educational purposes is examined, it is seen that there are many studies. Akçetin et al. (2017) stated that digital game-based education offers important opportunities for reducing the education gap arising from social inequality as well as its benefits on learning. Hangul et al. (2008) developed a mobile game that can be used in physics lessons using three-dimensional graphics technologies. Bakar et al. (2008) presented a comprehensive design and visualization system for designing educational digital games. Kaleci et al. (2012) designed a game engine to prepare educational digital games in a simple and easy way. Tüzün (2006), in his study on educational computer games, examined the educational game Quest Atlantis and stated that the game in question is a good learning model and suggested that it be applied for different age groups and disciplines. Karakoç et al. (2020) got positive results by designing a multiplayer online role-playing game in order to increase the success of primary school students in information technologies course. Turgut and Temur (2017) aimed to teach the concept of mathematics to students with the computer game he prepared using the Flash

program and determined the positive contribution of the game to the learning process. Yildirim (2016) and Donmuş & Gürol (2015) examined the effect of educational games on learning English in two separate studies. Lau et al. (2022) developed a digital game-based learning design model in the field of international relations and tried to draw a framework. Serrano-Lagunaa et al. (2013) developed a game that aims to evaluate educational computer games and aimed to measure the quality of the game based on three categories: entertainment, learning and usability.

CONCEPTUAL FRAMEWORK

Logistics as a concept in the 19th century. gained meaning in the military field at the beginning of the 20th century. In the beginning, it was accepted that it had an active role in the distribution of agricultural products. Logistics is responsible for the transportation and storage of materials during the journeys between suppliers and customers in line with customer requests and needs, as well as the two-way flow of information and service related to the product. From a wider perspective, logistics is the activity of delivering all kinds of raw materials, intermediate products and the final product that has completed the production process to the buyers or final consumers. In this process, it is aimed to plan and monitor the product and information flow movement effectively and efficiently. In this respect, Logistics Management focuses on the delivery of products and services to the customer at the desired time, where needed, in the desired quantity and conditions, at the lowest cost and in a safe manner with logistics activities. Thus, it is ensured that the goods that the customer wants are delivered at the desired place and time, in the quantity they want, under the conditions they want and at the price they want (Chow et al., 1994).

It focuses more on individual activities such as transportation and purchasing, rather than on logistics and distribution of pre-1950 educational content and programs. There was not much effort to integrate or balance these activities, and these activities led to cost and/or service conflicts within the logistics activities, which will be called later. This situation causes managers to consider the concept of logistics more broadly. "Physical distribution", which means the coordination of physical transportation of a good to the market place, stood out as an important field of study both in theory and practice in this period. LaLonde and Dawson (1969) referred to Arch Shaw (1912)'s definition of marketing activities as two facets of their work, the first of them as demand creation and the other as physical supply (delivery). While talking about the nature of physical distribution, Fred Clark (1922) mentioned how this field differs from the demand generation process in marketing. In this period, marketing as a discipline received a lot of attention by academics and "distribution" was considered as the most basic field of activity of the marketing mix. However, "distribution" was defined as transaction channel activity rather than physical distribution. Paul Converse (1954) emphasized that at that time, businesses placed much more importance on buying and selling transactions than physical distribution. Lewis et al. (1956) is accepted as a fundamental study in which the foundations of physical distribution were laid. In this study on airlines transport, it is investigated how this type of transport, which

is quite costly compared to other transport modes, can be competitive. The study emphasized the importance of evaluating the product shipment (shipment) in terms of total cost, and mentions that it would be wrong to focus only on transportation costs. This, despite the high costs of air transport, provides a faster and more reliable service, reducing the inventory carrying costs of the shipment. In the 1960s, the concept of “total cost” guided the literature and educational activities. In 1964, physical distribution was expanded to include “physical supply” as “business logistics”. The use of the term business logistics has been an important step not only to distinguish the field from military logistics, but also to focus on intra-company logistics activities. At that time, purchasing or production was not usually included in these processes. On the other hand, there was a similar movement for those who were interested in purchasing. While purchasing was initially considered as only purchasing products, it expanded to a scope that includes different business activities similar to physical distribution and started to focus on internal business activities.

As of today, the demand for knowledge and talent is higher than ever before by both employers and students. It is seen that this ability is needed more especially in the logistics sector during the pandemic process. During this period, the problems related to the operation and demand, which caused the shrinkage of many sectors, had an adverse effect on the logistics sector, and the sector grew in this period. It is thought that this growth is achieved by the digitalization of logistics enterprises. In this context, it is seen that the share of software in the logistics sector has increased to 50%. On the contrary, businesses that cannot complete their digital infrastructure have difficulty in managing their operations. Although there was a certain level of digitalization in the logistics sector before the pandemic, it is thought that the pandemic has accelerated this process. In this way, many jobs can be managed and directed on a single screen (Toymentseva et al., 2019).

For example, all operations regarding orders, vehicle demand due to transportation, stock status, container status, fuel, location, load and delivery information of vehicles can be viewed, allowing transactions to be performed remotely. E-Learning, a new paradigm, has emerged on the basis of new concepts such as community, simulations, games, personalized curriculum, constructivist learning and socio-cultural learning experiences, and these concepts have the potential to reshape the educational processes of the future. This potential comes to the fore especially with the demands of employers and new generation students. One of the main factors that will ensure the successful application of the e-learning paradigm in the future is game-based learning. In particular, it is expected that digital game-based learning, which is a sub-branch of game-based learning, will come to the fore. While game-based learning is defined as any type of game that covers learning or educational processes, digital game-based learning is in a more specific scope and refers only to computer-based games (Tobias et al., 2014). Many researchers have emphasized that game-based learning has important, and they have stated that it increases students’ problem-solving abilities by referring to their increased learning motivation. In general terms, a game can be defined as an activity that has at least one purpose and creates a competition among the players to reach these goals or objectives. One or more elements of the competition should take place in the game and these elements should form the basis of the game.

Thus, players will compete with each other or against standards, and this will create the opportunity to use the game as an experiment.

The game can be regarded as an extended version of the simulation and very often the game emerges as a result of adding some competitive elements to a simulation. Developing the design of the game method in logistics management, Cvetić and Vasiljević (2012) went further and stated simulation development as a prerequisite in the game design development process. Games to determine the adequacy of existing structures, policies, and procedures according to simulations; communicate more effectively; enhance learning; equip students with the ability to cope with future situations; it has advantages such as generating new ideas and reducing uncertainty. Padilla et al. (2016) integrated games and simulations into business operations and stated that games are a more appropriate method for learning and strategic decision-making than simulations in logistics and SCM processes. Afari et al., (2013) used games and case studies as a complement to traditional teaching methods in their supply chain management course. Many games have been developed to be used in logistics and supply chain management education. Pasin and Giroux (2011) created 10 logistics and supply chain-related games to be used in an operations research course. In 2011, the BizGames project was created to collect existing logistics and supply chain games, and the games that were created were also used in the field of operations research management.

CONCLUSION AND DISCUSSION

Turkey is a country with a geo-strategic location, located at the crossroads of both east-west and north-south trade routes, as well as having lands in the Eurasian region, serving as a bridge between the Asian and European continents. With this aspect, Turkey is progressing rapidly towards becoming a “Logistics Hub-Logistics Base Regional Base” as determined in the Ninth (2009-2013), Tenth (2014-2018), and Eleventh Development Plans (2019-2023). In the plan, it was decided to implement the “Integrated Logistics Master Plan” and “Transformation Program from Transport to Logistics”. In order to achieve this, it was decided to take into account the regional potential and needs in the determination of logistics centers and to provide the necessary support for companies operating in the field of logistics to reach sufficient scale. When the study is evaluated from this aspect, it is important in terms of revealing the perspectives of “qualified logisticians” who will work in the sector towards applied education in order to achieve the goals in the field of logistics and transportation. In this context, the courses in the logistics program curricula, be they theoretical or applied, should be examined in detail, and in addition to this, “qualified logistics”, which the industry needs, should be trained in line with the opinions and suggestions of the sector representatives. In addition, the contribution of the theoretical and applied courses in the curriculum to the careers of the students should be examined, and they should be made more effective in order to fulfill the country’s goals. In future studies, the effects of on-the-job training, which is included in the curriculum of many logistics programs at least for one semester, on students’ perspectives on applied education can be measured. In this context, students’ perception of on-the-job training and their before-and-

after situations can be analyzed. In particular, studies can be conducted to reveal the extent to which the package programs and Excel applications given at the school during the applied education process meet the needs of the sector. Afterward, school administrations and decision makers can easily observe how up-to-date and widely used the relevant applications and quickly adapt to the changing business world needs.

Today, the foreign trade and logistics sector is one of the two very important sectors that grow rapidly and grow the economy of the countries. In particular, the logistics sector has transformed from the old understanding of pure transportation into a wide service network extending from raw materials to the final consumer, with the effect of technological developments and changes in consumer preferences. Foreign trade and logistics have attracted more attention due to their increasing importance as two sectors that feed each other, and in parallel, it has been supported by various training programs in the world and in Turkey, and the need for qualified personnel has been tried to be met. One of the most important problems encountered in training qualified personnel with the departments opened at the secondary and higher education level has been the acquisition of practical practices. Despite the curriculum supported by field trips, internships, and guest speakers from the industry, this problem has not been completely overcome. Here, it can be stated that one of the factors is the changing student profile. Today's students, who were born in technology and have difficulty attracting their attention to the lessons, have come up with the idea of using technology to reach the generations Y and Z, and digital-based learning models have been put forward. The structure of foreign trade and logistics education suitable for digital games allows students to learn while having fun. When both the literature and the Google Play Store, Apple Store, and existing computer games are examined, there are not enough studies and games on the educational game that prioritizes export-import operations and that will provide an understanding of logistics activities. For this reason, it is thought that designing a digital-based game that includes foreign trade and logistics processes will be beneficial to educators and students. As a result of the literature review, it was concluded that the most suitable model for the game in question was the "digital game-based learning-teaching design model" proposed by Zin, Jaafar, and Yue (2009), therefore, it is recommended to design a digital game with the said model. The analysis phase of the digital game-based learning-teaching design model, which will consist of five main phases; It should consist of needs and problem analysis, determining learning goals, identifying student characteristics, identifying the game idea, defining the teaching environment. In order to define these sub-tasks correctly, a workshop with the stakeholders of the foreign trade and logistics sector will be beneficial. Academicians, educators, student representatives, software developers, game designers, pedagogues, private sector representatives, professional organizations, NGOs, etc.

In the remaining stages of design, development, quality control and evaluation, academicians, educators, students, designers and software developers will contribute to the game design. The workshop server, which is recommended to be created in accordance with the course themes of the Foreign Trade and Logistics programs as well as the market requirements, should be monitored by the committee to be formed. Thus, the fact that subjects such as documents, terms

and concepts used in foreign trade and logistics operations, financing tools, government supports, routes, routes, etc., in the game design will be reinforced by the visual processing of the subjects. After completing the tasks in the game that can be given as homework to help the lessons, students will have the opportunity to practice the theory. On the other hand, a competitive learning environment will be created with the game, which is proposed to be supported with online and multiplayer. As a result of the exchange of ideas with experts in the field and the examination of good practice examples, the proposed digital educational game can be further detailed. It can also be considered to apply the proposed game to primary and secondary school students with various difficulty levels and content differentiation. Thus, the foundations of the entrepreneurs, exporters and logisticians of the future will be laid. This foundation will support the emergence of new exporters in line with Turkey's 2023 export target. Since it is not considered correct to finance the game, which is suggested to be free, with advertising revenue, the financing needs are met primarily by TÜBİTAK 4005 Innovative Education Applications Support Program, Development Agencies and European Union Grant Programs, Turkish Exporters Assembly (TİM), Union of Chambers and Commodity Exchanges of Turkey (TOBB), Logistics Association. (LODER), Association of International Forwarding and Logistics Service Providers (UTIKAD) etc. It is thought that it is possible to be met by institutions / organizations. It is hoped that this study will guide individuals and companies that will produce software-design for digital game-based education, and educators and practitioners who will use this and similar software. The increasing weight of technology in our lives necessitates the evaluation of educational digital games in different areas. In this context, it is recommended to use educational digital games more in general teaching activities and to open new departments for the training of people who will produce and design the software for these games, as well as to strengthen the existing ones.

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Influence of the difference between *capabilities* and *functionings* in the interpretation of the approach of A. Sen and M. Nussbaum to the choice of social policy

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Abstract

Capability Approach as an approach to socio-economic development was originally formulated by A. Sen. In this approach, Sen distinguishes *capabilities* (the ability of individuals to choose how to realize themselves) and *functionings* (promoting directly defined *capabilities*), which he also contrasts with utilitarianism and the primary goods theory. Sen's approach has largely contributed to the different way in which social policies are determined on the basis of *capabilities*, and so has also received numerous interpretations, including that of M. Nussbaum. Nussbaum argues that it is not enough to promote policies that merely increase choices, but it is a priority to provide certain *functionings* in society. The author argues, among other things, that the provision of a greater range of capabilities is dependent on the prior provision of a minimum level of functionings. She thus draws attention to a much clearer connection between these concepts than Sen has pointed out. The purpose of my paper is to present the two approaches mentioned and shed light on the link between functionings and capabilities, asserting a much broader influence of functionings on capabilities than even Nussbaum wrote. As a result, it will come down to a different answer than Sen to the question of the importance of *capabilities* to implement certain social policies. Any examples of policies will concern solutions in health care. At the same time, I will provide a response to some of the key allegations to the distinction between *capabilities* and *functionings* itself, especially from the so-called liberal paternalism.

The Impact of Real Exchange Rate on Economic Growth: Evidence from G20 Countries

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Abstract

The exchange rate has a crucial effect on economic growth for all countries no matter their income categorization. The exchange rate has several effects on macroeconomic aggregates such that interest rate, inflation, investment, prices, and so on. Any increase in the real exchange rate leads to depreciation in national currency and will automatically affect in import and export of goods and services. This leads to domestic goods and services will be more comparative in outside and imported products will be less compared to the domestic market. The present paper aims to examine the impact of exchange rates on economic growth in the G20 countries. To estimate the aforementioned nexus a panel estimation will be conducted for G20 countries. The annual data used for the period spanning from 2000–2021. In this study, secondary data will be employed to carry out the estimations, and data for Gross Domestic Product per capita (GDP) and Trade Openness (TRD) are collected from World Development Indicators (WDI); Inflation Rate (INF), and Interest Rate (INT) are collected from Organization Economic Co-operation and Development (OECD). In this paper, Ordinary Least Square (OLS), Fixed Effect (FE), Random Effect (RE), Fixed Effect robust (FE robust), and Fixed Effect Dris-Kraay (FE dris-kraay) estimations will be employed. To decide on fixed or random effects estimations, the Hausman test will figure out where the null hypothesis is that the preferred model is fixed effects estimation versus the alternative random effects estimation. The results suggest that the real exchange rate reveals a statistically significant and positive effect in all five estimations and this indicates increasing the exchange rate will raise economic growth. The

empirical findings of this study provide similar results to the literature. According to Rodrik (2008), a high exchange rate fosters economic growth. In a similar spirit, Razmi et al. (2012) discovered a link between real exchange rate undervaluation and economic growth, especially in emerging economies. As per Ribeiro et al. (2013), the real exchange rate influences growth indirectly through increasing functional economic growth and technology advancements. Eichengreen et al. (2015) state that the sustainability of a competitive real exchange rate and the avoidance of excessive volatility, are critical and vital for economic growth. Moreover, trade openness is statistically insignificant but has a positive impact on economic growth. Meanwhile, inflation and interest rate show statistically significant and negative impacts on economic growth.

Keywords: *Exchange rate, trade openness, inflation, interest rate, economic growth, G20.*

JEL Codes: *C33; E10; E40.*

Kimya Öğretmenlerinin Asit ve Bazlar Ünitesinde Kullandıkları Stratejiler

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Öz

Günümüzdeki eğitim çalışmalarına bakıldığında farklı öğretim yöntem ve tekniklerinin önem kazanmaya başladığı görülmektedir. Öğretim programlarında benimsenen yapılandırmacı yaklaşım, farklı şekillerde öğrenen öğrenciler için derslerde farklı öğretim yöntem ve tekniklerinin, çeşitli stratejilerin kullanılmasını gerekli kılmaktadır. Bu çalışmanın amacı, kimya öğretmenlerinin “Asitler ve Bazlar” ünitesini öğrencilerine sunarken hangi yöntem ve teknikleri ya da stratejileri kullandıklarını ortaya çıkarmaktır. Bu araştırma nitel araştırma desenlerinden biri olan durum çalışması ile yürütülmüştür. Eğitim araştırmalarının doğasına uygun olarak kullanılan durum çalışmaları, elde bulunan sınırlı sayıdaki verileri derinlemesine araştırma imkânı vermektedir. Araştırmanın örneklemini farklı okul türlerinde görev yapan 60 kimya öğretmeni (44 kadın, 16 erkek) oluşturmaktadır. Çalışmanın verileri araştırmacıların yazdığı açık uçlu tek bir soru kullanılarak elde edilmiştir. Katılımcılardan veriler Google formlar platformu üzerinden toplanmıştır. Katılımcı öğretmenlerin verdikleri yanıtlar betimsel analize tabi tutulmuştur. Verilen cevapların benzerlik ve farklılıklarına göre kategoriler oluşturulmuştur. Ayrıca öğretmen ifadelerinin tam olarak yansıtılabilmesi amacıyla, çalışmada onların ankete verdikleri cevaplardan yapılan doğrudan alıntılara yer verilmiştir. Çalışmanın

sonunda katılımcı öğretmenlerin “Asitler ve Bazlar” ünitesini işlerken çoğunlukla analogilerden, günlük yaşam örneklerinden, kavram haritalarından ve benzetimlerden yararlandıkları sonucuna ulaşılmıştır. Çalışma sonucunda ortaya çıkan farklı yöntem ve tekniklerin ya da stratejilerin, kimya öğretmenleri tarafından kullanılması önerilmiştir.

Anahtar kelimeler: Kimya öğretimi, asit ve bazlar, iyi uygulama örnekleri, öğretim yöntem ve teknikleri.

Abstract

When we look at today's educational studies, we can observe that several teaching approaches and strategies have begun to acquire prominence. The constructivist approach in curricula involves the employment of numerous teaching methods and approaches, as well as various solutions for students who learn in various ways. The purpose of this study is to discover which approaches, techniques, or strategies chemistry teachers employ when presenting the unit "Acids and Bases" to their students. This study used a case study, which is one of the qualitative research designs. Case studies, which are employed in educational research because of their nature, allow for in-depth investigation on a restricted quantity of available data. The study's sample comprises of 60 chemistry teachers (44 female, 16 male) from various school types. The researchers collected data for the study by asking a single open-ended question. The Google forms platform was used to collect data from participants. The responses of the participating teachers were analyzed descriptively. The similarities and differences in the responses were used to create categories. In order to adequately represent the teachers' statements, direct excerpts from their questionnaire responses were incorporated in the study. The study concluded that analogies, daily life examples, concept maps, and simulations were most beneficial to the participating teachers when teaching the "Acids and Bases" unit. Various methodologies, techniques, and strategies that arose as a result of the study were proposed for use by chemistry teachers.

Keywords: Chemistry teaching, acids and bases, good practice examples, teaching methods and techniques.

GİRİŞ

Fen bilimleri (kimya, fizik, biyoloji) derslerinde birçok olgu ya da kavram soyut olduğu için, bunların öğrenciler tarafından anlaşılabilmesi çoğu zaman onlar için zor olabilmektedir. Yapılan araştırmalarda, fizik, biyoloji ve kimya gibi fen derslerinin diğer derslere kıyasla daha zor olduğu görüşünün öğrenciler arasında oldukça yaygın olduğu belirtilmektedir (Nakhleh, 1992, Çepni, 1997). Fen bilimleri (kimya, fizik, biyoloji) derslerinin öğrenciler tarafından zor dersler olarak düşünülmesi ve bu derslere karşı geliştirdikleri olumsuz tutumlar üzerine yapılmış

arařtırmalarda, fen bilimleri (kimya, fizik, biyoloji) derslerinin diđer derslere kıyasla daha karmařık kavram ve yasaları içermesi, daha çok düşünme ve sorgulama gerektirmesi ve çok fazla soyut kavramı içermesi gibi sebeplerin öğrenciler tarafından vurgulandıđı ifade edilmektedir (Sanger, 2000; Derman, 2014; Harman & Çökelez, 2017).

Bir önceki paragrafta ifade edilen gerekçelerden dolayı fen bilimlerinin (kimya, fizik, biyoloji) öğretiminde, özellikle de anlaşılması zor olan karmařık ve soyut kavramların öğrenciler tarafından daha kolay anlaşılmasını sağlamada farklı yaklaşım, yöntem veya tekniklere ihtiyaç duyulmaktadır. Ancak öğretmenlerin derslerinde yer verdikleri yöntem ve teknikleri ortaya koymak için yapılan çalışmalarda; çoğunlukla geleneksel adı verilen öğretim şekline pek vazgeçemedikleri ve anlatım yönteminin eskilerdeki gibi halen en sık kullandıkları öğretim yöntemi olduđu belirtilmektedir (Demirkan & Saraçođlu, 2016; Karasu-Avcı & Ketenođlu Kayabaşı, 2019). Diđer taraftan, aynı çalışmalarda öğretmenlerin aslında anlatım yönteminin tek başına etkili olmayacağı ve mutlaka başka yöntemlerle ve tekniklerle beraber kullanılması gerektiđi düşüncesinde oldukları da rapor edilmektedir.

Öğretim yöntem ve teknikleriyle ilgili literatürde, bütün konuların ya da kavramların öğretiminde tek bir öğretim yöntemi ya da tekniđinin etkili olmayacağı, farklı şekillerde öğrenen öğrenciler için farklı yöntem ve tekniklere, çeşitli etkinliklere ve uygulamalara yer verilmesinin faydalı olacağı ifade edilmektedir (Gözütok, 2000). Özellikle kimya gibi soyut ve karmařık kavramların çok fazla yer aldığı derslerde, öğretim süreci farklı yöntem ve teknikleri, çeşitli etkinlik ve uygulamaları içerecek şekilde zenginleştirilmeli, dersler farklı şekilde öğrenen öğrenciler için daha dikkat çekici ve kolay anlaşılır hale getirilmelidir. Bu belirtilen durumlar gerçekleştiđinde ancak anlamlı ve kalıcı öğrenmeler gerçekleşebilir. Bu yüzden, her ne kadar öğretmenler geleneksel yöntemlere derslerinde daha fazla yer verseler de en azından onlardan derslerinde bu yöntem ve teknikleri farklı etkinlik ve uygulamalarla desteklemeleri ve zenginleştirmeleri beklenmektedir. Nitekim anlatım yönteminin veya genel olarak geleneksel yöntemlerin etkili kavram öğretimini sağlamak ve öğrencilerin derse olan ilgi ve başarılarını artırmak noktasında beklenen sonuçları vermediđi birçok çalışmada ifade edilmektedir (Umdu-Topsakal, 2010).

Ortaokulda fen bilgisi dersinde ve lisede ise kimya dersinde temel konulardan biri olan “asitler ve bazlar” konusu, günlük yaşamda oldukça sık karşımıza çıkabilecek kavramları veya durumları içermektedir. Günlük hayatta yediđimiz hazır gıdaların ambalajlarında, içtiđimiz suyun veya kullandıđımız temizlik ürünlerinin üzerindeki etiketlerde “asitler ve bazlar” konusu kapsamında düşünölebilecek “asit”, “baz”, “pH” gibi birçok kavramla karşılaşmama imkanı neredeyse yok denecek kadar azdır. Dolayısıyla günlük hayatın içinde oldukça büyük bir yeri olan bu kavramların ve dolayısıyla “asitler ve bazlar” konusunun öğrenciler tarafından dođru bir şekilde öğrenilmesi büyük önem taşımaktadır (Özdemir, 2011; Demirci ve Özmen, 2012). Ayrıca, “Asitler ve bazlar” konusu redoks tepkimeleri gibi bazı kimya konularının anlaşılabilmesi için de temel teşkil eder ve merkezi bir öneme sahiptir. “Asitler ve bazlar” konusuna yönelik öğrencilerdeki eksik bilgiler veya yanlış fikirler, öğrencilerin ilişkili diđer kimya konularını öğrenmelerini de zorlaştıracaktır. Bu nedenle “asitler ve bazlar” ünitesindeki kavramların

öğrenciler tarafından iyi anlaşılması gerekmektedir. Bu bağlamda, soyut ve anlaşılması zor kavramları içeren “asitler ve bazlar” konusunun öğretimi sürecinde, öğretmenlerin farklı uygulama ve etkinliklere (yöntem, teknik, strateji vb.) yer vermeleri hem konunun anlaşılması hem de zor olduğunu düşündükleri için kimya konularına yönelik olumsuz tutuma sahip olan öğrencilerin bu olumsuz tutumlarından vazgeçmeleri açısından büyük önem taşımaktadır (Özdemir, 2011).

Ortaokuldan itibaren tüm eğitim düzeylerinde yer verilen, farklı kimya konularının anlaşılması için temel oluşturan ve en önemlisi öğrencilerin günlük yaşamlarında gerçekleşen olayları ve durumları açıklayabilmeleri için gerekli olan “asitler ve bazlar” konusunun öğrenciler tarafından iyi anlaşılması gerekmektedir. Halbuki bu kadar önemli olmasına rağmen, literatürdeki çalışmalarda asitler ve bazlar konusunun, öğrencilerin en çok anlamakta güçlük çektikleri ve yanlışlara sahip oldukları konulardan biri olduğu ifade edilmektedir (Demirci ve Özmen, 2012; Kırbaşlar, Özsoy-Güneş, Avcı ve Atalar, 2012; Pabuççu ve Geban, 2015; Canpolat, Ateş & Ayyıldız, 2019). Bundan dolayı öğretmenler, “asitler ve bazlar” konusunun öğretiminde öğrencilerinin anlamalarını kolaylaştıran, kalıcı öğrenmeler sağlayan uygun öğretim stratejileri, yöntemleri veya tekniklerine yer vermelidirler (Ayhan, 2004; Tamer, 2006; Özdemir, 2011).

Bu çalışmada, kimya öğretmenlerinin 10. Sınıf kimya dersi öğretim programında yer alan “Asitler, Bazlar ve Tuzlar” ünitesinin öğretiminde kullandıkları farklı öğretim uygulamalarını (stratejiler, yöntemler, teknikler vb.) belirlemek amaçlanmıştır.

2. YÖNTEM

Bu çalışma, durum çalışması yöntemi temel alınarak tasarlanmış ve bütüncül çoklu durum deseni ile yürütülmüştür. Bütüncül çoklu durum desenine göre, her bir durum kendi içerisinde değerlendirilip sonrasında birbiriyle karşılaştırılır (Kaleli Yılmaz, 2019). Durum çalışmalarının ön plana çıkan özelliği, incelenen ve odaklanılan konu hakkında yorumlamalarda bulunmak ve bunları dikkate alarak daha ileri adımlar atabilmek amacıyla kullanılacak zengin bir materyal arşivi oluşturmasıdır (Cohen, Manion ve Morrison, 2000). Eğitim araştırmalarında oldukça önemli bir yere sahip olan durum çalışması yöntemi, araştırma konusu olan olgu hakkında okuyucuya detaylı bilgi verebildiğinden bu çalışma için de uygun görülmüştür.

Araştırmanın çalışma grubu Trabzon ili öncelikli olmak üzere farklı illerde görev yapan ve mesleki deneyimleri 6 ile 32 yıl arasında değişen 44’ü kadın ve 16’sı erkek toplam 60 kimya öğretmeninden oluşmaktadır. Katılımcıların farklı okul türlerinde (Fen lisesi, Anadolu lisesi, Anadolu İmam Hatip lisesi, Meslek lisesi, Özel lise) öğretmenlik mesleğini devam ettiren öğretmenler olmasına ve gönüllülük esasına göre seçilmelerine dikkat edilmiştir.

Bu çalışmada, kimya öğretmenlerinin konuları anlatırken kendilerine özgü olarak geliştirdikleri ve sıklıkla kullandıkları iyi örnekleri belirlemek için araştırmacılar tarafından geliştirilen ve tek bir açık uçlu sorudan oluşan anket formu veri toplama aracı olarak tasarlanmıştır. Bu anket formu, kimya öğretim programı 10. sınıf üniteleri arasında yer alan “Asitler, Bazlar ve Tuzlar” ünitesine yöneliktir. Veri toplama aşaması öncesinde araştırmacılar öğretmenlerle görüşerek

çalışmanın amacından bahsetmiş sonrasında form çevrimiçi ortamda öğretmenlere uygulanarak veriler toplanmıştır.

“Asitler, Bazlar ve Tuzlar” ünitesine yönelik hazırlanan ve tek bir açık uçlu sorudan oluşan forma verilen yanıtlar betimsel analiz tekniği kullanılarak analiz edilmiştir. Öğretmenlerin görüşlerini detaylı sunmak için de forma verdikleri yanıtlardan doğrudan alıntılar yapılmıştır. Alıntılar yapılırken öğretmenlerin isimleri kullanılmayıp kadın öğretmen 1 “Ö1K”, erkek öğretmen 2 “Ö2E” şeklinde kısaltılarak verilmiştir. Öğretmenlerin sorulara verdiği yanıtlar çalışmanın yazarları ile birlikte kimya eğitimi alanında uzman bir başka araştırmacı tarafından da ayrı ayrı incelenerek kodlanmış, gerekli düzenlemeler yapılarak tema ve kodlara son hali verilmiştir.

3. BULGULAR

Bu başlıkta katılımcı öğretmenlerin görüş formunda yer alan tek açık uçlu soruya verdikleri yanıtlara ilişkin bulgular verilmiştir. Öğretmen yanıtları belirli temalar (analoji, drama, düz anlatım, bellek destekleyici ipuçları, vb.) altında gruplandırılmıştır.

Katılımcı öğretmenlerin 38’i veri toplama aracı olarak kullanılan formda “Asitler, Bazlar ve Tuzlar” ünitesinin öğretiminde kullandıkları çeşitli bellek destekleyici ipuçlarına yer vermişlerdir. Bu öğretmenlerden bazılarının yanıtları Tablo 1’de sunulmuştur:

Tablo 1. Bellek destekleyici ipuçları kategorisindeki öğretmen yanıtlarından örnekler

Asitlerin ve bazların özelliklerini anlatırken turnusol kağıdını etkiler: “Anne kızartır, baba morartır” şeklinde şifreleme yöntemini kullanıyorum (Asit kırmızı, baz maviye çevirme). “Ö4E”

Amfoter metaller (Al, Sn, Zn, Cr, Pb, Be): “**Al Sana Zincir Kıрма Parası Berke**” şeklinde şifreliyorum. “Ö6K”

Ametalik oksitlerde genellikle tek harf (C, N, O, P, S gibi), metalik oksitlerde genellikle iki harf (Na, Mg, Ca, Al gibi) şeklinde ifade ederim. CO₂-Tek harf ametal oksit, Na₂O-İki harf metal oksit. “Ö2E”

Amfoter metaller “**Zeynep Al Sana Benden Kırmızı Pabuç**” tekerlemesini, soy ve yarı soy metaller için cumhur haksızca ağlayanların patlatır avucunu tekerlemesini kullanıyorum. “Ö7K”

Tablo 1’de, “Asitler ve Bazlar” konusunu işlerken bellek destekleyici ipuçlarını kullanan dört öğretmenin (Ö4E, Ö6K, Ö2E, Ö7K) cevabından örnek alıntılar sunulmuştur. Bunlardan ikinci ve dördüncü bellek destekleyicinin öğretmen tarafından farklı varyasyonlar halinde kullanıldığı görülürken, ilk örneğin ise Ö4E’nin haricinde Ö3E kodlu öğretmen tarafından da kullandığı

tespit edilmiştir. İkinci ve dördüncü örnekler ilk harf yöntemi içerisinde yer almaktadır. Çoğunlukla ilk harf yöntemlerinden akrostiş oluşturma tekniği öğretmenler tarafından tercih edilmiştir. Bu tekniğin dışında öğrencilere çağrışım yaptıracak, deneyler ile doğruluğu kanıtlanmış ifadeleri kullanarak da bellek destekleyici ipuçlarına örnekler verdikleri görülmüştür.

Çalışmaya katılan öğretmenlerin on yedisi “Asitler, Bazlar ve Tuzlar” ünitesinin öğretiminde analogi tekniğinden yararlandığını Tablo 2’de sunduğu örnekler ile ifade etmiştir.

Tablo 2. Analogi kategorisindeki öğretmen yanıtlarından örnekler

Zayıf asit ve bazların gösteriminde çift yönlü ok (\leftrightarrow) gidişi ve dönüşü olan sokağa benzetilir. Kuvvetli asit bazların iyonlaşması ise (\rightarrow) çıkmaz sokaktır. Geri dönüşü yoktur. Canlandırma olarak sınıflarda ikişerli oturan öğrenciler zayıf asit-baz molekülleridir. Bir kısmı ayağa kalkarak sınıf içinde dolaşırlar. Birlikte oturanlardan biri anyon biri katyondur. Sınıf içinde dolaşırken (ayrı-ayrı) iyonlaşan moleküller olurlar. Sıralarında oturanlar ise iyonlaşmayan moleküllerdir. Böylece ortamda asidin eşlenik bazı, hidronyum iyonu ve iyonlaşmamış asit molekülleri bulunur. Bazlar için de durum aynıdır (Hidroksit iyonu, eşlenik asit ve iyonlaşmamış baz molekülleri)” şeklinde bir analogi kullanıyorum. “Ö11K”

Bir maddenin asitlikle bazlığı arasındaki ilişki kavratılırken kefeli terazi örneği verilebilir. Maddenin asitliği hangi oranda azalırsa bazlığının aynı oranda arttığı, ikisinin birbirine eşit olduğu durumda nötr olduğu şeklinde açıklama yaparım. “Ö10E”

Asidik veya bazik tuzlar, güçlü olan kimse o tarafa yönelir. İnsanlar da güçlü takımları tutarlar veya güçlü partileri tutarlar. O tarafa meylederler. Zayıfı kimse tutmaz. “Ö3E”

Pasif metallerin tepkimeye girme isteklerini ev de isterim araba da sekinde anlatıyorum (Sadece kuvvetli hidrojenli asitlerle tepkime veriyor). “Ö26K”

Tablo 2’de sunulan analogi örnekleri incelendiğinde, öğretmenlerin büyük çoğunluğunun sözlü analogileri tercih ettiği, resimli analogilerin ise öğretmenler tarafından “Asitler, Bazlar ve Tuzlar” konusunun öğretiminde tercih edilen teknikler arasında yer almadığı görülmüştür. Özellikle Ö11K kodlu öğretmenin sunmuş olduğu analogi örneği yalnızca konuyu somutlaştırmayıp aynı zamanda öğrencileri de aktif kılan bir örnektir. Verilen örneklerle var olan halleriyle bakıldığında; öğretmenlerin analog ile kaynak arasındaki benzerlik ya da farklılıkları öğrencileri ile istişare edip etmedikleri, analogilerin sınırlı kalan yönlerini paylaşp paylaşmadıkları hakkında detaylı bilgi vermedikleri görülmektedir.

Öğretmenlerin “Asitler, Bazlar ve Tuzlar” konusunun öğretiminde analogi ve bellek destekleyici ipuçlarının dışında oyunlaştırmayı da kullandıkları görülmektedir. Bir öğretmenin “Asitler, Bazlar ve Tuzlar” ünitesinin öğretiminde kullandığı oyunlaştırma örneği Tablo3’te verilmiştir.

Tablo 3. Oyunlaştırma kategorisinde cevap veren öğretmenin yanıtından alıntı

Etkileşimli grup çalışmaları adı altında oyunlar, yarışmalar ile farklı anlatım teknikleri hazırlamalarını istiyorum öğrencilerden... Monopoly, tabu gibi oyunları konuya uyarlıyorlar. Ünitadaki kavramları yasaklı kelimeleri kullanmadan anlatmaya çalışıyorlar örneğin... “Ö5K”

Tablo 3’e göre, Ö5K kodlu öğretmen öğrencilerinin günlük hayatta sıklıkla tercih edilen oyunları kimya konu ve kavramlarına uyarlayarak “Asitler, Bazlar ve Tuzlar” konusunun öğretiminde kullanmalarını istediğini belirtmiştir. Bu teknik çalışmaya katılan öğretmenler arasında yalnızca bir öğretmen (Ö5K) tarafından tercih edilmiştir.

Dört farklı öğretmenin “Asitler, Bazlar ve Tuzlar” konusunun öğretiminde deney ve gözlem tekniğine ilişkin olarak yaptıklarını belirttikleri örnek etkinlik Tablo 4’de yer almaktadır.

Tablo 4. Deney ve gözlem kategorisindeki öğretmen yanıtlarından bir örnek

Öğrencilere evlerinde mor lahana suyu ile indikatör yapmalarını ödev verip, verdiğim listenin asit ya da baz olduğunu deneyerek belirlemelerini isterim. “Ö6K”

Tablo 4’e göre, Ö6K kodlu öğretmenin günlük hayatta kolay ulaşılabilir malzemelerden biri olan mor lahana ile asidik ve bazik maddelerin tayininde kullanılan indikatör yapımını öğrencilere ödev olarak verip farklı maddeler üzerinde deneyerek gözlemlenmelerini istediği görülmektedir.

Yukarıda tablolar halinde verilen öğretim stratejilerinin haricinde günlük hayat ile ilişkilendirme (Ö5K, Ö17K, Ö25K) ve anlatım (Ö14K, Ö19K, Ö38K, Ö40E) şeklinde yanıtlar veren öğretmenler de bulunmaktadır. Ancak bu öğretmenlerin verdiği yanıtlar ders kitaplarında yer alan açıklamalardan çok farklı durumlar olmadıkları için, çalışmada örnek alıntılar sunulmamıştır.

TARTIŞMA VE SONUÇ

Kimya öğretmenlerinin “Asitler, Bazlar ve Tuzlar” ünitesine yönelik kullanmış oldukları stratejilerin neler olduğunun araştırıldığı bu çalışmada öğretmenlerin; bellek destekleyici ipuçlarından, analogilerden, oyun etkinliklerinden, deney ve gözlemlerden yararlandıkları belirlenmiştir. Öğretmenlerin daha çok analogilerden ve bellek destekleyici ipuçlarından yararlandıkları görülmektedir.

Eđitim alanında yapılan alıřmalara bakıldıđında sađ ve sol beynin derinlemesine incelendiđi ve retim programlarının bu durum gz nne alınarak dzenlendiđi grlmektedir (Kirođlu, 2010). Beynin iki blmnn de đrenme etkinliklerine katılması bellek destekleyici stratejilerle sađlanmaktadır (Kaya & evik, 2020). Literatrde yer alan iliřkili arařtırmalarda, bellek destekleyici stratejilerin kullanıldıđı deney gruplarındaki đrencilerin bařarıları, bilgilerin kalıcılıđı ve fenne karřı tutumların geleneksel yntemin uygulandıđı kontrol grubundaki đrencilere gre anlamlı dzeyde yksek olduđu tespit edilmiřtir (Kksal, 2013). Bu bađlamda bellek destekleyici kullanılan alıřma sonuları incelendiđinde, fen bilimleri derslerinde kullanılan bellek destekleyici stratejilerin deney grubu đrencilerinin akademik bařarılarını artırması, đretmenlerin analogi kullanmalarının sebebini aıklayabilmektedir (Keskinlik, 2005; Aydın, 2010; Yıldız, 2013).

alıřmadan elde edilen bir diđer sonuca gre, đretmenlerin kimya retiminde analogilerden faydalandıđı grlmektedir. Farklı bir retim yntemi olarak analogiler, n bilgilerle yeni bilgiler arasında anlamlı iliřkiler kurmada kullanılmaktadır (Keserciođlu, Yılmaz, Huyugzel, & avař, 2004).

Yapılan alıřmalardan elde edilen bulgular incelendiđinde; analogilerin, đrencilerin merak ve ilgilerini artırdıđı, kavramsal deđiřimi desteklediđi ve kavramların birbiri ile olan iliřkilerini kurmada etkili olduđu grlmřtr (Keller, 1983; Dagher, 1994; Stepich ve Newby, 1988; Keserciođlu, Yılmaz, Huyugzel, & avař, 2004). n dzenleyici olarak da kullanılan analogilerin, đrencilerin yabancı oldukları yeni ve soyut bir kavramı đrenmelerini sađlamada etkili olduđu belirtilmektedir (Keserciođlu, Yılmaz, Huyugzel, & avař, 2004). Bu nedenle, zellikle sembolik, makroskobik ve mikroskobik olmak zere  boyutu olan kimya konularının đrenciler tarafından anlaşılabilirliđini artırmak amacıyla đretmenler tarafından analogilere sıka yer verilmesi onlardan beklenen ve yerinden bir davranıřtır (Akkuř, 2006).

NERİLER

alıřmadan elde edilen bulgulara dayalı olarak řu neriler sunulabilir:

- “Asitler, Bazlar ve Tuzlar” nitesi iin yrtlen bu alıřmaya benzer řekilde, đretmenlerin kimyanın farklı nitelerini đretirken kullandıkları gzel rnekler, uygulamalar, stratejiler, kodlamalar vs. belirlenebilir. Buna ynelik alıřmalar yrtlebilir.
- Kimya dersinde 9, 10, 11 ve 12. Sınıf dzeylerindeki farklı niteler iin đretmenlerin kullandıkları iyi rnekler bir dokman (kitap, kılavuz vb.) haline getirilerek, bu dokman ulusal apta kimya đretmenlerinin kullanımına sunulabilir.
- Kimya đretmenlerinin “Asitler, Bazlar ve Tuzlar” nitesinin retiminde kullandıkları tespit edilen iyi rnekler ve farklı stratejiler, đrencilerin okul kitaplarına da yerleřtirilebilir ve đrencilerin de bu rneklerden sevdiklerini ve akıllarına yatanları kullanmaları sađlanabilir. Benzer durum diđer niteler iin de yapılabilir.

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English Lexical Borrowings in the Albanian Version of the Constitution of the Republic of Kosovo

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Abstract

This study was carried out to examine the effects of English language on written Albanian. More specifically, it looked at the Constitution and some of the laws of the Republic of Kosovo to determine whether there were lexical borrowings from English in the language used in those documents and if so, to what extent. As many as 142 lexical borrowings were excerpted based on their frequency of occurrence and their etymology, and a detailed analysis was carried out according to the adaptation levels that borrowed words undergo when entering a particular language, in this case, Albanian. As for the morphological level of adaptation, most of the anglicisms were found to be nouns followed by adjectives, verbs, and adverbs.

Most of the loanwords seemed to have been adapted according to the Albanian language rules of word formation, i.e. certain English suffixes were substituted by the corresponding Albanian ones. However, though in a smaller percentage, a number of words were transferred into Albanian keeping their original English form. With regard to semantics, most of the borrowings took place for the purpose of filling the gaps with certain new words denoting new concepts, or carrying other connotative meanings, with special emphasis in the field of economy and technology.

On the other hand, quite a number of words appeared to have been transferred into Albanian unnecessarily as a result of insufficient grasp of both Albanian and English languages during the translation of the documents. The online Etymology Dictionary was consulted to identify the etymological origin of the words used. Most of the words resulted to be of Latin origin that have made their way into Albanian either from French, Italian, Slavic languages, or most recently from English.

Furthermore, this study analyzed the morphological adaptation of the loanwords in an attempt to determine the extent of their assimilation into the Albanian language in terms of form and other morphological implications.

The quantitative data collected from the laws and the Constitution of the Republic of Kosovo revealed that nouns constitute the largest number of loanwords as a lexico-grammatical category, followed by adjectives, verbs, and adverbs. In this way it confirmed our sub-hypothesis stated at the beginning of the research.

The semantic analysis of anglicisms confirmed the main hypothesis stated at the beginning of the study that lexical borrowings from English are used in the lack of Albanian equivalents rather than to substitute for existing words.

The results showed that of 142 anglicisms selected in the study, 90 words, or 63.38%, were borrowed because they were needed to convey specific meanings in Albanian in certain contexts, whereas the remaining 52 words (36.61%) were borrowed either to enrich the Albanian language with synonyms, as a result of English influence, or in the lack of awareness about the existence of adequate Albanian equivalents.

Analysing Russia's War in Ukraine through Realist and Constructivist Theoretical Approaches

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Abstract

This paper attempts to understand the dynamics of the Russian invasion in Ukraine based on International relations (IR) theories of Realism and Constructivism. Realist and Constructivist IR theories are deliberately chosen due to their almost opposite conclusions about the reasons of the war in Ukraine. Realist theories, in particular, Jonh Mershaimer's offensive realism simply claims that the West is responsible for the outbreak of the war to the extent that the West completely ignored Russia's legitimate security concerns. On the other hand, Constructivist approach as famously Alexander Wendt points out Anarchy is what states make of it. I may revise Wendt's approach as Security is what Russian state elites make of it. Just as the Vietnam War is an artificially created security problem for the United States, choosing the war path in Ukraine may be an artificially created security issue for Russia. After analysing Russia's war in Ukraine through the filters of two theories of international relations in this paper, I will attempt to highlight that Constructivist theory is more effective in comprehending social reality in the context of the on-going war.

Keywords: Russia, Ukraine, War, Realism, Security, Constructivism, Ideas, Political Elites,

Denizli Destinasyonunun Gastronomik Kimliğinin Oluşmasında Muhacir Mutfağının Rolü: Bozkurt Örneği

The Role of Migrant Cuisine in Forming Gastronomical Identity of Denizli Destination: Bozkurt Sample

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Öz

Yemek ve kültür kavramları yüzyıllardır birbirini etkileyen ve birbirinden etkilenen iki kavramdır. İkisinin bir araya gelmesi gastronomi turizminin gelişimini hızlandırmaktadır. Bir bölgede gastronomi turizminin geliştirilebilmesi için, o bölgeyi diğer bölgelerden ve ülkelerden ayıran özgün eşsiz yerel gastronomik unsurlara ihtiyaç duyulmaktadır. Bu nedenle günümüzde yemek yemek, biyolojik bir eylem olmaktan çıkmıştır. Yiyeceklerin üretimi, taşınması, depolanması ve tüketimi sürecinde oluşan farklı toplumsal birliktelikler ve ritüeller, kültürün beslenme konusundaki önemini ortaya koymaktadır. Yiyeceklerin üretim ve tüketim sürecindeki kültürel farklar, toplumların kimliklerinden birer parça taşımaktadır. Bu çalışmada yemeğin toplumsal bir simge olması üzerinde durulmaktadır. Çalışmanın özünü de etnik bir mutfak olan muhacir mutfağı oluşturmaktadır. Göçmen toplulukların mutfak kültürlerinin incelenerek kayıt altına alınmasının bunların sürdürülebilirlikleri açısından önemli olduğu düşünülmektedir.

Makalemiz nitel bir çalışma olup bölgede özellikle muhacir olarak adlandırılan göçmenlerinin mutfak kültürleri, yeme içme alışkanlıkları, özel günler ve törenlerde hazırladıkları "Akıtma", "Boşnak böreği", "Cızlama", "Dolama", "Düğün kolacı", "Katlama", "Kiremit örtüsü", "Kiide", "Pabuç topu", "Peksimet", "Tekme tokat turşusu" ve "Tıktık aşı" inceleme konusu yapılmıştır. Araştırmanın sürdüğü iki yıl boyunca Denizli'nin Bozkurt ilçesi ve buna bağlı Armutalan, Başçeşme, Hayrettin, Mecidiye ve Sazköy'de yaşayan göçmenlerle yüz yüze görüşmeler yapılarak bulgular, teorik bilgilerle de desteklenerek yorumlanmaya çalışılmıştır. Bu görüşmelerde sosyal antropolojik anlamda katılımlı gözlem ile birlikte yönlendirilmemiş görüşme tekniği kullanılmıştır. Bunun yanı sıra göçmenlerin mutfak kültürü sahadan elde edilen bilgiler doğrultusunda sürdürülebilir gastronomi turizmi kapsamında değerlendirilmiş ve göçmenlerin mutfak kültürlerinin gelecek nesillere aktarılması amaçlanmıştır.

Anahtar Kelimeler: Gastronomi, Etnik Mutfaklar, Muhacir Mutfağı, Bozkurt, Denizli.

Abstract

Dining and culture are two concepts that have affected each other and been affected by each other for centuries. The combination of these two powers lead to the development of gastronomy tourism. In order to develop gastronomy tourism in a region the unique gastronomic elements are needed. For this reason, today dining is more than a biological need. Attitudes and rituals of people have great importance during the process of transportation, storage and consumption of food. Cultural differences in production and the consumption of food carry essential items that come from cultures identities. This study focuses on migrant cuisine by emphasizing that food is a social symbol. It is thought that in order to protect sustainability of migrant cuisine, it is better to analyse and record migrant cuisine culture.

Our article is a qualitative study. We focus on the cuisine cultures, eating habits, foods prepared for special days and ceremonies of the immigrants called as "Akıtma", "Boşnak böreği", "Cızlama", "Dolama", "Düğün kolacı", "Katlama", "Kiremit örtüsü", "Kiide", "Pabuç topu", "Peksimet", "Tekme tokat turşusu" and "Tıktık aşı". Face to face interviews has been conducted in Armutalan, Başçeşme, Hayrettin, Mecidiye and Sazkoy villages in Bozkurt. The findings are supported by theoretical informations. In this research participative survey method is used and also migrant peoples dining culture is analysed in the view of gastronomy tourism. Findings are important for transporting these culture for the next generation and its being well identified.

In these interviews, non-directed interview technique was used together with social anthropological participant observation. In addition, the migrant cuisine culture was evaluated within the scope of sustainable gastronomy tourism in line with the information obtained from the field. We believe that the findings will contribute to the transfer of the migrant cuisine culture to the next generations by increasing their awareness and their sustainability.

Keywords: Gastronomy, Ethnical dining, Migrant dining, Bozkurt, Denizli.

GİRİŞ

Türkiye'nin yaşadığı tarihsel göçler, günümüz yemek kültürünün oluşumunda ve bu kültürün çeşitlenip zenginleşmesinde büyük bir rol oynamıştır. Osmanlı Devleti'nin bir göç sürecinin sonunda kurulduğu kabul edilmesi gerektiğine göre; o günden bugüne değişik tarihsel evrelerde tanık olunan değişik göçler, sürekli olarak Anadolu kültürünü beslemiş ve zenginleştirmiştir.

Geçmişten günümüze yemek konusunda birçok sosyolog bu konuya ya az ilgi göstermiş ya da hiç ilgi göstermemiştir. Ancak yemek, sosyoloji teorilerinde sıklıkla vurguda bulunulan doğal bir eylem olarak karşımıza çıkmaktadır (McIntosh, 1996: 1). Toplumların sahip olduğu kültürel değerler, toplumların yaşam biçimlerini, yeme-içme alışkanlıkları üzerinde etkili olduğu bir gerçektir.

Mehmet Eröz'e göre, Türk yiyecek ve beslenme kültürü, Türk Milletini karakterize eden bazı kültürel kodları içermektedir (Talas, 2005: 273). Bu kültürel kodların en belirginini "ölü aşı"dır. Eski Türk kültüründe ataların gömüldüğü Kutlu Orman'da, onların ruhları için dualar edilir,

kurbanlar kesilir, bir anlamda toplum önderi de olan şamanların değişik sesler çıkararak, defler çalarak yaptığı dualardan sonra ölü aşı yenirdi. Göçler, Orta Asya'da bozkır kültüründen aldığı Kutlu Orman'da yenilen ölü aşı geleneğini, Türkler'in İslamiyet'e geçmesiyle, bu yeni inanç kalıbından da kimi özellikleri alarak, öz be öz bu Oğuz geleneğini değiştirip, yeniden biçimlendirerek Anadolu'nun en ıssız yörelerine kadar ulaştırdı. Türk yemek kültürü, göç yoluyla boyların, kabilelerin, soyların elinde nerelere uzandıysa, oralarda kök saldı; kök saldığı o yeni kültür toprağından çok sayıda yeni gıdayı alarak, çeşitlendi ve değişti. Bu değişimde, kültürün hem kendisi değişiyor hem de karşılaştığı öteki kültürü değiştiriyordu. Böylece Orta Asya kökenli Türk kültürü de Horasan üzerinden geldiği biçimiyle kalmadı. Anadolu'ya gelen İslamiyet'le Anadolu'da yeniden şekillenen ve oradan Avrupa ortalarına giden Türk kültürü, Balkanlarda yerli halkın kültürlerini etkilemiş, onlardan da etkilenmiştir.

XIX. yüzyılda ise tam tersine, Müslümanların kitleler halinde oturduğu yerler olan Deliorman, Doğu Rumeli, Dobruca, Vardar Vadisi (Makedonya) ve Teselya'dan Osmanlı Devleti'ne doğru göçlerle, bu kez o coğrafyalardaki yemek kültürü Anadolu'ya doğru yola çıktı. Doğal koşullar ve etkileşim içinde bulunan kültürler bütünüyle mutfağın tarzını belirleyen bir etken olduğundan, Balkan coğrafyasının bitkileri ve oradaki kültürlerin sunduğu zenginlikler, böylelikle Anadolu'ya taşınmıştır.

Böylece, kültür, birkaç kez, yoğun biçimde değişmelere uğramıştır. Bütün bu değişim süreçlerinde de yemek kültürü, gittiği her coğrafyadan bir şeyler alarak, son durak yerinde, yeni bir etkileşim sürecinin içine girmiştir. Damak tatları, lezzetler, çeşniler, bu tatları, lezzetleri ve çeşnileri oluşturan gıdalar, pişirme yöntem, kural ve gelenekleri binlerce yıllık serüvenlerinin sonucunda imbik imbik süzülerek, göçlerin yarattığı kaynaklardan beslenerek Anadolu, Selçuklu ve Osmanlı geçmişine dayanan Türk Mutfak kültürü, günümüze kadar gelişmiş ve olgunlaşmıştır.

Bu bağlamda diyebiliriz ki Türkiye'de, yerel mutfakların özgün etkilerini içinde barındıran köklü ve çok yönlü bir mutfak kültürü yaşamaktadır (Güler, 2010: 24). Ancak söz konusu bu zenginliklerin ise bugüne kadar bir turizm ürünü olarak dünyaya pazarlanabildiği söylenemez. Kendilerine ait bir mutfak kültürü dahi bulunmayan Kanada, Güney Afrika, Avustralya gibi ülkelerin turizm stratejilerini büyük ölçüde gastronomiye dayandırdıkları ve başarılı oldukları, Avrupa'da pek çok destinasyonun gastronomi turizmi ile marka değeri yarattıkları düşünülürse, Türkiye için henüz değerlendirilemeyen bu potansiyelin aslında ne kadar güçlü bir pazarlama aracı olduğu daha iyi anlaşılacaktır.

Sonuç olarak yoğun göçlerin sonucunda oluşan kaliteli muhacir mutfağını turizm ürününe dönüştürüp turistlerin deneyimine sunmak mümkündür. Bu turizm ürününe yapılan harcama yöre halkına ve bölge ekonomisine katkı sağlamakla kalmayıp, aynı zamanda bölgede çarpan etkisi yaratacaktır. Aynı zamanda destinasyon için yerel muhacir mutfağı, Denizli için sembolik bir unsur gibi görünse de, ileriki yıllarda sağlayacağı çekicilikle de rekabette destinasyonlara avantaj sağlayacaktır.

1. Kavramsal Çerçeve: Sürdürülebilir Gastronomi Turizmi

“Gastronomi” terimi, Yunanca mide anlamındaki gaster ve bilgi-kural anlamındaki nomos terimlerinin birleşiminden meydana gelmektedir ve yemek yasası anlamını taşımaktadır (Scarpato, 2003: 52). Gastronomi kelimesi ilk olarak Antik Yunan döneminde kullanılmıştır. M.Ö. 4. yüzyılda Sicilyalı Arcestratus, Akdeniz bölgesinde yemek ve şarap konularını işlediği bir kitap yazdı. Akdeniz bölgesinin ilk yiyecek ve şarap rehberi olarak sunulan *The Life of Luxury* (Lüks Yaşam) adlı kitapta, gastronomi bu kitabın birkaç bölümünü içerdi (Santich, 2004: 16). Gastronomi terimi, Joseph Bercholux’un 1801 tarihli *Gastronomie ou L’Homme des Champs a Table* (Gastronomi ya da Tarladan Sofraya İnsan) adlı eseriyle birlikte literatürde kullanılmaya başlanmıştır (Larousse, 2005: 395).

Gastronomi, tarihi, kültürel ve çevresel etkilere bağlı olarak neyin, nerede, ne zaman, ne şekilde ve hangi bileşimlerle yeneceğine ve içileceğine ilişkin öneriler sunma ve rehberlik etme faaliyeti olarak ifade edilmektedir (Santich, 2004: 18).

Şengül ve Türkay’a göre gastronomi, “mutfak kültürü içerisinde yer alan yiyecek ve içeceklerin, sofraya düzenlenmesini, lezzetlerini, yapılarını, görselliklerini ve bunlar arasındaki ilişkiyi irdeleyen, lezzetli yemek ve hoş içecekleri araştıran ve bu aktiviteye katılanlarca sanatsal bir faaliyet olarak adlandırılan bir disiplin” olarak tanımlamaktadırlar (Şengül ve Türkay, 2016: 89).

Svejenova ve diğerlerine göre gastronomi, yemek malzemelerinin seçimi, yemeğin hazırlanması ve sunumunu içeren, içerisinde sanatın da yer aldığı kültür ve yemek arasındaki ilişkiyi inceleyen bir kültür sanat etkinliğidir (Svejenova, vd., 2007). Deveci ve diğerlerine göre gastronomi, içinde barındırdığı tüm bu sanatsal ve bilimsel unsurlarla yiyecek - içeceklerin tarihsel gelişme sürecinden başlayarak tüm özelliklerinin ayrıntılı bir biçimde anlaşılması, uygulanması ve geliştirilerek günümüz şartlarına uyarlanması çalışmalarını kapsayan bir bilim dalıdır (Deveci, vd., 2013: 29-34).

Öte yandan gastronomi, yeme içme sanatı olarak da tanımlanmakta olup kimya, edebiyat, biyoloji, jeoloji, tarih, tarım, antropoloji, müzik, felsefe, psikoloji ve sosyolojiyi içine alan multi disiplinler bir bilim ve sanat dalıdır (Kivela ve Crotts, 2006: 356; Pavlidis ve Markantonatou, 2020: 2). Gastronomi, sanatsal özelliklerinin yanında fen bilimlerinden (fizik, kimya, biyoloji), ve sosyal bilimlerden de (ekonomi, sosyoloji, antropoloji, psikoloji, işletmecilik, yönetim, pazarlama vb.) yararlanır (Gillepsie ve Cousins, 2001: 2).

Böylece gastronomi bilimsel açıdan “gıdanın üretiminden ve gıdanın üretildiği araçlar; politik ekonomi; gıdaların işlenmesi, depolanması, taşınması ve işlenmesi; onların hazırlanması ve pişirilmesi; yemekler ve tarz; gıdanın kimyası, sindirim ve gıdanın fizyolojik etkileri; yemek seçenekleri, gelenek ve görenekler” ile ilgili olan her şeyi kapsamaktadır (Scarpato, 2002a: 4).

Gastronomi, ülke ya da bölge mutfaklarını birbirinden ayıran özellikleri, bir ülkenin ya da bölgenin yiyeceklerini, yeme-içme alışkanlıklarını ve yiyecek hazırlama tekniklerini ifade etmektedir” (Cömert ve Özkaya, 2014: 63).

Özellikle yaşadığımız yüzyılda yeme alışkanlığı edebi ve sanatsal açıdan da değerler kazanmıştır. Yemek veya içeceklerin yapılışı, sergilenmesi, sunumu estetik kaygıyla yapılır hale gelmiştir. Çünkü gelir seviyesi yüksek olan kişiler, yedikleri yemekler veya içtikleri içkiler karşılığında ciddi paralar ödemeye başlamışlardır. Bu anlamda önemli bir kaynak oluşturan gastronomi turizmi ciddi gelir yaratan bir turizm çeşidi olmuştur (Bahtiyar ve Tetik, 2019: 75). Dolayısıyla gastronomi kültürünün yaygınlaşması sosyal açıdan elit bir grubun ayırt edici bir belirginleşmesine yol açmıştır. Bu grupların yemek yemeyi kültürel bir ölçüt, sosyal bir statü olarak tanımladıkları için sık sık gastronomi seyahatleri yapmaktadırlar (Ivanović, 2008: 574). Böylece gidilen bölgenin çekiciliği artmış, bölgeye gelen turist sayısı pozitif yönde etkilenmiş ve bölgenin turizm kaynaklarını geliştirerek diğer turizm bölgeleriyle rekabet avantajı oluşturmuştur (Şahin ve Ünver, 2015: 63).

Gastronomi turizmi, bir ülkenin mutfağının, yemek alışkanlıkları ile birlikte o yöreye özel kültürünü ve tarihini anlatan kıymetli bir kültür unsurudur (Aydoğdu vd., 2016). Gastronomi turizminin kültürle ilişkisi dikkat çekicidir. Çünkü kültür kavramı olarak sürdürülebilir ancak zamanla değişen bir yapıyı göstermektedir.

Bu bağlamda gastronomi turizmi kimi araştırmacılar tarafından kültür turizmi içinde değerlendirildiği gibi özel ilgi turizmi içinde de değerlendirilmektedir. Gastronomi turizmi, genel itibarıyla insanların bir bölgeye özgü yiyecek ve içecekleri tatması ve o kültürü deneyimlemesi şeklinde tanımlanmaktadır (Karim-Chi, 2010: 532).

Şengül ve Türkay gastronomi turizmini, “yöresel mutfak kültürünü tanımak, yöreye özgü bir lezzetin tadımını yapmak, bölge coğrafyasına ait ürünlerin yetiştirilmesini ve toplanmasını görmek, mutfaka ait folklorik araç ve gereçleri tanımak, ünlü restoranların yemeklerini yemek amacıyla gerçekleştirilen bir turizm çeşidi” olarak tanımlamışlardır (Şengül ve Türkay, 2016: 89).

Gastronomi turizmi fiziksel, kültürel, sosyal ve prestij olmak üzere dört farklı motivasyon türüne sahiptir. Birincisi fiziksel motivasyondur. Yaşamın devamlılığı için yiyecek şarttır ve turist yaşamak için ya da seyahat için yemek yemek ister. İkincisi kültürel motivasyondur, belli bir kültürü öğrenmek için de turist yemek yemek ister. Bu noktada lokal basit ürünler turisti motive etmeye yetmektedir. Bunun için birincil üretim yerlerini ziyaretler, yöreye özgü yemeklerin sunulduğu restoranlar ve festivaller önemli rol oynamaktadır. Üçüncü olarak turistin sosyal motivasyonu söz konusudur. Turist gastronomi aktivitesinin içinde aktif olarak yer alır bu da sosyal motivasyonunu sağlar. Dördüncü motivasyon aracı ise prestijdir. Yöreye özgü edindiği deneyimleri bulunduğu ortamlarda paylaşarak kendisine prestij sağlar (Guzman ve Canizares, 2011).

Yaşadığımız yüzyılda yeme içme alışkanlığı, bir zorunluluk olmaktan çok hobi olarak farklı zevkler tatmak adına gerçekleşen etkinlik haline almıştır. İnsanlar merak ettikleri tatlar uğruna deniz aşırı seyahatlere çıkmış, bunun uğruna paralar ödemeye başlamıştır. Bu bakımdan merak dürtüsüyle hareket eden insanın ulaşım araçları kullanarak seyahat etmesi, gittiği destinasyonda konaklaması, merak ettiği ürünün tadına bakması tüketmesi ve tüm bu etkinlikleri boş zamanında yapması destinasyonun gastronomik unsurlarını oldukça önemli bir hale getirmiştir.

Destinasyon tercihlerinde bir motivasyon kaynağı olarak değerlendirilebilen gastronomik unsurlar, gastronomi turizmi kavramının ortaya çıkmasına ve literatüre kazandırılmasına zemin hazırlamıştır (Küçükömrler vd., 2018: 79).

Sürdürülebilir gastronomiyi, çevresel sürdürülebilirliği temel almakla birlikte toplumun sağlığını, sosyo-kültürel ve çevresel kalitesini de koruyan ve geliştiren bir kavram olarak tanımlamaktadır (Scarpato, 2002: 139). Sürdürülebilir gastronomi turizmi, organik olarak üretilmiş, yerel ve otantik sayılan gıdaların üretimlerinde devamlılığın sağlanması, evlerde yemek yapma kültürünün sürdürülmesi, geleneksel lezzetlerin, mutfak kültürüne dair bilgilerin ve geleneksel pişirme yöntemlerinin korunarak geleceğe aktarılması, yiyecek çeşitliliğinin korunması ve her kültürün kendine has gastronomi özelliklerinin yaşatılmasına destekte bulunan bir turizm çeşidi olarak bilinmektedir (Scarpato, 2002: 140).

Sürdürülebilir gastronomi turizminin, yerel halkı geliştiren ve yöredeki tarımsal faaliyetleri destekleyen bir turizm hareketliliği olduğunu belirtmektedir (Yurtseven, 2011: 19). Benzer şekilde sürdürülebilir gastronomi turizmi sayesinde yerel gastronomik mirasın korunduğu ve yerel halkın desteklenerek yerel ekonomik kalkınmanın sağlandığını vurgulamaktadır (Özkaya, vd., 2013: 17). Sürdürülebilir gastronomi turizminin, yiyeceklerin hazırlanması/üretilmesi esnasında gıda güvenliğinin sağlanmasına ve çevreye duyarlı üretim tekniklerinin kullanılmasına önem veren bir turizm hareketliliği olduğunu öne sürmektedir (Londono, 2011: 10). Sürdürülebilir gastronomi kavramının aynı zamanda eko-gastronomi olarak da adlandırıldığını belirtirken; sürdürülebilir gastronominin, bir destinasyona ait sürdürülebilir unsurların gelişmesine katkıda bulunarak, destinasyonun çekiciliğinin artırılmasına ve yiyecek deneyimine dayalı marka ve kimlik oluşumuna katkı sağlayabileceğini belirtmektedir (Yurtseven ve Kaya, 2010: 57).

Sürdürülebilir gastronomi turizmi; yerel, organik ve otantik gıdaların üretiminde devamlılığın sağlanmasını, ev tipi yemek kültürünün sürdürülmesini, geleneksel damak tadının, mutfak kültürüne ait bilginin ve geleneksel yemek pişirme tekniklerinin korunarak gelecek nesillere aktarılmasını, gıda çeşitliliğinin korunmasını ve özgün gastronomi kültürünün yaşatılmasını destekleyen bir turizm çeşididir (Scarpato, 2002: 140).

Dünya turizm pastasından payını arttırmak isteyen ülkeler, turizmin çeşitlendirilmesi ve on iki aya yayılması için ülkelerin turistik ürün bileşenlerinde cazibe-çekicilik unsurunu yeterli bulmayıp kültürel öğeleri, özellikle de gastronomi kültürünü ön plana çıkarmak istediklerini ifade etmektedirler (Küçükaltan, 2009: 1). Dolayısıyla bölgesel turizmin gelişmesinde önemli bir unsur olarak göze çarpan, yeme-içmenin bilime ve sanata dönüştürülmesi olarak ifade edilen gastronomi, artık turizm deneyiminin ayrılmaz bir parçası olarak değerlendirilmekte, insanların bir destinasyonu ziyaret edebilmesi için tek başına bir seyahat motivasyonu olabilmekte ve ülke tanıtımlarında aktif bir rol üstlenmeye başlamaktadır (Küçükaltan, 2009: 8; Yüncü, 2010: 29). Bu nedenle son yıllarda hem Türkiye’de hem de dünyada, gastronomi turizmi ile ilgili ön plana çıkan birçok destinasyon yer almaktadır.

Böylece gastronomi, birçok ülke ve bölge için yeni bir turizm pazarını temsil etmekte ve turistik destinasyonlar ile bu destinasyonlardaki girişimciler için benzersiz bir rekabet üstünlüğü sağlamaktadır (Horng ve Tsai, 2010).

Küreselleşmenin sonucunda oluşan kültürel değerlerin kaybı, son dönemlerde kültürel mirasların korunmasının ve sürdürülebilirliklerinin sağlanmasının önemini ortaya koymuştur. Küreselleşmenin getirdiği hızlı yemek alışkanlığı da tek tipleşmeye ve yerel gastronomik değerlerin kaybolmasına sebep olmaktadır. Bu kapsamda yerel gastronomi unsurlarını koruyan, tarım faaliyetlerini teşvik eden ve yerel halka ekonomik açıdan destek olan sürdürülebilir gastronomi turizmi kavramı gündeme gelmiştir (Sandıkçı ve Özkan, 2017: 853). Gastronominin sürdürülebilirliği, çevresel etkenlerin devamlılığı ve toplumun yüksek sağlık seviyesine ulaşabilmesi için eko-beslenme kaynaklarını korurken, aynı zamanda yerel halkın sosyal ve ekonomik alanlarda gelişmesini sağlamaktadır.

Sonuç olarak Maslow Hiyerarşi'sinin birinci basamağı olan yemek yeme gereksinimi, insanlığın temel ihtiyacı olmasıyla beraber, "yaşamak için yemek" veya "yemek için yaşamak" tartışmalarının dışında aynı zamanda zevk veren bir alışkanlıktır (Hjalager ve Corigliano, 2000: 281; Maslow, 1970: 35-37). Gelecekte eğer yemek yeme olgusu ortadan kalkarsa ve yerine sadece haplarla yemek saatleri geçitirilirse, o zaman insanlık tarihi boyunca şöenlere dönüşen, fertlerin yaşamına anlam katan yemek yeme zevki varlığını yitirecektir. O nedenle gastronomi son yıllarda "yemek kültürü-sanatı-bilimi" gibi adlarla atfedilen anlayışların tümünün kapsamlı ismi olarak sözlükte yerini almaya başlamıştır ve böylece her toplumun aynası niteliğinde olan yemek kültürünü yansıtabilme amaçlı hareket eden bir olgu olmuştur.

2. Gastronomik Kimlik

Henderson'a göre gastronomik kimlik, bir destinasyonun kültüründeki yemek olgusunu ve mirasını yansıtarak, o bölgeye özgü yeme içme özellikleri ile rekabet avantajı sağlayan etkili bir unsurdur (Henderson, 2009: 318-320). Bir destinasyonun gastronomik kimliği; coğrafya, tarih, etnik çeşitlilik, mutfak görgü kuralları, yaygın lezzetler ve yemek reçetelerinden oluşmaktadır ve destinasyon açısından katma değer yaratan taklit edilmesi güç ve önemli bir değerdir (Erdoğan ve Özdemir, 2018: 251). O destinasyondaki yeme içme kültürü ile birlikte; bölgede yetişen, üretilen ve bölgeye özgü yöntemlerle sunulan gastronomik ürünler gastronomik kimliği oluşturmaktadır (Başat, vd., 2017: 64). Bir destinasyonun gastronomik kimliğinin şekillenmesinde, destinasyona özgü lezzetler, kültürel atmosfer arasında kurulan bağ ile farklı bir gastronomi deneyimi sunan "ruhu olan yer" imajı ön plana çıkmaktadır (Erdoğan ve Özdemir, 2018: 252). Gastronomik kimliğin şekillenebilmesi için; kimliğin de bir parçası olan bölgede üretilen yöresel ürünlerin "ne, nasıl, neden ve ne zaman" üretilip tüketildiği sorularının cevaplanması, ürünlerdeki karakteristik özelliklerin tespit edilmesi (coğrafi işaretlemeler gibi) gerekmektedir (Başat, vd., 2017:65). Bu bağlamda; bir destinasyonun coğrafi tescilli ürünleri, uluslararası fuar ve yarışmalarda ön plana çıkmış lezzet değerleri, yöresel yemekleri, yavaş şehir ve yavaş yemek kavramları, restoranları bir destinasyonun mutfak kültürünü aktaran birer

sembol olarak gastronomik kimlik kapsamında değerlendirilebilir (Erdoğan ve Özdemir, 2018: 253).

Fransız Devlet Adamı Charles De Gaulle'nın "246 çeşit peyniri olan bir ülkeyi kim nasıl yönetebilir?" şeklindeki ifadesiyle Fransa'nın kültür çeşitliliğini peynirle açıkladığını ifade etmiştir. Bu bağlamda; peynirin Fransızlar için sadece bir yiyecek olmadığı, Fransızların coğrafyasını, iklimini, tarihini, kültürünü ve mutfağını bir bütün olarak yansıtan etkili gastronomik kimlik unsurlarından biri olduğu anlamına gelebilir. Lyon şehrinin Fransa'nın gastronomi başkenti olmasında, şarap ve yemek kültürünün çok uzun bir tarihi geçmişi olmasına, ürün çeşitliliğinin yüksek olmasına, geleneksel ürünlerin kullanımının yaygın olmasına ve yerel halk, işletmeler ve yerel yönetimlerin gastronomi turizmine önem vermesinin etkili olduğunu vurgulamaktadır (Çalışkan, 2013: 43).

Gastronomik kimlik, bir bölgenin yeme içme ile ilişkili özelliklerini çevre ve kültür olmak üzere iki temel faktör tarafından oluşturulduğunu vurgulamaktadır. Gastronomik kimliği oluşturan çevre ve kültür faktörleri de kendi içerisinde alt boyutlara ayrılmaktadır. Bu aşamada çevre faktörü altında coğrafya, iklim, mikro iklimler, yöreye ait ürünler ve yeni ürünlerin yöreye uyumu yer alırken; kültür faktörü altında tarih, etnik çeşitlilik, deneme yanılma, gelenekler, inançlar ve değerler yer almaktadır. Destinasyonun sahip olduğu çevresel ve kültürel faktörler de destinasyon mutfağının kendine özgü özelliklerinin, diğer bir deyişle gastronomik kimliğin şekillenmesinde etkili olmaktadır. Daha geniş bir ifadeyle yukarıda vurgulanan faktörler bölgenin lezzet yapısını, sofrada adabını, yemek tariflerini etkileyerek o bölgeye özgü bir gastronomik kimliğin şekillenmesini sağlamaktadır. Yukarıdaki açıklamalara göre en temel anlamda gastronomik kimliğin çıktıkları, destinasyonun çevresel ve kültürel özelliklerini taşıyan yerel yiyecek içecekler ile yerel yemeklerdir (Nebioğlu, 2017: 41).

Dolayısıyla; çevre ve kültür unsurlarının şekillendirdiği yöresel ya da yerel yiyecek ve içeceklerin yöreye özgü gastronomik kimliğin oluşmasına önemli katkıları olmaktadır. Denizli mutfağının gastronomik kimliğinin oluşmasında da bu unsurların hepsinin ayrı ayrı etkisinin olduğu aşikârdır. Ancak çalışmanın özü bakımından etnik bir çeşitlilik olan muhacir toplumunun yeme içme gelenekleriyle ve ürünleriyle Denizli mutfağını zenginleştirdiği anlaşılmaktadır.

Gastronomik kimliğe sahip olan bir destinasyona gelen turist; yerel mutfağın otantiklik özelliği, taklit edilememesi, bölgeye özgü coğrafyası, kültürü, tarihi, iklimi, inançları ve çevre ile etkileşimi sayesinde benzersiz bir yemek deneyimi yaşamaktadır. Destinasyona özgü oluşturulan yerel mutfağın gastronomik kimliği, o bölgenin tarihini, yaşam tarzını ve dünya görüşünü yerel bir giysinin yansıtabildiği kadar yansıtabilmektedir (Çalışkan, 2013: 45).

Sonuç olarak Denizli yüzyıllar boyunca pek çok medeniyete ev sahipliği yapmış olması, farklı kültür ve inanca mensup toplulukların bir arada yaşaması sonucu adeta bir höyük gibidir. Farklı etnik toplulukların bir arada yaşaması, etkileşim ve değişimler Denizli mutfak kültürünü oluşturmuştur. Taşınabilir kültür varlıkları bir coğrafyadan başka bir coğrafyaya taşınırken mevcutta bulunan topluluğun yaşam biçimi, coğrafyası, dini, kültürü ve teknikleri ile farklı bir

boyuta taşınır. Belli bir kültür oluşurken tek bir elemanın değişmesi dahi farklı bir kültürün ortaya çıkmasını sağlar. Bu Bozkurt muhacir mutfak kültürü için de böyledir.

3. Türk Mutfak Kültürünün Tarihsel Gelişimi

Ülkelerin sahip oldukları değerler arasında ülke mutfağı ve mutfak kültürü önemli cazibe unsurları arasındadır. Folklorik değerlerin başında gelen mutfak kültürleri, insanları daima etkileyen bir unsur olmuştur. Bunun en temel sebebi, yeme içme faaliyetlerinin yaşamsal derecede rol oynamasıdır. Orta Asya'dan Anadolu'ya göçen Türkler, tarihsel geçmişleri nedeniyle zengin bir kültüre sahiptirler. Orta Asya göçebe insanının et ve mayalanmış süt ürünlerini kullanmaları, Mezopotamya'nın tahılları, Akdeniz çevresinin sebze ve meyveleri, Güney Asya'nın baharatı ile birlikte kullanılarak zengin bir Türk yemek kültürünün oluşmasında etkili olmuştur (Baysal, 1993b:12).

Türk yemek kültüründe buğday ve buğday unu ile yapılan yağlı hamur işleri daha ön plana çıkmıştır. Darıdan yapılan boza, Orta Asya Türklerinin ilk gıdaları arasında yer almaktadır. Orta Asya Türklerinde, "av hayvanları" önemli bir yer teşkil etmektedir (Argılı, 2005: 14). At önemli bir beslenme kaynağı ve ulaşım aracıdır. Eski Türklerin temel yiyeceği, koyun ve süt ürünleridir. Koyunu sırasıyla, keçi ve sığır izlemektedir. Bu hayvanlar süt üretimi için kullanılmaktadır. Türk sofrasında süt tek başına tüketildiği gibi, tereyağı, peynir, yoğurt, ayran, çökelek gibi süt ürünleri ile sütlü yoğurtlu yemek ve tatlılar olarak oldukça çeşitlilik göstermektedir (Ciğerim, 2001: 54). Mayalanmış kısrak sütünden elde edilmiş kımız, eski Türklerin en önemli içkileri arasında yer almaktadır (Baysal, 1993a: 32). Yoğurt, kurutularak kışın tüketilmek üzere saklanmaktadır. Kurutulmuş yoğurt "Kurut" olarak adlandırılırken, Anadolu'da bazı yörelerde hala görülmektedir (Yılmaz, 2002: 52). Yoğurda ılık su katılıp, hayvan derilerinden elde edilen tulumlarda çalkalanıp tereyağı çıkartılması, yağı alındıktan sonra tuz konularak kaynatılması ve süzülmesi ile çökelek, keş gibi peynir türlerinin yapılması geleneği hala devam etmektedir. Çorbalar çok yaygın olarak tüketilmektedir. Özellikle tarhana çorbası, yoğurtlu çorba, un çorbası, mercimek çorbası en çok tüketilen ve bilinen çorbalar arasındadır.

Türk Mutfak kültürü içinde Selçuklular yemek çeşitleri, yemek pişirme ve muhafaza teknikleri ile kendilerine has bir mutfak kültürü oluşturmuşlardır. Selçuklularda kuşluk ve akşam (zevale) yemeği adı verilen iki öğün bulunmaktadır. Kuşluk, sabahla öğlen arasında yapılmaktadır. Tok tutan yemekler tercih edilmektedir. Akşam yemeğinde ise çeşit boldur ve hava kararmadan yenmektedir. Selçuklular döneminde et, un ve yağ yemek alışkanlığının simgesi olarak görülmektedir. Kuzu, erkeç, keçi, at ve tavuk en çok eti yenen hayvandır. Bunlara kuşlar ve balıklar ilave edilebilir. Kesilen hayvanın sakatatının çok tüketildiği Selçuklularda, sebze yemekleri pek tercih edilmemiştir.

Türklerin, Anadolu'ya göç etmesi ile birlikte, oradaki yemek kültüründen etkilenmişlerdir. Örneğin, bir tatlı olan "Tavukgöğsü" ve "Kazandibi" Romalılardan kalmadır. Balık, zeytin, zeytinyağlı yemeklerin pek çoğu Bizanslılardan geçmiştir (Tuncel, 2000: 50). Çağlar boyu Türkler, dünya tarihinin büyük uygarlıklarının kurulduğu bölgelerde yaşamışlardır. Önceleri Çin,

sonra Hint, daha sonra Orta Doğu ve Anadolu uygarlıklarıyla etkileşime girmişlerdir. Bu bölgeler aynı zamanda dünyadaki gıda çeşitliliğinin hemen hemen % 75'inin çıkış noktasını oluşturmaktadır (Başaran, 2008: 28). Anadolu'da yaşayan Antik Yunan ve Roma mutfak kültüründen sonra, fethedilen yeni bölgelerin mutfak kültürüyle yemek çeşitleri çoğalmış ve pişirme yöntemleri zenginleşmiştir. Böylece 15. yüzyıldan itibaren Osmanlı saray mutfağı şekillenmeye başlamış ve günümüze dek uzanan Türk mutfak kültürü oluşmuştur (Dalby, 2004: 47).

Fatih Sultan Mehmet'in 1453 yılında İstanbul'u fethetmesiyle Saraydaki Osmanlı yemeklerinde büyük değişiklikler yaşanmıştır. Bu dönemde Fatih Kanunnamesi ile Osmanlılarda ilk defa yemek yeme kuralları uygulanmaya başlanmıştır. Deniz ürünlerinin tüketimi bu dönemde oldukça artmıştır. Lahana çorbası, baklava, yoğurtlu ve ıspanaklı büryani, pekmezli yoğurt tatlısı, yoğurtlu pazı ve ayran, papaz yahnisi, midye dolması, sardalya ve balık konservesi, karides gibi yiyeceklerin bu dönemde Saray'da çok fazlaca tüketildiği görülmektedir (Ünver, 1952: 42). Bu dönemde Osmanlılarda mutfak, saray yaşamının önemli bir parçası haline gelmiştir. Padişah ve erkânı ile soylular bir sofraya etrafında toplanmayı bir sosyal aktivite olarak görmüş bu yüzden de Saray mutfağı daima yenilikler arayan, lezzetli ve zengin türler meydana getiren bir yer olmuştur. Padişah erkânının hoşuna giden yemekleri üretmek ve verilen ziyafetleri daha gösterişli yapabilmek için aşçılar birbirleriyle yarışarak Türk Mutfak kültürünün zenginleşmesine katkıda bulunmuşlardır (Ciğirim, 2001: 56).

Özellikle Batı toplumlarıyla yaşanan etkileşim, Türk Mutfak kültürünün değişmesine, gelişmesine neden olmuştur. Patates, domates, taze biber, kabak çeşitleri gibi bugünkü Türk Mutfak kültüründe yer alan ve çok sevilen sebzelerin Amerika kıtasının keşfedilmesi ile yeni kıtadan eski dünyaya zaman içinde yayılması etkili olmuş, Türk Mutfak kültüründe de yer almaya başlamıştır (Samancı ve Croxford, 2006: 13). Bu değişim ve gelişim tek taraflı olmamıştır. Türk Mutfak kültürü de diğer mutfakları etkilemiştir (Baysal, 1993a: 39).

Türklerin, eskiden beri beslenmeleri için kullandıkları temel besin grupları arasında tahıllar önemli bir yer tutmaktadır (Nuhoglu, 2005: 14). En çok üretilen ve tüketilen tahıl türü buğdaydır. Buğday genellikle una çevrilerek tüketilmektedir. Buğday unu, Türk Mutfak kültüründe ekmek yapımında çok kullanılmaktadır. Ekmek, Türk sofralarının en vazgeçilmez, en çok hürmet gören ve en başköşede yerini almış besinidir. Ekmeğin kutsal bir yiyecek olmasının yanında, dinsel bir niteliği de bulunmaktadır. Genelde somun, bazlama ve yufka olmak üzere üç tür ekmek tüketilmektedir. Hatta çoğu zaman içine konan bir ya da iki katlıkla ekmek bir öğün olarak tüketilmektedir (Baysal, 1993b:14). Türklerde "Ekmeksiz bir sofrada karın doymaz" inancı çok yaygındır (Güler, 2010: 27).

Türklerin yeme içme alışkanlıklarına bakıldığında, tarımsal yapının ve göçebe kültürünün etkisinin oldukça fazla olduğunu görmekteyiz. Türklerin temel gıda maddeleri arasında koyun eti ve süt ürünleri gelmektedir. Eski Türklerde göç edilen yerlerdeki bitkilerin kullanımı pek yoktur. Türk yiyeceklerinin çoğunu hububatlar oluşturmaktadır. Kuru fasulye, nohut, bulgur pilavı, soğan Türk yiyeceğinin simgesi olmuştur. Kırsal kesimde özellikle çok fazla tercih edildiği görülmektedir.

Anadolu topraklarına yönelik göç hareketlerine bakıldığında, uzun yıllar boyunca göç etmek için hedef ülke seçilmesinin bir sonucu olarak Türk toplumunun pek çok coğrafyadan etkilenmiş olabileceği görülmektedir. Anadolu'ya gelen göçmenlerin gündelik yaşamları, örf adetleri, özellikle de mutfak kültürleri birbirinden farklı olmuş ve bu da beraberinde kültürel etkileşimi getirmiştir. Mutfak kültürü açısından bakıldığında, her göçmen topluluğunun kendi alışkanlıkları ve diğer toplumlarla olan ilişkileri Türk mutfağını günden güne beslemiştir. Bu sebeple günümüz Türk mutfağının oluşumunda göçmen halkların mutfak kültürleri oldukça etkilidir. Göçmenler sayesinde Türk mutfak kültürüne aktarılmış tatlar, çeşniler ve birçok zengin yeme-içme alışkanlığından söz etmek mümkündür. Bu sayede, Türk mutfağında tüketilen bir yemeğin damaklara süzülen tadında; çok eski kültürlerden, Orta Asya'dan, Balkanlar'dan, Ortadoğu'dan, Kafkaslar'dan ve Kuzey Afrika'dan. Akdeniz'i bir uçtan bir uca kaplayan adalardan nice çeşniler ve esintiler bulunmaktadır (Arı 2012).

Dünyada hemen hemen her mutfağın diğer mutfaklardan ayrılan temel sayılabacak bazı özellikleri söz konusudur. Toplumların ekonomik yapılarına bağlı olarak şekillenen gündelik hayat pratikleri mutfağın temel belirleyicisi konumundadır. Topluluğun tarımsal üretim esasında mı yoksa konar-göçer bir yaşam tarzı mı sergilediği, yiyeceklerin tüketilebilir hale geliş şeklini belirlemektedir (Beşirli, 2010: 160).

Mutfaklarda gerçekleştirilen eylemlerin değişmesinde ve gelişmesinde, bölgede yetiştirilen ve tüketilen gıda maddelerinin farklı olmasında büyük ölçüde katkısı zamanın yanı sıra iklimin, coğrafi yapının, bölgesel yapı malzemesinin vardır. İnsanlar yaşadıkları bölgeye uygun ürünler yetiştirmek zorunda oldukları için her bölgede farklı mutfak kültürleri gelişmiştir (Ulular, 2006: 104).

Sonuç olarak Türk mutfak kültürü, insanlık tarihi kadar eski olmasıyla birlikte, somut olmayan kültürel miras gurubunda yer almaktadır (Saruhan, 2012: 30). Türk mutfağının somut olmayan bu kültürel mirası günümüzde de eskisi kadar önemini ve değerini korumaktadır. Gastronomi bilimiyle uğraşanlara göre Türk Mutfağı Çin, Fransa gibi ülkelerin mutfakları ile birlikte dünyanın en önemli üç mutfağı arasında yer almaktadır (Güler, 2010: 29; Çakıcı ve Eser, 2016: 217). Bu kadar çeşitli ve zengin mutfak kültürüne sahip olmasında geçmiş yüzyıllarda yaşanan kültürel etkileşimler, üç kıtada hüküm sürmüş olan bir devletin devamı niteliğinde olması, bulunduğu coğrafi konum vb. daha birçok sebep gelmektedir (Baysal, 1993a: 26).

4. Tarihsel Süreç ve Balkan Mutfağı

Balkan yarımadası coğrafi olarak doğunun batıya geçiş rotası, batının da doğuya geçiş kapısı niteliğindedir. Bundan dolayı ki yıllar boyunca birçok medeniyete hem ev sahipliği yapmış hem de geçiş güzergâhı olmuştur. Balkanlarda yaşayan toplulukların farklı medeniyetler ile etkileşimi sayesinde yemek çeşitliliğinin artmasına katkıda bulunmuştur. Çeşitli Türk boylarının Balkanlar'da yerleşmesi ve yıllar geçtikten sonra bazı yerleşimcilerin Türkiye'ye dönmesiyle beraberlerinde getirdikleri mutfak kültürü etkileşimde bulunduğu toplumun mutfak kültürünün çeşitlenmesine sebebiyet vermiştir.

Balkan mutfağı kapsamında Arnavut, Boşnak, Bulgar, Hırvat, Karadağ, Kosova, Makedon, Rumen, Sırp, Sloven ve Yunan mutfağı ele alınmaktadır. Birçok kaynakta Osmanlı ve Türk mutfağı da Balkan mutfağı kapsamında değerlendirilmektedir (Yıldız vd., 2018: 93). Balkan mutfakları coğrafi, ekonomik, dini, kültür vb. sebeplerden dolayı birbirlerine çok benzemektedir. Hatta bugün dahi birçok ürün farklı ülkelerde aynı isimde anılmakta hatta Türkçede de kullanılan yemekler ve araç-gereçler bulunmaktadır.

Balkan kelimesi aslen Türkçe bir kelime olup "sık ormanlarla kaplı sıradağ ya da çalılıklarla kaplı engebeli arazi" anlamına gelmektedir. Avrupa ve İngiltere edebiyatında "Haimos" olarak da geçmektedir (Oruç, 2009: 50). Osmanlı yöneticileri ayrıca Balkan toprakları için, "Rum-Eli", "Rumeli-i Şahane" ve "Avrupa-i Osmanî" olarak adlandırmış ve yazışmalarda kullanmıştır (Uğur, 2018: 10).

Balkanlar tarihi süreç içerisinde değişik kavimlere ve milletlere gerek göçler gerek işgaller nedeniyle daima ev sahipliği yapmıştır. Balkanlar Asya ile Avrupa arasında antik dönemlerden bu yana tarih sürecinde daima köprü olmuş çok önemli topraklardır. Türklerin Balkanlarla teması VI. yüzyılda başlar. İlişkinin ilk büyük döneminde Türk kavimleri buraya gelip yerleşmiş, yurt tutmuşlardır. Kuzey Karadeniz yoluyla ard arda gelen atlı göçebe Türk kavimleri ya yerli halklara karışarak ortadan kaybolmuş (XI. yüzyıldaki Peçenekler ve Uzlar gibi) ya da kuzeydoğu Balkanlarda devletler (XII. yüzyılda kurulan Bulgar Hanlığı gibi) kurmuşlardır (Turan, 2001: 23).

XIII. yüzyıla kadar Balkanlar'da yaşayan Türk toplulukları burada Orta Asya'dan getirdikleri kültüre ait derin izler bırakmışlardır. Yapılan arkeolojik kazılarda Hunlara ait kazan, kupa, tas, deri aksesuar gibi çeşitli gündelik eşyalar ve silahlar bulunmuştur (Ahmetbeyoğlu, 2001: 137). Balkanlar'daki Türk varlığının başlangıcı, Osmanlı döneminden çok öncelere dayanır. İlk olarak Hun Türkleri'yle başlayan bu varlık, Orta Asya'dan göç eden çeşitli Türk boylarıyla devam etmiştir.

Balkanlar'ın Türkleşmesi sürecinde, kültür aktaran coğrafya, Anadolu olmuş; bu hâkim kültür, her yönden etkisini, Balkan kültür coğrafyasında hissettirmiştir. Göç ettirilen kitleler, gittikleri yerlerde, kendi alışkanlıklarını sürdürmek istediklerinden, o coğrafyaya kendi adet, gelenek, görenek ve diğer kültürel değerlerini taşımışlar; bu arada, mevcut yemek yeme adetlerini ve yemek türlerini de Balkanlar'a götürmüşlerdir. Böylece, göçü yaşayan gruplar ile göçü kabul eden gruplar arasında yoğun bir kültür alış verişi başlamıştır (Arı, 2012: 28). Balkan topraklarına yerleşen Müslüman Türk gruplar buralarda imaretler, zaviyeler, hanlar, hamamlar, çarşılar yapmışlardır. Bunların çevresinde kurulan Türk yerleşimleri, kültür alış - verişinin yaşandığı en yoğun yerler olmuştur. Böylece, Balkan Yemek Kültürü, hızla kendi içlerine eklenen Türk boylarının yemek kültürlerinden ister istemez etkilenmiştir. Bu etki, süreç içinde başka kültürlerden gelen dalgalara da açık oldu. Osmanlı yönetiminin bu coğrafyaya göç ettirdiği Türkler, başta sığır ve keçi türleri olmak üzere, küçük ve büyük baş çobanlığı yapıyorlardı. Et ve süt ürünlerini kendi yöntemleriyle üretiyorlardı. Bu özellik, Türkler'e özgü hayvansal gıda türlerinin Balkanlar'da yayılmasına neden oldu. Örneğin her türlü süt ve süt ürünü, pide türleri, börekler, kebab çeşitleri, dolma, somun, gevrek, sarma, helva, boza, salep, kahve, şerbet, kadayıf, baklava gibi yiyecekler dönemler içinde bu coğrafyaya aktarıldı. Yine sofralarda kullanılan

fincanlar, taslar, kimi pişirme kazan ve kapları, cezveler gibi somut kültürel ürünler, Türkler eliyle Balkanlar'a geçti (Artun, 2007: 4-5).

Türk mutfağı, göçlerin yarattığı kaynaklardan beslenerek, Çin Seddinden Balkanlara kadar uzanan farklı kültürlerin karışımı ve birikiminden ortaya çıkmıştır. Buna göre Türkler, geçtikleri farklı coğrafyalardan aldıkları zengin besin kültürünü Balkanlara taşıyarak Balkan Yemek Kültürünün oluşumuna büyük katkı sağlamışlardır. Bu nedenle temelleri sağlam atılmış olan Türk mutfak kültürü, Balkanlardan silinmemiş, tam tersine güçlü bir şekilde bu coğrafyada var olmaya devam etmiştir. Bu nedenle, Fransız Georges Castellan'ın dediği gibi; Türkler XIV. yüzyılda gittikleri Balkanlar'da, bu yabancı diyarda Türk usulü yaşayabilmeyi başarmışlardır. XIV. ve XVIII. yüzyıllar arasında Balkan halkları da dil ve dinlerini değiştirmeden Türk usulü yaşamışlardır (Castellan, 1995: 148). O dönemin seyyahları Balkan kentlerinin, hatta Hıristiyan nüfusun çoğunlukta olduğu yerlerde bile, yaşama biçiminin Türk karakterinde olduğunu belirtir. Evliya Çelebi, XVII. yüzyılda Bulgaristan'la ilgili şu bilgileri vermektedir: Bölgede bağ, sebze bahçeleri, bostan ve pınarlar vardı. Kervansaraylarda, misafirhanelerde bulgur çorbası, cuma günleri ise pilav ve yahni servis edilir. Taze kuzu kebabı, boğma kuzu, balık yemekleri, hoşaf ve bal suyu vardır. Köylerde, yoğurt, kaymak, kaymaklı bal, kesme peynir, taze peynir, kaşar ikram edilir. Özellikle beyaz ekmek çok lezzetli, bazı bölgelerde helvacılık, bozacılık çok gelişmiştir. Meralarda koyun, keçi, manda ve sığır sürüleri otlatılır (Kahraman vd., 2017: 229).

5. Denizli Destinasyonu ve Denizli Mutfağı

Anadolu'da farklı coğrafya ve kültürleri birbirine bağlayan bir kavşak noktasında yer alan Denizli de; iklimi, tarım arazisi, toprak yapısı, ekonomisi vb. değişkenlerinin çeşitliliğine bağlı olarak kendine özgü zengin mutfak kültürüne sahip bir Türk şehridir. Türk mutfak kültürünün etrafında şekillenen Denizli yöresindeki yemek kültürü de yöre insanının kültürel kimlik özelliklerini taşımaktadır (Çerikan, 2019: 493).

Toplumun kimliğini somutlaştırması sebebiyle yemek, o toplumun tarihini ve mutfak kültürünü analiz etmenin bir yoludur (Long, 2001: 239). Bölgelerin gastronomi turizminde etkili olmalarını sağlayan ve sürdürülebilirliğine katkıda bulunan faktörlerden biri, bahsi geçen bölgedeki yemek kültürünün çeşitliliğidir. Bir coğrafyanın zengin mutfak kültürüne sahip olmasında pek çok etken bulunmakta olup, bunların en önemlilerinden biri ise bölgeye gerçekleştirilmiş göç hareketleridir (Atik & Atik, 2020). Ülkemiz, tarihi boyunca bünyesine çeşitli ülkelerden göçmen kabul etmiş ve bu durum gastronomi turizmi açısından zengin bir potansiyelin ortaya çıkmasını sağlamıştır. Ülkenin farklı yerlerine yerleşmiş göçmenler, yerel halk ile etkileşimlerde bulunarak yemek kültürünün gelişmesine katkı sağlamanın yanı sıra, "göçmen mutfağı" olarak bilinen ayrı bir mutfak yapısının da ortaya çıkmasını da sağlamışlardır. Bu kapsamda değerlendirildiğinde, Türkiye'deki gastronomi turizminin sürdürülebilirliği adına gerçekleştirilen faaliyetlerde göçmen mutfağının yeri ve önemi oldukça fazladır (Bahtiyar ve Tetik, 2019: 77). Denizli destinasyonu incelendiğinde, bu zenginliklerin ve çekiciliklerin hepsine sahip olduğu anlaşılmaktadır.

Destinasyon; İngilizce 'destination' (varış yeri) kelimesinin aslında tam karşılığı olmamakla birlikte, anlam olarak varış yerini en iyi ifade eden kelime olarak karşımıza çıkmaktadır. Türk Dil Kurumu sözlüğüne göre de "varılacak olan yer" anlamına gelen destinasyon, turistin ihtiyaçlarını karşılamak için tasarlanmış hizmetlerin ve imkânların odak noktasıdır (Akay, 2019: 49).

Destinasyon, ülke bütününden küçük ve ülke içindeki pek çok kentten büyük, insan beyninde belli bir imaja sahip markalaşmış ulusal bir alandır ve önemli turistik çekiciliklere, çekim merkezlerine ve festivaller, karnavallar gibi çeşitli etkinliklere, bölge içinde kurulmuş iyi bir ulaşım ağına, gelişim potansiyeline, dâhili ulaşım ağıyla bağlantılı bölgeler arası ve ülke düzeyinde ulaşım olanaklarına ve turistik tesislerin gelişimi için yeterli coğrafi alana sahip bölge olarak tanımlanmaktadır (Tosun ve Jenkins, 1996: 520).

Türkçe bilimsel yazına göre; "turizm alanı, turizm merkezi, turizm bölgesi" gibi ifadeler destinasyon anlamında kullanılmakta ve destinasyon olarak ifade edilen yer ise; ülke, şehir, kasaba, ada, deniz kenarı, dağ köyü, kongre merkezi vb. yerler de olabilmektedir. Turizmde; bazı destinasyonlar doğal güzellikleriyle bazıları ise, sosyo-kültürel yapılarıyla ön plana çıkmakta ve kültürel zenginlik, doğal güzellikler, yemek kültürü, ulaşım, konaklama, müzeler, eğlence hayatı gibi kavramlar destinasyonların önemini ve çekiciliğini artırmaktadır (Zağralı, 2014: 4).

Destinasyonlardaki en önemli çekim unsurlarından birisi, o destinasyonun sahip olduğu tarihi ve kültürel özellikleridir. Tarihi değerlerini koruyarak yansıtabilen ve destinasyona gelen ziyaretçileri de o dönemin yaşamına götürebilecek kapasitede olan bölgeler, dünya çapında marka haline gelen/gelebilen turizmin en yoğun olduğu destinasyonlardır (Çiçek, 2016: 10). Destinasyonun yaşam tarzı, kültürel mirası, sanatı, diline ve dinine odaklı olan tarih ve kültür turizminin bu şekilde gelişmesinin ve marka haline gelebilmesinin nedeni, turistlerin hem kendilerinin dışındaki kültürleri ve mekânları deneyim etmek istemeleri hem de farklı kültürlerle bütünleşmek istemeleridir. Destinasyonların sahip olduğu tarihi ve kültürel kaynaklar, bir turistik ürün olan kültür turizmi kapsamında değerlendirilebilecekken, aynı zamanda diğer turistik ürünleri destekleyen alternatif bir turistik ürün olarak da ele alınabilmektedir (Özdemir, 2014: 53-55). Tarihi ve kültürel çekicilikler; tarih öncesi ve tarihi devirlere ait bilim, din ve güzel sanatlarla ilgili olaylar, yerler (müze, anıt vb.) ve objeler, dil, mimari tarz, spor ve eğlence aktiviteleri, yöresel mutfak, modern popüler kültür (film platoları vb.), el sanatları, endüstri alanları, ticari yerler, fabrikalar, folklor, gelenekler, bilim-teknik, zanaatlar, ünlüler, festivaller, sergiler, kutlamalar, fuarlar ve yarışmalar gibi pek çok farklı biçimde ortaya çıkabilmektedir (Öter ve Özdoğan, 2005: 128).

Destinasyonu ziyaret eden turistler için diğer bir önemli çekim unsuru ise turistlerin ziyaret ettikleri destinasyonların sahip olduğu mutfak kültürleridir. Mutfak kültürü, yiyecek ve içeceklerin hazırlanmasında kullanılan araç ve gereçleri, yemek pişirme sanatının önemli noktalarını ve yemek törenlerini gösteren bir kültürdür (Seyitoğlu ve Çalışkan, 2014: 25). Bir destinasyonun mutfak kültürü ne kadar zengin olursa, destinasyondaki ziyaretçi sayısı da bir o kadar artmaktadır (Çiçek, 2016: 17). Çünkü gastronomi turizmi ekonomik getirileri anlamında dikkate değer ve sadık müşteriler yaratan bir sektördür (Kivela ve Crotts, 2005).

Bu bağlamda Denizli gastronomi turizminin ana bileşenlerinden biri olacağını düşündüğümüz muhacir mutfağı, birçok destinasyona değer katabilme potansiyeline sahiptir. Özellikle ülkenin sahip olduğu mutfak kültürünün bölgesel olarak farklılaşması ve her bölgenin kendine özgü bir özelliğinin bulunması, gastronomi turizminin farklı turizm çeşitleri içerisinde kullanılabilmesi açısından oldukça büyük bir avantaj sağlayabilecektir. Her geçen gün değişen ve farklı arayışlar içerisinde olan turistlere, muhacir mutfak kültürünün tanıtılması bu bakımdan oldukça önemlidir. Çünkü muhacir yemek kültürünün, Denizli gastronomi turizmi kapsamında değerlendirilmesiyle destinasyon markalaşmasına da katkı sağlayabileceği düşüncesindeyiz. Son yıllarda dünya turizmindeki payını artırmak isteyen ülkelerin, turizmin çeşitlendirilmesi ve sürekliliğinin sağlanması için turistik ürün bileşenlerinde çekicilik unsurunu yeterli bulmayıp kültürel öğeleri, özellikle de gastronomi unsurlarını ön plana çıkarma çabalarına şahit oluyoruz.

6. Bozkurt Mutfağı

Göç, toplumların kültürel yapısının şekillenmesinde oldukça önemli bir faktördür. Ekonomik, siyasi, sosyal ve çevresel nedenler doğrultusunda yapılan göç hareketi, toplumsal, kültürel ve ekonomik pek çok sonucu da beraberinde getirmektedir.

Türk Tarihi, yoğun göçlerin yaşandığı bir tarihtir. Büyük göçlerle birlikte Türkler, gittikleri yerlerdeki yerleşik kültürlerle başta pirinç olmak üzere pek çok besin maddesini ve yemek yapma kültürünü tanıttılar. O kültürlerden de pek çok şeyler aldılar. XVII. yüzyılda, Türk göçlerinde sonraki yüzyıllarda yoğunlaşan geriye doğru bir süreç başlamıştır. Bu geriye göçlerin en önemlilerinden biri de mübadele göçleri oldu. Bu göçler, yemek kültürümüzün yeniden çeşitlenmesine ve zenginleşmesine neden oldu (Arı, 2012: 21).

Türkiye Cumhuriyeti, geçtiğimiz yüzyıl içerisinde, topraklarında göç hareketlerinden geniş ölçüde etkilenen ülkelerden birisi olmuştur. XIX. Yüzyılda Kırım Savaşı sonrasında Kafkaslardan başlayan göç dalgasını 1877-1878 Osmanlı-Rus Savaşı'ndan sonra Bulgar çetelerinin imha hareketiyle karşılaşan Rumeli Türkleri yaşadıkları toprakları terk etmek zorunda kalmışlardır. 1912-1913 Balkan Savaşları ertesinde Rumeli'den gelen göçler tekrar başlamıştır (Çolak, 2013: 113). Bulgaristan'daki göçlerin en temel özelliği, süreklilik göstererek tezahür etmesi şeklinde karşımıza çıkmaktadır. Çünkü Bulgaristan, kesintisiz olarak her yıl devam eden göç kitlesini, bünyesinde barındırmıştır. Bu zaman diliminde gerisin geriye dönüşlerin temeli, Osmanlı-Türk İmparatorluk kesiminin Avrupa topraklarından çekilmesine dayanmaktadır. Oluşan bu göç olgusuna, "Muhaceret" veya "Hicret" gibi tabirler kullanılırken, göç eden kişilere de "Muhacir" hatta "Rumeli Muhacirleri" gibi sıfatlar verilmiştir (Şimşir, 1986: 198-200).

Değişik zamanlarda göller bölgesine gelen göçmenler, ağırlıklı olarak Afyon iline bağlı Dazkırı ilçesinin Bozan, Akarca, Hasandede, Hisaralan (Kızılören Yaylası), İdris (Apayaylası) ve Yayla'ya (Mîri), Evciler İlçesinde Akyarma'ya, Dinar İlçesinde Bilgiç (Alardıç), Çamlıköy (Çepiş) ve Körpeli'ye (Yenice), Sandıklı ilçesinde Soğucak'a (Kumalar Yaylası), Burdur'da Başmak Yaylası'na, Ulupınar'a (Düldül Yaylası) ve Yeşilova ilçesinde Orhanlı (Yavşanlık) köyüne,

Isparta'nın Keçiborlu ilçesinde Yenitepe (Senir Yaylası veya Sini Yaylası), Yeşilyurt (Farı yaylası), Kavak (Kavalan) ve Gülköy'e (Gencer) yerleşmişlerdir.

Göçmenler Denizli'de ise Bozkurt İlçesi'ne bağlı Armutalan, Mecidiye, (Büyük yayla), Hayrettin (Kuyucak yaylası), Sazköy ve Başçeşme'ye, Buldan'da Süleymanlı ve Kovanoluk'a, Honaz İlçesinde Hisar Mahallesi ile Denizli'nin Sevindik ve İstiklal Mahallesi'ne yerleşmişlerdir. Bozkurt'un önce bucak ve sonra ilçe olması nedeniyle çevre köy ve beldelerden de göç meydana gelmiştir. Bu sebepten ilçe merkezinin % 60'ı Bulgaristan göçmenidir.

Denizli, Burdur, Isparta, Afyon illerini kapsayan bölgeye 'Göller Yöresi' denildiği malumdur. Bu yörede birbirleriyle irtibatlı 26 adet muhacir yerleşimi bulunmaktadır. Aralarında mesafelere göre yakın akrabalık bağları olanlar vardır. Bu köylerin en önemli özellikleri, eskiden meskûn olan bir köy veya kasabaya yerleşme değil; yeniden kurulmuş olmaları, yakın zamanlara kadar yerli ahali ile ihtilaftan kaçınmaları, kendi örf adet ve geleneklerini yaşatmaları, geldikleri yerin iklim ve coğrafi şartlarına uygun yerler tercih ettikleri ve yerlilerle ihtilaftan sakınmak için yerleşimleri mümkün olduğunca onlara uzak yerlere yapılması şeklinde özetlenebilir. Hatta yakın zamanlara kadar yerlilerden kız alıp-verme olmamış, bu yörelerdeki köyler kendi içlerinde evlilikler yapmışlar, bazen de muhacir köyleri arası evlilikler olmuştur. Bu köyler genellikle Bulgaristan göçmenlerinden, Deliorman yöresinden olup, yine birbirlerine yakın ve akraba olan, aynı köylü veya yakın köylerden gelenlerdir. Değişik köylerden gelenlerin oluşturduğu yerleşimlerde vardır. Kuruluş tarihleri de birbirine yakın olup, Osmanlı'nın son yıllarında olsa gerektir. Zaman zamanda bu köylere antlaşmalarla sonradan gelen resmi yerleşimlerde olmuştur. Kuruluşlarından sonra dağılan köyler olduğu gibi; bazı köylerden İl ilçe merkezlerine, Adana, Balıkesir gibi şehirlere gidişler olmuştur. Çal-Çivril yolu çatalında kurulan 'Kocagen' köyü susuzluk nedeniyle dağılan bir köydür. Büyük menderes kenarında Çivriye yakın ismini bilemediğimiz ve Bozkurt - Kuyucak yolu üzerinde Bozkurta 4-5 km mesafede Boztümbek tepesinde kurulan iki köy daha dağılmış bir kısmı Hayrettine diğer bir kısmı da Bozkurt'a ve başka yerlere göçmüştür. Muhacir yerleşimlerinin çoğu şu anda büyüklü küçüklü köy statüsünde olup, sadece Denizli iline bağlı Bozkurt ilçedir. Bu yöredeki yerleşimler içinde dağılmış olan Kocagen'in, dağılım için üs gibi olduğu, bu köylerin buradan dağıldığını araştırmamız sırasında öğrendik.

Bozkurt ve köylerindeki göçmenlerinin ağırlıklı bir bölümü '93'Macır'ı dediğimiz ve 1877-1878 yıllarında Osmanlı - Rus Plevne Savaşı neticesinde gelen macırlardan oluşmaktadır. Kimisi sıcak savaş döneminde üzerlerinde kurulan baskıdan kendi imkânlarıyla, kimisi ise savaşın ardından imzalanan Nüfus Mübadelesi kapsamında ve 1950 ve 1970 yılları arasında Denizli'ye göç eden Müslüman-Türk göçmen halk, yerleştirildikleri yeni coğrafyada asimile olmadan kültürlerini yaşatmak ve gelecek nesillere aktarmak adına ellerinden geleni yapmışlardır.

Denizli mutfağı göçlerle zenginleşmiş kültürün önemli bir parçasıdır. Mübadele ve göçler esnasında insanların yanlarında getirebildikleri en önemli şeylerden biri zihinlerindeki mutfak mirasıydı. Kadınlar bu topraklarda buldukları malzemelerle kendi kültürlerinin yemeklerini pişirdi. Her bir araya geldiklerinde geride bıraktıkları mutfaklarını konuştular. Mübadele sırasında analar koynunda bebeği ile birlikte yoğurt ve ekmek mayalarını taşıdı.

Göç öncesi kısıtlı imkânlar ile sınırlı sayıda yemek çeşidi üretilirken, günümüzde alım gücünün artmasıyla yemek kültüründe de hızlı gelişmeler olmuştur. Artan ürün çeşitliliği yemeklere de yansımış, farklı lezzetler mutfaklara girmiştir. Göçmen yemekleri denilince hamur işleri, börek ve pideler akla gelir. Ayrıca, göçmenlerin çok zengin turşu, komposto ve konserve kültürüne sahip oldukları da bilinir.

Göç öncesinde oluşan gastronomi alışkanlıkları, göçmenlerin yaşadıkları farklı coğrafi alanların etkisiyle meydana gelmiştir. Her yöre, kendine has oluşumu ve iklim özelliklerine bağlı bir lezzet haritası çizmektedir. Ancak göçlerle değişime uğrayan yaşam tarzları nedeniyle birçok alışkanlığın değiştiği gibi, yemek alışkanlığı da değişime uğrayabilmektedir (Kahraman, vd., 2017: 227).

Özellikle, bir toplumun kültürel yapısı oluşurken coğrafyasına aldığı göçler kültürel etkileşimi arttırarak yapıyı çeşitlendirmektedir. Tarih boyunca gerçekleştirilmiş göçler, toplumun kültürel kimliğini farklı açılardan değişime iten güçlü bir etken olmuştur. Türk tarihinde yaşanan büyük göçler sayesinde de Türk toplumu, kültürüne pek çok yeniliği dâhil etmiştir. Denizli'nin Bozkurt ilçesi bu kapsamda, günümüz Türk mutfağının oluşumunda göçmen mutfak kültürünün oldukça etkili olduğu söylenebilir.

Ülkemiz gastronomi turizmi açısından zengin bir potansiyele sahiptir. Her bölgenin kendine has yöresel tatları bulunmaktadır. Denizli'nin Bozkurt ilçesine yerleşen Bulgaristan göçmenleri ise bu zengin lezzet mozağının yalnızca bir bölümünü oluşturmaktadır. Balkan ve Türk mutfağının harmanlanmış hali olarak ortaya çıkan göçmen mutfağı kültür etkileşimlerinden doğmuştur.

Yemek bireysel ve toplumsal yönleri olan ve birçok sair etkileyicisi olan bir kültürel unsurdur. İnsan fizyolojik yapısı itibariyle yemekle doğrudan ilgisi olduğu gibi sosyal yönüyle de yaşadığı kültürün etkisi altında bir yemek anlayışına sahiptir. Hülasa yaşanan fiziki ve kültürel coğrafya yemek kültürünü etkilemektedir. Hayat şeklindeki değişme ve dönüşüm yemek kültürünün de değişmesine sebep olmaktadır. Bu bakımdan yeme içmede göçebe ve yerleşik biçimde farklılıklar görülmekte, bu farklılık yeme kültürüne de önemli ölçüde tesir etmektedir (Çetin 2006: 108).

Göçmenlerde hamur işi ön plandadır. Et ve ot kültürü yerine, göçmenlerde hamur işleri ve de biberle yapılan yemek ve turşuların ön planda gelir. Hamurla ilgili börekler arasında cızlama, katlama, dolama, Boşnak Böreği, Akıtma ön plandadır. Ayrıca her evde, göçmenlere has fırınlar bulunmaktadır. Her ev kendi ekmeğini, bu fırınlarda kendisi yapar. Bu ekmeğin en büyük özelliklerinden birisi, uzun süre bayatlamadan kullanılabilmesidir. Çünkü göçmenler hazır maya yerine, mayayı hamurdan kendileri oluştururlar. Günümüzde köylerimizde oturan göçmenler, bu adetlerin hepsini aynen devam ettirmektedirler.

Eskiden düğünlerimizde, kâğıt ve havlu davetiye yerine özel olarak hamurdan yapılan ve 'düğün kolacı' denilen davetiyeler olurdu. Hamurdan yapılan bu düğün kolacının üstü yine hamurla, kuru üzüm, çörek otu, susamla süslenir, eşe, dosta ve yakınlara düğün davetiyesi olarak dağıtılırdı. Bu davetiyeyi alanlar da hem düğün gününü öğrenmiş, hem davetiyeyi almış olurdu. Sonra da 'düğün kolacı' denilen bu lezzetli davetiyeyi afiyetle yerlerdi.

Bu çalışmada karşılaşılan ailelerin çoğu, göç öncesinde oluşan mutfak kültürünü, göç sonrasında da devam ettirdikleri belirtmişlerdir. Göçmenler, konuştukları Türkçeyi değiştirebildikleri, ancak ağız tatlarından vazgeçemedikleri gözlenmiştir. Türkiye’de göçmenler gastronomi alışkanlıklarını devam ettirdikleri, fakat kullanılan malzemelerde kısmen değişikliğe gittikleri görülmüştür. Göç öncesinde yapılan yemeklerde kullanılan malzemelerin bir kısmı Türkiye’de bulunamadığından, o malzemelerin yerine (ısırgan-ıspanak, çiçek yağı-zeytinyağı örneklerinde olduğu gibi) başkaları kullanılmaya başlanmıştır.

Bulgaristan’dan göç eden Türklerin göç öncesi kahvaltı kültürlerinin (içilen çayda da görüldüğü gibi) farklı olduğu, göçten önce coğrafi özelliklere göre içilen ıhlamur, Rigan çayı, kuşburnu, papatya, nane, kekik ve oğul otu gibi çeşitli bitki çayları yerine, göçten sonra siyah çayın tercih edildiği görülmüştür. Yine Bulgaristan Türklerinin mutfak kültüründe bölgesel farklılıkların olduğu görülmüştür. Bunun yanı sıra, Türkiye’ye göç ettikten sonra, göçmen mutfaklarına yeni tatlar da eklenmiştir.

Ancak, göç öncesinde yapılan unlu mamuller hala her ailede yapılmaya devam etmektedir. Devam eden bir diğer alışkanlık ise komposto ve konservecilik olmuştur. Lyutenitsa yapımı birçok ailede yapılmaya devam etmektedir. Sucuk yapımı Türkiye şartlarında zor olduğundan çoğu aile vazgeçmiştir. Boza olarak, eski tat tercih edilmektedir. Bulgaristan bozasına alışık olan göçmenler, Türk usulü bozaya alışamadıklarını ifade etmişlerdir.

Bozkurt ilçesi ve buna bağlı Armutalan, Başçeşme, Hayrettin, Mecidiye ve Sazköy’de yaşayan göçmenlerinin mutfak kültürleri, yeme içme alışkanlıkları, özel günler ve törenlerde hazırladıkları “Akıtma”, “Boşnak böreği”, “Cızlama”, “Dolama”, “Düğün kolacı”, “Katlama”, “Kiremit örtüsü”, “Kiide”, “Pabuç topu”, “Peksimet”, “Tekme tokat turşusu” ve “Tıktık aş” tarifleri incelememiz sonucunda kayıt altına alınmıştır.

Sonuç ve Öneriler

Sürdürülebilir gastronomi turizmi kapsamında inceleme konusu yaptığımız Denizli iline bağlı Bozkurt ilçesi ve buna bağlı Armutalan, Başçeşme, Hayrettin, Mecidiye ve Sazköy’deki muhacir mutfak kültürü oldukça zengin bir yapıya sahiptir. Yemeklerin yapımında yabancı otların, sebzelerin ve aroma verici taze baharatların sıklıkla kullanıldığı görülmektedir. Muhacirlerin göç süresince yaşadıkları zorluklar yemeklerin malzemelerine ve yapım şekillerine yansımıştır. İlk göç ettikleri dönemde büyük maddi sıkıntılar yaşayan göçmenler, yemeklerinde az malzeme kullanmakta olup, zahmetsiz ve hızlı pişirme yöntemlerini tercih etmektedir. Sadece yaptıkları hamur işlerinde, ekmeklerde ve böreklerde uzun pişirme işlemleri uygulayan göçmenler, bunun için de odun ateşi ve taş fırınlar kullanmaktadır. Genellikle her sofrada bulunan hamur işi çeşitleri, özel günlerde, bayramlarda, düğünlerde de kurulan sofralardan eksik edilmemektedir.

Çalışmanın bulguları ışığında, göçmenlerinin mutfak kültürlerinin bilinirliğini arttırmak ve turizm faaliyetleri kapsamında sürdürülebilirliğini sağlamak adına getirilebilecek önerilerden bazıları şunlardır:

- Bozkurt ilçesi ve mahallelerinde gastronomi turizminin sürdürülebilir bir temelde gelişmesi için öncelikle bölgeye özgü yemeklerin ve besin maddelerinin bir envanteri çıkartılmalıdır. Coğrafi işaretleme sisteminin sürdürülebilir gastronomi turizmi hareketliliğindeki rolünü göz önüne aldığımızda coğrafi işaretlerin, geleneksel üretimi desteklemesi, geleneksel yaşam kültürünü sürdürmesi, kültürün sunduğu farklı lezzetleri, otantik, yerel/yöresel yiyecek-icecek ve tatları koruyarak tanıtması ve destinasyona turist çekmesi gibi konularda sürdürülebilir gastronomi turizmi hareketliliğini destekleyici bir unsur olarak görülmektedir.

- Genç yaşlardaki göçmenlerin ilgisini çekebilecek gastronomi projeleri hazırlanmalı ve kültürlerine dair bilinçlerinin artırılması sağlanmalı,

- Sadece göçmenlere ait olan yemeklerin yer aldığı restoranlar açılmalı ve bu şekilde hem yerli halka hem de bölgeye gelebilecek turistlere mutfak kültürlerinin tanıtımı yapılmalı,

- Göçmen halkın yaşadığı bölgelerde faaliyet gösteren halk eğitim merkezlerinin açılış eğitimi veren bölümlerinde göçmen yemeklerinin yapılması teşvik edilmeli, böylece farklı kuşaklar arasındaki kültürel aktarım sağlanmalı,

- Göçmenlerin göç hikâyeleriyle birlikte kültürlerine özgü yemekleri yaparak tanıtabilecekleri belgeseller, kısa filmler çekilmeli,

- Bozkurt'ta göç etme sürecinin zorluklarını, verilen kayıpları ve yapılan fedakârlıkları, kültürel zenginliklerini herkesin görebilmesi için göçmenler adına müze açılmalı, özellikle mutfak kültürünün yaşatılması adına bir mutfak müzesi açılması için yerel yönetimler teşvik edilmelidir. Çünkü dünya üzerinde gastronomi turizminin gelişmiş olduğu birçok ülke gastronomi müzelerine azami önem vermekte, konuda uzman kişiler gittikleri yerlerde yerel kültür öğelerini, tarihi, gelenekler ve teknikler ile ilgili bilgi edinebilecekleri bu müzeleri aramaktadırlar. Gastronomi müzeleri, bölgeler için gastronomi turizminin gelişimi içinde önemli göstergelerden biridir. Bu müzeler bölgeye gelen turistlere büyük bir çekicilik sunmaktadır (Çağlı, 2012: 78).

- Göçmenlerinin bir araya gelerek kültürlerini yaşatabilmeleri için kurulan dernekler ve kooperatifler kurulmalı, bu kooperatiflerin tanıtımları yapılarak bilinirlikleri artırılmalı,

- Bozkurt'ta yemek festivalleri düzenlenmeli,

Gastronomi festivalleri, turistler için önemli bir cazibe ve gastronomi turizminin görünür unsurlarından biri olarak kabul edilmektedir. Bir destinasyonun tanıtımında ve pazarlanmasında önemli bir turizm faaliyeti olan festivaller, özellikle gastronomi ortaya çıkmasıyla birlikte yörenin yerel ürününün, yöresel yemeklerinin ve mutfak kültürünün tanıtımında önemli bir rol oynayacaktır. Festivaller, kültürel turizmde gösterilebileceği için etkinlik turizminde sayılabilir. Bu bağlamda, Denizli'nin mutfak kültürü ve alışkanlıkları turizm pazarlamasının önemli araçlarından biri haline gelecektir. Yemek festivalleri Bozkurt ve çevresinin kültürel varlıklarını ve yaşam tarzını yansıtmaları nedeniyle turist çekmede önemli bir

rol oynayacaktır. Tüm bunların yanı sıra, turistlerin gıda ve gıda tüketimine artan ilgisinin sadece destinasyonlara ekonomik katkı sağlamakla kalmayıp aynı zamanda yerel değerlerin sürdürülebilirliğini de sağlayacaktır.

Sonuç olarak sürdürülebilir gastronomi turizmi kapsamında değerlendirdiğimiz muhacir mutfağından örnekleri incelediğimiz bu çalışmamızda, bir takım genellemelere ulaşılmıştır. Buna göre; turistlerin özgünlük ve farklılık arama eğilimi olan otantik deneyim yaşama arzusuyla hareket ettiğini varsayarsak, Bozkurt ilçesindeki otantik yiyeceklerin turistlere eşsiz bir tatil deneyimi yaşatabilecek potansiyele sahiptir. Muhacir mutfağı, bölgenin ekonomik olarak kalkınmasının yanı sıra doğal ve sosyo-kültürel çevrenin korunmasına katkı sağlayacağı ve yerel kültürü canlandıracağı düşünülmektedir. Çünkü bu yiyeceklerle bölge insanı arasında güçlü bağlar kurulduğu ve bu yiyecek çeşitlerinin yerel kültürden beslendiği görülmektedir. Bu nedenle yöreye has yiyeceklerin ve pişirme tekniklerinin korunarak gelecek nesillere aktarılması, hem kültürel mirasın sürdürülmesine hem de gastronomik mirasın sürdürülmesine katkı sağlayacaktır.

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Eski Tarihten Günümüze Çokkültürlük Bağlamında Azerbaycan - Portekiz İlişkileri

Azerbaijan - Portugal Relations in the Context of Multiculturalism from Ancient History to the Day

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Öz

Hazar-Karadeniz havzasında ve Güney Kafkasya bölgesinde önemli güce sahip ülkeler arasında, Azerbaycan Cumhuriyeti'nin jeopolitik ve jeo-ekonomik gelişme dinamikleri, tarihi bin yıllara dayanan kimlik mirası zaten doğrulanmış ve kabul edilmiş bir gerçektir ve her zaman tüm dünyada merak uyandırmıştır ve bu gün de odaktadır. Azerbaycan halkının Azerbaycancılığın milli ideolojisinden kaynaklanan kültürlerarası diyalog ve hoşgörü duyguları, karmaşık küreselleşme koşullarında dahi korunmakta ve milletimizin büyük lideri, tarihi şahsiyeti Haydar Aliyev'in siyasi yönetim tecrübesi temelleri üzerine kuruludur. Hemçinin bu tarihsel deneyim ve uygulama ülkemizin Cumhurbaşkanı Sayın İlham Aliyev tarafından devlet politikasında temel öncelik alanı olup değerlendirilmekte ve geliştirilmektedir. Toplumun yaşam felsefesinin siyasi programı olan bu dinamik programın temel amacı, dünya halkları ve devletleri arasında barışı, dostluğu, dayanışmayı, diyalogu, işbirliğini ve s. sağlamaktır.

Bu bağlamda, Azerbaycan Cumhuriyetinin Portekiz Cumhuriyeti ile de siyasi, diplomatik ve ekonomik-ticaret, spor, kültür vb. alanlarda karşılıklı ilişkilerin olumlu bir içeriği ve özü vardır.

Azerbaycan ve Portekiz arasındaki kültürlerarası diyalog tarihine dikkatle bakarsak, bu ilişkilerin eski zamanlara, 15. - 16. yüzyıllara kadar uzandığını görebiliriz. Aynı zamanda bu ilişkiler, Azerbaycan'ın bağımsızlığını kazanmasından bu yana geçen 30 yılda güçlendi ve bugün de gelişmeye devam ediyor.

Böylece, biz "Eski Tarihten Günümüze Çokkültürlük Bağlamında Azerbaycan - Portekiz İlişkileri" makalesinde, modern çağın Yeni Dünya Düzeninin fikirlerini çok takdir ediyor ve Azerbaycan Cumhuriyeti ve Portekiz Cumhuriyeti'nin devletlerarası işbirliğini, kültürlerarası

diyalog ilişkilerini ve geniş kapsamlı ilişkileri analiz etmeyi ve değerlendirmeyi uygun görüyoruz. Konunun bilimsel olarak araştırılması için yeterli kaynak ve malzeme var ve bu makale ile iki halk ve devlet arasındaki dostluk ve dayanışma fikirlerini bilimsel olarak doğrulandığına inanıyoruz.

Anahtar Kelimeler : Azerbaycan, Portekiz, çokkültürlük, tarih, dostluk, dayanışma

Abstract

It is already confirmed and accepted fact that among the countries with significant power in the Caspian-Black Sea basin and the South Caucasus region, the dynamics of geopolitical and geo-economic development of the Republic of Azerbaijan, the heritage of identity based on historical millennia has always caused echoes throughout the world and this day is also in focus.

The intercultural dialogue, as well as the feelings of tolerance stemming from the national ideology of Azerbaijanism of the people of Azerbaijan, are preserved even in the conditions of complex globalization, and the great leader of our nation, the historical personality Heydar Aliyev, based on historical experience and applied in political management, is the main priority area in the state management policy implemented by the President of our country, Mr. Ilham Aliyev. is evaluated and developed. The main goal of this dynamic program - the political program of the society's philosophy of life - is to achieve peace, friendship, solidarity, dialogue and cooperation between the peoples and states of the world.

In this regard, the Republic of Azerbaijan and the Republic of Portuguese have political, diplomatic, as well as economic-trade, sports, culture, etc. mutual relations in the fields have a positive content and essence.

If we take a careful look at the history of intercultural dialogue between Azerbaijan and Portugal, we can witness that these relations go back to ancient times, to the 15th and 16th centuries. At the same time, these relations have strengthened in the last 30 years since Azerbaijan gained independence and are still developing today.

Thus, in the article "Azerbaijan – Portuguese Relations in the Context of Multiculturalism from Ancient History to the Present", we highly appreciate the ideas of the New World Order of the modern age and consider it appropriate to analyze and evaluate the interstate cooperation, intercultural dialogue relations and wide-ranging relations of the Republic of Azerbaijan and the Portuguese Republic. There are sufficient resources and materials for scientific research of the subject, and we believe that this article scientifically confirms the ideas of friendship and solidarity between the two peoples and the state.

Keywords: Azerbaijan, Portuguese, multiculturalism, history, friendship, Solidarity

Emerging Adulthood in Russia: Class and Educational Disparities

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Abstract

Emerging adulthood represents a distinct developmental stage between adolescence and early adulthood, when individuals transition to their adult roles and perceive their life as a time for identity exploration, experimentation, possibilities, and self-focus. Prior research has questioned the applicability of the emerging adulthood concept for people without college degree and lower socio-economic statuses. This paper adds to this debate. We measure emerging adulthood, using Inventory of the Dimensions of Emerging Adulthood (IDEA) among 2177 Russian young people, 24-26 years old that participated in the tenth wave of Russian Longitudinal Panel Study of Educational and Occupational Trajectories (TrEC) in Autumn 2021. We demonstrate that more than a half of participants feel themselves as emerging adults. Participants with high socioeconomic status (whose mothers have high education), college educated young people and participants with greater subjective familial wellbeing score higher on IDEA. Further, being female, non-married or not having kids are related to a bigger IDEA score. Findings confirm that emerging adulthood exists not only in the USA, where this concept was originally coined, and the other highly economically developed countries. Moreover, it is applicable to representatives of various socio-economic statuses and educational backgrounds. However, it is more intensively manifested among more socially privileged young people.

Keywords emerging adulthood, emerging adults, youth, socioeconomic status, material wellbeing, class, education

Dil Eğitiminde Sibernetik Öğrenme Modelinin Önemi ve Uygulanması

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Öz

Sibernetik öğrenme teorisi, öğrenme etkinliklerinde öğrenmenin doğrudan gözlemlenemeyen içsel bir süreç olduğunu ve belirli bir duruma bağlı yetenekteki bir değişiklik olduğunu öne sürer. Öğrenme etkinliklerinde içsel olarak işleme potansiyeline sahip dışsal yollar olarak öğrenmede dokuz aşama vardır. Bunlar dikkat çekme, öğrenme hedeflerini öğrencilere bildirme, öğrenme faaliyetlerinde anıları canlandırma, uyarıcı materyal sağlama, ders verme, çalışmayı teşvik etme, bilgilendirici geri bildirim verme, performans çalışmasını değerlendirme, incelemeyi geliştirme ve öğrenmeyi aktarmadır. Bu sibernetik öğrenme teorisinin üstünlüğü, sürece yönelik düşünme biçiminin daha belirgin olması, bilginin sunumunun ekonomik yönleriyle buluşması, öğrenme yeteneklerinin daha eksiksiz sunulabilmesi, tüm öğrenme etkinliklerinin ulaşılacak hedeflere yönelik olmasıdır. Öğrenmenin gerçek yaşam ortamına aktarılması, öğrenme kontrolü, her bireyin ritmine uygun olarak, geri bildirim, elde edilen performans seviyesinin beklenen performansa kıyasla açık bir şekilde işaretlerini verir. Çalışmamızda bu bilgilerin ışığında Sibernetik Öğrenme Modelinin dil eğitiminde önemi ve uygulanabilirliği incelenmiştir.

Anahtar Kelimeler: Sibernetik Öğrenme Modeli, Dil Eğitimi, Etkili Öğrenme, Eğitim Yönetimi

1. GİRİŞ

Bilim ve teknoloji çağının gelişmesiyle birlikte öğrencilerin öğrenme biçimleri de değişmektedir. Bu değişikliklerin tümü, bilim ve teknolojinin ilerlemesine yol açar, ve böylece öğrencilerin

öğrenmedeki bilgiyi yönetebilmeleri için bunun ne kadar gerekli olduğunu ortaya çıkarır. Öğretmenleri, özellikle eğitimcileri ilgilendiren bir şey, öğrencilerin öğrenme sürecinde bilgiyi nasıl organize edebilecekleridir. Bilim ve teknolojinin gelişim hızını takip edebilmek ve insanların öğrenmesini kolaylaştırmak için bir öğrenme sürecine ihtiyaç vardır.

Öğrenme, uygulama veya diğer deneyim biçimlerinden kaynaklanan, davranışta veya belirli bir şekilde davranma kapasitesinde kalıcı bir değişiktir. Küresel toplumun taleplerinde, teknoloji kullanılarak hızlı ve doğru bir şekilde erişilebilen öğrenme teorileri bir trend haline gelmektedir (Hamid, 2009; Dahar, 2011). Siberatik öğrenme teorisiyle aynı olan hızlı ve kesin bilgiler artık internette öğrenme materyalleri arama sürecine hakimdir.

Siberatik öğrenme teorisinin bilim ve teknolojinin gelişmesiyle birlikte ortaya çıktığını biliyoruz. Siberatik öğrenme teorisi, öğrenme sürecinin bir bilgi süreci olduğunu belirtir. Siberatik öğrenme teorisinde süreç çok önemli bir rol oynar, ancak daha da önemlisi işlenen bilgi sistemidir. Halihazırda iletişim sistemi, öğrenme süreci de dahil olmak üzere insan yaşamının her köşesine ulaşabilmiştir (Sani, 2013). Bugün bildiğimiz bazı öğrenme teorileri daha çok psikoloji, eğitim ve diğer çalışma alanlarına dayanmaktadır. Kökleri psikolojide olan ve eğitimde uygulanan öğrenme kuramlarından biri de siberatik öğrenme kuramıdır. Siberatik öğrenme teorisi, bilgi sistemlerinin öğrenilmesine odaklanan yeni öğrenme teorilerinden biridir.

Birçok uzman siberatiğin anlamını ve doğasını tanımlamaktadır. Siberatik teori, bilgi işleme yönlerini vurgulayan bir öğrenme teorisidir. Bu teori, öğrenme sonuçlarından çok öğrenme sürecine yöneliktir. Aynı zamanda bilginin nasıl öğrenildiği ve böylece öğrencinin öğrenme sürecini belirleyecektir (Razali, 2018).

2. SİBERNETİK ÖĞRENME TEORİSİ

Siberatik öğrenme teorisi aslen Yunanca pilot veya sürücü anlamına gelen 'kybernetes' teriminden alınmıştır. Siberatik öğrenme teorisinin anlamını bu alanda önemli çalışmalar yapmış olan araştırmacılar şu şekilde tanımlamaktadırlar;

- **Nobert Wiener'e** göre, siberatik öğrenme teorisi, özellikle hayvanlar ve makineler dünyasında nasıl kontrol ve iletişim kurulacağı ile ilgili bir bilim olan İngilizce'deki 'siberatik' teriminden alınmıştır. Teori, Nobert Wiener'in teknoloji, fen bilimleri, ileri sosyal bilimler ile ilgili siberatik ile ilgili yenilikçi gelişmeler ve bilim konusundaki farkındalığına dayanmaktadır.
- **Stafford Beer'e** göre, siberatiğin öğrenme teorisi, organizasyon biliminde etkin bir şekilde çalışan bir eylemdir.
- **Stephen W. Littlejohn'a** göre, siberatik öğrenme teorisi, belirli bir sistemin varlığının kontrolü ve kendi kendini düzenlemesi ile ilgili bir çalışma veya bilim alanıdır. Siberatiğin kendisi, sistem teorisi anlamına gelen aynı kelimeye sahiptir.

Robert Craig'e göre siberatik öğrenme kuramı, bir iletişim kuramından miras kalan bir gelenek olan bir düşünme sistemidir.

• Örgüt teorisyenlerine göre sibernetik öğrenme teorisi, elde edilen bilgilerin nasıl işleneceğini, kararların nasıl alınacağını, öğrenmeye ilişkin, bir organizasyon, grup içinde bireyler, uluslar ve hatta makineler arasında nasıl uyum sağlanacağını inceleyen bir bilimdir.

• **Gordon Park'a** göre, öğrenme teorisi, sürdürülebilir çeşitli mevcut metaforları manipüle etme sanatıdır. Gordon Park, bir ağ oluşturma ve bilgisayar cihazlarının yardımıyla etkileşim kurma kavramında sibernetik teoriyi kullanarak, bir sonuca varmak için geri gönderilecek ve tartışılacak tüm karşıt bakış açılarından oluşan bir çerçeve oluşturmak için bir yaklaşım kullanır.

Sibernetik öğrenme teorisi, daha önce tartışılan öğrenme teorilerine kıyasla nispeten yeni bir öğrenme teorisidir. Bu teori, teknoloji ve bilgi biliminin gelişimi doğrultusunda gelişir. Sibernetik teoriye göre, öğrenme bilgiyi işlemektir. Sanki bu teorinin, öğrenme sonuçlarından ziyade öğrenme süreciyle ilgilenen bilişsel teoriyle ortak bir yanı var.

Sibernetik kuramın bir başka varsayımı da tüm durumlar için ideal olan ve tüm öğrenciler için uygun olan tek bir öğrenme sürecinin olmadığıdır. Çünkü öğrenmenin yolu bilgi sistemi tarafından belirlenir. Bir bilgi bir öğrenci tarafından bir tür öğrenme süreci ile öğrenilebilir ve aynı bilgi başka bir öğrenci tarafından farklı bir öğrenme süreci ile öğrenilebilir. Sibernetik öğrenme teorisine dayalı öğrenme yönetiminin özü, öğretmenin, öğrencilerin bilişsel öğelerini, özellikle zihin öğesini, bilgi işleme süreci yoluyla dış uyaranları anlamalarını sağlayarak öğrencilerin öğrenme hedeflerine etkili bir şekilde ulaşmalarına yardımcı olma çabasıdır. Bilgi işleme, belleğin işleyişine öncelik veren bir öğrenme yaklaşımıdır. Bilgi işleme modeli, insan hafızasını bilgiyi alan, biçim ve içerik olarak yöneten ve dönüştüren, daha sonra saklayan ve gerektiğinde bilgiyi görüntüleyen bir bilgisayar olarak görülür.

2.1. Sibernetik Öğrenme İlkeleri

Bu alanda eğitim açısından en kapsamlı açıklama **Joy Murray'dan** gelmiştir.

Joy Murray (2006), sibernetiğin birçok ilkesi olduğunu belirtmektedir. Bunlar;

- İlgili herkes gözlemci rolü oynar.
- Her zaman gömülü olması ve tüm gözlemciler için temel olması gereken belirli özel sistemler vardır ve dışarıdan gelen hiçbir şey hakkında görüş iddiası yoktur.
- Sahip olduğumuz bu tek bedende, gözlemlenebilir çeşitli geçmiş deneyimlere ve yaşam öykülerine sahip tek bir zihne sahibiz. Kendimizi gözlemleyebileceğimiz ve başkalarının yapamayacağı gözlemler bu gözlemlerdir.
- Bu durumda, içinde var olan farklılıkları ve çevre ile mevcut sistem arasındaki farklılıkları bulabiliriz. Ardından, gözlemci bize sunulacak tüm bilgileri planlayacak ve tasarlayacaktır.
- Oluşan bilgi, gözlemciler ve sistem arasında yaşanan canlı bir sürecin sonucudur.
- İletişim ile sürekli geri bildirim üretecek ve izleyici, dünyanın ilgili bir resminde değişiklikler yapabilecektir.

- bahsedilen bu değişiklikler öğrenme süreci olarak da adlandırılabilir.
- Öğrenme, hayatı devam ettirebilmemiz için başta ekonomik, sosyo-kültürel ve hatta fiziksel olmak üzere çeşitli yönlerden hayatı sürdürme ihtiyacına bir cevap olarak düşünülebilir.
- Biri çevre olmak üzere, öğrenme sürecinin kendisini tetikleyen birçok faktör vardır. Ayrıca, öğrenme sürecini de etkileyebilecek şeyler, önceden tahmin edilebilen yaşanmış yaşam öyküsüdür. Ve sonuncusu, her bir kişinin sahip olduğu farklılıklardır.
- Özünde, bu süreçte rol oynayan herkes, belirli bir sistemi gözlemlemede önemli rolü olan gözlemcilerdir.

Murray'e göre bu ilkeler, öğrenmenin ne anlama geldiği, neden öğrendiğimiz, bir şeyi neden öğrenip başka bir şey öğrenmediğimiz veya öğrenmenin nasıl gerçekleştiği gibi çeşitli soruların cevaplarıdır. Böylece, genel olarak sibernetik öğrenme teorisi, öğretim tasarımının geliştirilmesi ve eğitim olmak üzere iki alana uygulanabilir. En iyi öğrenme deneyim yoluyla. Sibernetik öğrenme teorisi, bilim ve teknolojinin ilerlemesi ve küresel toplumun talepleriyle çok uyumludur. Bu bağlamda Sanayi Devrimi (4.0) ve Toplum (5.0) çağında öğretmenlerin/eğitmcilerin mesleki görevlerini yerine getirirken teknoloji bilgisine sahip olmaları gerekmektedir. Bunların arasında, hibrit öğrenme modeli ya da günümüzde daha iyi bilinen adıyla harmanlanmış öğrenme, yüz yüze öğrenmeyi e-öğrenme ile bütünleştiren bir öğrenme sürecidir. 4.0 yenilikçi döneminin öğrenmesi, küresel toplumun bilgi teknolojisine dayalı kaliteli eğitim talepleriyle ilgili önceki teoriden yeni bir teori olan "sibernetik" öğrenme teorisini de desteklemektedir (Razali, 2018).

Bugüne kadar öğrenmenin ideal yolu, tüm durumlar için kullanılacak bir yol değildir, kolay ve hızlı bir şekilde elde edilen bilgiler, öğrenciler tarafından bir tür öğrenme süreci ile elde edilebilir, ancak bilgilerdeki benzerlikler, farklı öğrenme süreçlerine sahip diğer öğrenciler tarafından elde edilebilir (Muhammad, Ayu ve Adriawan, 2017).

2.1.1. Küresel talep

İnsanlar, farkında olmadan, topluluk yaşamının iki dünyasında da yaşamıştır. Yani gerçek topluluk ve sanal topluluk (siber topluluk). Gerçek toplum, gerçek bir yaşam olarak duysal olarak hissedilebilen, topluluk üyeleri arasındaki sosyal ilişkilerin duyular yoluyla kurulduğu (kişi tarafından dokunulabilen, görülebilen, koklanabilen, duyulabilen ve hissedilebilen) gerçek bir yaşamın olduğu bir toplum yaşamıdır. Özellikle bilgi teknolojilerindeki gelişmelerin bir sonucu olarak küresel ölçekte gelişen çeşitli toplumsal gerçeklikler aslında küresel toplumu toplumsal bir sona götürmektedir. 21. yüzyıl öğreniminin, kaliteli insan kaynaklarına sahip bir ulus olarak Türk halkı için daha geniş iş fırsatları açabileceğine ve istihdam olanaklarını genişletebileceğine inanılmaktadır. Bu nedenle 21. yy öğrenmesi, öğrenme sürecine öncülük ederek öğrencilerin becerilerini geliştirmek için daha **etkinlik odaklı** olmalıdır. Öğrenci merkezli 21. yüzyıl öğrenimi, öğrencilere eleştirel düşünme becerileri, problem çözme, üstbilgi, iletişim, işbirliği, yenilikçilik ve yaratıcılık ile bilgi okuryazarlığı kazandırmayı amaçlamaktadır.

Ayrıca öğrenciler, öğretmenler/öğreticiler de dahil olmak üzere dijital yeterliliklerle donatılmalıdır. Öğreticilerin dijital yetkinliği, öğretmenlerin pedagojik ilkelere dayalı bilgi ve iletişim teknolojilerini eğitim metodolojileri üzerindeki etkilerini fark ederek kullanma becerileri ile yakından ilgilidir (Mayer,2009).

Bu açıdan bakıldığında Dil Eğitimi için öğrencilerde olması gereken eleştirel düşünme becerileri, problem çözme, üst-biliş, iletişim, işbirliği, yenilikçilik ve yaratıcılık, bilgi okuryazarlığı ve eğitim teknolojilerini kullanma becerileri Sibernetik Öğrenme yoluyla tüm öğrencilere kazandırılabilir.

Tetyana ve ark, (2021), öğretmenlerin dijital yeterliliğini çeşitli biçimlere ayırır: bilgi, iletişim, eğitim içeriği oluşturma, güvenlik, eğitimsel problem çözme.

Bilgi; öğretmenler veri okuryazarlığı becerilerine sahiptir (öğrenmeye uygun bilgiyi bulma, seçme, sıralama, değerlendirme, yönetme).

İletişim; yani dijital teknoloji aracılığıyla iletişim kurma, etkileşim kurma, paylaşma ve işbirliği yapma becerileri.

Eğitim içeriği oluşturma; yani öğretmenlerin dijital öğrenme içeriği oluşturabilme yeteneği (öğrenme uygulama programları, etkileşimli sunumlar, öğrenme animasyonları vb.).

Eğitsel problem çözme; problem çözme ve teknik problemlerin üstesinden gelme, öğrenmede ihtiyaç duyulan tepkileri ve teknolojik ihtiyaçları belirleyebilme, öğrenmede dijital teknolojinin zayıf yönlerini belirleyebilme ve olumlu öğrenmede teknoloji ürünlerini kullanmada yaratıcı olma.

Özünde, teknolojiye hakim olmak, neredeyse kesinlikle, öğretme ve öğrenme sürecinde giderek daha fazla ihtiyaç duyulan bir faktördür. Teknolojinin gelişmesiyle birlikte, çeşitli mesleklerin kaybına ilişkin çeşitli tahminlerin ortaya çıkmasının başlangıcı olabilir. Özellikle de öğretmenlerin hem ahlaki hem de entelektüel olarak her zaman bir referans ve pusula olması için kaliteli olan ülkemiz çocuklarının eğitim ihtiyaçları söz konusu olduğunda öğretmenlerden her zaman yüksek beklentiler vardır (.

Güvenlik; öğretmenlerin öğrenme sürecinde öğrenciler için teknolojik ürünlerin etkisine karşı koruma sağlama becerisine sahiptir.

Dijital yeterlilik, sadece dijital becerilere kıyasla daha kapsamlıdır. Erstad, (2005), dijital yetkinliğin donanım ve yazılım yönetimi ile ilgili teknik yönleri ve bilgi ve eğitimle ilgili bilişsel yetenekleri içerdiğini ileri sürmektedir. Digcom 2.0, Avrupa Komisyonu'na (2015) atıfta bulunarak, takip edilebilecek en az beş dijital yetkinlik olduğunu ileri sürmektedir.

Birincisi, bilgi ve veri okuryazarlığı.

İkincisi, iletişim ve işbirliği.

Üçüncüsü, dijital içeriği geliştirme, bütünleştirme ve yeniden işlemeye ilişkin çeşitli becerilerle ilgili dijital içerik oluşturma yeteneği.

Dördüncüsü, cihazların, verilerin ve gizliliğin, sağlığın ve çevre/öğrenme sürecinin korunmasını garanti etme yeteneği dahil güvenlik.

Beşincisi, teknik sorunları çözme ve üstesinden gelme, ihtiyaçları ve gerekli teknolojik yanıtı belirleyebilme, dijital teknolojinin kullanımında yaratıcılık ve dijital teknolojinin eksikliklerini belirleyebilme.

3. SİBERNETİK ÖĞRENME TEORİSİNİN AVANTAJLARI

Sibernetik öğrenme teorisinin neden kullanıldığını anlayabilmemiz için bilmemiz gereken birkaç avantajı vardır. Sibernetik öğrenme teorisinin avantajlarından bazıları şunlardır:

- Sibernetik öğrenme teorisi özellikle her birey için temel bir eğitim olabilir.
- Sibernetik öğrenme teorisi, bu etkinliklerde sibernetik teorisinin ilkelerini kullanabilmeleri için öğretim testleri geliştirmede kullanılabilir.
- Sibernetik öğrenme teorisi, öğretmenlerin davranışlarını geliştirmede ve değiştirmede geri bildirim mekanizmalarını kullanarak öğretmen eğitimi programları geliştirebilir.
- Sibernetik öğrenme teorisi, eğitim programının uygulanmasında yaratıcı ve yenilikçi uygulamalarla birlikte geri bildirim teorisinin temel varlığını kullanarak çeşitli etkileşimleri analiz etmenin yanı sıra, sosyal-ilişkili öğretimin yürütülmesinde çeşitli becerilerle ilgili teşvik sağlayabilir.
- Sibernetik öğrenme teorisi, öğretmenlere, bir öğretim sisteminin kendisinde var olan unsurlarla donatılmış öğretimde bilimsel olarak yürütülen çeşitli analizleri gerçekleştirmenin yanı sıra anlama ve kavrama olanağı sağlayabilir. Kendisini oluşturan unsurlar girdi, süreç ve çıktıyı içerir.

3.1 Sibernetik Öğrenme Teorisinin Dil Eğitiminde Avantajları

- Sibernetik öğrenme teorisi, her bireyin sınıfta verilen yönergeleri takip etmesi koşuluyla dil sınıflarında grup halinde uygulanabilir.
- Öğretmenlerin mevcut çeşitli temel mekanizmaları anlayabilmeleri ve kavrayabilmeleri ve öğretme ve öğrenme sürecini kontrol edebilmeleri için daha büyük olanaklar sağlar.
- Sibernetik öğrenme teorisi özellikle her birey için temel bir eğitim olabilir.
- Sibernetik öğrenme teorisi, bu etkinliklerde sibernetik teorisinin ilkelerini kullanabilmeleri için öğretim testleri geliştirmede kullanılabilir.
- Sibernetik öğrenme teorisi, öğretmenlerin davranışlarını geliştirmede ve değiştirmede geri bildirim mekanizmalarını kullanarak öğretmen eğitimi programları geliştirebilir.

4. SONUÇ

Alanla ilgili yapılan çalışmalarda sibernetik öğrenme teorisinin, öğrenmede bilgi sistemlerine öncelik veren yeni öğrenme teorilerinden biri olduğu sonucuna varılmıştır. Bu teori, teknolojik gelişmelere, yani bilgi işlemeye paralel olarak gelişmektedir. Bu bilgilerle eğitim ve öğretim modelinin diğer öğrenme modellerine göre daha verimli olacağı umulmaktadır. Çünkü en verimli yol bilgiye daha kolay ve hızlı ulaşmaktır. Sibernetik öğrenme teorisi aynı zamanda öğrenmenin bilgi yönetimi olduğunu da açıklar. Sibernetik teorisinin bir diğer varsayımı, tüm durumlar için ideal olan ve tüm öğrenciler için uygun olan tek bir öğrenme sürecinin olmadığıdır.

Sibernetik öğrenme teorisi, bilgi teknolojisindeki gelişmelerle kolayca yapılabildiği için dil öğrenenler için çok uygundur ve elbette doğrudan monitör ve web kameralar kullanma, görüntülü arama gibi bilgi teknolojisine dayalı kaliteli eğitim için küresel toplumun taleplerine de çok uygundur.

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The application of e-commerce tools in sell-buy transactions of chosen products from coffee waste in Europe and Asia

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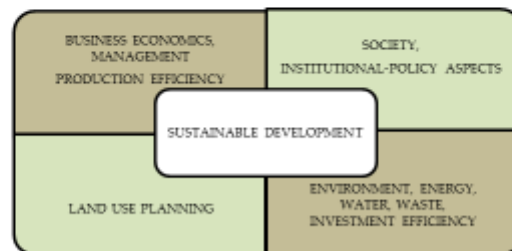
Plan of the presentation

- Introduction
- The main goal of the presentation
- Scientific hypothesis
- Material and Methods
- Results and Conclusions

A few words on circular economy ...

The idea of a bio-circular economy involves **closing the life cycle of a product to direct the economy** to the tracks of sustainable development. The European Commission adopted measures to improve the action plan towards a sustainable bio-economy. The plan contains proposals for creating a market for secondary raw materials, indicating tools for increasing the quality of secondary raw materials, and the activities in the field of plastics, bio-products, demolition waste, construction waste, food waste.

Figure 2. Multidimensional and interdisciplinary aspects of sustainable development



Source: Wojdalski, J., Niznikowski, R., Krajewski, K., Żelaziński, T., 2018, p. 22.

A few words on e-commerce ...

E-commerce means selling a product or service **electronically over the Internet** (Mohapatra, 2013). E-commerce is the process of buying and selling through a computer or smartphone. This multi-channel strategy is widely popular, especially as mobile commerce becomes more prevalent with the advent of new technologies (Drew, 2003).

For companies or individuals, if the purchase of products or services is done remotely, **payment is also made online**, through an electronic transaction. E-commerce is available around the clock, unlike traditional commerce.

In practice, a cyber shopper goes through almost **the same buying process as when visiting a physical store**. He/she searches for product information and compares prices using a search engine.

Different kinds of the e-commerce tools

E-commerce tools are pieces of software such as: a) apps, b) platforms, c) plug-ins, that help business owners manage their online stores.

The e-commerce tools simplify, organize and automate the processes of launching and developing an e-commerce store, f. ex.: website builders, inventory management software, analytics tools.

Tools for building and hosting an online store: are building blocks of any online store. E-commerce platforms offer tools like website builders, which help to create an aesthetically pleasing online store, and web hosting, which allows customers to access and shop on the site (Metzger, 2004).

Analytics tools: help online stores determine what works and what doesn't. Tools such as Google Analytics track metrics such as key performance indicators (KPIs) and provide insight into profitability. SEO analytics can help understand how to drive more traffic to an e-commerce store by boosting search engine rankings and visibility.

Different kinds of e-commerce tools

Day-to-day tools: help organize the day-to-day business operations of a store, such as making sure that internal business operations are performed along with organizational needs.

Marketing tools: help e-commerce sites identify the brand, increase traffic and turn potential customers into repeat customers. With the right marketing tools, online businesses can track campaign effectiveness, automate content creation, and maintain relationships with online shoppers through email, social media, and even a dedicated blog (Mohd Satar, 2019).

Advantages of the e-commerce

E-commerce offers many advantages to a buyer and to a seller (Lin, 2012).

1. **E-commerce can extend the marketing of its products** far beyond the country, which provides more potential customers for sellers.
2. **E-commerce stores have lower operating costs** than conventional stores.
3. **E-commerce stores need less staff or space to function.**
4. **E-commerce offers competitive prices** while providing very good profitability.
5. **It is easier to manage the inventory in an online retailer** than in a physical business. E-commerce inventory management is less tedious, which, again, reduces operating and inventory costs for e-sellers.

Disadvantages of the e-commerce

E-commerce has a few drawbacks (Mann, 2011) such as:

1. **Consumers are very well informed** and don't shy away from attracting competitors. This tends to drive down margins, which can influence profitability of a business.
2. Even though most e-commerce stores **are available by mail or phone**, have a multi-channel strategy and have a social media presence, **many consumers regret the lack of contact while shopping online.**
3. **Getting personalized information online is much more difficult** than in-store. For online commerce to work, a good technical infrastructure will definitely be needed.
4. **The fear of becoming a victim of hackers** is one of the major drawbacks of e-commerce.
5. E-commerce can also hold back the most rushed customers.
6. Delivery services are becoming increasingly competitive and now offer 24-hour or 48-hour options. This is an opportunity for any e-commerce business that wants to retain its customer base quickly.

Introduction to the problem

- **The use of e-commerce tools is ever-present** due to continuous process of improving the quality standards, complying with procedures, introduction of modern production technology and large number of actors competing for customers.
- There is a need to conduct **multi-step quantitative and qualitative research**, in which **systematic identification and evaluation of eco-efficiency in different production activities**.



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The main goal

- The main goal of the research is to **present the use of e-commerce tools in sell-buy transactions of chosen products from coffee waste**. These practical business examples demonstrates the possibility of introducing a bio-circular economy on a large scale in Europe and Asia.
- The results can used by state institutions by implementing policy of bio-circular economy in different production activities, f. ex. biomass, bioenergy, feeds, supplements and medicines to fight obesity and diabetes, cosmetics, in chosen countries.



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Scientific hipotesis

Hypothesis 1:

It is possible to generate new value chains for products from coffee waste with e-commerce tools.

Hypothesis 2:

Coffee waste from linear processes can be used as a raw material input in other production by creating complex and branching production systems in on-line stores.



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Material and methods

- The primary material for the study were literature search, desk research on papers devoted to line production and processing solutions on coffee waste, as well as interviews
- Qualitative and quantitative methods were used.
- **Descriptive and comparative data analysis**, supplemented with **graphical presentation** of the results in the form of tables and graphs, was carried out.



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Table 1. Identification of potential factors in the production with the use of coffee by-product waste

No.	Measurement method	Identification of the factors
1.	Quantitative	<ul style="list-style-type: none"> - quantity of raw materials used in the production process [t], - amount of water used in the production process [m³], - amount of sewage discharged [m³], - amount of energy used [MWh], - the amount of gas and dust emissions into the atmosphere [t], - the type of gas and dust emissions to the atmosphere (carbon monoxide, carbon dioxide, sulphur dioxide, nitric oxide, dioxins, hydrocarbons, dust), - amount of waste generated in the production process or amount of waste per unit of finished product [t], - amount of waste to be recycled [t]
2.	Qualitative	<ul style="list-style-type: none"> - installation of own sewage treatment plants, - the purchase of an efficient furnace, which reduces the consumption of mine raw materials and reduces emissions to the atmosphere, - installing filters to reduce gas and dust emissions into the atmosphere, - implementation of new production technology, - organizational and improvement activities consisting in the reduction of waste generated in the production process, - improvement of the company's image resulting from environmental activities

Source: authors' own research.

Results and Conclusions

Example 1. Lamps and decorative accessories from coffee waste

Decafe has produced and patented a material made from coffee grounds, natural binding agents and mineral charges. The material is completely biodegradable and environmentally friendly, 100% natural and ecological, non-conductive, resistant to temperatures up to 80° C. Its color is due to the quality of coffee. *Decafe* uses the highest grade of coffee grounds (A), which in 100% comes from Arabica coffee.



Source: <http://www.decafe.es/en>. Accessed on 1.06.2022

Example 2. Reusable utensils from coffee waste



Sophisticated, minimalist, eye-catching – the world's first watch with an envelope made from an innovative coffee material made from coffee grounds. The watch envelope was designed in collaboration with watch manufacturer Lilienthal Berlin

Source: <http://www.kaffeeform.com>. Accessed on 1.06.2022

Example 3. Reusable utensils from coffee waste



A reusable coffee cup / mug, also in a travel version

Source: <http://www.kaffeeform.com>. Accessed on 1.06.2022

Example 4. The world's first waterproof sneakers from coffee waste and recycled plastic



Helsinki-based shoe company *Rens* has created, and released in 2019, waterproof sneakers made from coffee waste and recycled plastic.

Source: <http://www.rens>. Accessed on 1.06.2022

Example 5. S.Cafe®SSINGTEX® fabric use to make T-shirts



Roasted coffee grounds are mixed with poliester, recycled from PET bottles, to form coffee yarn. The coffee yarn is used to make fabric. The fabric, launched in 2009, is used to make clothes, which are water-resistant, absorb body odors and reflect UV rays. **One shirt is made from three cups of coffee grounds and five recycled plastic bottles.** The coffee grounds comes, completely free of charge, from coffee shops and stores in Taiwan of the Starbucks and 7-Eleven chains. S.Café technology is now used by more than 110 brands.

Source: <http://www.S.CafeSSINGTEX>. Accessed on 1.06.2022

https://www.materialconnexion.online/products_services/spotlight/Singtex/ Accessed on 1.06.2022

<https://plusmd.me/products/s-cafe-r-undershirt> Accessed on 1.06.2022

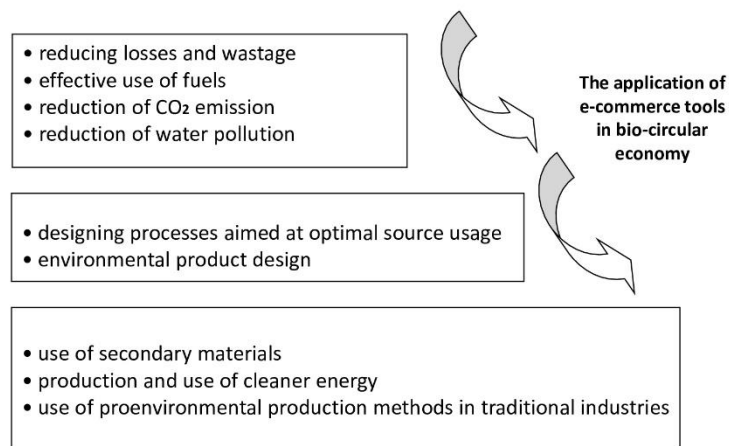
Conclusions

Table 2. The review of the usage of coffee waste into everyday items, decorative articles, outdoor shoes

No.	Coffee waste into items for everyday use purchased with e-commerce tools	
1.	Organization of the purchase of everyday items, decorative articles, outdoor shoes	<p>The e-commerce tools are integral to the success of online stores.</p> <p>The analyzed production activities design and build an e-commerce site that are aesthetically pleasing and easy to navigate.</p> <p>The use of analytics tools help to measure a user behavior and identify what works on an e-commerce website.</p> <p>The automat workflows and the organization of the daily operations help to create marketing campaigns in order to establish brand identity and increase customer awareness. They offer a solid customer support that e-commerce tools do not only help build online businesses, but also help them to grow.</p>
2.	Advantages	<p>These innovative productions bring</p> <p>economic benefits by:</p> <ul style="list-style-type: none"> - reducing the cost of coffee waste disposal, - generating income from new production activities, <p>environmental benefits by:</p> <ul style="list-style-type: none"> - reusing organic substances and other substances in the technological cycle, <p>social benefits by:</p> <ul style="list-style-type: none"> - creating new jobs and reducing the amount of waste to be disposed of in landfills.
3.	Insights	<p>This set of a coffee cup with a saucer, the travel coffee mug, the watch, the decorative articles, the outdoor shoes are the first completely post-waste products examples.</p>

Source: authors' own research.

Figure 3. The impact of the production activities in presented case-studies on coffee by-product waste



Source: authors' own research.

Thank You for your attention

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Ortaokul Öğrencilerinin 21. Yüzyıl Becerilerinin İncelenmesi

Examining the 21st Century Skills of Secondary School Students

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Öz

Bu çalışmada ortaokul öğrencilerinin 21. yüzyıl beceri düzeylerinin belirlenmesi, bu becerilerin cinsiyet, sınıf düzeyi, anne ve baba eğitim durumu değişkenlerine göre incelenmesi amaçlanmıştır. Araştırmada random örnekleme yöntemi tercih edilmiştir. Araştırmanın örneklemini 2021-2022 öğretim yılı ikinci yarısında Sivas il merkezinde bulunan ortaokullarda öğrenim gören 173 öğrenci oluşturmaktadır. Verilerin elde edilmesinde Mete (2021) tarafından geliştirilen “Ortaokul Öğrencilerine Yönelik 21. Yüzyıl Becerileri Ölçeği”nden yararlanılmıştır. Verilerin analizinde betimsel istatistiklerden frekans tabloları, aritmetik ortalama ve standart sapma; parametrik istatistiksel yöntemlerden bağımsız örnekler t testi ve tek yönlü varyans analizi (Oneway ANOVA) kullanılmıştır. Yapılan t testi sonucunda, ortaokul öğrencilerinin 21. Yüzyıl becerilerinin cinsiyete göre anlamlı bir farklılık göstermediği belirlenmiştir. ANOVA sonucunda ise ortaokul öğrencilerinin 21. Yüzyıl becerilerinin öğrenim görülen sınıf düzeyine göre anlamlı bir farklılık gösterdiği; beşinci sınıf öğrencilerinin 21. Yüzyıl becerilerinin sekizinci sınıf öğrencilerine göre anlamlı düzeyde daha yüksek olduğu sonucuna ulaşılmıştır. Bununla birlikte, ortaokul öğrencilerinin 21. Yüzyıl becerilerinin annenin ve babanın eğitim düzeyine göre ise istatistiksel olarak anlamlı bir farklılık göstermediği tespit edilmiştir.

Anahtar Kelimeler: 21. Yüzyıl Becerileri, Ortaokul, Öğrenci

Abstract

In this study, it was aimed to determine the 21st century skill levels of secondary school students and to examine these skills according to the variables of gender, class level, and parental education status. Random sampling method was preferred in the study. The sample of the research consists of 173 students studying in secondary schools in Sivas city center in the second semester of the 2021-2022 academic year. The "21st Century Skills Scale for Secondary School Students" developed by Mete (2021) was used to collect the data. Frequency tables, arithmetic mean, standard deviation, independent samples t-test and one-way analysis of variance (Oneway ANOVA) were used as statistical methods. As a result of the t test, it was determined that the 21st century skills of secondary school students did not show a significant difference according to gender. As a result of ANOVA, it was found that the 21st century skills of secondary school students differed significantly according to the level of education; It was concluded that the 21st century skills of the fifth grade students were significantly higher than those of the eighth grade students. However, it was determined that the 21st century skills of secondary school students did not show a statistically significant difference according to the education level of the mother and father.

Keywords: 21st Century Skills, Secondary School, Student

GİRİŞ

Sanayi devrimi sonrasında tüm dünyada üretim ve tüketim biçimi değişmiştir. Hızlı bir şehirleşmenin sonucunda yaşam tazındaki farklılaşmalar düşünme biçiminde de değişimleri beraberinde getirmiştir. Bu süreçlerin nihai sonucunda ise hayatın her alanında olduğu gibi eğitim alanında da değişimler olmuş ve eğitim devletin kontrolünde gerçekleştirilen, kurumsallaşmış bir yapıda sunulan bir olguya dönüşmüştür. Aydınlanma çağı sonrasında okullarda verilen eğitimin içeriğini pozitif bilimler oluşturmuştur (Cevizci, 2011). Bunun etkileri olarak da pozitivizm ve davranışçılık akımları eğitimde etkili olmuştur. Sonrasında ise psikoloji alanında yaşanan gelişmeler ışığında eğitim anlayışında da değişiklikler olmuş ve ilerlemecilik felsefesi ortaya çıkmıştır. Modern eğitim anlayışında çocuk merkeze alınarak sahip olduğu potansiyelin eğitim sürecinde ortaya çıkarılması ve çocukların kendilerini gerçekleştirmeleri hedeflenmektedir (Noddings, 2016). Eğitimin toplumsal süreçlere yansımada da değişimler olmuştur. Değişen yaşam şartlarına, toplumun ihtiyaçlarına ve bireyin sahip olması gereken becerilere göre eğitim süreçleri şekillenmiştir. Gerektiğinde eğitim içeriklerinde değişimler yapılmıştır (Gutek, 2014). Özellikle 2. Dünya Savaşı sonrasında yaşanan gelişmeler yaşanan dönemle ilgili farklı kavramları ortaya çıkarmıştır. Bu kavramların başlıcaları arasında 21. Yüzyıl, Bilgi Toplumu, Enformasyon Çağı, Endüstri 4.0 ve Postmodern Çağ yer almaktadır.

21. yüzyıldan itibaren toplumların dünya içindeki konumunu belirleyen en büyük güç bilgi olmuştur. Bilginin günlük yaşantı içinde bilgi ve iletişim teknolojilerine dayalı olan ekonomiyi öne çıkarmıştır (Aktaş, 2007). Geçmişteki insan gücünün yerini dijital teknolojiler almaya

başlamıştır. Yapay zekâ hayatın her alanında rahatlıkla yerini almıştır. Bu süreçte güç ihtiyacı azaldığı için dolayısıyla insana duyulan ihtiyaç da azalmıştır (Torun & Cengiz, 2019). Bunun sonucunda eğitim kurumlarından bu değişimin gerektirdiği becerileri kazanmış bireyleri yetiştirilmesi talep edilmiştir (Öcal & Altıntaş, 2018). Bu becerileri kazanmış bireylerin bilgiyi üretme ve farklı alanlara transfer etme, dijital teknolojileri aktif kullanma, problem çözme, veriyi üretme, işleme ve kullanma gibi üst düzey becerilere sahip olmaları beklenmektedir. 21. yüzyılda teknolojinin eğitimde yenilik ve bilgiyi yapılandırma sürecine ilişkin katkılarının yanı sıra dijital araçların, öğrencilerin öğrenme ve işbirliğine olan katkıları da önemlidir. Elbette öğrencilerin dijital teknolojiye ulaşmaları, değerlendirmeleri ve günlük yaşama öğrendiklerini aktarma becerilerini kazanmaları gerekmektedir. Bu becerileri kullanarak problem çözme, eleştirel düşünme ve karar verme süreçlerini etkin olarak kullanmaları beklenmektedir.

21. yüzyıl eğitim anlayışında başarının standart testlerle ölçüldüğü eğitimin mesleğe hazırlık olarak görüldüğü eski anlayış yerine, üretilen projeler, sorun çözme becerisi, yenilik ve yaratıcılık, alınan patent sayıları ve sertifikalar öne çıkmaktadır. Bu bağlamda okullar toplumu şekillendirerek topluma yöne veren bir yapı, öğretmenler öğrencilerin lideri olma özelliği kazanmıştır. Ebeveynlerden eğitimin içinde yer alarak katkı sunmaları beklenmektedir. Öğrencilerin ise kendi potansiyellerinin farkına vararak bunu gerçekleştirmesi ve yaşam boyu öğrenmeyi içselleştirmeleri amaçlanmaktadır (Çalık & Sezgin, 2005). Burada öğrencilerin bu becerileri kazanmış olmaları önemlidir. Bu bağlamda yapılan bu çalışma ile ortaokul düzeyindeki öğrencilerin 21. Yüzyıl becerilerine sahip olma düzeylerinin belirlenmesi hedeflenmiştir. Yapılan çalışmanın alanyazına katkı sunacağı kabul edilmiş ve ortaokul düzeyindeki öğrencilerin aşağıdaki yer alan sorular çerçevesinde 21. yüzyıl beceri düzeylerinin belirlenmesi amaçlanmıştır.

- ✓ Ortaokul öğrencilerinin 21. yüzyıl beceri düzeylerine ilişkin puan ortalamaları nedir?
- ✓ Ortaokul öğrencilerinin 21. yüzyıl beceri düzeylerine yönelik algıları cinsiyet, sınıf düzeyi, anne ve baba eğitim durumu değişkenleri açısından farklılaşmakta mıdır?

YÖNTEM

Örneklem

Araştırmanın örneklemini 2021-2022 eğitim-öğretim yılı ikinci yarısında Sivas il merkezindeki ortaokullarda öğrenim gören 173 ortaokul öğrencisinden oluşmaktadır. Örneklem grubunun belirlenmesinde olasılığa dayalı örnekleme yöntemlerinden basit rasgele örnekleme yöntemi kullanılarak belirlenmiştir. Araştırmanın örneklemini meydana getiren öğrencilerin demografik özelliklerine göre frekans dağılımları Tablo 1’de verildiği gibidir.

Tablo 1. Örneklemin Demografik Özelliklerine İlişkin Frekans Dağılımları

Değişken	Grup	f	%
Cinsiyetiniz?	Kız	103	59.5
	Erkek	70	40.5
Sınıfınız?	5. Sınıf	45	26.0
	6. Sınıf	43	24.9
	7. Sınıf	44	25.4
	8. Sınıf	41	23.7
Annenizin Eğitim Düzeyi?	İlkokul	32	18.5
	Ortaokul	69	39.9
	Lise	50	28.9
	Üniversite	22	12.7
Babanızın Eğitim Düzeyi?	İlkokul	19	11.0
	Ortaokul	42	24.3
	Lise	70	40.4
	Üniversite	42	24.3
Toplam		173	100.0

Veri Toplama Araçları

Araştırma verilerinin toplanmasında, araştırmacılar tarafından geliştirilen kişisel bilgi formu ile Mete (2021) tarafından geliştirilen “Ortaokul Öğrencilerine Yönelik 21. Yüzyıl Becerileri Ölçeği” kullanılmıştır. Ortaokul Öğrencilerine Yönelik 21. Yüzyıl Becerileri Ölçeği, tek boyutlu bir yapıdan meydana gelmekte ve 5’li Likert tipinde düzenlenmiş 12 adet maddeyi içermektedir. Ölçek ifadelerine verilebilecek cevaplar olumsuzdan olumluya doğru “1=Bana Hiç Uygun Değil”, “2= Bana Uygun Değil”, “3=Kararsızım”, “4= Bana Uygun” ve “5= Bana Tamamen Uygun” seçeneklerinden oluşmaktadır.

Ortaokul Öğrencilerine Yönelik 21. Yüzyıl Becerileri Ölçeğinin Cronbach Alpha güvenilirlik katsayısı Mete (2021) tarafından geliştirilen orijinal formu için 0.81 olarak hesaplanmıştır. Bu çalışmada yapılan uygulama sonucunda ise Cronbach Alpha güvenilirlik katsayısı 0.76 olarak bulunmuştur. Bu değer ölçeğin güvenilir olduğunu göstermektedir.

Verilerin Toplanması ve Puanlanması

Araştırmada veri toplama aracı olarak kullanılan anket formu, uygulanabilmesi için Sivas İl Milli Eğitim Müdürlüğünden gerekli resmi izin alınarak örnekleme yer alan öğrencilere sınıf ortamında yüz yüze anket yoluyla uygulanmış ve araştırmanın verileri elde edilmiştir. Ortaokul Öğrencilerine Yönelik 21. Yüzyıl Becerileri Ölçeğine verilen cevaplar en olumsuz seçenekten en

olumlu seçeneğe doğru 1, 2, 3, 4, 5 şeklinde puanlanmıştır. Ölçekte ölçeğin bütünüyle ters yönde anlam içeren herhangi bir madde bulunmamaktadır. Katılımcılara ait ölçeğin tümüne ilişkin ortalama puanlar, maddelerin toplam puanı madde sayısına bölünerek hesaplanmıştır.

Kullanılan İstatistiksel Yöntemler

Ortaokul Öğrencilerine Yönelik 21. Yüzyıl Becerileri Ölçeğine ve alt boyutlarına ait ortalama puanların normal dağılım gösterip göstermeme durumu Kolmogorov-Smirnov normallik testi ile incelenmiş, ayrıca çarpıklık ve basıklık katsayıları dikkate alınmıştır. Normallik analizi sonucunda, alt kategorilere ait değişken puanlarının normal dağılım gösterdiği belirlenmiştir ve parametrik istatistiksel yöntemlerin kullanımı tercih edilmiştir. Buna göre, bağımsız iki grup ortalamasının karşılaştırıldığı durumlarda bağımsız örnekler t testi, üç veya daha fazla grubun ortalamalarının karşılaştırılmasında ise tek yönlü varyans analizi (Oneway ANOVA) kullanılmıştır. ANOVA sonucunda gruplar arasında farklılık bulunduğu durumlarda, farklılığın kaynaklandığı grupların belirlenmesinde grup varyanslarının homojen olmadığı durumda kullanılan çoklu karşılaştırma testlerinden biri olan Tamhane T2 testinden faydalanılmıştır.

Söz konusu istatistiksel yöntemlerin uygulanmasında IBM SPSS 22.0 istatistiksel paket programından yararlanılmıştır.

BULGULAR

Bu bölümde araştırma verilerinin analizi sonucunda ölçek maddelerine verilen cevaplara ilişkin betimsel istatistiklere ve parametrik testler sonucunda elde edilen bulgulara yer verilmiştir.

Tablo 2. Ölçek Maddelerine Ait Ortalama ve Standart Sapma Değerleri

İfadeler	Ort	sd
Nasıl etkili öğreneceğimi bilirim.	3.7	0.9
Edindiğim bilgileri farklı yollarla (yazılı, sözlü vb.) paylaşıyorum.	3.4	1.1
Değerlendirme yapmak için var olan kanıtlardan yararlanıyorum.	4.1	0.9
Arkadaşlarımla iş birliği içerisinde çalışıyorum.	3.7	1.1
Öğrenmek için bana verilen fırsatları keşfederim.	4.1	0.9
Grup içinde üretken bir şekilde çalışıyorum.	3.8	1.0
Grup arkadaşlarımla uyum içinde çalışıyorum.	4.1	0.8

Grup çalışmalarında farklı düşüncelere saygı duyarım.	4.3	0.9
	2	0
Ulaştığım bilgilerin doğruluğunu sorgularım.	4.1	0.9
	0	6
Herhangi bir sorunu çözmeye yarayacak bilgiye ulaşıyorum.	4.1	0.9
	0	3
Bilgi edindiğim kaynağın güvenilir olup olmadığını sorgularım.	4.1	0.9
	4	5
Bilgi edindiğim kaynağın güvenilir olup olmadığını sorgularım.	4.1	0.9
	4	5
Araştırma yaparken hangi kaynakların güvenilir olduğunu bilirim.	3.7	1.0
	8	4
Ölçek (Toplam)	3.9	0.5
	8	1

Tablo 2'deki bulgulara göre, öğrencilerin 21. Yüzyıl becerisi genel ortalamalarının ($\bar{X} = 3.98$) yüksek düzeyde olduğu söylenebilir. Ölçek ifadelerine ait ortalamalar dikkate alındığında ise, öğrencilerin en yüksek düzeyde katılım gösterdikleri 21. Yüzyıl becerisinin "grup çalışmalarında farklı düşüncelere saygı duymak" ($\bar{X} = 4.32$) olduğu, en düşük düzeyde katılım gösterdikleri 21. Yüzyıl becerisinin ise "edindiği bilgileri farklı yollarla (yazılı, sözlü vb.) paylaşma" ($\bar{X} = 3.47$) olduğu söylenebilir.

Tablo 3. 21. Yüzyıl Becerileri Ölçeğine İlişkin t Testi Sonuçları

Ölçek	Cinsiyet	n	Ort.	sd	t	p
21. Yüzyıl Becerileri	Kız	103	3.99	0.50	0.390	0.697
	Erkek	70	3.96	0.54		

Tablo 3'teki t testi bulgularına göre, ortaokul öğrencilerinin 21. Yüzyıl becerisi ortalama puanlarının öğrencilerin cinsiyetine göre istatistiksel olarak anlamlı bir farklılık göstermediği belirlenmiştir ($t=0.390$; $p>0.05$).

Tablo 4. 21. Yüzyıl Becerileri Ölçeğine İlişkin Tek Yönlü ANOVA Sonuçları

Ölçek	Sınıf Düzeyi	n	Ort.	sd	F	p	Gruplar Arası
21. Yüzyıl Becerileri Ölçeği	5. Sınıf ¹	45	4.19	0.51	4.729	0.003	1 > 4
	6. Sınıf ²	43	3.96	0.51			

	7. Sınıf ³	44	3.93	0.57			
	8. Sınıf ⁴	41	3.80	0.39			
	Anne Eğitim Düzeyi	n	Ort.	ss.	F	p	Gruplar Arası
21. Yüzyıl Becerileri Ölçeği	İlkokul	32	3.93	0.62	0.267	0.849	-
	Ortaokul	69	3.97	0.50			
	Lise	50	4.03	0.49			
	Üniversite	22	3.96	0.49			
	Baba Eğitim Düzeyi	n	Ort.	ss.	F	p	Gruplar Arası
21. Yüzyıl Becerileri Ölçeği	İlkokul	19	3.94	0.50	0.122	0.947	-
	Ortaokul	42	4.00	0.45			
	Lise	70	3.96	0.50			
	Üniversite	42	4.00	0.61			

Tablo 4'te verilen bulgulara göre,

- Ortaokul öğrencilerinin 21. Yüzyıl becerisi ortalama puanlarının öğrencilerin öğrenim gördükleri sınıf düzeyine göre istatistiksel olarak anlamlı bir farklılık gösterdiği tespit edilmiştir (F=4.729; p<0.05). Farklılığın kaynaklandığı grupların tespitine yönelik yapılan Tamhane T2 çoklu karşılaştırma testi sonucunda, beşinci sınıf öğrencilerinin 21. Yüzyıl becerisi ortalama puanlarının sekizinci sınıf öğrencilerine göre anlamlı düzeyde daha yüksek olduğu belirlenmiştir (p<0.05).

- Ortaokul öğrencilerinin 21. Yüzyıl becerisi ortalama puanlarının öğrencilerin annesinin eğitim düzeyine göre istatistiksel olarak anlamlı bir farklılık göstermediği tespit edilmiştir (F=0.267; p>0.05).

- Ortaokul öğrencilerinin 21. Yüzyıl becerisi ortalama puanlarının öğrencilerin babasının eğitim düzeyine göre de istatistiksel olarak anlamlı bir farklılık göstermediği saptanmıştır (F=0.122; p>0.05).

SONUÇ, TARTIŞMA VE ÖNERİLER

Öğrencilerin 21. yüzyıl becerisi genel ortalamalarının yüksek düzeyde olduğu söylenebilir. Ölçek ifadelerine ait ortalamalar dikkate alındığında ise, öğrencilerin en yüksek düzeyde katılım gösterdikleri 21. yüzyıl becerisinin “grup çalışmalarında farklı düşüncelere saygı duymak” olduğu, en düşük düzeyde katılım gösterdikleri 21. yüzyıl becerisinin ise “edindiği bilgileri farklı yollarla (yazılı, sözlü vb.) paylaşma” olduğu söylenebilir. Karakaş (2015) ve Kaya (2017) tarafından yapılan çalışmalarda bu çalışmayla uyumlu olarak ortaokul öğrencilerinin 21. yüzyıl becerilerinin yüksek düzeyde olduğu bulgusuna ulaşılmıştır.

Ortaokul öğrencilerinin 21. yüzyıl becerisi ortalama puanlarının öğrencilerin cinsiyetine göre istatistiksel olarak anlamlı bir farklılık göstermediği belirlenmiştir. Karakaş'ın (2015) çalışmasında da cinsiyetin öğrencilerin 21. yüzyıl becerileri üzerinde belirleyici bir etkisinin bulunmadığı sonucuna ulaşılmıştır. Kaya'nın (2017) çalışmasında ise kız öğrenciler lehine anlamlı farklılık olduğu belirlenmiştir.

Ortaokul öğrencilerinin 21. yüzyıl becerisi ortalama puanlarının öğrencilerin öğrenim gördükleri sınıf düzeyine göre istatistiksel olarak anlamlı bir farklılık gösterdiği tespit edilmiştir. Farklılığın kaynaklandığı grupların tespitine yönelik yapılan Tamhane T2 çoklu karşılaştırma testi sonucunda, beşinci sınıf öğrencilerinin 21. yüzyıl becerisi ortalama puanlarının sekizinci sınıf öğrencilerine göre anlamlı düzeyde daha yüksek olduğu belirlenmiştir. Kaya'nın (2017) çalışmasında sınıf düzeyinin öğrencilerin 21. yüzyıl becerileri üzerinde belirleyici bir etki ortaya koymadığı belirlenmiştir.

Ortaokul öğrencilerinin 21. yüzyıl becerisi ortalama puanlarının öğrencilerin anne ve babasının eğitim düzeyine göre istatistiksel olarak anlamlı bir farklılık göstermediği tespit edilmiştir. Kaya'nın (2017) yaptığı araştırma bulgularında ebeveyn eğitim durumu yükseldikçe öğrencilerin 21. yüzyıl becerilerine ilişkin puan ortalamalarının da arttığı saptanmıştır.

Öğrencilerin 21. yüzyıl becerilerini eğitim süreçlerinde kazanmaları amaçlanmaktadır. Bu konuda gerekli adımlar atılmakla birlikte tam olarak istenilen sonuçlar elde edilememektedir. Yapılan ölçek uygulamalarında puan düzeyi yüksek çıkmakla birlikte PİSA gibi uluslararası sınavlarda bunun yansımaları görülmemektedir. Bunun için de bu becerileri uygulamaya dönük etkinlikler içerisinde öğrencilere kazandırılması gerekmektedir. Öğretmenlerin bu konudaki eksiklikleri giderilmelidir. Ebeveynlerin okul katılımı ve öğrencilerin gelişimlerini takip konusunda işbirliğine yöneltilmeleri gerekmektedir.

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Polityka bezpieczeństwa IT, obowiązek czy strategia?

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W niniejszym artykule przedstawiono wybrane zagadnienia dotyczące zasad tworzenia polityki bezpieczeństwa IT w organizacji. Wskazano poszczególne kroki do prawidłowego jej wdrożenia. Celem artykułu jest zwrócenie uwagi na dokumenty IT, procedury tworzące spójny i niezbędny dokument w organizacji. Dokonano przeglądu literatury w przedmiotowym zakresie. Szereg badań wskazuje, że polityka bezpieczeństwa w organizacji to obecnie podstawowy dokument, jednak nie jedyny a jeden z wielu ukierunkowanych w celu zabezpieczenia zasobów firmy, ważniejszy niż jej produkt finalny.

Polityka bezpieczeństwa IT to jeden z najważniejszych dokumentów w organizacji opisujących zarządzanie bezpieczeństwem informacji i powinien być dostępny od ręki dla każdego pracownika organizacji bądź osób, uprawnionych do korzystania z jej zasobów informatycznych¹. Niestety, rzadko która firma w Polsce monitoruje stan bezpieczeństwa i regularnie sprawdza, czy ustalone zasady zostały rzeczywiście wdrożone oraz czy są one nadal aktualne. Bezpieczeństwo IT to nieskończony zbiór zagadnień związanych z zapewnieniem poufności², integralności³ i dostępu⁴ do informacji w firmie. Polityka bezpieczeństwa to zbiór procedur w ramach całej infrastruktury IT⁵. Rozszerzona wiedza na temat infrastruktury IT jak i jej poszczególnych części to baza do rozpoczęcia prac nad zbudowaniem i wdrożeniem polityki bezpieczeństwa IT. W infrastrukturze IT każdej organizacji można wyszczególnić cztery podstawowe elementy: systemy sieciowe IT, systemy IT, dane i ludzie.

¹ Paślawski K., „Zasoby informatyczne firm są dziurawe jak ser szwajcarski, (data dostępu: 28 czerwca 2022)

² Wikipedia - poufność (ang. confidentiality), <https://pl.wikipedia.org>, (data dostępu: 28 lipca 2022)

³ Wikipedia - integralność (ang. integrity), <https://pl.wikipedia.org>, (data dostępu: 28 lipca 2022)

⁴ Wikipedia - dostępność (ang. availability), <https://pl.wikipedia.org>, (data dostępu: 28 lipca 2022)

⁵ Ciesielska M., Musiatowicz-Podbiał G., "Zarys problematyki zarządzania zasobami informatycznymi w przedsiębiorstwie", Wydawnictwo Politechniki Gdańskiej 2021

Systemy sieciowe IT powinny być szczegółowo zinwentaryzowane nie tylko pod kątem sieci lokalnych (LAN¹) i rozległych (WAN²), ale również powinna być tam zawarta informacja o technologiach w jakich pracują (DSL³, WiFi⁴, WLAN⁵ etc.). Ponadto ważnym elementem inwentaryzacji jest wiedza jakie modele urządzeń tworzą poszczególną sieć i jaką wersję oprogramowania posiadają oraz jaka jest aktualna konfiguracja poszczególnych urządzeń. Drugi element to systemy IT, czyli wszystkie programy i aplikacje przetwarzające dane w organizacji. Inwentaryzacja powinna zawierać informacje nt. nazwy programu/aplikacji, producenta, używanej wersji oprogramowania i dat instalowania ewentualnych poprawek. Kolejnym elementem są dane: księgowo, personalne, baza klientów/kontrahentów oraz informacje gromadzone przez organizację w czasie jej codziennej pracy – np. statystyki, kontrole dostępu, logi systemowe, nagrania audio-wideo czy archiwa. Ważnym i najbardziej zawodnym elementem są ludzie w organizacji. Należy mieć szeroką wiedzę o osobach mających dostęp do danych i do całej infrastruktury IT z podziałem na poszczególne jej elementy. Informacje te powinny dotyczyć nie tylko członków organizacji ale również firm zewnętrznych. Na tym etapie należy dokonać weryfikacji czy każda z wyszczególnionych osób mająca dostęp do danych powinna go posiadać oraz czy zakres tego dostępu jest odpowiedni. Ponadto w polityce bezpieczeństwa IT należy zawrzeć precyzyjne wymagania dotyczące tworzenia silnych haseł i tego, jak poprawnie je przechowywać, jak często należy je aktualizować, oraz jakie jest znaczenie posiadania unikalnych haseł dla różnych loginów. Należy też wskazać użytkownikowi zasady postępowania w posługiwaniu się służbową pocztą elektroniczną, wytyczne powinny obejmować takie kwestie, jak: udostępnianie służbowego adresu e-mail (kiedy to robić, a kiedy nie), otwieranie załączników tylko od zaufanych kontaktów i firm, blokowanie wiadomości-śmieci i identyfikowanie oszustw, a także usuwanie i zgłaszanie podejrzanych wyglądających wiadomości. Odpowiednia polityka nadawania uprawnień, profilowania dostępu i monitorowania zachowań użytkowników daje zdecydowanie lepsze efekty w zakresie bezpieczeństwa IT niż zwykłe, ludzkie zaufanie. Aktualizacja tych danych powinna odbywać się nie rzadziej niż co trzy miesiące.

Należy również zwrócić uwagę na nietechniczne aspekty i dokonać inwentaryzacji również w tej dziedzinie, przykładowo wyszczególnić⁶:

- wykaz budynków oraz pomieszczeń gdzie będzie lub odbywa się proces przetwarzania danych osobowych,

¹ Wikipedia - lokalna sieć komputerowa, LAN (ang. local area network), <https://pl.wikipedia.org>, (data dostępu: 29 lipca 2022)

² Wikipedia - rozległa sieć komputerowa, WAN (od ang. Wide Area Network), <https://pl.wikipedia.org>, (data dostępu: 29 lipca 2022)

³ Wikipedia - DSL, cyfrowa linia abonencka (ang. digital subscriber line), <https://pl.wikipedia.org>, (data dostępu: 29 lipca 2022)

⁴ Wikipedia - WiFi, <https://pl.wikipedia.org>, (data dostępu: 29 lipca 2022)

⁵ Wikipedia - bezprzewodowa sieć lokalna, WLAN (ang. wireless local area network), <https://pl.wikipedia.org>, (data dostępu: 29 lipca 2022)

⁶ Rozporządzenie Ministra Spraw Wewnętrznych i Administracji z dnia 29 kwietnia 2004 r. w sprawie dokumentacji przetwarzania danych osobowych oraz warunków technicznych i organizacyjnych, jakim powinny odpowiadać urządzenia i systemy informatyczne służące do przetwarzania danych osobowych

- wykaz zbiorów danych a także wskazanie programów, które biorą udział w procesie przetwarzania danych,
- opis środków organizacyjnych i technicznych które są gwarantem poufności, integralności i rozliczalności przetwarzanych danych,
- opis struktury zgromadzonych danych, który wskazuje na powiązania między poszczególnymi polami informacyjnymi.

Wyszczególnienie powyższych elementów i rzetelna inwentaryzacja pozwoli na znalezienie słabych miejsc i pomoże w doborze narzędzi do zapewnienia bezpieczeństwa IT w organizacji. Przeważnie już kompleksowy przegląd i wiedza na temat infrastruktury IT skutkuje gotową receptą w zakresie doboru narzędzi do zabezpieczeń informacji. Łatwiej dobrać systemowe rozwiązanie ochrony niż eksperymentować z przypadkowo wybranymi często pokrywającymi swoje działania urządzeniami czy aplikacjami. Do zdefiniowania i opisanego zagrożenia, w każdym z wymienionych elementów należy wspierać się wiedzą specjalistów, wyszkolonych i doświadczonych w zakresie zagrożeń i narzędzi ochronnych. Niestety nie każda organizacja ma możliwość wyszkolenia i utrzymania takiego zespołu ponieważ jest to wieloletni proces, wymagający ponadto znaczącego budżetu. Już teraz można skorzystać z wiedzy i doświadczenia istniejących zespołów IT, specjalizujących się w bezpieczeństwie IT. Zarówno proces identyfikacji zagrożeń, jak również dobór narzędzi do ochrony będzie zdecydowanie bardziej optymalny niż opracowanie przygotowane przez zespół IT specjalizujący się we wdrażaniu czy utrzymaniu systemów IT, bez doświadczenia w dziedzinie zagrożeń IT¹. Należy pamiętać, że stawianie na bezpieczeństwo IT ma bezpośrednie przełożenie na utrzymanie ciągłości działania organizacji². Dobrze opisane, skonfigurowane i zabezpieczone zasoby IT nie tylko pozwalają skuteczniej zarządzać informacją w firmie ale również ją chronić. Niebagatelnym atutem udokumentowania infrastruktury IT jest możliwość zaplanowania nie tylko jej rozwoju ale stosowania w codziennej pracy procedur, instrukcji i dokumentów pisanych zrozumiałym językiem dla każdego użytkownika organizacji. Polityka bezpieczeństwa to nie tylko zbiór zakazów i nakazów dla użytkowników, ale również opisane sposoby zarządzania zasobami informatycznymi i ich sposobem udostępnienia. Dokument powinien być podzielony na co najmniej dwie części: poufną i pracowniczą. Część poufna, kierowana do zespołu zarządzającego organizacją powinna zawierać przede wszystkim procedury:

- zarządzania systemami IT wraz z planem ciągłości działania³,
- schematy przepływu danych pomiędzy systemami IT,
- zakresy działania przy zatrudnieniu i zwolnieniu pracownika,
- wykonywania i odzyskania kopii bezpieczeństwa,

¹ Molendowska M., Miernik R., "Bezpieczeństwo w cyberprzestrzeni Wybrane zagadnienia", 2021

² Dudkowski M., Kret A., "Jak zapewnić ciągłość działania w IT?", Altkom Software & Consulting, 2022, <https://www.altkomsoftware.com/pl/blog/ciaglosc-dzialania-it/>, (data dostępu: 12 lipca 2022)

³ Gałaj-Emiliańczyk K., "Wdrożenie systemu zarządzania ciągłością działania zgodnie z normą ISO/IEC 22301:2020", ODDK, 2022

- instalacji i konfiguracji stacji roboczych, serwerów i urządzeń sieciowych.

Część pracownicza, to procedury:

- korzystania ze stacji roboczych, komputerów przenośnych, smartfonów wraz ze wskazówkami ich przewożenia i postępowania w razie ich utraty,
- korzystania z sieci wewnętrznej (intranetu) organizacji oraz zasad postępowania przy wykorzystaniu sieci internet,
- korzystania z poszczególnych systemów i aplikacji w tym poczty elektronicznej i przesyłania danych osobowych,
- przekazywania i udostępniania urządzeń firmom zewnętrznym (w tym serwisom),
- budowania, zarządzania i przechowywania haseł dostępu¹.

Niestety nadal dokumentu pt. „Polityka bezpieczeństwa” próżno szukać w wielu średnich i małych organizacjach, gdzie jak się wydaje jest on bardziej wskazany niż w dużych zasobnych w pokaźne portfele korporacjach. Duże instytucje utrzymują lub korzystają z zewnętrznych zespołów ds. bezpieczeństwa IT, które w przypadku wystąpienia incydentu dzięki określeniu szeregu procedur wiedzą co w danej chwili należy zrobić i jak postępować w celu opóźnienia lub zablokowania cyberataku. Dlatego tak ważnym dokumentem jest stworzenia polityki bezpieczeństwa w każdej nawet najmniejszej firmie. Dokument ten to specyficzne wytyczne dla właścicieli, osób zarządzających i osób odpowiedzialnych za IT według, których należy postępować zarówno na co dzień jak i w momencie zaobserwowania anomalii. Dla cyberprzestępców np. atakując ransomware² nie ma znaczenia czy atakują małą czy dużą organizację, nie interesuje ich kto zapłaci okup, ransomware zaatakuje tam gdzie jest to możliwe i właśnie w tych mniejszych organizacjach atak bywa często szybszy i skuteczny. Obecnie już 43% cyberataków dotyczy małych i średnich firm, a 30% małych firm twierdzi, że najczęściej mają do czynienia z phishingiem³. Cyberprzestępcy wiedzą, że małe i średnie firmy nie inwestują w zabezpieczenia i mogą nie posiadać stosownych polityk bezpieczeństwa. Na pocieszenie, coraz częstsze ataki cyberprzestępców doprowadzają do większej świadomości nie tylko użytkowników ale również grona zarządczego firm. Znacznie wzrasta zainteresowanie choćby backupem danych w organizacji, ponieważ utrata danych to najgorszy scenariusz związany z bezpieczeństwem IT. Utracić dane można na wiele sposobów, począwszy od błędu konfiguracji, przez przypadkowe, niezamierzone działanie użytkownika, po dedykowane oprogramowanie cyberprzestępców np. ransomware, które szyfruje dane. Odzyskać dane można tylko wtedy, gdy zrobi się ich kopię i przechowuje w innym miejscu niż zainfekowany system. Jeśli to możliwe, należy korzystać z funkcji przechowywania kilku starszych wersji plików albo z mechanizmu kopii migawkowych (snapshot⁴). Warto również rozważyć (i to nie tylko z powodu popularności ransomware’u, ale także różnego typu przypadków losowych) regularne tworzenie kopii zapasowych danych na zewnętrznych nośnikach, niepodłączonych do sieci.

¹ Marciniak J., "Regulaminy i procedury w firmie", Wolters Kluwer, 2014

² Veeam 2022, Raport "Główne trendy w ochronie danych", wersja dotycząca Europy Wschodniej, w tym Polski, Czech, Węgier, Rumunii itd. (data dostępu: 12 czerwca 2022)

³ Hadnagy C., "Socjotechnika. Sztuka zdobywania władzy nad umysłami. Wydanie II", Onepress, 2020

⁴ Wikipedia - migawka, <https://pl.wikipedia.org>, (data dostępu: 3 sierpnia 2022)

Zarządzanie nadzieją, że nic się nie zdarzy zaczyna powoli przekładać się na inwestycje, nawet tych najmniejszych firm, związane z bezpieczeństwem IT¹. Ilość istniejących już scenariuszy działań cyberprzestępców, błędów ludzkich czy świadomych działań na szkodę organizacji własnych pracowników jest tak duża, że nie warto liczyć na szczęście. Wielokrotnie w małych przedsiębiorstwach stworzenie polityki bezpieczeństwa to zaimplementowanie jej w urzędzeniu i obserwacja pracy przez kilka dni w celu wprowadzenia ewentualnych poprawek, jak też późniejszy stały nadzór. Wiele małych firm nie zatrudnia informatyków dlatego dobrym rozwiązaniem jest podpisanie okresowych umów na opiekę IT. Tworzenie polityki bezpieczeństwa to proces uwzględniający również obecne trendy np. powszechność mediów społecznościowych² czy pracę zdalną³, która w dzisiejszych czasach jest bardzo powszechnym modelem usług pracodawcy, mimo iż jest to niewątpliwie pole niosące ze sobą potencjalne zagrożenia oraz naruszenia zasad bezpieczeństwa. Polityka bezpieczeństwa IT powinna uwzględniać zasady zdalnego dostępu do zasobów firmy potrzebnego nie tylko podczas pracy zdalnej ale i wyjazdów służbowych, korzystania z usług dostawców zewnętrznych oraz w sytuacjach awaryjnych: problemy z transportem lub załamania pogodowe. Ujęcie odpowiednich i sprawdzonych praktyk np. połączenia za pomocą VPN⁴, w zakresie cyberbezpieczeństwa oraz monitorowanie pracowników zdalnych może skutecznie zabezpieczyć firmową infrastrukturę IT.

Nie należy zapominać o szkoleniach pracowników, ponieważ człowiek w organizacji to najsłabsze element. Polityka bezpieczeństwa powinna zawierać informacje dotyczące zasad edukacji w zakresie bezpieczeństwa i przestrzegania procedur wewnętrznych organizacji. Ta konieczność powinna być wprost ujęta a wiedza użytkowników stale uzupełniana i uaktualniana. To nie tylko zapoznanie się z procedurami w organizacji ale i sposoby postępowania w relacjach z klientami/kontrahentami firmy. Pracownicy muszą zostać uczuleni na potencjalne zagrożenia, tak aby ich nieświadome działania, np. w mediach społecznościowych, nie prowadziły do incydentów związanych z naruszeniem systemu bezpieczeństwa firmowych informacji.

Pomimo rosnącej świadomości w kwestii zagrożeń wewnętrznych oraz stale rozwijającym się technologiom do wykrywania tego typu incydentów, 57% ankietowanych przez Cybersecurity Insiders twierdzi, że ataki wewnętrzne stały się częstsze w 2021 roku⁵. Dlatego aż 98% organizacji czuje się podatnych na ataki wewnętrzne, które są spowodowane m.in. czynnikami:

- zaniedbanie pracownika lub wykonawcy,
- działania cyberprzestępców,

¹ Wojciechowska-Filipek S., Ciekankowski Z., "Bezpieczeństwo funkcjonowania w cyberprzestrzeni", CeDeWu Sp. z o.o., 2021

² Wikipedia - media społecznościowe (ang. social media), <https://pl.wikipedia.org>, (data dostępu: 20 lipca 2022)

³ Frączek M., Cieślak M., "Telepraca i praca zdalna od A do Z", HR Services, 2020

⁴ Serafin M., "Sieci VPN. Zdalna praca i bezpieczeństwo danych. Wydanie II rozszerzone", Helion, 2013

⁵ „Zagrożenia wewnętrzne – statystyki i przewidywania”, <https://securivy.com/blog/zagrozenia-wewnetrzne-statystyki-i-przewidywania-aktualizacja/>, (data dostępu: 3 sierpnia 2022)

- kradzież danych uwierzytelniających.

Najczęściej „wykorzystywani” użytkownicy do ataków wewnętrznych to:

- uprzywilejowani użytkownicy i administratorzy
- nieświadomi zagrożenia, zwykli pracownicy
- pracownicy zewnętrzni i tymczasowi
- uprzywilejowani użytkownicy biznesowi i kadra kierownicza¹



Ilustracja 1: Cztery kluczowe rodzaje zagrożeń wewnętrznych (<https://securivy.com/blog/zagrozenia-wewnetrzne-statystyki-i-przewidywania-aktualizacja/>, data dostępu: 3 sierpnia 2022)

Kradzież danych to najbardziej powszechny rodzaj zagrożenia wewnętrznego spowodowane zyskiem lub zemstą niezadowolonego pracownika. Nadużycie uprawnień występuje jako zjawisko świadomego lub nieświadomego nadużywanie uprawnień dostępu do krytycznych zasobów organizacji. Eskalacja uprawnień to problem niekontrolowanej eskalacji uprawnień, wykorzystanie w tym celu luk w zabezpieczeniach oraz błędów w konfiguracji oprogramowania. Jest wyjątkowo trudny do opanowania. Sabotaż to świadome uszkodzenie lub usunięcie danych, świadome niszczenie infrastruktury IT organizacji lub fizyczne uszkodzenia sprzętu firmowego. Sabotażem jest również zablokowanie lub nie wykonanie kopii danych (backupu).

Polityka bezpieczeństwa ma podnosić świadomość wszystkich pracowników w zakresie zagrożeń bezpieczeństwa i związanego z nimi ryzyka. Projektując mechanizmy ochrony informacji nie wolno jednak zapominać o codziennym komforcie korzystania z danych, ponieważ podwyższanie poziomu bezpieczeństwa odbywa się praktycznie zawsze kosztem wygody i efektywności działania. Należy również uwzględnić koszty finansowe i organizacyjne związane z wprowadzeniem dokumentu, nie każda firma jest na to gotowa.

Kolejnym elementem polityki bezpieczeństwa jest przygotowywanie się do incydentów i reakcja na nie². Jeśli dojdzie do cyberataku, należy zminimalizować jego wpływ i jak najszybciej zapewnić warunki do pracy. Pod uwagę należy wziąć trzy kwestie: jak zareagować na incydent,

¹ Insider Threat Report sporządzony przez Cybersecurity Insiders, <https://www.cybersecurity-insiders.com/portfolio/2021-insider-threat-report-gurucul/>, (data dostępu: 3 sierpnia 2022)

² Pełnomocnik Rządu Ds. Cyberbezpieczeństwa, "Podręcznik postępowania z incydentami naruszenia bezpieczeństwa komputerowego", 2021

jakie działania podjąć, oraz jakie są role i obowiązki użytkowników związane z radzeniem sobie z cyberatakiem. Konieczne jest przygotowanie planu reagowania na incydent. Użytkownicy powinni wiedzieć, jak się zachować, gdy wykryją atak lub wydaje im się, że doszło do jakiejś anomalii. Warto stworzyć jasne i proste procedury zawierające role i obowiązki, aby wszyscy wiedzieli, do kogo należy się zgłosić w przypadku wystąpienia problemów i co robić dalej. Użytkownik powinien wiedzieć, jak rozpoznać, że coś niewłaściwego dzieje się ze sprzętem lub z usługami online.

Polityka bezpieczeństwa, jej wdrożenie i przestrzeganie to nie jednorazowa kampania, ale ciągły proces i powinna być tak rozumiana. Aktualizacja tego dokumentu powinna być tworzona co najmniej raz w roku lub po każdych zmianach w infrastrukturze IT organizacji. Opracowanie i udostępnienie pracownikom tego dokumentu to dopiero pierwszy krok w całym procesie wdrożenia. Kolejnymi krokami powinny być wspomniana edukacja pracowników w tym zakresie oraz weryfikacja przestrzegania wewnętrznych standardów bezpieczeństwa. Informacje na temat tych działań powinny również znaleźć się w dokumencie. Inaczej będzie to tylko kolejny papier z zapisami, których nikt nie będzie przestrzegał. Jednym z największych problemów związanych z wdrożeniem polityki bezpieczeństwa jest niewłaściwe podejście kadry zarządzającej do tego zagadnienia. Jednym z nich jest wyłączenie z projektu wdrożeniowego niektórych działów lub obszarów działalności organizacji, zakładając, że nie uczestniczą one w realizacji przetwarzania danych. Takie postępowanie to ryzyko pozostawienia niezwerifikowanych obszarów, które mogą okazać się ważnym ogniwem przetwarzania danych lub bezpieczeństwa tych danych. Często okazuje się, że obszary, w których wydawałoby się, że nie są przetwarzane. Ponadto, nawet jeśli określony obszar faktycznie nie jest związany z przetwarzaniem danych, może być ważnym elementem bezpieczeństwa i wyłączenie go z może spowodować lukę w systemie zabezpieczeń¹. Kolejnym popełnianym błędem to wskazywanie odpowiedzialności za bezpieczeństwo w organizacji wyłącznie na dział IT. Ta odpowiedzialność spoczywa właśnie na kadrze zarządczej organizacji, która ma środki i możliwości aby skutecznie egzekwować stosowanie się do przepisów również wobec siebie. Kadra zarządzająca musi mieć świadomość czemu ma służyć wdrożenie polityki bezpieczeństwa. Nie robi się tego raz i tylko po to, aby spełnić warunki takiego czy innego aktu prawnego. Musi panować powszechne zrozumienie, że niektóre zasoby organizacji posiadają strategiczne znaczenie dla jej istnienia. Błędem jest również ignorowanie i niewykorzystywanie istniejących już rozwiązań przez osoby zarządzające bezpieczeństwem. Łącząc działania kilku jednostek organizacyjnych w sposób skoordynowany, może doprowadzić do rozwiązań kompleksowych a nie jak to często bywa burzyć zastany stan co prowadzi do tego, że przez dłuższy czas żadnego bezpieczeństwa w organizacji nie ma, bo stare rozwiązania już nie działają, a nowe jeszcze nie weszły w życie. Dlatego należy jeśli to możliwe wykorzystywać w ewolucyjnym procesie zastane zasady bezpieczeństwa, wstrzymać się ze zmianami i wprowadzać je kompleksowo wraz z odpowiednimi szkoleniami dla wszystkich użytkowników w organizacji. Kluczowe jest zatem

¹ Sagan-Jeżowska A., "Ochrona danych osobowych w małej i średniej firmie. Kontrola poprawności wdrożenia RODO. Metodyka, procedury, wzory.", Beck, 2018

przygotowanie odpowiedniej strategii, która umożliwi zarządzanie bezpieczeństwem w organizacji.

Polskie firmy korzystają z powszechnie dostępnych standardów bezpieczeństwa i stosują je w praktyce, nawet jeśli nie przeprowadzają formalnej certyfikacji. Podstawową normą standaryzującą systemy zarządzania bezpieczeństwem informacji jest ISO 27001¹. Wyróżniono w niej i opisano 11 kluczowych obszarów bezpieczeństwa i obejmuje ona specyfikację Systemów Zarządzania Bezpieczeństwem Informacji (SZBI).

Polityka bezpieczeństwa to strategiczny dokument pozwalający na zarządzanie bezpieczeństwem informacji, które zgromadzone są w organizacji, a w szczególności w jej systemach informatycznych. Należy tu zaznaczyć, że stworzenie dokumentu zawierającego m.in. ocenę ryzyka zagrożeń dla danych wymusza dyrektywa RODO². Wprowadzenie tego dokumentu w istotny sposób wpłynęło na politykę bezpieczeństwa IT w firmach i sprawiło, że wielu przedsiębiorców zostało zmuszonych do opracowania procedur i dokumentów implementujących politykę bezpieczeństwa w organizacji. Z badań „Computerworlda” wynika, że obecnie 82% polskich firm posiada udokumentowane polityki bezpieczeństwa, a procedury zachowania zgodności z RODO wdrożyło 87% przedsiębiorców³.

Organizacje często zakładają, że podjęte działania związane z bezpieczeństwem, wprowadzone dokumenty, najlepsze rozwiązania i najlepiej wyszkolony zespół daje 100% gwarancji bezpieczeństwa. Niestety, nadal konieczne jest śledzenie trendów zagrożeń IT, analiza zachowań użytkowników, weryfikowanie przestrzegania procedur, weryfikowanie wykonywania kopii zapasowych danych, audyty, częste szkolenia, monitorowanie posiadanej infrastruktury IT i wdrażanie sprawdzonych, nowoczesnych rozwiązań oraz aktualizacja polityki bezpieczeństwa.

W obecnych czasach bezpieczeństwo IT stało się tak samo ważne jak płynność finansowa organizacji. Systemy IT praktycznie wkroczyły do każdej gałęzi gospodarki oraz uczestniczą praktycznie w każdym procesie biznesowym. Brak dbałości o bezpieczeństwo IT może przynieść takie same negatywne skutki, jak pozostawienie gotówki bez zabezpieczenia.

Mimo iż przepisy wprost nie wskazują na obowiązek opracowania polityki bezpieczeństwa danych osobowych, to nie należy zapominać o obowiązku udokumentowania przez

¹ Norma PN-EN ISO/IEC 27001 przedstawia model systemu zarządzania bezpieczeństwem informacji, a także określa wymagania dla ustanowienia, wdrożenia, eksploatacji, monitorowania, przeglądu, utrzymania i doskonalenia systemu

² RODO - Dyrektywa Parlamentu Europejskiego i Rady (UE) 2016/680 z dnia 27 kwietnia 2016 r. w sprawie ochrony osób fizycznych w związku z przetwarzaniem danych osobowych przez właściwe organy do celów zapobiegania przestępczości, prowadzenia postępowań przygotowawczych, wykrywania i ścigania czynów zabronionych

i wykonywania kar, w sprawie swobodnego przepływu takich danych oraz uchyłająca decyzję ramową Rady 2008/977/WSiSW, <https://uodo.gov.pl/405>, (data dostępu: 15 lipca 2022)

³ Bieńkowski M., „Jak zdefiniować firmową politykę bezpieczeństwa”, <https://www.computerworld.pl/news/Jak-zdefiniowac-firmowa-polityke-bezpieczenstwa>, 412090.html, (data dostępu: 25 lipca 2022)

administratora przestrzegania przepisów w zakresie ich ochrony. To dokument opisujący przyjęte w organizacji standardy i procedury i jak najbardziej wpisuje się w przestrzeń nasyconą wytycznymi rozporządzenia o ochronie danych osobowych RODO.

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Nâzım Hikmet'in "Putları Yıkıyoruz" Kampanyası Çerçevesinde Mehmet Emin Eleştirisi

Mehmet Emin's Criticism in The Framework of Nâzım Hikmet's "Putları Yıkıyoruz" Campaign

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Öz

"Putları Yıkıyoruz" başlığı altında *Resimli Ay*'da Haziran 1929'da bir dizi yazı başlatan Nâzım Hikmet, Abdülhak Hâmit'ten sonra *Mehmet Emin putunu* yıkmaya girişir. O, Mehmet Emin'in "millî şair", "Türk şairliği" şeklinde nitelenmesine karşı çıkar. Onun millî şair olmadığını, *Türk şairliği* sıfatının da yanlış olduğunu söyler. Nâzım Hikmet'in değerlendirmesiyle Mehmet Emin, dili/Türkçeyi bile doğru ve iyi kullanamayan biridir. Millî şair olmak için gerekli şartları da yerine getirememiştir. II. Abdülhamit dönemi baskılarına karşı çıkmamış, Türk halkının emperyalizme karşı verdiği savaşı ifade edememiş, zihinlerde kalan eserler verememiştir. Bu gerekçelerle ona *millî şair*, *Türk şairliği* sıfatlarıyla yaklaşmanın yanlış olduğunu dile getiren Nâzım Hikmet, Mehmet Emin'e yüklenen anlamı yıkmak ister.

Anahtar kelimeler: Nâzım Hikmet, "Putları Yıkıyoruz", Mehmet Emin, *Resimli Ay*, eleştiri.

Abstract

Nâzım Hikmet, who started a campaign in *Resimli Ay*, in June 1929 under the title "Putları Yıkıyoruz", attempts to demolish *the idol of Mehmet Emin* after Abdülhak Hâmit. He objects to the characterization of Mehmet Emin as "national poetry" or "Turkish poetry". He says that he is not a national poet and that the title of Turkish poet is also wrong. According to Nâzım Hikmet's assessment, Mehmet Emin is someone who cannot even use the language/Turkish correctly and well. He could not fulfill the necessary conditions to become a national poet. He did not oppose the pressures of the II. Abdülhamit period, could not express the war of the Turkish people against imperialism, and could not produce memorable works. Nâzım Hikmet, who stated that it is wrong to approach him as a national poet or a Turkish poet for these reasons, wants to destroy the meaning attributed to Mehmet Emin.

Keywords: Nâzım Hikmet, "Putları Yıkıyoruz", Mehmet Emin, *Resimli Ay*, criticism.

Nâzım Hikmet, *Resimli Ay*'da başlattığı “Putları Yıkıyoruz” kampanyası çerçevesinde Abdülhak Hâmit'ten sonra Mehmet Emin (Yurdakul, 1869-1944)'i hedef alır. İdeolojik dünya algısının ve fütürist edebiyat anlayışının yönlendirdiği yapıda Mehmet Emin'in düşünülenin tersine *millî şair* olmadığı görüşünü ileri sürer. Edebiyat çevrelerince Mehmet Emin'e verilen “millî şairlik”, “Türk şairliği” sıfatlarını yıkmak ister. İleri sürdüğü görüşleri desteklemek için çeşitli argümanlara, mantık yürütmelere, karşılaştırmalara başvurur, eleştiriler getirir. Türkçeyi merkeze alarak onun dil kullanımındaki başarısızlığını göstermeye çalışır. Bunu yaparken de halk şiiri örneklerinden yararlanır.

Edebiyatta yenilik getiren veya yenilik getirmek iddiasında olan akımlar, yönelişler, sanatkârlar, kendilerinden önceki akımlarla, sanat anlayışlarıyla, sanatkârlarla hesaplaşmaya girer, onları yıkmak ister. Nâzım Hikmet'in arkadaşlarıyla *Resimli Ay*'da başlatmış olduğu “Putları Yıkıyoruz” kampanyası da bu çerçevede anlamını bulur. 1921-1922'den itibaren Rus Fütürizmi etkisinde sınıf mücadelesini ve diyalektik materyalizmi merkeze alarak şiir estetiği geliştirmeye çalışan Nâzım Hikmet, kendisinden önceki sanat anlayışlarına savaş açar. Onun Abdülhak Hâmit'ten sonra yıkmak istediği sanatkâr Mehmet Emin olur.

19. yüzyılın sonlarına doğru, *Servet-i Fünun* estetiğinin döneme hâkim olduğu bir devrede sade Türkçe söyleyişle ortaya çıkmak isteyen Mehmet Emin, dikkatleri üzerine çeker. İmparatorluktan millî devlete geçiş sürecine uygun düşen metinler ortaya koyması, Anadolu'da sürdürülen köy ve kır hayatından sahneleri manzum metinlere taşıma gayreti, halk söyleyişini şiir diline dönüştürme çabası onun *millî şair* olarak anılmasına zemin hazırlar. II. Meşrutiyet yıllarında ve Cumhuriyet'in erken döneminde şöhretini sürdürür. Fakat uzun süren savaş yıllarının kapanıp barış döneminin başlaması ve yeni kuşak şairlerin yetişmesiyle Mehmet Emin'in estetik gücü zayıf sanatı geriye düşmeye başlar. Dikkate değer eserler ortaya koyamamasına rağmen geçmişe dayalı birikimiyle edebiyat dünyasındaki yerini korumaya çalışır. İşte Nâzım Hikmet'in Mehmet Emin'e yönelttiği eleştiri 1920'lerin sonunda böyle bir ortamda gerçekleşir. Burada öncelikle Türk edebiyatında Mehmet Emin'in nasıl karşılandığı, nasıl bir şöhrete ve imgeye sahip olduğu üzerinde durmak, sonra Nâzım Hikmet'in getirdiği eleştiriyi değerlendirmek yararlı olacaktır.

Mehmet Emin'in edebiyat dünyasına çıkışı 1897 Türk-Yunan savaşı sırasında yazdığı “Cenge Giderken” şiiri ve 1898'de *Türkçe Şiirler* adlı kitabında toplanan manzum metinlerle olur. 1905'te Selanik'te çıkan *Çocuk Bahçesi* dergisinde manzumeleri yayımlanır. Bu manzumeler etrafında başlayan, Rıza Tevfik'le Ömer Naci arasındaki hece-aruz tartışmaları, adının yaygınlaşmasına zemin hazırlar. II. Meşrutiyet ve savaş yıllarında edebiyat dünyasındaki yerini *Türk Sazı* (1914), *Ey Türk Uyan* (1914) ile diğer kitaplarında toplanan metinlerle sağlamlaştırır.

Çeşitli dergilerde yayımlanan manzum metinlerini *Türkçe Şiirler* başlığı altında yayımlamadan önce Mehmet Emin, görüş almak için dönemin öne çıkan şair ve yazarlarından Rezaizade Mahmut Ekrem, Abdülhak Hâmit, Şemsettin Sami, Rıza Tevfik ve Fazlı Necip'e gönderir. Bu şair ve yazarlardan gelen, beğeni ve övgüleri ifade eden mektupları da ekleyerek *Türkçe Şiirler*'i 1898'de kitaplaştırır. Söz konusu kitapta yer alan metinlere Gibb, Vambery gibi Türkologlar takdirle yaklaşır. Onun hakkında Gibb, “Türk edebiyatına halk sesini ilk getiren şair” derken, Macar Türkolog Vambery,

Mehmet Emin'e gönderdiği mektupta *Türkçe Şiirler*'in sade ve temiz dilini beğendiğini ifade eder. Minorsky, kitabı Rusçaya çevirir. Strassburg Üniversitesi'nden Türkolog Horn, Mehmet Emin'e ve eserine *Çağdaş Türk Ozanları ve Edebiyatçıları* kitabında yer verir (Argunşah, 2007: 190-191). Tevfik Fikret, onun köye ve köylüye yönelmesini, şiir dilindeki sadeleşme çabalarını takdirle karşılamakla birlikte "Veli dayılar" için, özellikle onların anlayacağı bir yazı diliyle yazmayı doğru bulmadığını ifade ederek eleştiri getirir (1315/1899: 87). Bütün bunlar *Türkçe Şiirler*'le Mehmet Emin'in yurt içinde ve yurt dışında dikkatleri üzerine topladığını gösterir. İşte Mehmet Emin'den iki kuşak sonra gelen Nâzım Hikmet, sahte şöhret olarak gördüğü Mehmet Emin'in bu şöhretini ve *Türk şairi, millî şair* imgesini yıkmak ister.

Resimli Ay'ın Temmuz 1929 tarihli 5. sayısında çıkan "Putları Yıkıyoruz, No. 2 Mehmet Emin Beyefendi" başlıklı yazısıyla Nâzım Hikmet, Abdülhak Hamit'ten sonra Mehmet Emin'e eleştirilerini yöneltmeye başlar. Yazının sol üst köşesinde "[g]eçen nüshamızda başlayan mücadeleye devam ediyoruz. Maksudumuz layık olmadığı halde, kendimize put yapıp taptığımız kimseler üzerindeki mukaddes örtüyü kaldırmaktır" (1929: 20), sağ üst köşesinde ise büyük puntolarla ve kırmızı renkle yazılmış "Mehmet Emin beyin şairliği bile bir galatı rüyetken, Millî şairliği cehlin galatından başka bir şey değildir" (1929: 21) cümleleri yer alır. Mehmet Emin'in fotoğrafı üzerinde yine kırmızı yazıyla ve büyük harflerle "İPTAL" kelimesine yer verilir.

Nâzım Hikmet, ilk cümlede amacını "[y]ıkmak istediğimiz ikinci put şair Mehmet Emin Beyin kendisine boşu boşuna verilen 'Millî şairlik, Türk şairliği' sıfatıdır" (1929: 21) ifadesiyle açıkça ortaya koyar. O, "Mehmet Emin Bey millî şair değildir. Millî şair olmanın hiçbir vasfını haiz değildir" (1929: 21) dedikten sonra şunları ekler:

"Evvvela Türk şairi olarak gösterilen bu yazıcı Türkçe yazmaz. Şiirlerinin lisanı, ne Türkçedir, ne Osmanlıca; uydurma, hiçbir sınıf, tabaka ve ferdin konuşmadığı suni bir lisanıdır. Zira Arap, Acem kelimeleri, Arap, Acem terkipleri istimal etmemek, yalnız Türkçe kelimeler kullanmak, Türkçe yazı yazıyorum demek için kafi değildir. Mesela:

Hangi Türktür gerdanına urgan kement urdurur

mısraı Türkçe değildir. Sanki bu mısraı Harb-i Umumi içinde bir Alman müsteşriki Almanca olarak kaleme aldıktan sonra Türkçeye tercüme etmiştir" (1929: 20).

Görüldüğü gibi Nâzım Hikmet, *Türkçe Şiirler* kitabı sahibi Mehmet Emin'in cümlesinin bozuk olduğu, Türkçeye uymadığı, âdeta bir yabancı tarafından yazılmış gibi görüldüğü düşüncesindedir. Onun yazdıkları arasında Türkçe bir cümleye rastlamanın güç olduğunu, dilinin herhangi bir toplum katmanının/sınıfının dili olmadığını, "sözde Türkçe" yazdığı şiirlerin içinin ve dışının ilkel şeyler olduğunu, temiz Türkçe taraftarlarını bir süre yanlış yolda yürüttüğünü belirterek Mehmet Emin'in kendisi daha hayattayken şiirinin öldüğünü ifade eder:

"Lisanın esas unsurlarından biri de cümledir. Emin Beyin cümlesi bozuktur. Sayısı milyonlara varan mısraları arasında, doğru dürüst Türkçe bir cümleye rastlamak müşkül bir iştir. Emin Beyin lisanı köylünün lisanı, esnafın lisanı, tüccarın lisanı, münevverin lisanı değildir. Ve bugün kullanılan, temizce Türkçe yazı lisanında, Mehmet Emin Beyin ufak bir tesiri bile yoktur. Bilakis Emin Bey son yazdığı yazılarda bir mektep talebesi gibi bugünküleri taklit etmeye çalışmaktadır... Bundan başka, bugünkü lisanın inkişaf seyrinde müsbet değil, menfi bir rol oynamıştır. Neden mi? Çünkü: Mehmet Emin Beyin sözde Türkçe yazdığı şiirlerin içi ve dışı o

kadar iptidai şeylerdi ki, bunlar temiz Türkçe taraftarlarını kısa bir müddet içinde de olsa yanlış bir yolda yürüttü. Mehmet Emin Beyin çok az bir zaman için nümune vazifesini gören yazıları, temiz Türkçe taraftarlarını, canlı olmayan, uydurma bir dil etrafında bocalattı. Fakat hayatın ve inkişafın mantığı çok çabuk kendini gösterdi. Emin Bey daha hayattayken ölü şairler arasına katılıverdi” (1929: 20-21).

Nâzım Hikmet, terkipsiz, sade Türkçeyle yazan öncü şair olması bakımından Mehmet Emin’in bazı hatalara düşmüş olmasının normal karşılanması gerektiği şeklinde gelebilecek itiraza da daha baştan cevap vermek ister. Halk şiirinden sınırlı örneklerle Mehmet Emin’den çok daha önce sade Türkçeyle, terkipsiz şiirler ortaya konduğunu ifade eder:

“Mehmet Emin Beyden çok daha evvel, bugünkü Türkçeye çok yakın bir tarzda şiir yazan şairler vardı...

Sakın incinmeyin nazlı bacılar
Kenardan geçeyim yol sizin olsun

...

A kara kız kara kız
Saçlarını tara kız
Gönül uçtu yuvadan
Perçeminde ara kız

...

Ak koyun meler gelir
Dağları deler gelir
Annesiz kuzuların
Başına neler gelir

Ve saire ve saire gibi beyitler, türküler, filan, Mehmet Emin Bey yazı yazmaya başlamadan çok evvel mevcut şeylerdi galiba... Binaenaleyh Mehmet Emin Bey lisanı, bu lisana nazaran bir irticadır. Bugünün Türkçesi, hamlesini Emin Beyden değil, Emin Beyin farkına varmadığı köylü ve esnaf edebiyatından, yani bizde kullanılan tabiriyle, halk edebiyatından, halk şiirinden almıştır... Şimdi soruyoruz: Lisanı Türkçe olmayan, lisanının kökünü canlı dilden almayan bir şair Türk şairi, milli şair olabilir mi? Fakat milli şair olmak için lisan meselesi de kafi değildir. Milli şairler camiaları o millet haline geldikleri zamanlarda ortaya çıkarlar. Türk milleti - ki millet haline gelmesinin çok uzak bir tarihi yoktur- Mehmet Emin Beyin yazı yazdığı devirlerde, onun şahsında bir milli şaire malik olabilirdi. Fakat ne yapalım ki, Emin Bey bu sıfatı alabilmek için hiçbir vasfa malik olamadı. Camiaları o millet haline gelip milli şair yetiştirdikleri devir; derebeylikle mücadele ettikleri, yahut emperyalizme karşı kurtuluş kavgasını yaptıkları ve yahut da bu iki dövüşe birden giriştikleri devirdir. Milli şair, bir zaman için olsun, bütün milletin alakadar olduğu, bu mücadeleyi gösteren şairdir. Rusların, Bulgarların, Hintlilerin, Almanların milli şairlerinde bu vasfı görürsünüz... Hâlbuki Mehmet Emin Bey de bu vasfın zerresi yoktur. Sultan Hamit devrinde de yaşayan bu şairin, Tevfik Fikret’in ‘Sis’ şiiri, Namık Kemal’in birçok yazıları kadar olsun istibdada karşı haykıran ve dillere destan olan hangi yazısı vardır? Milli şair olduğu iddia edilen Emin Bey hangi yazısıyla Ziya Paşa kadar olsun emperyalizme dost olanlara hücum etmiş ve en nihayet hangi yazısı Kemalettin Kami’nin ‘İzmir Kapılarında’ isimli küçük

şiri kadar son mücadelenin destanı olmuştur? Filhakika son istihlas mücadelesinde ‘Aydın Kızları’ gibi filan şiirler yazmıştır, fakat bu şiirlerin hangisi unutulmamıştır?..” (1929: 21-/38)

dedikten sonra asıl darbeyi indirir:

“Mensup olduğu milletin lisanında bir dönüm noktası teşkil etmeyen, o milletin büyük mücadelelerinin sesini duyuramayan bir şair nasıl milli şair olabilir?.. Mehmet Emin Beyin şairliği bile bir galat-ı rüyetken, milli şairlik sıfatı cehlin galatından başka bir şey değildir...” (1929: 38).

Anlaşılacağı üzere Nâzım Hikmet, eleştirilerinde Türkçeyi merkeze alır. Mehmet Emin’in Türkçesini ilkel bulur. Hatta Mehmet Emin’in kalem ürünlerinden önce yazılmış halk edebiyatı ürünlerine göre onun yazdıklarını bir “irtica” (geriye gidiş) olarak görür. Onun cümlesinin Türkçenin cümle yapısına uymadığı görüşünü ileri sürer. İlk defa terkipsiz, sade Türkçeyle yazan şair olduğu görüşünü halk edebiyatı malzemesinden getirdiği bazı örneklerle yıkmak ister. Bir adım daha ileri atarak Mehmet Emin’in *millî şair* olmak şöyle dursun, şairliğinin bile yanlış bakıştan kaynaklandığını yani onun şair bile olmadığını ileri sürer.

Söz konusu yazısında Nâzım Hikmet, *millî şairin* özelliklerini açıkça saymasa da onun millî şairden ne anladığını ortaya çıkarmak mümkündür. Buna göre millî şair,

1. Dili doğru ve iyi kullanılmalı, halk edebiyatı kaynağından beslenmelidir,
2. Toplumunun geçiş/evrilmiş/dönüşüm sürecini yakalayıp ifade edebilmelidir,
3. Savaş yılları gibi güç dönemlerde verdiği eserlerle halkın duygularını ifade edebilmelidir,
4. Baskıcı uygulamaların karşısında yer alabilmelidir,
5. Eserleri halkın belleğinde yer etmelidir,
6. Emperyalizme, sömürü düzenine karşı mücadele vermelidir...

Eleştirisinde dili merkeze alan Nâzım Hikmet, üstte sayılan maddelerin hiçbirinin Mehmet Emin’de olmadığı görüşündedir. Bu sebeple Mehmet Emin’e *millî şair*, *Türk şairi* sıfatlarının verilmesini hatalı bulur.

Mehmet Emin’in kalem ürünleri değerlendirildiğinde Nâzım Hikmet’in kimi yönleriyle haklı bazı eleştiriler getirdiği çıkarımında bulanmak güç değildir. Mehmet Emin, 1897 Türk-Yunan savaşının arkasından Türkçe şiirlerle kahramanlık duygusunu dile getiren bir çıkış gerçekleştirmiş, sanat/edebiyat çevreleriyle halk arasında akisler uyandırmış (Akyüz, tz: 499) olsa da, bir balıkcı çocuğu olarak halkın içinden gelmesine rağmen, Türkçe söyleyişi yakalayamaz. Gerek form ve gerekse söyleyiş bakımından Türk şiir geleneğiyle bağ kuramaz, başarılı örnekler ortaya koyamaz. O, henüz aydın sanatkârların kaleminde şiir dili olamamış bir dille yazmaya girişir, Türkçenin Yunus Emre’den itibaren gelişerek gelen sesini, söylemini, mısra yapısını, formunu, estetiğini yakalayamaz. Nitekim Tanpınar da, “Yazık ki, Emin Bey Türk şiirinin çok zengin ve zevkli geleneğine yabancı idi” (1992: 106) yargısında bulunur.

Doğrusu 20. yüzyılın başlarına kadar Türkçenin sesini ve formunu ufak başarıların ve tesadüflerin dışında aydın şair yakalayamaz. Çünkü seçkin şairler, yüzyıllar içerisinde Türkçe söyleyişten halk şiirinden kopmuşlar, saf Türkçeyle şiir yazılamayacağı düşüncesine kapılmışlardır. Mehmet Emin, daha önce İbrahim Şinasi’nin açmayı denediği yolda sade Türkçe ile yazmaya çalışır. *Türkçe Şiirler* yayımlandığında, daha önce de belirtildiği üzere, dönemin öne çıkan kimi şairleri Mehmet Emin’in

kalem ürünlerine övgüyle yaklaşır. Rıza Tevfik de dâhil olmak üzere hececi şairlerin eserlerinin Mehmet Emin'in bu pek başarılı bulunmayan kalem ürünlerinin verdiği cesaretle oluştuğu unutulmamalıdır. O, hiç de estetik olmayan söyleyişle Anadolu'yu, köyü ve köylüyü manzum eserin dünyasına taşıma uğraşına girer. İşte Nâzım Hikmet'in kaçırdığı ayrıntı burada gizlidir. Mehmet Emin, bir sonuç değil, başlangıçtır. O, heceyle, halk diliyle şiir söyleme yolunda bir yol açıcı olmak ister. Fakat dili ve heceyi kullanmada kendisinden hemen sonra gelen ne tekke şiiri geleneğine yaslanan Rıza Tevfik ne halk şiirinden beslenen Ziya Gökalp, ne de II. Meşrutiyet yıllarının hececi şairleri kadar başarılı kalem ürünleri ortaya koyar. Çünkü gelenekten beslenecek, geleneği modern şiirle buluşturacak kadar arka plana ve yetkinliğe sahip değildir.

O, Osmanlılık düşüncesinin ve kimliğinin baskın olduğu bir dönemde, 1897 Türk-Yunan savaşı sırasında,

“Ben bir Türk'üm dinim, cinsim uludur” (1989: 22)

diyerek II. Meşrutiyet yıllarında belirecek olan Millî Edebiyat'ın öncü sesi olur (Kolcu, 2019: 283). Her sanatkar gibi Mehmet Emin'i de kendi çağında ve şartları içinde değerlendirmek gerekir. O, bir şiir dili ve estetiği kurmaktan çok, gidilecek kaynağı görmesi ve göstermesiyle anlam kazanır.

Sonuç olarak edebiyat tarihçiliğinin ve edebiyat eleştiriciliğinin görmezden geldiği hatta üzerini kapattığı Mehmet Emin'in kalem ürünlerindeki problemlerden hareketle *millî şair, Türk şairi* şeklinde tanınmasına karşı savaş açan Nâzım Hikmet, dili merkeze alarak onun hakkındaki *millî şair, Türk şairi* nitelermelerini yıkmak ister. Halk şiiriyle Mehmet Emin'in kalem ürünleri arasında yaptığı sınırlı karşılaştırmayla dili kullanmadaki yetersizliğini ortaya koymaya çalışır. Ona *millî şair, Türk şairi* denmesinin cehaletten doğan yanlış bir nitelme olduğunu ifade eder. Nâzım Hikmet'in Mehmet Emin *putunu* yıkmak için getirdiği bu sınırlı eleştiri, haklılık payı taşır. Fakat Türkçe şiirin gelişim sürecini dikkatten kaçırmaz. Bu da Türk edebiyatı üzerinde daha geniş ve derinlikli eleştirilere ihtiyaç duyulduğunu göstermektedir.

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**Old Town in Warsaw and Auschwitz-Birkenau.
German Nazi Concentration and Extermination Camp
(1940-1945) as examples of UNESCO's unique cultural
heritage/ Stare Miasto w Warszawie i Auschwitz-
Birkenau. Niemiecki nazistowski obóz koncentracyjny
i zagłady (1940-1945) jako przykłady wyjątkowego
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Abstract

This publication is devoted to the issue of the world cultural and natural heritage, which in its uniqueness deviates from the guidelines contained in the Convention on the Protection of the World Cultural and Natural Heritage. Two examples are indicated: the Old Town in Warsaw and Auschwitz-Birkenau. The German Nazi Concentration and Extermination Camp (1940-1945) break the accepted criteria, but at the same time provoke reflection on the historical and emotional value of objects classified as world heritage.

Keywords: World Cultural Heritage, UNESCO, Warsaw Old Town, Auschwitz-Birkenau. The German Nazi Concentration and Extermination Camp (1940-1945)

INTRODUCTION

The protection of heritage is inscribed in the history of human development. Protected objects and now recognized as the good of all mankind, also at the time of their creation, constituted an important element of the culture of a given nation.

The objects inscribed on the World Heritage List are mainly religious goods. As such, they were cared for and revered by their contemporaries. For the Maya, the temple of Chichén Itzá, for the Egyptians Abu Simbel, for the Khmer people, Angkor Wat, or for the Romans, the Roman Forum were places where they worshiped gods, presented gifts and asked for grace. They looked after these facilities and tried to keep them intact. Thanks to these activities, we can now get to know them, and keeping them in their current state is our duty to posterity.

Common goods are not only religious goods. Classification of a given site as World Heritage is discretionary, but it is important that it presents Outstanding Universal Value.

The Convention specifies the conditions for recognizing a given property as World Heritage, but sometimes decisions on entering a given property on the World Heritage List differ from the guidelines that are strictly indicated in the legal act. This is dictated both by the historical overtone of a given good, its universal value and its reception for contemporaries.

Main objectives of the Convention on the Protection of the World Cultural and Natural Heritage.

The preamble to the Convention¹ sets out the reasons which guided the parties creating this legal act. The adoption of this agreement was dictated by the fact that the cultural and natural heritage is increasingly threatened with destruction not only as a result of damage caused by traditional causes, but also as a result of social and economic transformations.

It is emphasized in the preamble that destruction or damage to property within the meaning of this Convention would constitute irreversible depletion of the heritage of the entire international community. Heritage was assumed to be a non-renewable resource because every element of it is unique, so any damage or destruction to it constitutes an impoverishment of the heritage of all nations.²

It was also emphasized that one of the reasons for establishing the Convention was the lack of adequate protection of heritage at national levels due to the lack of sufficient financial resources, but also scientific and technical resources. The parties to this Convention have also emphasized the universalism of World Heritage, stating that the protection of these properties is a universal

¹ Konwencja o ochronie światowego dziedzictwa kulturalnego i naturalnego podpisana 16 listopada 1972r. w Paryżu (Dz.U.76.32.190)

² K. Piotrowska-Nosek Konwencja w sprawie ochrony światowego dziedzictwa kulturalnego i naturalnego, przyjęta w Paryżu dnia 16 listopada 1972 r. przez Konferencję Generalną Organizacji Narodów Zjednoczonych dla Wychowania, Nauki i Kultury na jej siedemnastej sesji (w:) Konwencje UNESCO w dziedzinie kultury Komentarz, red. K. Zalasńska, Wolters Kluwer, Warszawa 2014, s. 237

obligation, regardless of the location of the property. Protection is to consist in the cultivation, development and dissemination of knowledge, taking care of the protection of world heritage and recommending the peoples concerned to conclude appropriate international conventions.

The Convention imposes on each state-party the obligation to ensure the identification, protection, conservation, restoration and transfer to future generations of the cultural and natural heritage located on its territory, and it will try to fulfill this obligation both through its own efforts, using the maximum of its resources, as well as in if necessary, with the help and international cooperation, which may be used in particular in the financial, artistic, scientific and technical fields.

The convention obliges the parties to recognize the heritage as universal and take into account the opinions of the international community as to its protection, of course with due regard to the sovereignty of the state and internal legal regulations. At the same time, other countries are obliged to assist in the identification, protection, conservation and restoration of cultural and natural heritage, if the country on whose territory the heritage is located applies for it.

All States party to the Convention undertake not to knowingly undertake any action which may directly or indirectly damage the heritage located in the territory of other States party to this Convention.

Pursuant to the Convention, international heritage protection should be considered the creation of a system of international cooperation and assistance aimed at assisting states-parties in the protection of heritage.

The concept of world cultural and natural heritage.

The Convention on the Protection of the World Cultural and Natural Heritage was established as an international instrument for the protection of cultural and natural resources. The concept of World Heritage is not defined in this Convention, but it is divided into cultural heritage and natural heritage, and these definitions are indicated in Art. 1 and 2 of the Convention.

Despite the Convention's almost 45-year duration, it has not been possible to define the concept of World Heritage. It seems almost obvious that it is a cultural asset or a creation of nature, as the Convention provides for such a division, which at the same time will be qualified on a global scale. But what are the reasons for the states-parties to the Convention to classify a given site as World Heritage and apply for inclusion on the UNESCO World Heritage List?

The preparation of an application for inscription of a given property on the UNESCO World Heritage List is based on a subjective assessment of a specific nation for whom and in whose opinion the given property will be a world good. Prof. Jan Pruszyński pointed out that "among the problems that require analysis and scientific reflection, the first thing to mention is the assessment of historic buildings that have a real and unquestionable significance for the cultural heritage, because recognizing all" cultural goods "as an equal part of the" universal "heritage -

regardless of the goals and objectives. intention to erect them - leads to its deformation".¹ It is therefore obvious that not every cultural object, even the heritage of a nation of exceptional value, can be classified as a world heritage.

It is the same with natural goods. Not every nature reserve or the so-called "wonders of nature" can be included in the world heritage.

Undeniably, world heritage, both cultural and natural, must have Outstanding Universal Value, which is the main component of both concepts.

The concept of Outstanding Universal Value is another concept that is not defined in the Convention and has been a source of consideration since its signing.

Determining Outstanding Universal Value (OUV) is a key activity in the entire analytical process of assessing nominated and UNESCO World Heritage properties. The fulfillment of the OUV condition is the basic criterion for classifying properties on the World Heritage List (WHL). Therefore, the precise definition of OUV is very important both during the nomination and evaluation (i.e. selection) of goods proposed on the List, as well as and during the assessment of the correctness of their protection, when they are already included in it.²

Pursuant to the principle expressed in Art. 31 sec. 1 of the Vienna Convention on the Law of Treaties³, "a treaty must be interpreted in good faith in accordance with the ordinary meaning to be attributed to the words used therein in their context and in the light of its object and purpose", and therefore the greatest emphasis in this provision is to precisely establish what is expressed in the text of the treaty, having regard to the object and purpose of the treaty.⁴

Considering the above, one may be tempted to formulate a definition of a good of exceptional universal value and that it is a good having an extraordinary, essential and important feature. Unfortunately, the definition proposed by us would also not be approved as another, too imprecise.

In the interpretation of the phrase unique universal value, the notion universal was the most problematic. In the understanding of the Convention, it is important for everyone. In the Operational Guidelines of October 20, 1977. it was stated that the term needed explanation and it was recognized that universal should refer to goods highly representative of the cultures of which they are part, thus avoiding a value-for-money comparison between cultures. However, during the expert meeting, which took place on November 30 to December 5, 1998. In Amsterdam, Outstanding Universal Value was recognized as a unique response to an issue of

¹ J. Pruszyński *Dziedzictwo kultury Polski. Jego straty i ochrona prawna*, Zakamycze 2001, s. 35

² B. Szmygin *Określanie wyjątkowej uniwersalnej wartości dóbr światowego dziedzictwa Krytyczna analiza i propozycje metodologiczne* (w:) *Wyjątkowa uniwersalna wartość a monitoring dóbr światowego dziedzictwa* red. B. Szmygin, PKN ICOMOS i NID Warszawa 2011, s. 27

³ Konwencja wiedeńska o prawie traktatów, sporządzona w Wiedniu dnia 23 maja 1969 r. (Dz.U.90.74.439)

⁴ M. Frankowska *Prawo traktatów*, Szkoła Główna Handlowa Warszawa 1997, s. 123

universal nature, common to or tackled by all cultures (...) relating to human creativity and resulting in cultural diversity.¹

According to the Operational Guidelines, Outstanding Universal Value is a cultural and / or natural significance that is so unique that it crosses national boundaries and is of universal significance to present and future generations of mankind. This fact results in the need for continuous protection of this type of heritage by the entire international community. The Committee defines the criteria for the inscription of properties on the World Heritage List.²

For the purposes of the Convention, cultural heritage is considered to be:

- monuments: works of architecture, works of monumental sculpture and painting, elements and structures of an archaeological nature, inscriptions, caves and groupings of these elements, of exceptional universal value from the point of view of history, art or science,
- complexes: separate or combined structures which, due to their architecture, uniformity or combination with the landscape, are of exceptional universal value from the point of view of history, art or science,
- historic sites: works of man or common works of man and nature, as well as zones and archaeological sites of Outstanding Universal Value from a historical, aesthetic, ethnological or anthropological point of view

while the natural heritage we consider:

- natural monuments formed by physical and biological formations, or groupings of such formations, of Outstanding Universal Value from an aesthetic or scientific point of view;
- geological and physiographic formations and zones with strictly defined borders, constituting the habitat of endangered species of animals and plants, of exceptional universal value from the point of view of science or their preservation,
- natural sites or zones with clearly defined boundaries which are of Outstanding Universal Value from the standpoint of science, conservation or natural beauty.³

The Convention does not limit the parties to a specific catalog of properties that would be considered world cultural or natural heritage. Countries declaring a good make an individual decision by which criteria they will use in their selection. Of course, it is important to meet one condition - the exceptional universal value of a given object.

Principles of qualifying cultural and natural heritage on the World Heritage List.

¹ Por. K. Piotrowska-Nosek, op.cit. s. 238-239

² Wytyczne z 8 lipca 2015, WHC 15/01, par. 24 <http://whc.unesco.org/en/guidelines> (access 31.07.2022)

³ Konwencja, op.cit. art. 1-2

A number of criteria determine whether a given site is protected by UNESCO as part of the World Heritage List. By the end of 2004, there were six criteria for cultural heritage sites and four for natural heritage. In 2005, they were combined into a homogeneous list of ten criteria. The given object must represent a unique universal value and meet at least one of the following conditions:

Cultural criteria:

- I. to represent a masterpiece of human creative genius;
- II. present an important exchange of human values, throughout history or within a given region of the world, in the field of architectural or technological development, in monumental arts, town planning or landscape design;
- III. present a unique or at least exceptional testimony of a cultural tradition or an existing or past civilization;
- IV. present a particular example of a type of structure, architectural or technological ensemble, or landscape that illustrates an important stage (s) in human history;
- V. present a specific example of traditional human settlement, land or sea management, representative of a given culture (or cultures), or human interaction with the environment, especially if it has become threatened by irreversible change;
- VI. be directly or tangibly related to events or a living tradition, ingenuity or belief, or to artistic or literary works of Outstanding Universal Importance (the Committee considers that this criterion should be used in conjunction with other criteria);

Natural criteria

- VII. include exceptional natural phenomena or areas of special natural beauty and aesthetic significance;
- VIII. present a special testimony of important stages in the history of the planet, containing traces of past life, significant ongoing geological processes; Forming topography or significant geomorphic or physiographic formations;
- IX. provide a specific example of ongoing ecological and biological processes relevant to the evolution and development of terrestrial, freshwater, coastal and marine ecosystems or plant and animal communities;
- X. cover the most important natural environments for the protection of the diversity of life forms, including endangered species of universal value for science and conservation.¹

Authenticity and integrity are the basic requirements that must be met by any cultural property.²

¹ Wytyczne z 8 lipca 2015, op.cit. par.77

² Wytyczne z 8 lipca 2015, op.cit. par.78

Authenticity should refer to design, materials, craftsmanship and surroundings, and in the case of cultural landscapes, to their characteristics and components. In exceptional cases, a reconstruction is accepted (eg the Old Town in Warsaw), if it was made on the basis of full, detailed original documentation and was not of a cyclical nature.¹

Integrity is a measure of the wholeness and integrity of the natural and cultural heritage and its attributes. The integrity test requires an assessment to what extent the property:

- includes all the elements necessary to express its Outstanding Universal Value;
- it is of an appropriate size to ensure full representation of the features and processes that demonstrate its significance;
- is exposed to the adverse effects of development and neglect.

The above conditions should be taken into account in the judgment of integrity.

For cultural properties, the material from which they are made or their characteristic features should be in good condition and the effects of degradation processes under control. Goods should include most of the elements necessary to convey all the values they express. The interrelationships and dynamic functions present in cultural landscapes, historic cities and other "living" properties that underpin their distinctive character should also be preserved.

Natural properties, on the other hand, must meet the integrity condition and have an effective protection and management system.

The integrity requirement concerns the application of the criteria:

- **For criterion VII. A site classified as World Heritage on the basis of this criterion should contain all or most of the key elements related to each other and interdependent, remaining in natural relationships with each other;**
- **For criterion VIII. The site should be large enough and contain the elements necessary to overcome key aspects of processes that are essential for the long-term protection of ecosystems and their biodiversity;**
- **For criterion IX. The object should be of extraordinary aesthetic value and include areas that are essential for maintaining the beauty of the object;**

¹ Kryterium autentyczności jest określone w The Nara Document on Authenticity (1994), <http://www.nid.pl/upload/iblock/707/70754565f4de522132f2372a798c314e.pdf>, (access 31.07.2022.)

- **Regarding criterion X. The facility should constitute an environment conducive to the most diverse fauna and flora, which are characteristic of a given biogeographic region and ecosystem.¹**

The Old Town in Warsaw

Warsaw is a city located under the Chełmno law in 1300. It was established on the initiative of the Duke of Płock, Bolesław II Mazowiecki, as a result of the destruction of the Jazdów settlement by Mindaugas in 1262. Its first name was Warszowa. In 1596, King Zygmunt III Waza chose Warsaw as the place of the royal residence. Central offices were then transferred from Krakow, the former seat of Polish kings. From 1611, after the king's return from the Smolensk campaign, Warsaw de facto became the capital of Poland, but officially Krakow was still the capital. Since then, Warsaw has become the most important city of the Republic of Poland, not only as the seat of the monarch, but also as the place where the Sejms are convened. It is worth adding that no legal act was issued recognizing Warsaw as the capital city, it only had the title of His Majesty's residential city. Nevertheless, being the de facto capital city, it drew many benefits from it, for example in the lively expansion during the Baroque era, in the times of the Vasa. Although the coronation and funeral ceremonies of kings were still held in Krakow, Warsaw was also the site of numerous solemn ceremonies, such as tributes to Polish rulers.²

On November 11, 1918, the Regency Council handed over to Józef Piłsudski the military authority in Warsaw, and on November 14, 1918 also the full civil authority in the capital and the supreme command of the armed forces. As a consequence, Warsaw became the capital of the Second Polish Republic.

With the outbreak of World War II in September 1939, Warsaw was under German occupation. Warsaw became the seat of many institutions of Nazi terror. On October 1, 1939, Fredrich Pabst, the then head of the Reich Construction Office, also moved to Warsaw, becoming the chief architect of the city of Warsaw. Fredrich Pabst, on behalf of Hans Frank and with the full approval of Adolf Hitler, developed a plan to build a new center, which was to be called the "New German City of Warsaw" (German: Die neue Deutsche Stadt Warschau). This plan, also known as the Pabst Plan, assumed the demolition of virtually all of the existing buildings in Warsaw, the population was to be relocated to the KL Warschau camp, which had been operating since 1940, and subjected to systematic extermination. The plan envisaged two stages, the planned demolition of the city euphemistically called "the demolition of the Polish city" (German: Der Abbau der Polen-Stadt) and the "construction of a German city" (German: Der Aufbau der Deutschen Stadt). It was intended to leave ul. Krakowskie Przedmieście, renaming it Siegesstraße (Zwycięstwa street) and Aleje Jerozolimskie, which would be called Bahnhofsstraße (Dworcowa street). The Old Town in Warsaw was to be left as evidence of the

¹ Wytyczne z 8 lipca 2015, op.cit. par.87-95

² Przeniesienie stolicy do Warszawy, <https://muzhp.pl/pl/e/1509/przeniesienie-stolicy-do-warszawy> (access 31.07.2022.)

alleged "continuity of German settlement" in the east. On the other hand, Piłsudski Square at the Saski Palace would be transformed into Adolf Hitler's Square (German: Adolf-Hitler-Platz), and Belweder into his residence.

The plan was not actually implemented. However, Warsaw was almost completely demolished.

Despite the occupation and terror, the Poles did not give up and from the beginning of the war, secret combat structures were organized, which in the final form were called the Home Army. They carried out sabotage actions (destroying the railway infrastructure, taking down Nazi flags and hanging Polish flags, throwing loads into cinemas), liquidating or trying to liquidate the biggest torturers (Kutscher Action, Action Hergel, Action Burkl, Action Koppe).

In mid-1944 it became clear that German domination was coming to an end. The Soviet Army was approaching from the east, the Allies were attacking from the west. Sabotage operations continued in the occupied countries. The command of the Home Army made a decision to join the military action

On August 1, 1944, the Warsaw Uprising broke out. It was supposed to last several days. It was assumed that the military action would surprise the Germans and that the most important objects in Warsaw would be successfully completed. However, it was not possible to obtain a surprise effect, as the German command, alerted by reports from informers, already at 16.30 on August 1, an alarm was issued for the Warsaw garrison and all Germans remaining in Warsaw.

The uprising ended on October 3, 1944 with the signing of the "Treaty on the cessation of hostilities in Warsaw". The Germans agreed to recognize the veterans' rights of the Home Army soldiers and not to apply collective responsibility towards the civilian population. The inhabitants of Warsaw were to be displaced, while retaining the right to forbid movable property, valuables, cultural goods, etc. The Germans also undertook to spare the remaining public and private property in the city, with particular emphasis on objects of high historical, cultural or spiritual value. After the collapse of the uprising, the Germans, contrary to the provisions of the capitulation agreement, began to systematically burn down and demolish the city. Over 30% of the buildings on the left bank of Warsaw were destroyed at that time.

Hitler gave Himmler and Guderian an oral order to raze Warsaw to the ground and murder all its inhabitants. According to Erich von dem Bach-Zelewski's account, the order was as follows: "Every inhabitant should be killed, no prisoners may be taken. Warsaw is to be razed to the ground and in this way an intimidating example is to be created for the whole of Europe".

After the capitulation of Germany and the end of the war, the image of a huge rubble appeared for the residents returning to Warsaw. Compared to the pre-war buildings, only 15% of buildings have survived. According to historians' estimates, during the siege of Warsaw in September 1939, about 10% of the city's buildings were destroyed, about 12% during the liquidation of the ghetto in 1943, about 25% during the Warsaw Uprising, and another about 30% as a result of demolishing the city after the capitulation. uprising. 782 out of 957 architectural monuments were destroyed, and 141 were damaged.

On February 14, 1945, the Office for Reconstruction of the Capital was formally established - the central institution that was to deal with the recovery of the city from its ruins. Specialists from the Monuments Reconstruction Department played an important role in BOS, calling for the restitution of the historic city tissue. It is thanks to people like prof. Jan Zachwatowicz, Piotr Biegański and Stanisław Żaryn can enjoy the Royal Route and the Old Town. The communists supported the idea of rebuilding the Old Town because they wanted legitimacy in the eyes of ordinary Poles. Prof. Zachwatowicz, when UNESCO entered the Warsaw Old Town on the World Heritage List in 1980. For the first time, a complete reconstruction was thus honored.

Outstanding Universal Value¹

Brief synthesis

Warsaw was deliberately annihilated in 1944 as a repression of the Polish resistance to the Nazi German occupation. The capital city was reduced to ruins with the intention of obliterating the centuries-old tradition of Polish statehood. The rebuilding of the historic city, 85% of which was destroyed, was the result of the determination of the inhabitants and the support of the whole nation. The reconstruction of the Old Town in its historic urban and architectural form was the manifestation of the care and attention taken to assure the survival of one of the most important testimonials of Polish culture. The city was rebuilt as a symbol of elective authority and tolerance, where the first democratic European constitution, the Constitution of 3 May 1791, was adopted. The reconstruction included the holistic recreation of the urban plan, together with the Old Town Market, townhouses, the circuit of the city walls, the Royal Castle, and important religious buildings.

The reconstruction of Warsaw's historic centre was a major contribution to the changes in the doctrines related to urbanisation and conservation of cities in most of the European countries after the destructions of World War II. Simultaneously, this example illustrates the effectiveness of conservation activities in the second half of the 20th century, which permitted the integral reconstruction of the complex urban ensemble.

The reconstruction of the Old Town was a coherent and consistently implemented project devised at the Warsaw Reconstruction Office in the years 1945-1951. The reconstruction project utilised any extant, undamaged structures built between the 14th and 18th centuries, together with the late-medieval network of streets, squares, and the main market square, as well as the circuit of city walls. Two guiding principles were followed: firstly, to use reliable archival documents where available, and secondly, to aim at recreating the historic city's late 18th-century appearance. The latter was dictated by the availability of detailed iconographic and documentary historical records from that period. Additionally, conservation inventories compiled before 1939 and after 1944 were used, along with the scientific knowledge and expertise of art historians, architects, and conservators. The Archive of the Warsaw

¹ Historic Centre of Warsaw, <https://whc.unesco.org/en/list/30/> (access 31.07.2022)

Reconstruction Office, housing documentation of both the post-war damage and the reconstruction projects, was inscribed in the UNESCO Memory of the World Register in 2011.

The rebuilding of the Old Town continued until the mid-1960s. The entire process was completed with the reconstruction of the Royal Castle (opened to visitors in 1984). The reconstruction of individual buildings and their surroundings, in the adopted format of residential housing, featuring public functions dedicated to culture and science, as well as services, carried with it numerous challenges posed by the need to adapt to the social norms and demands of the time. In order to accentuate the defensive walls and the city panorama as viewed from the Vistula, the reconstruction of some buildings was deliberately foregone. The urban layout was retained, along with the division of the street frontages into historic building plots; however, the properties within these quarters were not rebuilt, thus creating communal open areas for residents. The interior layout of buildings and residential flats was revised to meet the standards in force at the time. However, both historical room plans and interior designs were recreated in many of the buildings intended for public use. A highly regarded feature was the decoration of exterior elevations carried out by a team of renowned artists, who drew in part on designs from the interwar period. Polychrome decoration was executed using traditional techniques, including sgraffito. In spite of the adaptations and the changes introduced, the site, along with the city panorama as seen from the Vistula (which has become a symbol of Warsaw), presents a cohesive picture of the oldest part of the city.

Combining extant features with those parts of the Old Town reconstructed as a result of the conservation programme led to the creation of an urban space unique in terms of its material dimension (the form of the oldest part of the city), its functional dimension (as a residential quarter and venue for important historical, social, and spiritual events), and its symbolic dimension (an invincible city).

Criterion (II): The initiation of comprehensive conservation activities on the scale of the entire historic city was a unique European experience and contributed to the verification of conservation doctrines and practices.

Criterion (VI): The Historic Centre of Warsaw is an exceptional example of the comprehensive reconstruction of a city that had been deliberately and totally destroyed. The foundation of the material reconstruction was the inner strength and determination of the nation, which brought about the reconstruction of the heritage on a unique scale in the history of the world.

Integrity

This World Heritage property's boundaries encompass an entire comprehensively rebuilt portion of the city, located within the bounds of the medieval city walls and the Vistula Escarpment (including the eastern foot of this escarpment), with all of the characteristic features defining its identity. During the reconstruction, the original urban layout of the medieval city was preserved, and in some cases made more distinct. The principle of rebuilding and accentuating the historic layout was applied not only to the Old Town, but also to the buildings

of the New Town and the Royal Route, which in effect created a sense of historical and spatial continuity within this urban complex (the aforementioned areas are located inside the limits of the buffer zone).

In order to maintain the integrity of this property, it is essential that the principles implemented during the process of reconstruction are maintained and continue to underpin the management system, and that the appropriate state of preservation and conservation of individual tangible and intangible elements of the complex, which carry Outstanding Universal Value, be ensured.

Maintaining the functional dimension of the Old Town as a residential quarter and venue for important historical, social, and spiritual events is a significant aspect of its integrity.

Authenticity

The cohesive rebuilding process came to an end with the reconstruction of the Royal Castle. Since then, the Historic Centre of Warsaw has fully retained its authenticity as a finished concept of post-war reconstruction. This World Heritage property includes two categories of structure. The first comprises extant structures predating the damage of World War II. This applies to most basements, some ground floor storeys and certain sections of wall up to the level of the first floor. The second category encompasses reconstructed features – this group includes buildings recreated in accordance with pre-war records (some of the Old Town's townhouses, the Sigismund's Column, churches, and the Royal Castle), and those rebuilt based on historical and conservation studies pertaining to the architecture of the 14th to 18th centuries (e.g. the façade of the cathedral, and the Old Town walls with the Barbican). The state of preservation of individual types of structure and entire buildings is satisfactory. Their maintenance requires the implementation of systematic conservation measures.

Auschwitz Birkenau. German Nazi Concentration and Extermination Camp (1940-1945)

After the September campaign in 1939, the territory of Poland was brutally occupied by Germany and the Soviet Union. Millions of Poles were forced to live in constant fear, in a place where the next day spent was considered a success. This was due to a number of factors, the most important of which was the terror that the new invaders had brought on the occupied territories. They quickly began to reflect on the effective use of the mass of the enslaved population. Already at the end of 1939, the first plans were made to build a concentration camp in Oświęcim, where the barracks of Wehrmacht soldiers were at that time. On January 25, 1940, the officials of the Office of the Higher SS and Police Commander in Wrocław approved the plan to build the camp. Ultimately, after agreeing the decision with Heinrich Himmler, on April 8, 1940, the barracks were officially leased to the SS, and on April 27, Himmler ordered the establishment of a concentration camp in Oświęcim.¹

¹ Historia obozu koncentracyjnego Auschwitz <https://warhist.pl/artukul/historia-oboza-koncentracyjnego-auschwitz/> (access 31.07.2022)

The first transport of Poles reached KL Auschwitz on June 14, 1940 from the prison in Tarnów. Initially, it was to be another concentration camp established by the Nazis from the early 1930s. Auschwitz performed this function throughout its existence, also when - from 1942 - it also became one of the centers of the "Endlösung der Judenfrage" (the final solution to the Jewish question) - the Nazi plan to murder Jews living in the territories occupied by the Third Reich.¹

In 1942-1944, as part of the "final solution of the Jewish question" (Endlösung der Judenfrage), Auschwitz served as the largest Nazi center for the destruction of the Jewish population of the European countries occupied by and allied to the Third Reich. The majority of the Jews who arrived in Auschwitz in transports organized by the Reich Main Security Office (RSHA), at least 1.1 million people including more than 200 thousand children and young people, were killed in the gas chambers immediately or soon after arrival. These deportees included many figures from Jewish intellectual life: scholars and artists, including, for instance, the Polish-Jewish poet and dramatist Iczhak Kacnelson (Itzhak Katzenelson), author of the poem Song of the Murdered Jewish People, who was one of a group of literary figures deported in May 1944.²

As a result of the inclusion of Auschwitz in the process of the mass extermination of the Jews, the number of deportees began to soar. About 197 thousand Jews were deported there in 1942, about 270 thousand the following year, and over 600 thousand in 1944, for a total of almost 1.1 million. Among them, about 200 thousand people were selected as capable of labor and registered as prisoners in the camp. In this same period, from 1942 to 1944, about 160 thousand Poles, Gypsies, Byelorussians, Ukrainians, French, and others were registered as prisoners and given numbers. There were also more than 10 thousand people, mostly Poles, Soviet POWs, and Gypsies, not entered in the camp records or given numbers.³

Outstanding Universal Value⁴

Brief synthesis

Auschwitz Birkenau was the principal and most notorious of the six concentration and extermination camps established by Nazi Germany to implement its Final Solution policy which had as its aim the mass murder of the Jewish people in Europe. Built in Poland under Nazi German occupation initially as a concentration camp for Poles and later for Soviet prisoners of war, it soon became a prison for a number of other nationalities. Between the years 1942-1944 it became the main mass extermination camp where Jews were tortured and killed for their so-called racial origins. In addition to the mass murder of well over a million Jewish men, women and children, and tens of thousands of Polish victims, Auschwitz also served as a camp for the racial murder of thousands of Roma and Sinti and prisoners of several European nationalities.

¹ KL Auschwitz Birkenau Historia <https://www.auschwitz.org/historia/kl-auschwitz-birkenau/> (access 31.07.2022)

² Auschwitz as the center for the extermination of the Jews <https://www.auschwitz.org/en/history/categories-of-prisoners/jews-in-auschwitz/> (access 31.07.2022)

³ The number of victims <https://www.auschwitz.org/en/history/the-number-of-victims/> (access 31.07.2022)

⁴ Auschwitz Birkenau German Nazi Concentration and Extermination Camp (1940-1945), <https://whc.unesco.org/en/list/31/> (access 31.07.2022)

The Nazi policy of spoliation, degradation and extermination of the Jews was rooted in a racist and anti-Semitic ideology propagated by the Third Reich.

Auschwitz Birkenau was the largest of the concentration camp complexes created by the Nazi German regime and was the one which combined extermination with forced labour. At the centre of a huge landscape of human exploitation and suffering, the remains of the two camps of Auschwitz I and Auschwitz II-Birkenau were inscribed on the World Heritage List as evidence of this inhumane, cruel and methodical effort to deny human dignity to groups considered inferior, leading to their systematic murder. The camps are a vivid testimony to the murderous nature of the anti-Semitic and racist Nazi policy that brought about the annihilation of over one million people in the crematoria, 90% of whom were Jews.

The fortified walls, barbed wire, railway sidings, platforms, barracks, gallows, gas chambers and crematoria at Auschwitz Birkenau show clearly how the Holocaust, as well as the Nazi German policy of mass murder and forced labour took place. The collections at the site preserve the evidence of those who were premeditatedly murdered, as well as presenting the systematic mechanism by which this was done. The personal items in the collections are testimony to the lives of the victims before they were brought to the extermination camps, as well as to the cynical use of their possessions and remains. The site and its landscape have high levels of authenticity and integrity since the original evidence has been carefully conserved without any unnecessary restoration.

Criterion (VI): Auschwitz Birkenau, monument to the deliberate genocide of the Jews by the German Nazi regime and to the deaths of countless others, bears irrefutable evidence to one of the greatest crimes ever perpetrated against humanity. It is also a monument to the strength of the human spirit which in appalling conditions of adversity resisted the efforts of the German Nazi regime to suppress freedom and free thought and to wipe out whole races. The site is a key place of memory for the whole of humankind for the Holocaust, racist policies and barbarism; it is a place of our collective memory of this dark chapter in the history of humanity, of transmission to younger generations and a sign of warning of the many threats and tragic consequences of extreme ideologies and denial of human dignity.

Integrity

Within the 191.97-ha serial property – which consists of three component parts: the former Auschwitz I camp, the former Auschwitz II-Birkenau camp and a mass grave of inmates – are located the most important structures related to the exceptional events that took place here and that bear testimony to their significance to humanity. It is the most representative part of the Auschwitz complex, which consisted of nearly 50 camps and sub-camps.

The Auschwitz Birkenau camp complex comprises 155 brick and wooden structures (57 in Auschwitz and 98 in Birkenau) and about 300 ruins. There are also ruins of gas chambers and crematoria in Birkenau, which were dynamited in January 1945. The overall length of fencing supported by concrete poles is more than 13 km. Individual structures of high historical significance, such as railway sidings and ramps, food stores and industrial buildings, are

dispersed in the immediate setting of the property. These structures, along with traces in the landscape, remain poignant testimonies to this tragic history.

The Auschwitz I main camp was a place of extermination, effected mainly by depriving people of elementary living conditions. It was also a centre for immediate extermination. Here were located the offices of the camp's administration, the local garrison commander and the commandant of Auschwitz I, the seat of the central offices of the political department, and the prisoner labour department. Here too were the main supply stores, workshops and Schutzstaffel (SS) companies. Work in these administrative and economic units and companies was the main form of forced labour for the inmates in this camp.

Birkenau was the largest camp in the Auschwitz complex. It became primarily a centre for the mass murder of Jews brought there for extermination, and of Roma and Sinti prisoners during its final period. Sick prisoners and those selected for death from the whole Auschwitz complex – and, to a smaller extent, from other camps – were also gathered and systematically killed here. It ultimately became a place for the concentration of prisoners before they were transferred inside the Third Reich to work for German industry. Most of the victims of the Auschwitz complex, probably about 90%, were killed in the Birkenau camp.

The property is of adequate size to ensure the complete representation of the features and processes that convey its significance. Potential threats to the integrity of the property include the difficulty in preserving the memory of the events and their significance to humanity. In the physical sphere, significant potential threats include natural decay of the former camps' fabric; environmental factors, including the risk of flooding and rising groundwater level; changes in the surroundings of the former camps; and intensive visitor traffic.

Authenticity

The Auschwitz camp complex has survived largely unchanged since its liberation in January 1945. The remaining camp buildings, structures and infrastructure are a silent witness to history, bearing testimony of the crime of genocide committed by the German Nazis. They are an inseparable part of a death factory organized with precision and ruthless consistency. The attributes that sustain the Outstanding Universal Value of the property are truthfully and credibly expressed, and fully convey the value of the property.

At Auschwitz I, the majority of the complex has remained intact. The architecture of the camp consisted mostly of pre-existing buildings converted by the Nazis to serve new functions. The preserved architecture, spaces and layout still recall the historical functions of the individual elements in their entirety. The interiors of some of the buildings have been modified to adapt them to commemorative purposes, but the external façades of these buildings remain unchanged.

In Birkenau, which was built anew on the site of a displaced village, only a small number of historic buildings have survived. Due to the method used in constructing those buildings, planned as temporary structures and erected in a hurry using demolition materials, the natural

degradation processes have been accelerating. All efforts are nevertheless being taken to preserve them, strengthen their original fabric and protect them from decay.

Many historic artefacts from the camp and its inmates have survived and are currently kept in storage. Some are exhibited in the Auschwitz-Birkenau State Museum. These include personal items brought by the deportees, as well as authentic documents and preserved photographs, complemented with post-war testimonies of the survivors.

Summary

The Convention on the Protection of the World Cultural and Natural Heritage provides guidelines for recognizing the site as a universal good and worth being entered on the UNESCO list. On the other hand, history shows that considering a given site as a world heritage one should go beyond the well-known patterns and make decisions based on other premises.

The example of the Old Town in Warsaw and its entry on the UNESCO World Cultural Heritage List made it possible to apply for recognition in this category of other sites with a similar history. Let us remember that this is a reconstructed object, and therefore it is controversial in terms of its authenticity. Nevertheless, it is reconstructed with great reverence, with attention to architectural details and the relationship with history. Its rebuilt was based on original documents and also refers to original building solutions. The UNESCO Committee, recognizing the Warsaw Old Town as worthy of being entered on the list, not only appreciated the contribution to the reconstruction, not only appreciated the historical value, but also appreciated the most important message of the rebuilt city - the invincible city.

On the other hand, when analyzing the decision of the UNESCO Committee to enter it on the Auschwitz-Birkenau World Heritage List. The German Nazi Concentration and Extermination Camp (1940-1945) should be referred not to the cultural dimension, but to the dimension of the tragedy of history in the 20th century. It is not an object that arouses admiration because of its architecture, it is not an object that inspires respect, as a place of worship, and we will not find extraordinary works of art there. It is an object that causes deep reflection in us, sometimes anger, often tears, the visit leaves its permanent mark on our psyche. Perhaps this was the goal of the UNESCO Committee to recognize Auschwitz Birkenau as a cultural asset of global importance. It is worth noting that in the decision, the Committee immediately indicated that due to the uniqueness of the building, it was the only one for this type of memorial site. Thus, it can be assumed that the German Nazi concentration and extermination camp Auschwitz Birkenau is a "representative" of all concentration and extermination camps operating in the Third Reich.

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Naхçıvan Pegionunda Xalçaçılıq Terminlərinin Qars Şivələri ilə Müqayisəli Təhlili

Carpet Making In Nakhchivan Region Terms Compared With The Gars Languages Analysis

Ковроткачество В Нахчивани Регион Термины В Сравнении С Языками Гаров Анализ

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Naхçıvan və Qars bölgəsində yaşayan insanlar tarix boyu bir – biri ilə sıx əlaqədə olmuşlar. Buna görə də hər iki bölgənin şivələrində oxşar cəhətlər mövcuddur. Bu oxşarlıqları nəzərə alaraq məqaləmizdə Naхçıvan və Qars şivələrində işlənən xalça adlarından bəhs etmişik. İstər Naхçıvan Muxtar Respublikasında, istərsə də Anadolunun Qars bölgəsində xalçaçılıq sənəti lap qədimlərdən inkişaf etmiş və indi də inkişaf etməkdədir. Bu sahə ilə bağlı çoxlu xalçaçılıq leksikası yaranmışdır. Ona görə də hər iki şivədə işlənən xalçalara verilmiş adların maraqlı xüsusiyyətləri var. Bu leksemlərin bəziləri digər dialekt və şivələrdə işlənən xalçaçılıq leksemləri ilə müqayisəli şəkildə araşdırılmışdır. Hər iki bölgədə işlənən leksemlər oxşar və fərqli xüsusiyyətlərə malikdir. Müqayisəli təhlillər zamanı maraqlı nəticələr əldə olunmuşdur.

Açar sözlər: *Naхçıvan, Qars, dialekt və şivə, xalçaçılıq sənəti, xalça adları*

Abstract

People living Nakhchivan and Gars regions possessed close relationship in the course of history. Therefore, similar aspects exist in both region accent. Taking into account these similarities we dealt with carpet names used in Nakhchivan and Gars accents in the article. Either in the Nakhchivan Autonomous Republic or Gars region of Anadolu carpet making art developed from the ancient time and is developing at present as well. Many carpet making lexics connected with this branch were formed. Therefore names given to carpets used in both accents have interesting peculiarities. Some of these lexemes were searched comparatively with carpet making lexemes used in other dialects and accents. Lexemes used in both regions possess similar and different peculiarities. Interesting were got during comparative analysis.

Keywords: Nakhchivan, Gars, dialect and accent, carpet making, carpet names

Люди, живущие в Нахчыванской и Карской регионах, исторически были в тесном контакте. Следовательно между двумя говорами обоих регионов существуют определенные сходства. Учитывая это, мы рассматривали схожие и отличительные черты в названиях ковров, употребляемых в говорах Нахчывана и Карса. Ковроткачество в Нахчыванской Автономной Республике и в Карском районе Анатолии издревле развивалось параллельно и продолжает развиваться. В соседних говорах существует множество специальных слов по этой сфере. Установлено, что в названиях ковров в обоих говорах имеют интересные особенности. Некоторые из этих лексем сравнивались с лексемами ковроткачества, используемыми в других диалектах и говорах. Лексемы, используемые в обоих регионах, имеют схожие и отличительные черты. Сравнительный анализ дал интересные результаты.

Ключевые слова: Нахчыван, Карс, диалект и говоры, ковроткачество, названия ковров.

Naxçıvan və Qars şivələri bir şox ortaq xüsusiyyətlərə malik olmaqla əsrlərin sınağından çıxmış, günümüzədək inkişaf edərək zənginləşmişdir. Hər iki regionda yaşayan əhalinin eyni dil ailəsinə mənsub olması, başqa sözlə yaxın qohumluq əlaqələrinə malik olması da onların həyatının bir çox sahələrinin ortqalıq və oxşarlıq təşkil etməsinə səbəb olmuşdur. Danılmaz faktdır ki, fərqli sərhədlər içərisində yaşamasından asılı olmayaraq Naxçıvan və Qars bölgəsində məskunlaşan insanlar arasında tarix boyu sıx əlaqələr olmuşdur. Məqaləmizdə haqqında söhbət açacağımız xalçaçılıq sənəti ilə bağlı leksik vahidlər də hər iki bölgənin dialekt leksikasında öz zənginliyi ilə diqqəti cəlb edir.

İstər Naxçıvanda, istərsə də Şərqi Anadolunun Qars vilayətində heyvandarlıq lap qədimlərdən inkişaf etdirilmiş və etdirilməkdədir. Hər iki regionun dağlıq, dağətəyi, həm də aran rayonlarında qoyun sürüləri saxlanmışlar. Xammalın (yunun) bol olduğu ərazilərdə xalçaçılıq, keçəçilik kimi məşğuliyyət sahələri formalaşmışdır. Naxçıvan diyarında qədim dövrlərdən meydana gəlmiş xalçaçılıq erkən orta əsrlər dövründən başlayaraq müstəqil sənət sahəsinə çevrilib. Bu sənət ibtidai formada olsa da, Neolit və Erkən Eneolit dövrlərində formalaşmış. Bölgədə münbit şəraitin, xalçaçılıq sahəsində yaradıcı insanların olması Naxçıvan Muxtar Respublikasında daim xalçaçılıq sənətinin inkişaf etməsinə təkan vermişdir. Naxçıvan xalçalarının texniki və bədii xüsusiyyətlərini özündə ehtiva etdirən həsir, çətən, palaz, cecim, kilim, vərni, şəddə, zili, sumax, ladı və s. xovsuz texnika ilə toxunan xalçalara, xovlu texnika ilə toxunanlara isə xalı və xalçalar aid edilir.

Ta qədim zamanlardan insanlar öz ehtiyaclarını ödəmək, məişət şəraitini yaxşılaşdırmaq üçün toxunma əşyalardan istifadə edərək onları müxtəlif adlarla adlandırmışlar. Sözsüz ki, məmulatların bir çoxu dövrümüzə qədər gəlib çatmadığından adları da yaddaşlardan

silinmişdir. Bu gün istifadəsinə ehtiyac duyduğumuz xalçaçılıq məmulatlarının adları dilimizdə mühafizə olunmaqdadır. Bunların bir çoxu həm ədəbi dilimizdə, həm də dialekt və şivələrimizdə işlənməkdədir ki, xalq arasında eyni və ya müxtəlif fonetik variantlarda rast gəlinir.

Naxçıvan və Qars şivələrinin dialekt leksikasında fərqli və oxşar cəhətlərinə görə (fonetik, leksik, qrammatik quruluş baxımından) xalçaçılıq leksikasına aid rast gəldiyimiz bəzi leksik vahidlərin müqayisəli təhlilinə baxaq.

Naxçıvan dialekt və şivələrində işlənən kilim//çilim -xovsuz toxunan xalça növü (3, s.219). Kilimlər materialına görə iki cür olur: yun kilim, pambıq kilim. Qars şivələrində də eyni fonetik tərkibdə və leksik mənada işlənir. Araşdırmalardan bəlli olur ki, bölgədə müxtəlif naxışlı kilimlər toxunmuş, üzərinə quran ayələri yazılmış, Göytürk hərfləri və əski Türk damğaları işlənmişdir (8).

Vaxtilə Qarsın Sarıkamış bölgəsinin Bardız nahiyəsində toxunmuş, Ənvər Paşaya hədiyyə verilmiş və bu gün Ankara Etnoqrafiya muzeyində saxlanan kilim də maraqlıdır. Kilimin üzərində 1914-1918- ci illərin tarixi hadisələri kufi yazısı ilə əks olunmuşdur.

Qars bölgəsində Çiği kilim leksemi də işlənir. Sözü etnolinqvistik təhlili ilə bağlı bir sıra faktlara əsaslanaraq deyə bilərik ki, "Çiği" leksemi Anadoluya gəlib yerləşmiş ən qədim türk tayfalarının (boyunun) adından alınmışdır. Aparılmış tədqiqatlardan da bəlli olur ki, həmin tayfalar eramızdan əvvəl yaşamış, qədim kökü Çik//Çigil//Çiğil tayfalarından törəmiş olan və Göytürk və Karahanlılar dövlətlərinin idarə olunmasında mühüm xidmətləri olmuş Saka və ya İskitlərin (Skyth//Çikit) adı ilə bağlıdır. (8)

Palaz//palas- döşəməyə salmaq üçün istifadə olunan toxuculuq məmulatı. Dialekt və şivələrimizdə materialına görə palazlar müxtəlif adlarla adlandırılır. Pambıq palaz, yarıqat palaz, qəzil palaz, garbit//karbit (böyük yun və ya pambıq palaz), yer palazı və s.

Babək, Şahbuz şivələrində palaz mənasını ifadə edən fərş//fəş leksemi (4,s.261) işlənir.- Bizdə həmşə fərşin altınan da anam bir parçadan-zaddan açardı (4,s.105). Bərdə şivələrində də "palaz" mənasında fərş sözü işlədilir (1,s.171). "Fərş" sözü omonimlik xüsusiyyəti daşıyaraq Ordubad dialektində "döşəmə"(3,s.105), Kəngərli şivəsində "dərnlük" mənalarını bildirir. Ağdam, Borçalı, Qazax şivələrində palaz mənasında zili leksemi (1,s.561) rast gəlinir.

Leksemə təkə bu bölgədə deyil, eyni zamanda müxtəlif fonetik tərkibdə müasir türklər dilli xalqların terminologiyasında rast gəlmək mümkündür. Qars şivələrində də palaz mənasında zili (8) leksemi işlənməkdədir.

Cecim - yorğan-döşəyin üstünə örtülən xovsuz xalça məmulatı. Naxçıvan şivələrində yun cecim, şəddə cecim "ərişi pambıq, arğacı yundan olan və ya əksinə olan cecim", keci cecim "materialına ipək qatılmış cecim" və s. işlədilir. Qars şivələrində də Çözgüyüzlü cecim leksemi (8) rast gəlinir.

Gəbə - xovlu texnika ilə toxunan xalça. Tədqiqatlardan bəlli olur ki, gəbə sözü qaba sözünün dəyişikliyə uğramış formasıdır. Qaba - yəni kobud, olduqca qalın mənalarını ifadə edir. Xovsuz xalçalarla müqayisədə xovlu xalçalar olduqca kobud və qalın olduğundan onu qaba və ya gəbə

adlandırmışlar. Sözüün işlənmə arealı həm Azərbaycan dilinin dialekt və şivələrində, həm də digər türk dillərində, qədim yazılı abidələrimizdə olduqca genişdir. “Gəbə” sözüne Azərbaycan şifahi xalq ədəbiyyatında, istər keçmiş, istərsə də bu günkü yazılı ədəbiyyatlarda da rast gəlinir. Azərbaycan dilinin bu günə qədər araşdırılan dialekt və şivələrində leksem çox yaxın fonetik tərkibdə işlənməkdədir. Məs: Bir qəşəx’ əl gəbəm varımdı, açacam kəllə otağa (Kükü). Şahbuz şivələrində (4, s.101) xalçaların hansı məqsədlə istifadə olunması ilə əlaqədar də adları vardır: difar//tufar gəbəsi, taxt qabağı//qarafat qabağı gəbə, taxtüstü//qarafatüstü, cənamazdix//cenamazdix gəbə, əyağaltı gəbə və s. Leksem Bakı dialektində eyni mənada qeydə alınmışdır. Sisyan şivələrində isə tamamilə başqa mənada, “ot topası” leksik mənasını (1, s.176) ifadə edir.

Türkiyənin bir sıra bölgələrində uzunsov böyük xovlu xalçaları gəbə (gəvə, qaba, qebe, kebe, kepe) adlandırılır. Qarsda da xovlu toxunan xalçalara xalq arasında “geve” deyilir. Məlum olduğu kimi türk xalqları əvvəllər xovsuz xalçalar (palaz, kilim, cecim, sumax və.s) toxumuşlar ki, bu növ xalçalar olduqca yüngül, nazik və yumşaq idilər. Xovlu xalçalar isə xovsuzlara nisbətən iki-altı dəfə qalın və ağır, sıx toxunuşlu, dözümlü idilər. Qeyd edildiyi kimi xovlu xalçalar xovsuz xalçalardan xeyli sonra yarandığından xovlu xalçaları xovsuz xalçalardan fərqləndirmək məqsədi ilə onu “qalın” adlandırmışlar. (7)

Xalı//xəli – xalçanın bir növü. –Yekə gəbələrə bizdərdə xəli deyəriy (Kəngərli, Təzəkənd). Naxçıvan dialekt və şivələrinin əksəriyyətində leksem işlənir. Bu leksik vahidin türk dilləri, onların dialekt və şivələrində işlənmə arealı və tarixi dilimizin qədim dövrlərinə təsadüf edir.

Bu gün dilimizdə xalı kimi işlənən söz vaxtı ilə dilimizdə və bütün türkdilli xalqların dilində də xalı, qalı və yaxud da qalı formasında rast gəlinir. Böyük xovlu xalçalar ərəb əlifbalı türk ədəbiyyatında “qalı” kimi yazılmış, müəyyən zaman ərzində “xalı” formasını almışdır. “Qalı” sözü qalmaq sözü ilə səsleşir ki, bu da xovlu xalçalara xas olan uzunömürlülük, davamlılıq mənasını ifadə edir. Bu gün də indiki İran ərazisində böyük xovlu xalçaları “qalı” adlandırılır. (6) Hal-hazırda Azərbaycanın Quba rayonunun ərazisində böyük olmayan xalı yerli əhalinin dilində “qalınça” (yəni xalça) adlanır.(6)

Kanara//kənarə- uzun, lakin ensiz xalça. (1, s.249) – Emmizdə kənarəni xalçanın yanından sallıx (Ordubad). Kənar sözündən yaranmış leksem xalçaların kənar hissəsinə salındığından şivələrimizdə bu cür adlandırılmışdır. Terminə Ordubad dialektində kanara (1, s.146), Şərur şivələrində isə yol variantında təsadüf olunur.

Araşdırmaya cəlb olunan Naxçıvan dialekt və şivələrində toxuculuqda alət və dəzgahların, habelə onların hissələrinin adlarını bildirən söz və ifadələr işlənməkdədir. Həmin leksik vahidlərin bəzilərini təhlilə cəlb etmişik.

Toxuculuq məmulatlarının hazırlanmasında müxtəlif dəzgahlardan istifadə olunmuş və günümüze qədər təkmilləşdirilmişdir. Bu dəzgahlarda xalça, palaz və s. toxuyarkən bir sıra alətlərdən də istifadə olunduğunu müşahidə etdik. Xalça – palaz toxunan alətə şivələrimizdə hana deyilir. Hana iki cür olur: göy hanası və yer hanası.

Göy hanası – xalça, kilim, palaz toxumaq üçün yerə perpendikulyar düzəldilən dəzgahdır. Bu dəzgahların yan ağacları yerə bərkidilir.

Yer hanası – hananın bir növü olan bu dəzgah əsasən açıq havada düzəldilir. Palaz və cecim toxumaq üçün istifadə olunur.

Naxçıvan və Qars şivələrində bu hanaların ayrı-ayrı hissələrinin də müxtəlif adları vardır: ox “hananın yan ağaclarını birləşdirən hissə”, hər iki hanada iki ox olur. Bunlardan birinə alt ox, digərinə isə üst ox deyilir. Qars şivələrində ox mənasında alt və üst merdaneler leksemləri işlənir. Gücü ağacı “hanada ərişlə gücünün ipini birləşdirən ağac”, gücü çubuğu “gücü ağacı ilə birgə işlədilən və gücü ağacı uzunluqda çubuq”, vərəngəlan//varangəlan – Qars şivələrində varangəlan “ərişi tənzimləyən ağac”. Arqac keçmək üçün bu ağac ərişi aralı saxlayır”, lələx' // lələx' “oxun uc hissəsi”, zəhlə “hananın yan ağaclarında oxun keçirildiyi deşiklər”, çilix' – hananın hissələrindən birinin adı və s.

Tədqiq etdiyimiz dialekt və şivələrdə darax//yun darağı – yunu təmizləmək və əlçimləmək, xalçanı toxuyan zaman xalının ilmələrini darayıb incəlməsi üçün istifadə olunan alət. Leksem Qars şivələrində azacıq fonetik fərqlə tarak adlandırılır.

Qayçı//qayçı/qəçi - makas. Hər iki şivədə söz eyni anlamda iplərin kəsilməsində istifadə olunan alət.

Bıçaq//pıçax – bıçaq. İlmələrin kəsilməsində işlənir. Sapının uzun və ya qısa olmasından asılı olaraq iki cür olur.

Həvə - hananın iplərini vurub bərkitmək üçün dişli alət. Azərbaycan dilinin Ağcabədi, Basarkeçər şivələrində (1, s.204) eyni anlamda, Qərb qrupu dialekt və şivələrində leksik vahidə höə//hüə formasında (2, s.247), Qax şivələrində isə tamamilə başqa leksik mənada – mərcimək mənasında işlənir.

Kirkit//girgid – xalçanın ilməsini bərkitmək üçün xalçaçılıqda istifadə olunan dəmirdən hazırlanan bir neçə dişli olan alət. Azərbaycan dilinin Qazax, Quba, Laçın dialekt və şivələrində eyni leksik mənada kirki//kirgid (1, s.255), Zaqatala şivələrində qırqıt (1, s.301) leksemləri işlədilir. Qars şivələrində kirkit formasında eyni leksik anlamda işlənir.

Bu gün həm Naxçıvan dialekt və şivələrində, həm də Qars şivələrində xalçaçılıq leksikası, o cümlədən toxuculuqda alət və dəzgahların adı ilə bağlı işlədilən sözlər çox zəngin və əhatəlidir. Məqalədə belə sözlərin bir hissəsini imkanımız daxilində tədqiqatə cəlb etdik. Lakin qeyd etmək istəyirik ki, bu istiqamətdə işlərimiz bundan sonrakı araşdırmalarımızda da davam etdiriləcəkdir. Çünki qohum dillərin, xüsusilə onların dialekt və şivə sözlərinin qarşılıqlı müqayisə kontekstində, müasir dilçiliyin imkan və tələbləri daxilində öyrənilməsi olduqca zəruridir. Tədqiqat zamanı əldə olunan nəticələr göstərir ki, bu dillər arasında ortaq cəhətlər qədim tarixi köklərlə bağlı yaranmışdır. Düşünürük ki, bu cür araşdırmalar türk xalqlarının ortaq mədəniyyəti və dilinin öyrənilməsi baxımından da maraqlıdır.

Sonda onu da qeyd edək ki, keçmişlə bu günümüz arasında körpü rolunu oynayan, min illərdir öz əhəmiyyətini itirməyən xalçaçılıq sənəti müxtəlif mədəniyyətlərin təsirinə baxmayaraq, türk

xalqlarının həyatında öz dəyişməz yerini qoruyub saxlamışdır. Xalçaçılıq sadəcə türk mədəniyyət tarixini deyil, bütövlükdə türk xalqlarının tarixini öyrənmək baxımından da zəngin bir xəzinədir.

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Matematiksel Notasyon ve Formal İfadeler Yardımıyla Oluşturulan Soruların ve Bağlamsal İfadelerle İlişkilendirilerek Hazırlanan Soruların Öğrenci Başarısına Etkisi

The Effect of Questions Formed with the Help of Mathematical Notation and Formal Expressions and Questions Prepared by Association with Contextual Expressions on Student Success

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Öz

Bu araştırmanın amacı, matematik sorularının bağlamsal durumlarla ilişkilendirilerek hazırlanmasının, matematiksel notasyon ve formal ifadeler kullanılarak hazırlanmasına göre öğrenci başarısında nasıl bir etkiye sebep olacağı incelemektir. 2020/2021 eğitim öğretim yılında Trabzon ili Ortahisar ilçesinde yer alan iki farklı özel eğitim kurumunda yer alan 8.sınıf olan 40 öğrenci üzerinde yapılmıştır. Çalışmada veri toplama aracı olarak 28 soruluk eşitsizlik testi uygulanmıştır. Bu test matematiksel notasyon ve formal ifadeler yardımıyla hazırlanan 14 soru ile bağlamsal durumlarla ilişkilendirilerek hazırlanan 14 sorudan oluşmaktadır. Deneysel çalışma yapılarak öğrencilere verilen sürede çözmeleri istenmiştir. Çalışmadan elde edilen sonuca göre öğrencilerin bağlamsal durumlarla ilişkilendirilmiş matematik sorularını daha iyi çözdükleri, başarılarına daha çok etki sağladığı sonucuna varılmıştır. Ayrıca matematiği öğrenciye sunarken günlük hayattan, yaşamdan ilişkilendirerek sunmak öğrencinin bilişsel düşünmesini geliştireceğini, günlük hayattaki bilgilerini matematik sorularında transfer ederek daha iyi öğrenme sağlanacağı sonucuna varılmıştır.

Anahtar Kelimeler: Matematiğin günlük hayata transferi, Matematiksel notasyon ve formal ifadeli matematik problemleri, Eşitsizlik

Abstract

The aim of this research is to examine how preparing mathematics questions by relating them to contextual situations will have an effect on student achievement compared to preparing them using mathematical notation and formal expressions. It was conducted on 40 8th grade students in two different private education institutions in the Ortahisar district of Trabzon province in the 2020/2021 academic year. In the study, inequality test with 28 questions was applied as a data collection tool. This test consists of 14 questions prepared with the help of mathematical notation and formal expressions, and 14 questions prepared by associating them with contextual situations. Experimental study was conducted and students were asked to solve them in the given time. According to the results obtained from the study, it was concluded that the students solved the mathematical questions associated with contextual situations better and had a greater impact on their success. In addition, it was concluded that presenting mathematics to the student by associating it with daily life and life will improve the cognitive thinking of the student, and better learning will be achieved by transferring the knowledge of daily life in mathematics questions.

Keywords: Transfer of mathematics to daily life, Mathematical notation and formal expression mathematical problems, Inequality

GİRİŞ

Bilimde ve eğitimde gösterilen gelişim; mevcut kökenler dışında kökenleri kullanabilen, problem çözme konusunda sahip olduğu becerileri geliştirebilmiş ve ayrımlı beceri sahibi insanların yetiştirilmesini gerektirir (Erol, 2015). Bilimsel çalışmaların gelişmesinde ki en önemli araçlardan biri de matematiktir. Dolayısıyla gelişim sürecinde matematik disiplini ve bu disiplinin eğitimi önemli rol oynamaktadır (Sandalcı, 2013).

Matematik çözüme yer alan problem çözme ile günlük hayatta karşılaşılan problemleri çözme arasında doğrudan bir ilişki olduğu kabul edilmektedir (NCTM 2000). Öğrenciler günlük hayatlarında karşılaştıkları problemlerin çözümlerinde genellikle matematikte kullanılan çözüm yollarından faydalanırlar. Tüm bu bilgiler ışığında matematik ve günlük hayat arasındaki ilişkinin kuvvetini görmezden gelmek mümkün değildir. Matematik günlük hayatımızın hemen hemen her alanında karşımıza çıkmasına karşın bireyler matematiği bağlamsal durumlardan bağımsız bir disiplinmiş gibi kabul ederler. (Çavuş-Erdem ve Gürbüz, 2018). Araştırma sonuçlarına bakıldığında bireylerin bağlamsal durumlar ile matematiği ilişkilendirme konusunda problem yaşadıkları görülmektedir (Arslan ve Altun,2007; Bayazıt, 2013; Lesh ve Zawojewski, 2007, Çavuş- Erdem ve Gürbüz, 2018).

Matematik ve bağlamsal durumlar arasında ilişki kurmanın öğrencinin kavramları daha kolay anlamlandırmasına ve matematiğe karşı olumlu bir tutum geliştirmesine katkıları oldukça

önemlidir (Gainsburg, 2008; Özturan, Sağırılı, Baş, Çakmak ve Okur, 2016). O halde matematikte başarının sağlanmasının ve derse karşı tutumu olumlu hale getirmenin en önemli yollarından biri matematiğe dair içeriklerde günlük hayat durumlarına yer vermektir diyebiliriz.

Birçok öğrenci matematiği yaşamlarından bağlantısız olarak görmekte ve matematiğin günlük yaşamlarındaki faydalarını görememektedir (Gainsburg 2008; Sparrow, 2008). Öğrenciler genellikle matematik derslerine niçin geldiğini bilmeden formüller ezberleyip, sayıları yerine koyarak matematiği öğrenebileceklerini düşünmektedir (Doruk ve Umay, 2011). Bu noktada okulların en önemli görevlerinden birisi, okula gelen öğrencileri hayata hazırlamaktır. Öğrenci okula geldiğinde yaşamla bağ kurmalıdır. Öğrenci öğrendiği matematik bilgisini anlamlandırmaya çalışarak günlük hayatında ilişkilendirme yapabildiğinde öğrenilen bilgi daha kalıcı olacaktır.

Matematikte yer alan sembollerin, formüllerin ve matematik cümlelerinin günlük hayat örnekleri ile ilişkilendirilmesi sonucunda matematiğe olan bakış açısı pozitif yönde ilerleme sağlayacaktır. Matematiğin soyut olan kısmını yaşamdan örnekler vererek somutlaştırmaya çalışarak etkili öğrenme sağlanacaktır. Matematik derisini, matematik problemlerini gerçek yaşamdan çok uzak düşünme algılarının yerine matematiğin yaşamın içinden bir boyut olduğunu anlayabilen günlük yaşamda karşılaşılabilecek problemlere çözüm üretebilecek sistematik bir düşünme becerisi kazandırmak sağlanacaktır (Levin ve Nolan, 2000).

YÖNTEM

Araştırmanın çalışma grubu, 2020-2021 eğitim-öğretim yılında Trabzon'daki iki farklı özel eğitim kurumunda yer alan 40 öğrenciden oluşmaktadır. Araştırma bu özel eğitim kurumlarında yer alan 8.sınıf öğrencileri üzerinde yapılmıştır. Araştırmanın yapılacağı sınıf düzeyine, araştırma yapılacak konunun en sağlıklı sonuçlar vereceği kazanımın hangi sınıf düzeyinde yer aldığına dair değerlendirmeler yapılarak karar verilmiştir. Çalışma grubunun oluşturulması sırasında öğrencilerin matematik düzeylerinin yakın olmasına ve öğrencilerin gönüllü olması esasına da dikkat edilmiştir.

Günlük hayat durumları ve düz matematik cümleleri içeren sorularından oluşan "Eşitsizlik Testi" hazırlanmıştır. Testte yer alan sorular MEB kitapları, MEB destekli yardımcı kaynakları ve MEB aylık örnek sorularından yararlanılarak araştırmacı tarafından geliştirilmiş sorulardan oluşmaktadır. Bağlamsal durumlarla ilişkilendirilerek hazırlanan soruları içeren test Ek 1'de verilmiştir. 28 sorunun 14 tanesi günlük hayat durumlarından oluşan soruları, 14 tanesi matematiksel notasyon ve formal ifadeler yardımıyla oluşan soruları içerecek şekilde yazılmıştır. Matematiksel Notasyon ve Formal İfadeler Yardımıyla Oluşturulan soruları içeren test Ek 2'de verilmiştir.

BULGULAR

Araştırma için toplanan veriler hakkında bilgiler aşağıdaki tablolarda belirtilmiştir.

Tablo 1: Matematiksel notasyon ve formal ifadeler yardımıyla oluşturulan soruların verileri

Soru No	Doğru Cevap		Yanlış Cevap		Boş	
	F (frekans)	%	F (frekans)	%	F (frekans)	%
1	23	57,5	12	30	5	12,5
2	37	92,5	3	7,5	0	0
3	36	90	4	10	0	0
4	17	42,5	11	27,5	12	30
5	5	12,5	8	20	27	67,5
6	36	90	4	10	0	0
7	15	37,5	25	62,5	0	0
8	24	60	7	17,5	9	22,5
9	22	55	6	15	12	30
10	22	55	9	22,5	9	22,5
11	21	52,5	10	25	9	22,5
12	14	35	21	52,5	5	12,5
13	30	75	7	17,5	3	7,5
14	24	60	8	20	8	20

- Matematiksel notasyon ve formal ifadeler yardımıyla oluşturulan sorularda öğrenci doğru yüzdesi: 58,12
- Matematiksel notasyon ve formal ifadeler yardımıyla oluşturulan sorularda öğrenci yanlış yüzdesi: 24,10
- Matematiksel notasyon ve formal ifadeler yardımıyla oluşturulan sorularda öğrenci boş yüzdesi: 17,67

Tabloya göre notasyon ve formal ifadeler yardımıyla hazırlanan sorularda doğru sayısı fazla olan soru 2. soru, yanlış sayısı fazla olan soru 7. soru ve en çok boş bırakılan soru 5. soru olarak görülmektedir.

Bağlamsal durumlarla ilişkilendirilerek hazırlanan sorularda 40 öğrencinin doğru cevap, yanlış cevap, boş olma verileri ve yüzdeleri tabloda verilmiştir.

Tablo 2: Bağlamsal durumlarla ilişkilendirilerek hazırlanan soruların verileri

Soru No	Doğru Cevap		Yanlış Cevap		Boş	
	F (frekans)	%	F (frekans)	%	F (frekans)	%
1	26	65	6	15	8	20
2	29	72,5	10	25	1	2,5
3	36	90	4	10	0	0
4	23	57,5	12	30	5	12,5
5	22	55	11	27,5	7	17,5
6	37	92,5	2	5	1	2,5
7	29	72,5	11	27,5	0	0
8	18	45	4	10	18	45
9	21	52,5	7	17,5	12	30
10	20	50	10	25	10	25
11	20	50	10	25	10	25
12	10	25	25	62,5	5	12,5
13	29	72,5	9	22,5	2	5
14	26	65	6	15	8	20

- Günlük hayat ile ilişkilendirilmiş sorularda öğrenci doğru yüzdesi: 61,78
- Günlük hayat ile ilişkilendirilmiş sorularda öğrenci yanlış yüzdesi: 22,67
- Günlük hayat ile ilişkilendirilmiş sorularda öğrenci boş yüzdesi: 15,53

Tabloya göre bağlamsal durumlarla ilişkilendirilerek hazırlanan sorularda doğru sayısı fazla olan soru 6. soru, yanlış sayısı fazla olan soru 12. soru ve en çok boş bırakılan soru 8. soru olarak görülmektedir.

Tablo 3: Bağlamsal durumlarla ilişkilendirilerek oluşturulan ve matematiksel notasyon ve formal ifadeler yardımıyla oluşturulan soruları içeren testlerden öğrencilerin almış oldukları puanlar

Öğrenci	Matematiksel notasyon ve formal ifadeler yardımıyla oluşturulan soruları içeren testten alınan puan	Bağlamsal durumlarla ilişkilendirilerek oluşturulan soruları içeren testten alınan puan
1	60	45
2	30	25
3	20	25
4	20	45
5	20	30
6	30	40
7	25	45
8	40	30
9	25	25
10	40	35
11	25	15
12	40	45
13	70	60
14	55	65
15	70	70
16	70	65
17	20	25
18	25	45
19	60	65
20	65	55
21	45	50
22	65	70
23	50	55
24	65	55
25	60	65
26	35	35
27	50	55

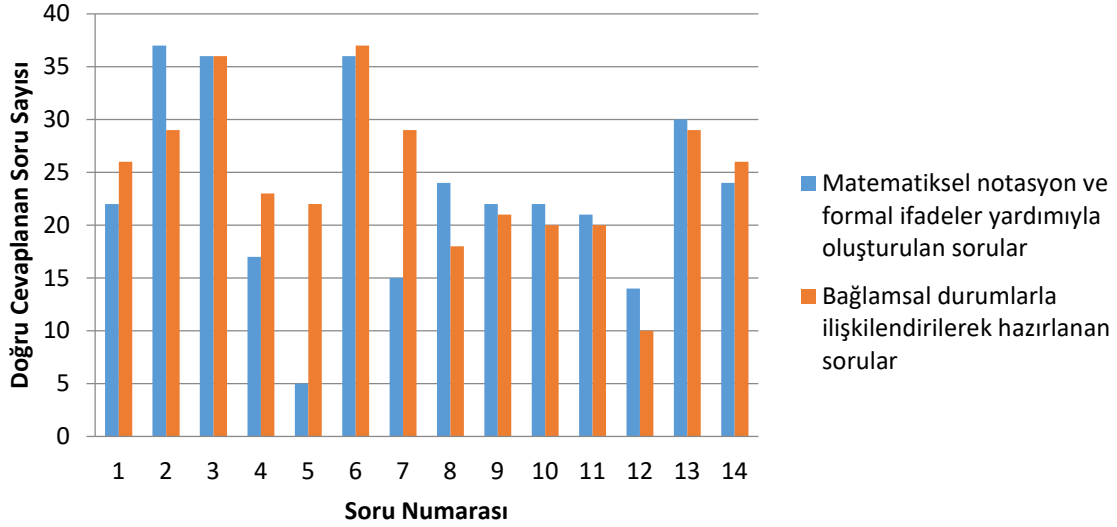
28	40	45
29	45	50
30	30	35
31	25	35
32	35	40
33	40	45
34	20	25
35	25	25
36	30	30
37	60	60
38	35	35
39	40	40
40	25	25

Puanlama yapılırken her doğru cevap 5 puan, her yanlış cevap 0 puan olmak üzere hesaplamalar yapılmıştır. Her iki testten alınabilecek maksimum puan 70'dir. Sonrasında her iki testten alınan puanların aritmetik ortalaması hesaplanmıştır. Bulunan değerler aşağıdaki gibidir:

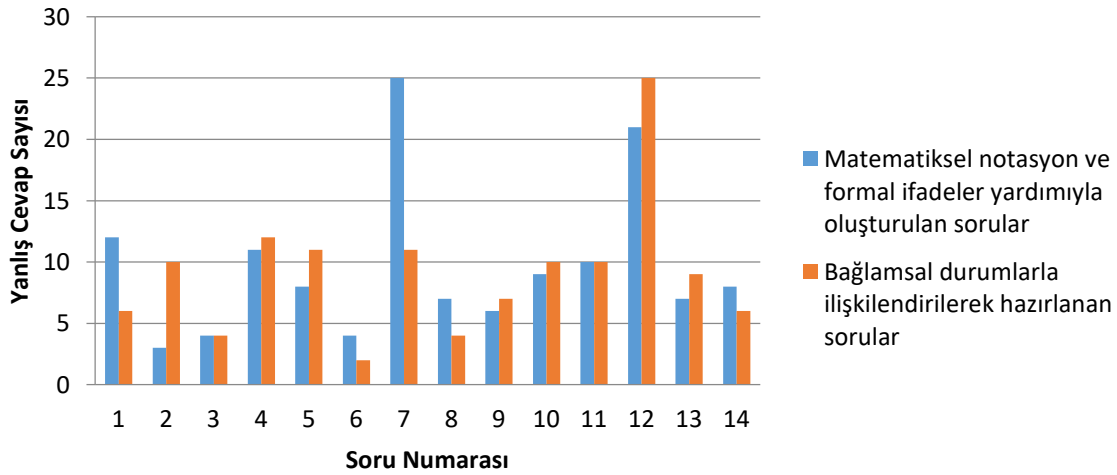
Bağlamsal durumlarla ilişkilendirilerek hazırlanan soruları içeren testten öğrencilerin almış oldukları puanların aritmetik ortalaması: 43,25

Matematiksel notasyon ve formal ifadeler yardımıyla oluşturulan soruları içeren testten öğrencilerin almış oldukları puanların aritmetik ortalaması: 40,75

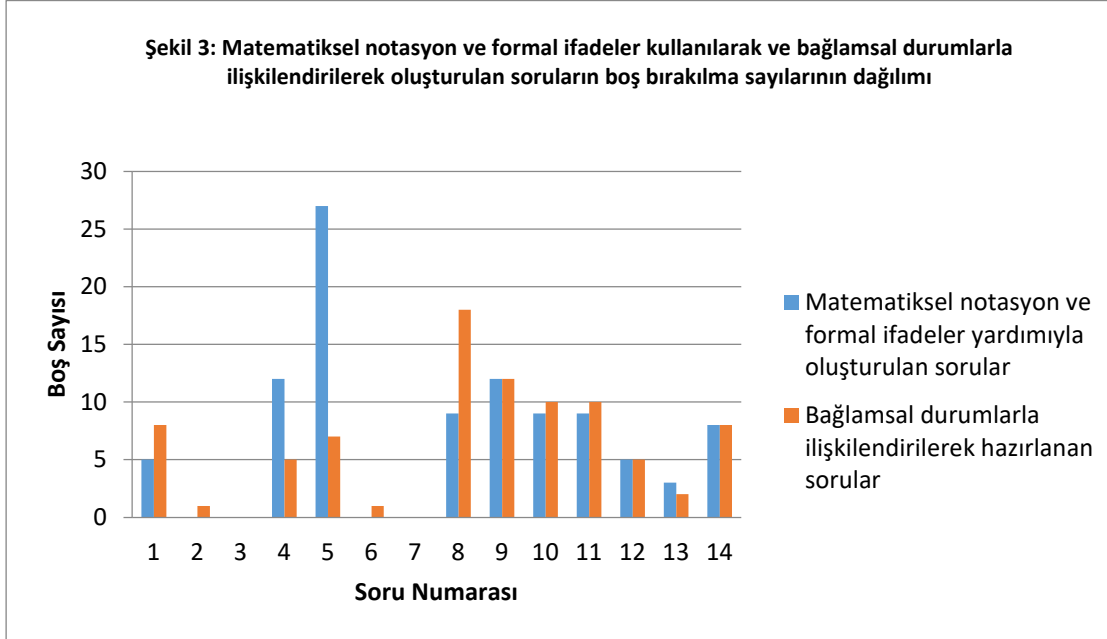
Şekil 1: Matematiksel notasyon ve formal ifadeler kullanılarak ve bağlamsal durumlarla ilişkilendirilerek oluşturulan sorulara öğrencilerin verdikleri doğru cevap sayılarının dağılımı



Şekil 2: Matematiksel notasyon ve formal ifadeler kullanılarak ve bağlamsal durumlarla ilişkilendirilerek oluşturulan sorulara öğrencilerin verdikleri yanlış cevap sayılarının dağılımı



Şekil 3: Matematiksel notasyon ve formal ifadeler kullanılarak ve bağlamsal durumlarla ilişkilendirilerek oluşturulan soruların boş bırakılma sayılarının dağılımı



Matematiksel notasyon ve formal ifadeler yardımıyla oluşturulan sorulara dair bulgulara ve bağlamsal durumlarla ilişkilendirilerek oluşturulan sorulara dair bulguların tamamına bakıldığında, öğrencilerin bağlamsal durumlarla ilişkilendirilerek hazırlanan sorulardaki başarısının, matematiksel notasyon ve formal ifadeler yardımıyla oluşturulan sorulara göre daha başarılı olduğu görülmektedir. Bu sonuca öğrencilerin her iki testten aldıkları puanlar ve sorulara vermiş oldukları doğru cevap sayılarından yol çıkılarak varılmıştır.

TARTIŞMA ve SONUÇ

Bağlamsal durumlarla ilişkilendirilerek hazırlanan soruların başarısı daha yüksek çıkmıştır. Öğrencilerin bağlamsal durumlar içeren soruları anlamlandırarak çözme konusunda başarılarının daha fazla olduğu görülmüştür. Matematikte yer alan soyut kavramlar günlük hayat durumları ile ilişkilendirilerek öğrenciye sunulduğunda, öğrencinin matematik sorularını daha iyi anlamakta olduğu ortaya çıkmıştır.

Araştırmanın verilerinin sonuçlarından anlaşılıyor ki öğrencilere sunulan matematik sorularını bağlamsal durumlarla ilişkilendirmek öğrencinin başarısında olumlu bir etkiye sebep olmaktadır. Matematiksel notasyon ve formal ifadelerle hazırlanan soruların öğrenciler tarafından tam olarak anlaşamadığı, bu nedenden dolayı boş bırakıldığı ya da bilgilerini doğru transfer edemediğinden yanlış cevaba ulaştığı görülmüştür. Matematiksel notasyon ve formal ifadelerle hazırlanan soruların öğrenciye daha karışık ve bilinmeyenli ifadeler topluluğu gibi görülmesi bu yüzden de sorunun doğru cevabına ulaşamadığı görülmüştür. Öğrencilere alışagelmış soru kalıplarından farklı olarak bağlamsal durumlarla oluşturulan sorular sunulması öğrencinin hem ilgisini çekmiştir hem de soru üzerinde günlük hayata transferler yaparak çözüme ulaştığı belirlenmiştir (Kayan,2019). Öğrenciler istenilen ifadeyi doğru anlamış ve soruyu doğru

çözmüştür. Öğrenciler günlük hayat durumlarını matematikle ilişkilendirerek matematiği daha anlamlı ve kalıcı bir şekilde öğreneceklerdir (Kayan,2019).

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EKLER

Ek 1. Bağlamsal Durumlarla İlişkilendirilerek Hazırlanan Soruları İçeren Test

EŞİTSİZLİK TESTİ









<p>1) Nisan ayında 1 ton inşaat demirinin fiyatı 1230 TL ile 1270 TL arasında değişmiştir. Nisan ayında 13 ton demir alan bir müteahhit kaç TL ödemiş olabilir? A) 18560 B) 15900 C) 16380 D) 15350</p>	<p>5) Bu yıl LGS sınavında 90 soru sorulacak. LGS deneme sınavına giren Hakan 5 soruyu boş bırakmış ve en çok 24 yanlışı olduğunu tahmin ediyor. LGS sınavında üç yanlış bir doğruyu götürdüğüne ve x Hakan'ın bu sınavdaki net sayısını temsil ettiğine göre Hakan'ın bu sınavdaki net sayısını gösteren eşitsizlik aşağıdakilerden hangisidir? A) $53 \leq x \leq 85$ B) $77 \leq x \leq 85$ C) $68 \leq x \leq 85$ D) $68 \leq x \leq 90$</p>
<p>2) Bir asansör, <u>en fazla</u> 850 kg yük taşıyabilmektedir. 42 kilogramlık kutuları üst kata çıkaracak olan bir işçinin, kendisi de 82 kg olduğuna göre beraberinde taşıyabileceği kutuların sayısı aşağıdaki eşitsizliklerden hangisi ile bulunabilir? A) $82x + 42 \leq 850$ B) $82 + 42x \leq 850$ C) $850 - 42x \leq 82$ D) $850 - 82x \leq 42$</p>	<p>6) "Elif'in yaşının 3 katının 4 eksiği 26'dan küçüktür." x, Elif'in yaşını temsil ettiğine göre yukarıdaki ifadeye uygun eşitsizlik aşağıdakilerden hangisidir? A) $3x - 4 < 26$ B) $3x - 4 \leq 26$ C) $3x - 4 > 26$ D) $3x - 4 \geq 26$</p>
<p>3) Sema bir günde en az 1 <u>saat</u>, en fazla 6 saat dergi okuyor. Sema'nın dergi okuma süresini ifade eden eşitsizliğin çözüm kümesinin sayı doğrusunda gösterimi aşağıdakilerden hangisidir?</p> <p>A) </p> <p>B) </p> <p>C) </p> <p>D) </p>	<p>7) Bir lunaparkta dönme dolap üzerinde "8 yaşından küçükler ve 55 yaşından büyükler binemez." ifadesi yer almaktadır. Yukarıdaki ifadeye göre dönme dolaba binebilecek kişilerin yaş aralığını ifade eden eşitsizliğin çözüm kümesinin sayı doğrusundaki gösterimi aşağıdakilerden hangisidir?</p> <p>A) </p> <p>B) </p> <p>C) </p> <p>D) </p>
<p>4) Her biri 0,3 litre su alan bardaklar, su ile dolu bir sürahi yardımıyla dolduruluyor. Sekizinci bardak tam dolmadığına göre sürahideki su miktarı aşağıdakilerden hangisi olabilir? A) 2,3L B) 2,4L C) 2,5L D) 2,6L</p>	<p>8) İki etaplı bir koşu yarışmasına katılan Ece'nin ikinci etabı bitirme süresi birinci etabı bitirme süresinin 2 katından 30 saniye eksiktir. Bu yarışta iki etabı toplam 480 ve altında saniyede bitiren yarışmacı finale çıkmaya hak kazanıyor. Finale katılmaya hak kazanan Ece'nin birinci etabı bitirme süresi <u>en fazla</u> kaç saniyedir? A) 158 B) 159 C) 168 D) 170</p>

EŞİTSİZLİK TESTİ

<p>9) Bir led lambanın ömrü 6000 saattir. Günlük en az 6 saat en fazla 12 saat kullanılan bu led lambanın ömrüne karşılık gelen aralığın sayı doğrusu gösterimi aşağıdakilerden hangisidir?</p> <p>A) </p> <p>B) </p> <p>C) </p> <p>D) </p>	<p>13) Cenk bir günde en az 1 saat, en fazla 4 saat kitap okuyor. Cenk'in 1 günde kaç saat kitap okuduğunu veren eşitsizliğin sayı doğrusundaki gösterimi aşağıdakilerden hangisidir?</p> <p>A) </p> <p>B) </p> <p>C) </p> <p>D) </p>														
<p>10) Bir çuval pirincin ağırlığının 3 katının 2 kilogram fazlasının, 8 kilogramdan fazla 17 kilogramdan az olduğu bilindiğine göre, bir çuval pirincinin ağırlığına ilişkin değer aralığının sayı doğrusunda gösterimi aşağıdakilerden hangisidir?</p> <p>A) </p> <p>B) </p> <p>C) </p> <p>D) </p>	<p>14) Bozuk bir baskül, üzerindeki bir kütlenin ağırlığını gerçek ağırlığından 2 kilograma kadar daha fazla veya 5 kilograma kadar daha az gösterebilmektedir. Bu baskülün 70 kilogram gösterdiği bir kişinin gerçek ağırlığı x kilogram olarak verildiğine göre, x'in değer alabileceği <u>en geniş</u> aralığı gösteren eşitsizlik aşağıdakilerden hangisidir? A) $62 \leq x \leq 65$ B) $65 \leq x \leq 68$ C) $68 \leq x \leq 75$ D) $72 \leq x \leq 75$</p>														
<p>11) Seda'nın matematik dersi dönem sonu sınav puanı, ilk sınavda aldığı puanın 2 katından 4 eksiktir. Dönem sonu sınav puanı 50 ve üzeri olan öğrenci, o dersten başarılı olmaktadır. Buna göre matematikten dönem sonu sınavında başarılı olan Seda'nın ilk sınavdaki puanı <u>en az</u> kaçtır? A)28 B)27 C)26 D)25</p>															
<p>12) Bir satıcı, x liraya satın aldığı ürünün satışından en az 55 TL, en çok 95 TL kar etmektedir. Buna göre satıcının 250 TL'e sattığı bu ürünün alış fiyatıyla ilgili aşağıdaki eşitsizliklerden hangisi doğrudur? A) $155 \leq x \leq 195$ B) $155 < x < 195$ C) $305 \leq x \leq 345$ D) $305 < x < 345$</p>	<p>CEVAP ANAHTARI</p> <table border="1" data-bbox="1053 1601 1340 1870"> <tbody> <tr> <td>1)C</td> <td>8)D</td> </tr> <tr> <td>2)B</td> <td>9)A</td> </tr> <tr> <td>3)B</td> <td>10)A</td> </tr> <tr> <td>4)A</td> <td>11)B</td> </tr> <tr> <td>5)A</td> <td>12)A</td> </tr> <tr> <td>6)A</td> <td>13)C</td> </tr> <tr> <td>7)A</td> <td>14)C</td> </tr> </tbody> </table>	1)C	8)D	2)B	9)A	3)B	10)A	4)A	11)B	5)A	12)A	6)A	13)C	7)A	14)C
1)C	8)D														
2)B	9)A														
3)B	10)A														
4)A	11)B														
5)A	12)A														
6)A	13)C														
7)A	14)C														

Ek 2. Matematiksel Notasyon ve Formal İfadeler Yardımıyla Oluşturulan Soruları İçeren Test

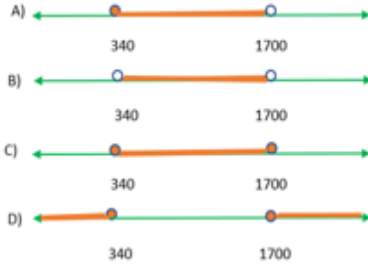
EŞİTSİZLİK TESTİ

<p>1) $1050 \leq x < 1090$ eşitsizliği verilmiştir. Aşağıdaki sayılardan hangisi $11x$ ifadesine karşılık gelebilir? A) 11450 B) 11840 C) 11996 D) 1132</p>	<p>5) x, y, z doğal sayılar kümesinin birer elemanıdır. $x+y+z=50$, $z=4$ ve $y \leq 15$ olduğu biliniyor. Buna göre, $x - \frac{z}{3}$ ün değer aralığına karşılık gelen eşitsizlik aşağıdakilerden hangisidir? A) $36 \leq x \leq 50$ B) $41 \leq x \leq 46$ C) $41 \leq x \leq 50$ D) $46 \leq x \leq 50$</p>
<p>2) “Bir sayının 36 katının 65 fazlası 605’e eşit veya 605’ten küçüktür.” ifadesine ait eşitsizlik ile ilgili cebirsel ifade aşağıdakilerden hangisidir? A) $65x + 36 \leq 605$ B) $60 - 36x \leq 65$ C) $65 + 36x \leq 605$ D) $605 - 65x \leq 36$</p>	<p>6) Bir sayının 5 katının 8 eksiği 32’den küçük olduğuna göre bu sayının değer aralığını gösteren eşitsizlik aşağıdakilerden hangisidir? A) $5x - 8 > 32$ B) $5x - 8 \leq 32$ C) $5x - 8 \leq 32$ D) $5x - 8 \geq 32$</p>
<p>3) $2 \leq x \leq 5$ eşitsizliğin çözüm kümesinin sayı doğrusundaki gösterimi aşağıdakilerden hangisidir?</p> <p>A) </p> <p>B) </p> <p>C) </p> <p>D) </p>	<p>7) Bir sayının 5’ten küçük 33’ten büyük olmadığı bilinmektedir. Buna göre, bu sayının sayı doğrusundaki gösterimi aşağıdakilerden hangisidir?</p> <p>A) </p> <p>B) </p> <p>C) </p> <p>D) </p>
<p>4) x bir gerçek sayı olmak üzere $4 \leq x < 5$ olduğu bilinmektedir. Buna göre, x in 0,6 katı aşağıdaki sayılardan hangisi olabilir? A) 2,1 B) 2,3 C) 2,4 D) 2,5</p>	<p>8) m ve n doğal sayılardır. m, n’nin 3 katından 40 eksiktir. Bu iki sayının toplamı 340’a eşit veya 340’tan küçük olduğuna göre n en fazla kaçtır? A)85 B)90 C)95 D)100</p>

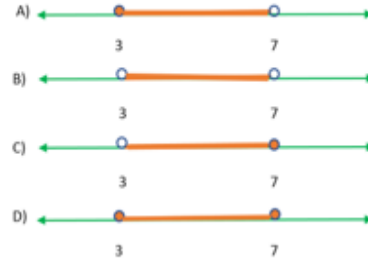
EŞİTSİZLİK TESTİ



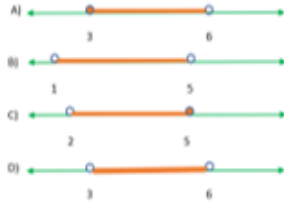
9) k , 5 ile 25 arasında (5 ve 25 dahil) değer alabilen bir gerçekte sayıdır. Buna göre k katı 8500'e eşit olabilecek sayıların sayı doğrusundaki gösterimi aşağıdakilerden hangisidir?



13) k gerçekte sayılar kümesinin bir elemanıdır. k 'nın alabileceği en büyük değer 7, en küçük değer 3 olduğuna göre k 'nın değer aralığının sayı doğrusunda gösterimi aşağıdakilerden hangisidir?



10) Bir gerçekte sayının 6 katının 4 fazlası, 22'den büyük 40'tan küçük olduğuna göre bu sayının değer aralığının sayı doğrusunda gösterimi aşağıdakilerden hangisidir?



14) x bir gerçekte sayı olmak üzere;

- x 'in 4 fazlası 80'den büyük veya eşit,
- x 'in 6 eksiği 80'den küçük veya eşittir.

Buna göre x 'in en geniş değer aralığı aşağıdakilerden hangisidir?

- A) $77 \leq x \leq 85$ B) $76 \leq x \leq 86$
C) $78 \leq x \leq 88$ D) $72 \leq x \leq 89$

11) x ve y doğal sayılar kümesinin elemanlarıdır. x , y 'nin 5 katından 10 eksiktir. x , 45'e eşit veya 45'ten büyük olduğuna göre y en az kaçtır ?

- A)8 B)9 C)11 D)14

15)

12) x bir gerçekte sayı olmak üzere 150 sayısının x eksiği en az 65 en fazla 80 ise x in değer aralığı aşağıdaki eşitsizliklerden hangisi ile gösterilir?

- A) $65 \leq x \leq 80$ B) $55 \leq x < 75$
C) $70 \leq x \leq 95$ D) $70 \leq x < 85$

16)

CEVAP ANAHTARI

1)B	8)C
2)C	9)C
3)D	10)D
4)D	11)C
5)B	12)D
6)C	13)D
7)D	14)B

Dünyanın Poetik Dərki Uşaq Ədəbiyyatından Başlayır

Poetic understanding of the World starts from Children's literature

Dünya Şirsel Anlayışı Çocuk Edebiyatından Başlar

Поэтическое Понимание Мира Начинается С Детской Литературы

NƏZAKƏT RZA QIZI İSMAY:LOVA

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Xülasə

Bu elmi məqalədə uşaq və gənclərin mənəvi tərbiyəsinin formalaşmasında, dünyagörüşünün genişlənməsində azərbaycançılıq ideologiyası baxımdan, uşaq ədəbiyyatının ən yeni metodologiyaya uyğun azərbaycançılıq məfkurəsi istiqamətində öyrənilməsi günümüzün vacib məsələləri kimi qarşıya qoyulmuşdur. Beləki respublikamızın ən böyük strateji xətti olan təhsilimiz bu gün dünya ölkələri sisteminə inteqrasiya etməsi bu sistemin yeni standartlar əsasında qurulması, ali məktəblərdə təhsilin məzmun baxımından yeniləşməsinə tələb edir. Məhz bu tələblərə cavab verə bilən mütəxəssislər hazırlamaq üçün şübhəsiz ki, ali məktəblərdə tədris planı, proqramlar, dərslik, dərs vəsaitləri tədrisə köməkçi metodik vəsaitlər yenidən işlənməli həm tədris metodiki, həm də elmi nəzəri baxımdan onların səviyyəsi günün tələbləri səviyyəsində qurulmalıdır. Bu baxımdan yanaşaraq deyə bilərik ki, uşaqlar üçün yazılan əsərlər həcmcə azlıq təşkil etsə də, ümumilikdə uşaq psixologiyasını düzgün anlayan, onu istədiyi məcraya yönəltməyi bacaran, saf uşaq şüurunda mütərəqqi, pedaqoji tərbiyənin əsasını anlatmaq baxımından, dəyərli bədii nümunələr yazılır.

Apardığımız araşdırmada ədəbi irsə yeni çağdaş milli təfəkkür müstəvisində, zamanın tələbinə uyğun olaraq təhlil edilmişdir. Uşaq ədəbiyyatının tədrisi ənənəvi materiallarla yanaşı, həm də bu sahədə əldə olunan son elmi nailiyyətlər tələbatçılara necə çatdırılır? Bu gün uşağın daxili duyğularını, sevincini, əzablarını, psixoloji-ruhi yaşantılarını bütöv şəkildə ortaya qoyan əsərlərə ehtiyacımız çox böyükdür.(8, s.43) Bu problem bütün dövrlərdə olduğu kimi, bu gün də aktual olaraq qalmaqdadır. Uşaq ədəbiyyatının keçdiyi yol, inkişaf qanunauyğunluğu, mövzu və problem dairəsi haqqında çox bəhs edilib. Bəs çağdaş uşaq ədəbiyyatının problemləri, mövzu dairəsi nədir, hansılardır?

Acar sözlər: Azərbaycan, tədris, təhsil, metodika, uşaq ədəbiyyatı,

Abstract

In this scientific article, the study of children's literature in accordance with the latest methodology in the direction of the ideology of Azerbaijaniism in the formation of the spiritual education of children and youth, and the expansion of their worldview, from the point of view of the ideology of Azerbaijaniism, has been put forward as important issues of today. So, the integration of our education, which is the biggest strategic line of our republic, into the system of the world countries today requires the establishment of this system on the basis of new standards, and the renewal of education in higher schools in terms of content. In order to prepare specialists who can meet these requirements, the curriculum, programs, textbooks, and teaching aids in higher schools must be reworked, both from a teaching methodical and scientific theoretical point of view. Approached from this point of view, we can say that although the works written for children are a minority in volume, in general, valuable artistic examples are written in terms of explaining the basis of progressive, pedagogical education in the mind of a pure child, which correctly understands child psychology, is able to direct it in the desired direction.

In our research, the literary heritage was analyzed at the level of modern national thinking, according to the requirements of the time. How to teach children's literature along with traditional materials, but also the latest scientific achievements in this field are delivered to the students? Today, we have a great need for works that reveal the child's inner emotions, joys, sufferings, and psychological-spiritual experiences as a whole. Much has been said about the path of children's literature, the regularity of development, the subject and the scope of problems. But what are the problems and scope of contemporary children's literature?

Keywords: Azerbaijan, teaching, education, methodology, children's literature

Öz

Bu bilimsel makalede, çocukların ve gençlerin manevi eğitimlerinin teşekkülünde Azerbaycanlılık ideolojisi doğrultusunda en son metodolojiye göre çocuk edebiyatının incelenmesi ve dünya görüşlerinin genişletilmesi, Azerbaycancılık ideolojisi, günümüzün önemli sorunları olarak ortaya konulmuştur. Bu nedenle cumhuriyetimizin en büyük stratejik çizgisi olan eğitimimizin bugün dünya ülkeleri sistemine entegrasyonu, bu sistemin yeni standartlar temelinde kurulmasını ve yüksekokullarda eğitimin içerik. Bu gereksinimleri karşılayabilecek uzmanların yetiştirilebilmesi için, yüksek okullardaki öğretim planı, programlar, ders kitapları ve öğretim yardımcıları hem öğretim metodolojisi hem de bilimsel teori açısından yeniden düzenlenmeli, seviyeleri belirlenmelidir. mevcut gereksinimlerin. Bu açıdan yaklaşıldığında, çocuklar için yazılan eserler cilt olarak azınlıkta kalsa da genel olarak saf bir çocuğun zihninde

ilerici, pedagojik eğitimin temellerini açıklamak açısından değerli sanatsal örnekler yazıldığını söyleyebiliriz. Çocuk psikolojisini doğru anlayan, onu istenilen yöne yönlendirebilen.

Araştırmamızda edebî miras, çağın gereklerine göre çağdaş millî düşünce düzeyinde tahlil edilmiştir. Geleneksel materyallerle birlikte çocuk edebiyatı nasıl öğretilir, aynı zamanda bu alandaki en son bilimsel başarılar öğrencilere nasıl aktarılır? Bugün çocuğun içsel duygularını, sevinçlerini, acılarını, psikolojik-ruhsal deneyimlerini bir bütün olarak ortaya koyan eserlere büyük ihtiyacımız var. Çocuk edebiyatının izlediği yol, gelişimin düzenliliği, sorunların konusu ve kapsamı hakkında çok şey söylendi. Fakat çağdaş çocuk edebiyatının sorunları ve kapsamı nelerdir?

Anahtar kelimeler: Azerbaycan, öğretim, eğitim, metodoloji, çocuk edebiyatı,

Резюме

В данной научной статье изучение детской литературы в соответствии с новейшей методикой в направлении идеологии азербайджанства в формировании духовного воспитания детей и молодежи, расширения их мировоззрения, с точки зрения идеология азербайджанства, выдвигается в качестве важных вопросов современности. И так, интеграция нашего образования, являющаяся крупнейшей стратегической линией нашей республики, в систему стран мира сегодня требует создания этой системы на основе новых стандартов, обновления образования в высшей школе в условиях содержания. Для подготовки специалистов, отвечающих этим требованиям, учебный план, программы, учебники, учебные пособия в высшей школе должны быть переработаны как с точки зрения методики обучения, так и с точки зрения научной теории, их уровень должен быть установлен на уровне текущих требований. Подойдя с этой точки зрения, можно сказать, что хотя произведения, написанные для детей, составляют по объему меньшинство, в целом ценные художественные образцы написаны в плане разъяснения основ прогрессивного, педагогического воспитания в сознании чистого ребенка, который правильно понимает детскую психологию, умеет направить ее в нужное русло.

В нашем исследовании литературное наследие анализировалось на уровне современного национального мышления, согласно требованиям времени. Как преподавать детскую литературу наряду с традиционными материалами, но и доносить до учащихся новейшие научные достижения в этой области? Сегодня у нас есть большая потребность в произведениях, раскрывающих внутренние переживания, радости, страдания ребенка, его психолого-духовные переживания в целом. Много сказано о пути детской литературы, закономерностях ее развития, предмете и проблематике. Но каковы проблемы и масштабы современной детской литературы?

Ключевые слова: Азербайджан, обучение, воспитание, методика, детская литература

Inwestowanie w Warunkach Wysokiej Inflacji

Investing In A High Inflationary Environment

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Streszczenie

Celem artykułu jest dokonanie przeglądu i przedstawienie wniosków dotyczących możliwości inwestowania w warunkach wysokiej inflacji. W tekście znajduje się omówienie wybranych sposobów lokowania środków uwzględniających skutki inflacyjne. Rozważania koncentrują się na obligacjach indeksowanych inflacją, złocie inwestycyjnym, indywidualnych inwestycjach kapitałowych oraz akcjach spółek dywidendowych. W dalszej części zawarto konkluzje określające możliwości wyboru przez potencjalnego inwestora określonej opcji inwestycyjnej.

Słowa kluczowe: inflacja, inwestowanie, obligacje, złoto, spółki dywidendowe.

Wstęp

Początek trzeciej dekady dwudziestego pierwszego wieku przyniósł diametralną zmianę sytuacji społecznej, politycznej i ekonomicznej. Na świecie skutki zwalczania epidemii Covid-19 oraz konsekwencje działań wynikających z reakcji na toczącą się wojnę w Ukrainie spowodowały wzrost inflacji. Polska gospodarka również doświadcza tego negatywnego zjawiska, dodatkowo wzmaganego dużą podażą pieniądza na rynku. W czerwcu 2022 roku zarówno według wyliczeń Narodowego Banku Polskiego (NBP) jak też Głównego Urzędu Statystycznego (GUS) inflacja przekraczała 15 procent². Nie przewiduje się, aby odwrócenie się tej sytuacji było możliwe szybko, gdyż projekcje inflacji na rok 2023 zakładają, iż inflacja nadal będzie kształtowała się na poziomie dwucyfrowym³. Stawia to osoby oraz firmy

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² NBP, *Statystyka i sprawozdawczość, Inflacja*,
<https://www.nbp.pl/home.aspx?f=/statystyka/wskazniki/wykresy.html> [data dostępu 05.08.2022].

³ NBP, *Polityka pieniężna*,
https://www.nbp.pl/home.aspx?f=/polityka_pieniezna/dokumenty/projekcja_inflacji.html [data dostępu 05.08.2022].

dysponujące pewnym zasobem kapitału w bardzo niekorzystnym położeniu, ponieważ wysoka inflacja oznacza realnie utratę środków.

Celem opracowania jest sporządzenie przeglądu zawierającego sposoby potencjalnego inwestowania w warunkach wysokiej inflacji oraz wyprowadzenie wniosków dotyczących możliwości wyboru określonych opcji inwestycyjnych dostępnych w Polsce.

Na początku zamieszczona jest krótka charakterystyka pojęcia inflacji oraz wskaźników jej pomiaru. Następnie przeprowadzona jest wstępna ocena i przedstawienie możliwości inwestowania w warunkach wysokiej inflacji. Zwrócono uwagę zarówno na poziom potencjalnych korzyści jak również na ograniczenia związane z ryzykiem i brakiem odpowiednich regulacji. W dalszej części znajduje się opis wyselekcjonowanych sposobów inwestowania. Na koniec natomiast podjęto próbę sprecyzowania syntetycznych konkluzji dotyczących wyboru określonych wariantów inwestycyjnych.

Inflacja oraz wskaźniki jej pomiaru

W literaturze **inflacja** opisywana jest najczęściej jako proces wzrostu przeciętnego poziomu cen¹. Równocześnie **inflację** można zdefiniować jako zjawisko wzrostu cen towarów i usług, powstające w wyniku zaburzenia równowagi pomiędzy ilością pieniądza w obiegu rykowym a potencjałem handlowym². W tym drugim przypadku podkreślony jest aspekt nadwyżki pieniądza obecnego na rynku, co wpływa negatywnie na oszczędności lokowane w zasobach finansowych.

Niemniej praktyczny wymiar inflacji jest odbierany jako proces zmiany cen, monitorowany poprzez wyznaczanie odpowiednich wskaźników w różnych obszarach gospodarki tj. w rolnictwie, przemyśle, budownictwie, transporcie, imporcie i eksporcie, handlu hurtowym i detalicznym³. Finalnie inflacja najdotkliwiej odczuwana jest przez gospodarstwa domowe, ponieważ zjawisko to dotyczy wzrostu cen usług i towarów konsumpcyjnych, a podstawowy efekt inflacji polega bowiem na obniżaniu się zdolności do nabywania dóbr przy niezmiennych dochodach⁴. Innymi słowy inflacja wpływa na wzrost wynagrodzeń nominalnych przy jednoczesnym zmniejszaniu wzrostu wynagrodzeń realnych⁵.

¹ Kwiatkowski E., *Inflacja*, [w:] *Podstawy ekonomii*, red. R. Milewski, Wydawnictwo Naukowe PWN, Warszawa 2000, s. 557.

² Raczkowski K., *Raport. Wpływ inflacji na gospodarkę*, Instytut Ekonomiczny Społecznej Akademii Nauk, 2021, [online], <http://www.konradraczkowski.info/backstage/wp-content/uploads/2021/09/RAPORT-INFLACJA-Final-VER.-2021.pdf>, s. 5.

³ *Co warto wiedzieć o inflacji*, Departament Handlu i Usług, we współpracy z Departamentem Opracowań Statystycznych, GUS, Warszawa 20219, file:///C:/Users/user/Downloads/co_warto_wiedziec_o_inflacji-2.pdf, s. 13, [data dostępu 05.08.2022].

⁴ Ibidem.

⁵ Grabia T., *Wpływ inflacji na poziom życia i nierówności społeczne*, Nierówności Społeczne a Wzrost Gospodarczy, z. nr 11, Uniwersytet Rzeszowski, Katedra Teorii Ekonomii, Rzeszów 2007, s. 551.

W celu uzyskania obrazu zachodzących procesów inflacyjnych dokonuje się systematycznego pomiaru tego zjawiska i zmian jego dynamiki. Podejście do pomiaru tempa inflacji może być dwojakiego rodzaju: w pierwszym przypadku przeprowadza się porównanie ogólnego poziomu cen z analogicznym miesiącem roku poprzedniego, w drugim natomiast wyznacza się wskaźniki przeciętne na podstawie danych dla 12 miesięcy w danego roku¹.

W Polsce systemowa kalkulacja wskaźników inflacji należy do NBP oraz GUS. NBP zajmuje się wyznaczaniem inflacji bazowej. Inflacja bazowa zgodnie z przyjętymi przez NBP założeniami stanowi część inflacji, powiązaną z oczekiwaniami inflacyjnymi i presją popytową, ale równocześnie taką, która nie jest bezpośrednio zależna od szoków podaży². Zatem wartości wskaźników przekazywanych przez NBP są oczyszczone z czynników, które mogą zaburzać poziom inflacji³. Od marca 2009 roku NBP publikuje cztery rodzaje wskaźników odnoszących się do inflacji bazowej⁴:

- inflacja po wyłączeniu cen administrowanych (tj. cen podlegających regulacjom),
- inflacja po wyłączeniu cen najbardziej zmiennych (tj. cen najbardziej wrażliwych na szoki podaży i popytowe i/lub charakteryzujące się silną sezonowością),
- inflacja po wyłączeniu cen żywności i energii,
- 15% średnia obciążona.

Ten ostatni wskaźnik jest miarą statystyczną wyznaczaną jako średnia ważona grupy cen, dla których wagi skumulowane na posortowanych rosnąco wskaźnikach są większe niż 15% a mniejsze niż 85%⁵.

Natomiast GUS publikuje wskaźnik cen konsumpcyjnych (ang. CPI – *Consumer Price Index*) oraz zharmonizowany wskaźnik cen konsumpcyjnych (ang. HICP – *Harmonised Indices of Consumer Prices*)⁶. Są to miary poziomu inflacji widzianej z perspektywy konsumentów ustalone na podstawie cen koszyka określonych towarów i usług⁷.

Zarówno NBP jak i GUS stosują miary w formule rok do roku (r/r).

Poniżej na wykresie 1 przedstawione są wartości wskaźników inflacji od czerwca 2019 do czerwca 2022.

¹ Ibidem, s. 548.

² *Metodyka obliczania miar inflacji bazowej publikowanyc przez Narodowy Bank Polski, Departament Analiz i Badań Ekonomicznych NBP, Warszawa 2022, s. 3. [online], <https://www.nbp.pl/statystyka/bazowa/metodyka.pdf> [data dostępu 05.08.2022].*

³ Ibidem, s. 5.

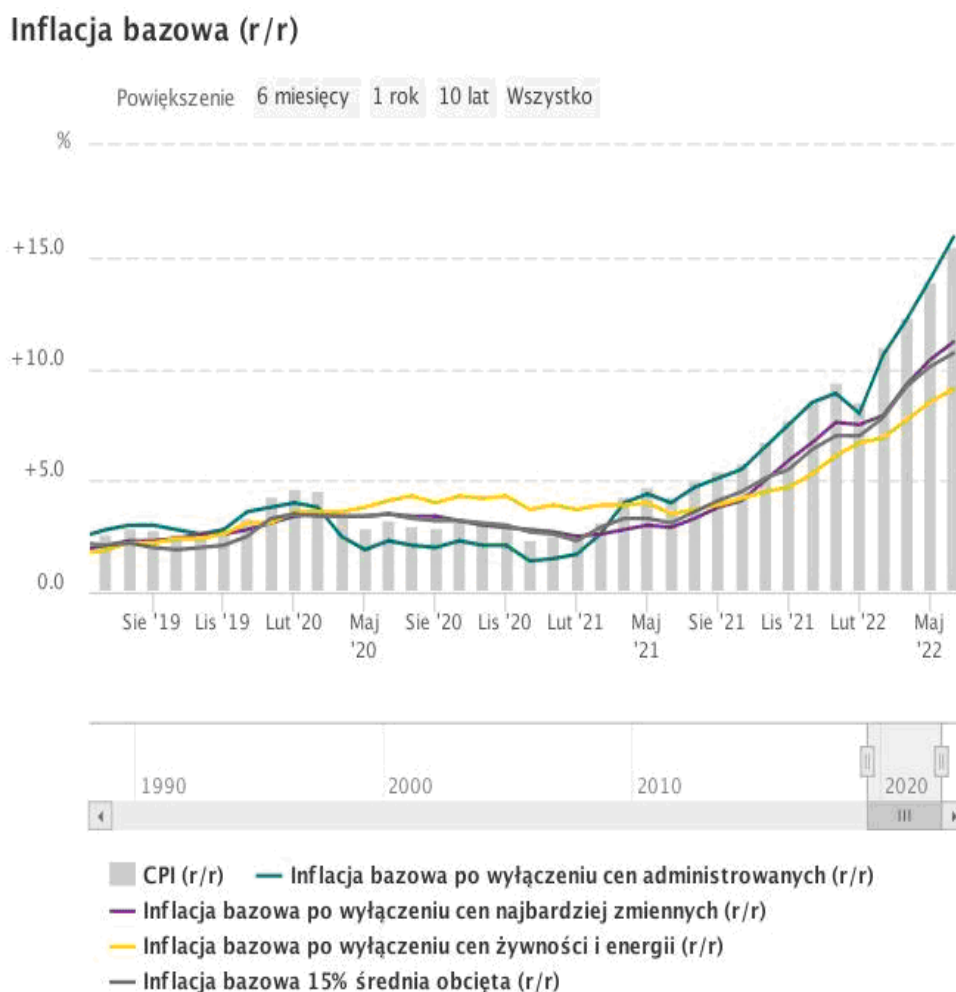
⁴ Ibidem, s. 4 – 7.

⁵ Ibidem, s. 7.

⁶ *Co warto wiedzieć...*, s. 13.

⁷ *Co warto wiedzieć...*, s. 16.

Wykres 1. Wartość inflacji bazowej w okresie od czerwca 2019 do czerwca 2022.



Źródło: NBP, <https://www.nbp.pl/home.aspx?f=/statystyka/wskazniki/wykresy.html> [data dostępu 05.08.2022]

Wartość wskaźnika CPI wyznaczanego rok do roku w czerwcu 2022 wyniosła 15,6%, a jego projekcja na lipiec 2023 została wyznaczona na poziomie 12,3%¹.

Inflacja wywołuje różnorodne negatywne skutki. W przypadku gospodarstw domowych spada realna wielkość dochodów. Dla podmiotów gospodarczych oznacza to zmniejszające się zyski a nawet odnoszenie strat. W takich warunkach przedsiębiorcy decydują się na działania przynoszące szybki zysk kosztem przedsięwzięć długofalowych nastawionych na rozwój.

¹ *Projekcja inflacji i wzrostu gospodarczego Narodowego Banku Polskiego na podstawie modelu NECMOD*, Departament Analiz i Badań Ekonomicznych NBP, Warszawa 2021, s. 31, [online], https://www.nbp.pl/polityka_pieniezna/dokumenty/raport_o_inflacji/necmod_lipiec_2022.pdf [data dostępu 05.08.2022].

Zarówno konsumenci indywidualni jak też firmy dysponujące zasobami pieniężnymi starają się zamienić je na dobra trwałe, aby pomniejszać utratę swoich korzyści¹.

Wybrane metody inwestowania w warunkach wysokiej inflacji

Niwelowanie negatywów wynikających z inflacji może polegać na zwiększaniu mocy zarobkowej jak też zaangażowaniu dostępnych środków w inwestycjach. Przy tym przez termin inwestycja możemy rozumieć bieżące wyrzeczenie dla osiągnięcia przyszłych korzyści przy założeniu znanych warunków w teraźniejszości oraz nieznanymi w przyszłości. Ponadto inwestycję powinno cechować brak możliwości konsumowania środków na nią przeznaczonych oraz występowanie ryzyka powiązanego z danym aktywem inwestycyjnym².

Do sposobów inwestowania w warunkach wysokiej inflacji przykuwających uwagę inwestorów należą: obligacje indeksowane inflacją, metale szlachetne w tym złoto inwestycyjne, indywidualne inwestycje kapitałowe, akcje spółek dywidendowych – w szczególności spółek typu *value*.

Dodatkowo kolejnymi rodzajami inwestycji, które można rozważyć to nabycie nieruchomości oraz zakup walut lub kryptowalut. Niemniej należy uwzględnić, że nieruchomości wymagają zaangażowania dużych środków często wspieranych kredytem, a ze względu na wysokie koszty kredytowania ten rodzaj inwestowania może się okazać nieopłacalny³. Rynek kryptowalut natomiast charakteryzuje się wielką dynamiką zmian, a lokowanie w nim środków wiąże się dodatkowo z ryzykiem wynikającym ze słabych regulacji tego sektora⁴. Równocześnie waluty tradycyjne poza zmiennością kursów również podlegają inflacji i są zależne od polityki finansowej państw, które je emitują.

Do mniej popularnych form inwestowania w Polsce należą produkty z branży *Life Settlements* – co oznacza rynek wtórny polis na życie, gdzie ubezpieczenie jest traktowane jak aktyw, które może być przedmiotem handlu⁵. Mniejsza popularność może wynikać z faktu, iż oferta z tej branży oparta jest głównie na polisach z rynku amerykańskiego, a w polskim prawie brak pełnej regulacji prawnej związanej z obrotem tym produktem.

Poniżej znajduje się krótka charakterystyka wybranych sposobów zainwestowania kapitału w warunkach wysokiej inflacji. Do przeglądu wybrano cztery możliwości dostępne inwestorom w Polsce: obligacje indeksowane inflacją, złoto inwestycyjne, indywidualne inwestycje kapitałowe oraz akcje dostępne na Giełdzie Papierów Wartościowych (GPW).

¹ *Czym może grozić nam inflacja galopująca*, Business Insider, 2021, [online], <https://businessinsider.com.pl/gospodarka/makroekonomia/inflacja-rodzaje-definicja-i-skutki/nb06fx7>, [data dostępu 05.08.2022].

² Majewska-Bielecka D., *Inwestowanie jako element zarządzania finansami osobistymi*, „Zeszyty Naukowe Uniwersytetu Szczecińskiego” nr 802, Finanse, rynki Finansowe, Ubezpieczenia nr 65 (2014), s. 453 – 459.

³ Bednarczyk A., *Jak zabezpieczyć oszczędności przed inflacją? 5 sposobów na inwestowanie*, [online], <https://annabednarczyk.pl/zabezpieczenieprzedinflacja/> [data dostępu 05.08.2022].

⁴ Ibidem.

⁵ *Kilka słów o Life Settlements*, [online], <https://lifeselements.pl/> [data dostępu 07.08.2022].

1. Obligacje skarbowe – forma inwestowania w postaci papierów wartościowych sprzedawanych przez Ministra Finansów reprezentującego Skarb Państwa. Zakup obligacji jest formą udzielania pożyczki Skarbowi Państwa na określony czas, po którym następuje wykup obligacji na ustalonych warunkach. Skarb Państwa gwarantuje zarówno wykup obligacji jak też wypłatę należnych odsetek. Przyjmuje się zatem, iż jest to jedna z najbezpieczniejszych form lokowania kapitału. Banki nabywają obligacje na przetargach, natomiast duży inwestor indywidualny może je zakupić poprzez biuro maklerskie na Giełdzie Papierów Wartościowych. Indywidualny nabywca dysponujący mniejszą pulą środków, zakupu obligacji skarbowych w formie obligacji oszczędnościowych może dokonać przez tzw. agenta emisji, którym jest Bank Pekao BP. Istnieje też możliwość nabycia obligacji za pośrednictwem systemów teleinformatycznych: serwisu transakcyjnego online lub telefonicznie. W ofercie znajduje się kilka rodzajów papierów – w zależności od czasu przeznaczanego na inwestycję. Obligacje oszczędnościowe sprzedawane są co miesiąc, a ich cena jest stała i wynosi 100,00 PLN¹.

Ze względu na działania antyinflacyjne w sierpniu 2022 w ofercie proponowano cztery rodzaje obligacji indeksowanych inflacją². W tabeli 1 znajduje się zestawienie specyfikacji ofertowej dla obligacji antyinflacyjnych.

Tabela 1. Oferta antyinflacyjnych obligacji skarbowych.

Parametr	Obligacje 4-letnie	Obligacje 6-letnie rodzinne	Obligacje 10-letnie	Obligacje 12-letnie
Warunki oprocentowania	6,50 % pierwszy rok odsetkowy, w kolejnych: marża 1,00% + inflacja, z wypłatą odsetek co roku	6,70 % pierwszy rok odsetkowy, w kolejnych: marża 1,50% + inflacja, z roczną kapitalizacją odsetek	6,75 % pierwszy rok odsetkowy, w kolejnych: marża 1,25% + inflacja, z roczną kapitalizacją odsetek	7,00 % pierwszy rok odsetkowy, w kolejnych: marża 1,75% + inflacja, z roczną kapitalizacją odsetek
Wypłata odsetek	Po każdym rocznym okresie odsetkowym naliczane od wartości nominalnej	Kapitalizacja po każdym rocznym okresie odsetkowym	Kapitalizacja po każdym rocznym okresie odsetkowym	Kapitalizacja po każdym rocznym okresie odsetkowym
Cena sprzedaży	100,00 PLN	100,00 PLN	100,00 PLN	100,00 PLN
Cena zamiany	99,90 PLN	---	99,90 PLN	---

¹ Wiedza o obligacjach, Ministerstwo Finansów Obligacje Skarbowe, [online] <https://www.obligacjeskarbowe.pl/wiedza-o-obligacjach/> [data dostępu 05.08.2022].

² Ministerstwo Finansów Obligacje Skarbowe, Obligacje 12-letnie ROD, [online] <https://www.obligacjeskarbowe.pl/oferta-obligacji/obligacje-12-letnie-rod/rod0834/> [data dostępu 05.08.2022].

Koszt wcześniejszego zbycia obligacji	0,70 PLN od każdej obligacji*	0,70 PLN od każdej obligacji*	2,00 PLN od każdej obligacji*	2,00 PLN od każdej obligacji*
* kwota ta jest pobierana, gdy wartość narosłych odsetek jest większa od wartości opłaty, w przeciwnym przypadku tj. jeśli wartość narosłych odsetek jest mniejsza od podanej wartości opłatę pobiera się wysokość narosłych odsetek				

Źródło: opracowanie własne, dane <https://www.obligacjeskarbowe.pl/>,
<https://www.obligacjeskarbowe.pl/oferta-obligacji/obligacje-4-letnie-coi/coi0826/>,
<https://www.obligacjeskarbowe.pl/oferta-obligacji/obligacje-6-letnie-ros/ros0828/>,
<https://www.obligacjeskarbowe.pl/oferta-obligacji/obligacje-10-letnie-edo/edo0832/>,
<https://www.obligacjeskarbowe.pl/oferta-obligacji/obligacje-12-letnie-rod/rod0834/> [data dostępu 05.08.2022]

Odmianą formy inwestowania, podobną do lokowania środków w obligacjach, mogą być **bony skarbowe i obligacje hurtowe**. Jednakże ten rodzaj papierów wartościowych jest emitowany przez Narodowy Bank Polski i przeznaczony dla inwestorów instytucjonalnych. Bony i obligacje hurtowe nabywane są na przetargach, w których udział mogą brać podmioty posiadające status Dealera Skarbowych Papierów Wartościowych (DSPW) oraz Bank Gospodarstwa Krajowego. Pozostali potencjalni nabywcy muszą skorzystać z pośrednictwa DSPW. Na stronach Ministerstwa Finansów zamieszczone są informacje dotyczące wysokości wypłacanych odsetek przy wykupie danej transzy bonów i obligacji¹.

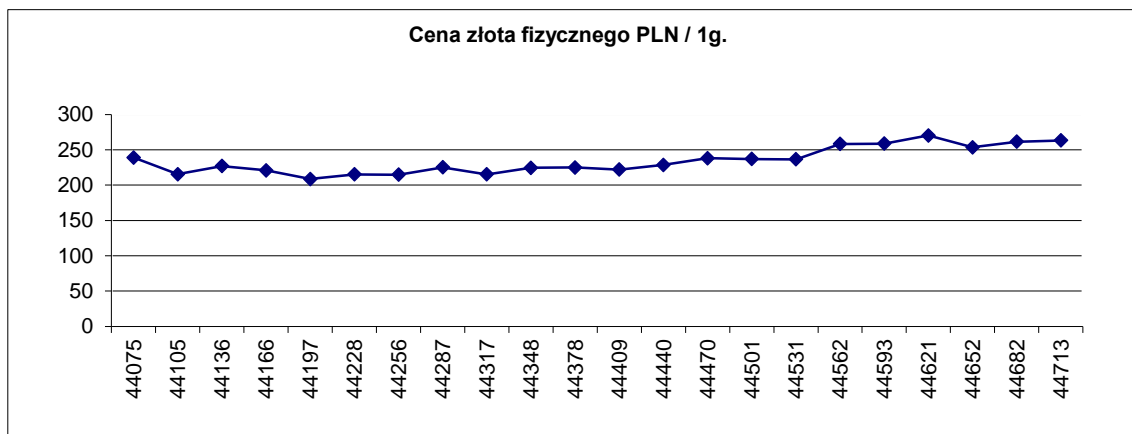
2. Złoto inwestycyjne określane też lokacyjnym jest formą inwestowania w metale szlachetne. W Polsce oferowane jest przez kilka podmiotów pośredniczących w handlu złotem. Zazwyczaj oferta obejmuje sztabki wielkości od 0,50 g. do 1 kg. oraz monety, których wielkość może być mierzona w gramach, uncjach lub jednostkach oz².

Cena złota fizycznego w okresie od września 2020 do czerwca 2022 na koniec każdego miesiąca oscylowała w zakresie od 208,73 do 270,20 PLN za 1 gram czystego złota.

¹ Ministerstwo Finansów, *Bony i obligacje hurtowe*, [online], <https://www.gov.pl/web/finanse/bony-i-obligacje-hurtowe1> [data dostępu 05.08.2022].

² Jednostka oz jest równoważna 31,1034768 g.

Wykres 1. Cena złota fizycznego w PLN / 1g w okresie od 30 września 2020 do 30 czerwca 2022.



Źródło: opracowanie własne, dane za Tavex, <https://tavex.pl/wykresy-aktualna-cena-zlota-i-srebra/> [data dostępu 31.07.2022].

Uwidocznione oscylacje kursowe złota fizycznego wskazywałyby, iż inwestycja w złoto lokacyjne jest przeznaczona dla osób zainteresowanych długim terminem lokowania środków. Wśród czynników kształtujących cenę złota lokacyjnego wskazuje się: wielkość popytu i podaży, kurs dolara amerykańskiego, koniunkturę gospodarczą oraz stopy procentowe, przy czym wysoki kurs dolara i wysokie stopy procentowe lokat powinny obniżyć cenę złota¹. Natomiast na koniunkturę gospodarczą mogą mieć wpływ czynniki społeczno-polityczne. W ciągu ostatnich 20 miesięcy najwyższą wartość złoto osiągało w marcu 2022 roku, gdy rozpoczęła się wojna w Ukrainie. Było to spowodowane faktem, iż Rosja należy do największych producentów złota na świecie².

Zwyżka cen od czerwca 2021 do czerwca 2022 zapewniła wzrost nieco przewyższający wskaźnik inflacji.

3. Indywidualne inwestycje kapitałowe – to forma zaangażowania kapitałowego, w której inwestor udziela wsparcia finansowego określonej podmiotowi gospodarczemu w zamian za ustalone w umowie korzyści. Zazwyczaj współpraca realizowana jest w formie pożyczki na z góry określony czas, a korzyści przekazywane są w postaci wypłacanych odsetek w zależności od zaangażowanych środków. Wartość korzyści jest indywidualnie wskazana w umowie pomiędzy konkretnym pożyczkodawcą a danym podmiotem, choć zawsze należy mieć

¹ *Od czego zależy cena złota*, Mennica Polska 2021, [online] <https://www.mennica.com.pl/produkty-inwestycyjne/poradnik-inwestora-lista/od-czego-zalezy-cena-zlota> [data dostępu 05.08.2022].

² *Top 10 największych producentów złota na świecie*, „My Saver”, [online], <https://goldenmark.com/pl/mysaver/top-10-najwiekszych-producentow-zlota-na-swiecie/> [data dostępu 05.08.2022].

na względzie, iż działalność gospodarcza jest uwarunkowana czynnikami rynkowymi i może przynosić zróżnicowany poziom zysków. Każda działalność niesie za sobą też ryzyka, które dla stron transakcji muszą być jasne i klarowne.

Aktualnie na rynku jedną z firm pośredniczących w nawiązywaniu relacji pomiędzy potencjalnymi inwestorami a podmiotami korzystającymi z takiego sposobu pozyskiwania kapitału jest Vortune Equity. W ofercie firmy znajdują się także propozycje korzystania z produktów bazujących na udziałach (na zasadzie *buy-sell back*¹) w spółkach operacyjnych lub spółkach celowych powołanych w formie prawnej spółki z ograniczoną odpowiedzialnością w branży przemysłowej, deweloperskiej, spożywczej, odpadowej i przetwórstwa metali, na rynku pierwotnym nieruchomości, w handlu i usługach, w obszarze nowych technologii i fintech oraz w FMCG (ang. *Fast Moving Consumer Goods* – branża produktów pierwszej potrzeby sprzedawanych szybko)².

W ocenie kierownictwa firmy w czasach podwyższonej inflacji selektywny dobór projektów jest kluczem do realizacji indywidualnych strategii.

4. Inwestycje na giełdzie papierów wartościowych. Wysoka inflacja skłania do inwestowania w tzw. spółki *value* tj. takie, które zazwyczaj działają w branżach tradycyjnych oraz posiadają duże zasoby w postaci aktywów trwałych np.: nieruchomości, zakłady produkcyjne itp.³.

Zainteresowanie spółkami *value* stanowi zmianę po długim okresie dominacji tzw. spółek wzrostowych czyli najczęściej takich firm, które można zakwalifikować do przedsiębiorstw z obszaru nowych technologii. Niemniej zyski może przynieść angażowanie środków w firmy produkujące taki asortyment jak samochody elektryczne, leki eksperymentalne lub oprogramowanie. Jednak atrakcyjność spółek tego rodzaju może zmaleć w przypadku długotrwałego utrzymywania się bardzo wysokiej inflacji⁴.

Łagodzenie skutków inflacji może przynieść lokowanie środków w spółkach wypłacających dywidendę. Za rok 2021 na GPW kilka spółek uchwaliło bądź planuje uchwalić dywidendy, których stopa przekraczała wielkość wskaźnika inflacji. Kolejnych kilkanaście spółek oferuje swoim akcjonariuszom dywidendy o stopach w przedziale pomiędzy 10 a 15 procent. W przeważającej mierze przedsiębiorstwa te należą do firm produkcyjnych, ale są wśród nich również te, które działają w branży deweloperskiej⁵.

¹ Buy-sell back to rodzaj transakcji polegającej na nabyciu lub objęciu przez klienta udziałów spółki z jednoczesnym ustaleniem ich odkupu w przyszłości przez osobę trzecią.

² Vortune Equity, [online], <https://vortune.pl/dla-inwestora/#rodzaje> [data dostępu 05.08.2022].

³ Rosik P., *Akcje spółek value są dobrą ochroną przed inflacją*, Strefa inwestorów, 2021, [online] <https://raport2012.strefainwestorow.pl/artykuly/analizy/20211105/akcje-value-ochrona-przed-inflacja> [data dostępu 05.08.2022].

⁴ Ibidem.

⁵ Stockwatch, *Spółki dywidendowe – dywidendy wszystkie*, [online], <https://www.stockwatch.pl/dywidendy/#focus>, [data dostępu 05.08.2022].

Poniżej krótkie podsumowanie tabelaryczne (Tabela 2) wybranych form inwestowania oraz ich cechy.

Tabela 2. Podsumowanie różnych form inwestowania

Cecha	Obligacje	Złoto inwestycyjne	Inwestycje kapitałowe	Giełda
Grupa inwestorów	Bez ograniczeń	Bez ograniczeń	Inwestorzy indywidualni dysponujący średnim lub dużym zasobem kapitałowym oraz podmioty gospodarcze	Inwestorzy posiadający indywidualne konta maklerskie
Minimalny kapitał	Koszt nabycia min. jednej obligacji	Środki umożliwiające zakup min. 1 sztuki złota	Określony warunkami umowy przystąpienia do inwestycji	Wielkość środków zależna od wielkości transakcji giełdowych
Czas trwania inwestycji	Wynikający z rodzaju obligacji	Bezterminowo	Określony warunkami umowy przystąpienia do inwestycji	Bezterminowo
Możliwy poziom korzyści	Określony warunkami umowy zakupu obligacji	Zależny od światowych cen na rynku złota	Określony warunkami umowy przystąpienia do inwestycji	Bez ograniczeń
Koszty dodatkowe	Podatek	Koszty transakcyjne	Koszty procedowania umowy + podatek	Koszty transakcyjne + podatek
Ryzyko	Związane z utratą korzyści, gdy wielkość inflacji przekroczy wartość oprocentowania	Związane z wahaniami cen złota na rynkach światowych	Związane z prowadzeniem działalności gospodarczej przez podmiot, któremu powierzono środki	Związane z uwarunkowaniami prowadzenia gry giełdowej

Źródło: opracowanie własne.

Rynek oferuje różne możliwości inwestowania, które mogą być atrakcyjne w okresie obowiązywania wysokiej inflacji. Poniżej zestawienie uzyskanych bądź oczekiwanych korzyści finansowych:

- obligacje indeksowane inflacją: wielkość korzyści zależy od rodzaju obligacji – od 6,50 do 7,00 procent plus marża oraz korekta o wskaźnik wynikający z inflacji;
- złoto inwestycyjne: w ciągu ostatniego roku (od czerwca 2021 do czerwca 2022) cena złota odnotowała wzrost o 17,3%, stąd oczekiwania inwestorów na zysk nieco powyżej lub przynajmniej na poziomie wskaźnika inflacji;

- indywidualne inwestycje kapitałowe: zysk wynika z zapisów konkretnych umów pomiędzy inwestorem a podmiotem korzystającym z tej formy dokapitalizowania;
- akcje spółek dywidendowych: stopa odsetkowa dywidend wypłacanych przez spółki akcyjne mogą przekraczać wskaźnik inflacji, jednak znaczna większość firm obecnych na GPW utrzymywała poniżej tego poziomu; ponadto w przypadku gry giełdowej każdorazowo istnieje ryzyko dużych wahań kursu akcji.

Wybór określonej formy inwestycji jest każdorazowo zależny od czynników wynikających z dostępnego potencjału i preferencji inwestora. Podstawowe z nich to wielkość kapitału, czas inwestowania oraz poziom dopuszczalnego ryzyka. Dla osób dysponujących ograniczonymi środkami o dużej niechęci do ponoszenia ryzyka zapewne atrakcyjne okażą się obligacje indeksowane inflacją. Natomiast inwestorzy posiadający większe zasoby mogą zainteresować się indywidualnymi inwestycjami kapitałowymi, a dodatkowo ze względu na potrzebę dywersyfikacji środków mogą się również skłaniać do gry giełdowej i pozyskiwania akcji spółek dywidendowych. Ponadto osoby rozważające inwestycje wieloletnie część kapitału mogą przeznaczyć na zakup złota. Niemniej każda decyzja inwestycyjna wymaga brania pod uwagę zarówno własnych preferencji inwestora jak też uwzględnienia faktu, iż w dłuższej perspektywie czasowej rynek może ulec diametralnej zmianie.

Zakończenie

W opracowaniu rozważono różne formy inwestowania, które stanowią alternatywne do lokat terminowych sposoby lokowania kapitału w warunkach wysokiej inflacji. Przedstawiono ich krótkie charakterystyki a także zestawienie podstawowych właściwości, które są istotne podczas podejmowania decyzji inwestycyjnych. Na koniec zamieszczono wnioski związane z możliwościami wyboru określonych sposobów inwestowania w zależności od grup inwestorów.

Podwyższona inflacja spowodowała wzrost oczekiwań na wyższe stopy zwrotu bez względu na formę lokowania kapitału. Jednak biorąc pod uwagę realia rynkowe, korzystne inwestycje kapitałowe mogą złagodzić skutki inflacji, ale uzyskanie zwrotów przewyższających wskaźniki inflacyjne może być w praktyce bardzo trudne.

Dynamiczna sytuacja na rynku skłania do ciągłego monitorowania oraz analizy tradycyjnych i nowych instrumentów, które mogą pojawiać się w ofercie inwestycyjnej. Poszukiwanie oraz dopasowywanie źródeł korzyści finansowych powinno być stałym elementem zarządzania portfelem inwestycyjnym a także może stanowić obszar dalszych prac badawczych.

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INVESTING IN A HIGH INFLATIONARY ENVIRONMENT

Summary: The objective of this paper is to review and present the conclusions regarding the possibility of investing in conditions of high inflation. The text discusses selected ways of investing funds taking into account inflationary effects. Included considerations focus on inflation-indexed bonds, investment gold, individual equity investments and as well as dividend stocks. The latter part enumerate conclusions are drawn specifying the possibilities for a potential investor to choose a specific investment option.

Keywords: inflation, investing, bonds, gold, dividend companies.

**Ortaokul Öğrencilerinin Araştırma-Sorgulama
Becerilerinin İncelenmesi**

Examination of Secondary Students' Research-Inquiry Skills

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Öz

Bu çalışmada ortaokul öğrencilerinin araştırma-sorgulama beceri düzeylerinin belirlenmesi, bu becerilerin cinsiyet, sınıf düzeyi, anne ve baba eğitim durumu değişkenlerine göre incelenmesi amaçlanmıştır. Araştırmada random örnekleme yöntemi tercih edilmiştir. Araştırmanın örneklemi 2021-2022 eğitim dönemi ikinci yarısında Sivas il merkezinde bulunan ortaokullara devam eden 179 öğrenci oluşturmaktadır. Verilerin elde edilmesinde Ozan, Korkmaz ve Karamustafaoğlu (2016) tarafından geliştirilen “Ortaokul Öğrencileri İçin Araştırma-Sorgulamaya Dönük Tutum Ölçeği”nden yararlanılmıştır. Verilerin analizinde frekans tabloları, aritmetik ortalama ve standart sapma gibi betimsel istatistiklerin yanı sıra parametrik istatistiksel yöntemlerden bağımsız örnekler t testi ve tek yönlü varyans analizi (Oneway ANOVA) kullanılmıştır. Araştırmanın bulgularına göre, ortaokul öğrencilerinin araştırma-sorgulama becerilerinin ve alt boyutlarının cinsiyete göre anlamlı bir farklılık göstermediği tespit edilmiştir. Sınıf düzeyine göre yapılan ANOVA sonucunda, beşinci sınıf öğrencilerinin araştırma-sorgulama becerilerinin altıncı, yedinci ve sekizinci sınıf öğrencilerine göre anlamlı düzeyde daha yüksek olduğu, alt boyutlarda da bu bulguya paralel anlamlı farklılıklar bulunduğu belirlenmiştir. Ayrıca ortaokul öğrencilerinin araştırma-sorgulama becerilerinin ve alt boyutlarının annenin ve babanın eğitim düzeyine göre istatistiksel olarak anlamlı bir farklılık göstermediği sonucuna ulaşılmıştır.

Anahtar Kelimeler: Araştırma Sorgulama Becerileri, Ortaokul, Öğrenci

Abstract

In this study, it was aimed to determine the inquiry skill levels of secondary school students and to examine these skills according to the variables of gender, grade level, mother, and father educational status. Random sampling method was preferred in the study. The sample of the research consists of 179 students attending secondary schools in Sivas city center in the second semester of the 2021-2022 academic year. In order to obtain the data, the “*Research-Inquiry-Oriented Attitude Scale for Secondary School Students*” developed by Ozan, Korkmaz and Karamustafaoğlu (2016) was used. In the analysis of the data, descriptive statistics such as frequency tables, arithmetic mean and standard deviation, as well as independent samples t-test and one-way analysis of variance (Oneway ANOVA), which are parametric statistical methods, were used. According to the findings of the study, it was determined that the inquiry skills and sub-dimensions of secondary school students did not show a significant difference according to gender. As a result of the ANOVA conducted according to the grade level, it was determined that the inquiry skills of the fifth grade students were significantly higher than those of the sixth, seventh and eighth grade students, and there were significant differences in sub-dimensions in parallel with this finding. In addition, it was concluded that the inquiry skills and sub-dimensions of secondary school students did not show a statistically significant difference according to the education level of the mother and father.

Keywords: Research Inquiry Skills, Secondary School, Student

GİRİŞ

Yaşadığımız çağdaki eğitim anlayışı geçmişteki bilgi taşımacılığından uzaklaşarak bilgiyi araştıran, üreten, sorgulayan, yorumlayan, kullanarak yeni bilgi oluşturan, denetleyen, yöneten ve ekip çalışmasını içeren bir yönelime evrilmiştir. Bu doğrultuda da davranışçı eğitim felsefesinden vazgeçilerek yapılandırmacı eğitim anlayışına geçilmiştir. Yapılandırmacılıkta öne çıkan beceriler arasında yaratıcılık, eleştirel düşünme, araştırma, sorgulama, girişimcilik, problem çözme, teknolojiyi kullanma gösterilmektedir. Araştırma ve sorgulama becerisi; derinlemesine bilgi elde etmek için sorulara sorarak problem nitelendirme, ortaya koyma ve kavram olarak ifade edilmektedir. Ayrıca problemin çözümünde neyin nasıl yapılacağına yönelik planlama yapma, olası sonuçları tahmin etme, bu sorunlarla ilgili yorumda bulunma, sonucu değerlendirme ve elde edilen sonuçlarla ilgili fikirler geliştirmeyi kapsamaktadır (Karademir & Saracaloğlu, 2013).

Araştırma ve sorgulama merkezli öğrenmenin temelleri sokratik düşünceye kadar gitmektedir. Öğretmen ve öğrenci arasındaki etkileşim ve inceleme boyutuna odaklanmaktadır (Babadoğan & Gürkan, 2002). Bu kavramı işlevsel bir yapı şeklinde ele almak çok da doğru değildir. Çünkü

araştırma sorgulama becerisinin ilk adımını düşünme oluşturmaktadır. Düşünme aşamasında var olan sorunun anlaşılması, sonrasında sorunla diğer etkenleri arasındaki ilişkinin belirlenmesi ve bir anlam örüntüsü oluşturulmasına çalışılmaktadır. Düşünme aşamasında istenilen verimin elde edilebilmesi için çözüm odaklı genel çerçevelerin ortaya konulmuş olması önemlidir. Bireylerin günlük alandaki düşünme biçimleri ile öğrenme süreçlerinde kullandıkları düşünme biçimleri birbirinden farklılıklar göstermektedir. Öğrenme süreçlerinde kullanılan düşünme biçimlerinde daha çok bilimsel nitelikli araştırma sorgulamaya dayalı bir yol izlenmelidir. Bireyin bilimsel nitelikli düşünme becerilerini kazanabilmesi için eğitim en alt basamaktan başlayarak tüm eğitim basamaklarında eğitim içeriklerinin hazırlanması ve sunulması gerekmektedir. Bu bağlamda öğrencilerin bilimsel düşünmeyi öğrenmelerinin okulun eğitimsel işlevleri arasında olduğu görülmektedir (Gülveren, 2007).

Stephenson (2013), araştırma ve sorgulama tabanlı öğrenmeyi içinde birçok öğretim ve öğrenme yaklaşımını içeren bir şemsiye olarak tanımlamıştır. Araştırma ve sorgulama tabanlı öğretimin uygulamalarını şu şekilde ifade etmiştir:

- 1-Problem tabanlı öğrenme: Öğrenme süreci önceden belirlenen ve yapılandırılan bir problem durumu veya örnek olay çalışması yapılarak başlatılır.
- 2-Proje tabanlı öğrenme: Öğrenme sürecinde öğrencilerin bir konudaki bilgiyi öğrenmeleri ve anlamaları için bir proje oluşturmaları veya sunum yapmaları beklenir.
- 3-Tasarım tabanlı öğrenme: Öğrenme sürecinde var olan karmaşık bir bilgi, olay ya da durumu basitleştirmek için öğrenciler tasarım çalışmasıyla çözmeyi öğrenir.

Görüldüğü gibi araştırma ve sorgulama tabanlı öğrenme sürecinde geleneksel öğrenmenin tersine öğrencilerin bilgiyi anlamaları, kavramaları ve problemleri kendilerinin çözmeleri amaçlanmaktadır. Bu sayede öğrencilerin derinlemesine bir öğrenme gerçekleştirecekleri vurgulanmaktadır. Öğrencilerin zihinlerinin sürekli aktif olması amaçlanmaktadır. Stripling (2020) sorgulayıcı-araştırma tabanlı öğrenme yaklaşımını altı aşamada ele almıştır: Bunlar: Merak, soruşturma, yapılandırma, açıklama, yansıtma ve ilişkilendirme. Öğretmen öğrenme süreci içinde öğrencileri bu aşamalara uygun olarak yönlendirir ve onları teşvik eder (İlter, 2013).

Yapılandırmacı öğrenme yaklaşımına uygun olarak hazırlanan Ortaöğretim Ders Programlarında yer alan araştırma ve sorgulama becerilerini öğrencilerin ne kadar edindikleri önemlidir. Çünkü bu sayede günümüzde eğitimin temeline alınan bireysel öğrenmeleri gerçekleştirebilir. Bu çalışmanın da alanyazına katkı sunacağı kabul edilmiş ve ortaokul düzeyindeki öğrencilerin aşağıdaki yer alan sorular çerçevesinde araştırma-sorgulama beceri düzeylerinin belirlenmesi amaçlanmıştır.

- ✓ Ortaokul öğrencilerinin araştırma-sorgulama beceri düzeylerine ilişkin puan ortalamaları nedir?
- ✓ Ortaokul öğrencilerinin araştırma-sorgulama beceri düzeylerine yönelik algıları cinsiyet, sınıf düzeyi, anne ve baba eğitim durumu değişkenleri açısından farklılaşmakta mıdır?

YÖNTEM

Örneklem

Araştırmanın örneklemini 2021-2022 eğitim dönemi ikinci yarıyılında Sivas il merkezinde bulunan ortaokullarda öğrenimine devam eden 179 öğrenci oluşturmaktadır. Araştırmanın örneklem grubu random örnekleme yöntemi kullanılarak belirlenmiştir. Çalışma grubunu meydana getiren öğrencilerin demografik özelliklerine göre frekans dağılımları Tablo 1'deki gibidir.

Tablo 1. Araştırma Örneklemine Ait Frekans Dağılımları

Değişken	Grup	f	%
Cinsiyetiniz?	Kız	104	58.1
	Erkek	75	41.9
Sınıfınız?	5. Sınıf	45	25.1
	6. Sınıf	45	25.1
	7. Sınıf	45	25.1
	8. Sınıf	44	24.7
Annenizin Eğitim Düzeyi?	İlkokul	35	19.6
	Ortaokul	70	39.1
	Lise	52	29.1
	Üniversite	22	12.2
Babanızın Eğitim Düzeyi?	İlkokul	20	11.2
	Ortaokul	44	24.6
	Lise	73	40.8
	Üniversite	42	23.4
Toplam		179	100.0

Veri Toplama Araçları

Araştırmada veri toplama aracı olarak, araştırmacılar tarafından geliştirilen kişisel bilgi formu ile Korkmaz, Ebren-Ozan ve Karamustafaoglu (2016) tarafından geliştirilen "Ortaokul Öğrencileri

İçin Araştırma-Sorgulamaya Dönük Tutum Ölçeği kullanılmıştır. Ortaokul Öğrencileri İçin Araştırma-Sorgulamaya Dönük Tutum Ölçeği, “Merak Duyuma”, “Kaçınma” ve “Değer” şeklinde adlandırılan 3 alt boyuttan oluşmakta ve 5’li Likert tipinde düzenlenmiş 13 adet maddeyi içermektedir. Ölçeğe verilebilecek cevaplar olumsuzdan olumluya doğru “1=Hiç Katılmıyorum”, “2=Katılmıyorum”, “3=Kararsızım”, “4=Katılıyorum” ve “5=Tamamen Katılıyorum” seçeneklerinden oluşmaktadır.

Verilerin Toplanması ve Puanlanması

Araştırmanın veri toplama aracı, örnekleme yer alan öğrencilere sınıf ortamında yüz yüze anket yöntemiyle uygulanmış ve araştırmanın verileri elde edilmiştir. Ölçeğin uygulanabilmesi için Sivas İl Milli Eğitim Müdürlüğünden gerekli resmi izin alınmıştır. Ortaokul Öğrencileri İçin Araştırma-Sorgulamaya Dönük Tutum Ölçeğine verilen cevaplar en olumsuz seçenektan en olumlu seçeneğe doğru 1, 2, 3, 4, 5 şeklinde puanlanmıştır. Ölçekte ölçeğin bütünüyle ters yönde anlam içeren 7 adet madde bulunmaktadır. “Kaçınma” alt boyutu olumsuz anlam içeren bir alt boyut olduğundan dolayı ters anlam içeren maddelere verilen cevaplar “Kaçınma” alt boyutuna ait ortalama puan hesaplanırken olduğu gibi hesaplamaya dâhil edilmiş, ölçeğin tümüne ve diğer alt boyutlara ait ortalama puanlar hesaplanırken ise ters kodlanarak hesaplamaya dâhil edilmiştir. Ölçeğin tümüne ve alt boyutlarına ait ortalama puanlar maddelerin toplam puanı madde sayısına bölünerek elde edilmiştir.

Kullanılan İstatistiksel Yöntemler

Ortaokul Öğrencileri İçin Araştırma-Sorgulamaya Dönük Tutum Ölçeğine ve alt boyutlarına ait ortalama puanlarının normal dağılım gösterip göstermediği Kolmogorov-Smirnov normallik testi ile birlikte çarpıklık ve basıklık katsayıları dikkate alınarak incelenmiştir. Bu değerlendirme sonucunda söz konusu değişkenlerin alt kategoriler bazında normal dağılım gösterdiği tespit edilmiştir. Bu durumda, bağımsız iki grubun ortalamalarının karşılaştırıldığı durumlarda parametrik istatistiksel yöntemlerden bağımsız örnekler t testi, üç veya daha fazla sayıda grubun ortalamalarının karşılaştırılmasında ise tek yönlü varyans analizi (Oneway ANOVA) kullanılmıştır. ANOVA sonucunda belirlenen farklılığın kaynaklandığı grupların tespitinde ise grup varyanslarının homojen olduğu durumlarda kullanılan çoklu karşılaştırma testlerinden biri olan Tukey testinden faydalanılmıştır. Söz konusu istatistiksel yöntemlerin uygulanmasında IBM SPSS 22.0 istatistiksel paket programı kullanılmıştır.

BULGULAR

Bu kısımda araştırma verilerinin analizi sonucunda elde edilen bulgulara yer verilmiştir. Aşağıda yer alan tabloda ölçeğin toplamı ve alt boyutlarına ilişkin elde edilen bulgular yer almaktadır.

Tablo 2. Ortaokul Öğrencileri İçin Araştırma-Sorgulamaya Dönük Tutum Ölçeği ve Alt Boyutlarına İlişkin Betimleyici İstatistikler ve Cronbach Alpha Katsayıları

Alt Boyutlar	Madde Sayısı	n	Ort.	sd	Cronbach Alpha
Merak Duyma	4	179	4.03	0.75	0.757
Kaçınma	5	179	2.29	1.03	0.822
Değer	4	179	3.76	0.80	0.721
Ölçek (Toplam)	13	179	3.82	0.68	0.804

Tablo 2’de yer alan Ortaokul Öğrencileri İçin Araştırma-Sorgulamaya Dönük Tutum Ölçeği ve alt boyutlarına ait ortalama değerleri göz önüne alındığında, ortaokul öğrencilerinin araştırma-sorgulamaya dönük tutumlarının daha yüksek düzeyde kaynaklandığı alt boyutun merak duyma boyutu olduğu söylenebilir. Ölçek ve alt boyutlarının Cronbach Alpha katsayıları dikkate alındığında, bu katsayıların 0.721 ile 0.822 aralığında değer aldığı görülmektedir. Kartal ve Bardakçı’ya (2019) göre, bu değerler göz önüne alınarak hem ölçeğin tümünün hem de alt boyutlarının tamamının yüksek düzeyde güvenilir oldukları ifade edilebilir.

Aşağıda yer alan tabloda ortaokul öğrencilerinin ölçekten ve ölçeğin alt boyutlarından aldıkları puan ortalamalarının cinsiyet değişkenine göre yapılan analiz neticesinde elde edilen bulgular yer almaktadır.

Tablo 3. Cinsiyete Göre Araştırma-Sorgulamaya Dönük Tutum Ölçeği ve Alt Boyutlarına İlişkin t Testi Sonuçları

Alt Boyutlar	Cinsiyet	n	Ort.	sd	t	p
Merak Duyma	Kız	104	4.06	0.72	0.601	0.549
	Erkek	75	3.99	0.80		
Kaçınma	Kız	104	2.27	1.05	-0.336	0.737
	Erkek	75	2.32	1.02		
Değer	Kız	104	3.75	0.82	-0.153	0.879
	Erkek	75	3.77	0.77		
Ölçek (Toplam)	Kız	104	3.84	0.70	0.347	0.729
	Erkek	75	3.80	0.64		

Tablo 3'teki t testi bulgularına göre, ortaokul öğrencilerinin araştırma-sorgulamaya dönük genel tutum ve her üç alt boyut ortalama puanlarının öğrencilerin cinsiyetine göre istatistiksel olarak anlamlı bir farklılık göstermediği tespit edilmiştir ($p>0.05$).

Aşağıda yer alan tabloda ortaokul öğrencilerinin ölçekten ve ölçeğin alt boyutlarından aldıkları puan ortalamalarının sınıf düzeyi değişkenine göre yapılan analiz neticesinde elde edilen bulgular yer almaktadır.

Tablo 4. Sınıf Düzeyine Göre Araştırma-Sorgulamaya Dönük Tutum Ölçeği ve Alt Boyutlarına İlişkin Tek Yönlü ANOVA Sonuçları

Alt Boyutlar	Sınıf Düzeyi	n	Ort.	sd	F	p	Gruplar Arası Farklılık
Merak Duyma	5. Sınıf ¹	45	4.27	0.63	2.313	0.078	-
	6. Sınıf ²	45	3.89	0.83			
	7. Sınıf ³	45	3.96	0.86			
	8. Sınıf ⁴	44	3.98	0.63			
Kaçınma	5. Sınıf ¹	45	1.86	0.93	4.187	0.007	1 < 2; 1 < 4
	6. Sınıf ²	45	2.44	1.11			
	7. Sınıf ³	45	2.29	1.05			
	8. Sınıf ⁴	44	2.57	0.93			
Değer	5. Sınıf ¹	45	4.16	0.75	5.562	0.001	1 > 2; 1 > 3
	6. Sınıf ²	45	3.69	0.75			
	7. Sınıf ³	45	3.63	0.87			
	8. Sınıf ⁴	44	3.56	0.71			
Ölçek (Toplam)	5. Sınıf ¹	45	4.19	0.62	6.556	<0.001	1 > 2; 1 > 3
	6. Sınıf ²	45	3.70	0.66			
	7. Sınıf ³	45	3.76	0.71			
	8. Sınıf ⁴	44	3.64	0.58			

Tablo 4'te verilen bulgulara göre, ortaokul öğrencilerinin araştırma-sorgulamaya dönük genel tutum ortalama puanlarının öğrencilerin öğrenim gördükleri sınıf düzeyine göre istatistiksel olarak anlamlı bir farklılık gösterdiği belirlenmiştir ($F=6.556$; $p<0.001$). Farklılığın kaynaklandığı grupların tespitine yönelik yapılan Tukey çoklu karşılaştırma testi sonucunda, beşinci sınıf öğrencilerinin araştırma-sorgulamaya dönük genel tutum ortalama puanlarının altıncı, yedinci ve sekizinci sınıf öğrencilerinin tümüne göre anlamlı düzeyde daha yüksek olduğu tespit edilmiştir ($p<0.05$). Tablo 4'teki ölçeğin alt boyutlarına ait bulgular ise aşağıdaki gibi yorumlanabilir:

- Araştırmaya katılan ortaokul öğrencilerinin merak duyma alt boyutuna ait ortalama puanların öğrencilerin öğrenim gördükleri sınıf düzeyine göre istatistiksel olarak anlamlı bir farklılık göstermediği tespit edilmiştir ($F=2.313$; $p>0.05$).

- Araştırmaya katılan ortaokul öğrencilerinin kaçınma alt boyutuna ait ortalama puanları öğrencilerin öğrenim gördükleri sınıf düzeyine göre istatistiksel olarak anlamlı bir farklılık göstermektedir ($F=4.187$; $p<0.05$). Yapılan Tukey çoklu karşılaştırma testi sonucunda, beşinci sınıf öğrencilerinin kaçınma alt boyutuna ait ortalama puanlarının altıncı ve sekizinci sınıf öğrencilerine göre anlamlı düzeyde daha düşük olduğu sonucuna varılmıştır ($p<0.05$).

- Araştırmaya katılan ortaokul öğrencilerinin değer alt boyutuna ait ortalama puanları da öğrencilerin öğrenim gördükleri sınıf düzeyine göre istatistiksel olarak anlamlı bir farklılık göstermektedir ($F=5.562$; $p<0.05$). Tukey çoklu karşılaştırma testi sonucunda, beşinci sınıf öğrencilerinin değer alt boyutuna ait ortalama puanlarının hem altıncı, hem yedinci hem de sekizinci sınıf öğrencilerinin tümüne göre anlamlı düzeyde daha yüksek olduğu belirlenmiştir ($p<0.05$).

Aşağıda yer alan tabloda ortaokul öğrencilerinin ölçekten ve ölçeğin alt boyutlarından aldıkları puan ortalamalarının anne eğitim düzeyi değişkenine göre yapılan analiz neticesinde elde edilen bulgular yer almaktadır.

Tablo 5. Annenin Eğitim Düzeyine Göre Araştırma-Sorgulamaya Dönük Tutum Ölçeği ve Alt Boyutlarına İlişkin Tek Yönlü ANOVA Sonuçları

Alt Boyutlar	Anne Eğitim	n	Ort.	sd	F	p
Merak Duyma	İlkokul	35	3.84	0.86	1.213	0.307
	Ortaokul	70	4.01	0.77		
	Lise	52	4.13	0.69		
	Üniversite	22	4.13	0.63		
Kaçınma	İlkokul	35	2.33	1.01	0.885	0.450
	Ortaokul	70	2.27	1.04		
	Lise	52	2.17	0.95		
	Üniversite	22	2.59	1.23		
Değer	İlkokul	35	3.68	0.78	0.795	0.498
	Ortaokul	70	3.77	0.79		
	Lise	52	3.88	0.72		
	Üniversite	22	3.60	1.03		
Ölçek (Toplam)	İlkokul	35	3.73	0.69	1.035	0.379
	Ortaokul	70	3.83	0.65		
	Lise	52	3.94	0.61		
	Üniversite	22	3.69	0.85		

Tablo 5'teki bulgulara göre, ortaokul öğrencilerinin araştırma-sorgulamaya dönük genel tutum ortalama puanlarının öğrencilerin annesinin eğitim düzeyine göre istatistiksel olarak anlamlı bir farklılık göstermediği tespit edilmiştir ($F=1.035$; $p>0.05$). Ölçeğin alt boyutları için de benzer bulgulara ulaşılmış, her üç alt boyut ortalama puanının da öğrencilerin annesinin eğitim düzeyine göre istatistiksel olarak anlamlı bir farklılık göstermediği belirlenmiştir ($p>0.05$).

Aşağıda yer alan tabloda ortaokul öğrencilerinin ölçekten ve ölçeğin alt boyutlarından aldıkları puan ortalamalarının baba eğitim düzeyi değişkenine göre yapılan analiz neticesinde elde edilen bulgular yer almaktadır.

Tablo 6. Babanın Eğitim Düzeyine Göre Araştırma-Sorgulamaya Dönük Tutum Ölçeği ve Alt Boyutlarına İlişkin Tek Yönlü ANOVA Sonuçları

Alt Boyutlar	Baba Eğitim Düzeyi	n	Ort.	sd	F	p
Merak Duyma	İlkokul	20	3.89	0.89	0.665	0.575
	Ortaokul	44	4.00	0.66		
	Lise	73	4.01	0.73		
	Üniversite	42	4.15	0.82		
Kaçınma	İlkokul	20	2.39	0.95	0.285	0.836
	Ortaokul	44	2.33	1.08		
	Lise	73	2.21	0.96		
	Üniversite	42	2.35	1.16		
Değer	İlkokul	20	3.90	0.83	0.665	0.575
	Ortaokul	44	3.65	0.70		
	Lise	73	3.82	0.75		
	Üniversite	42	3.71	0.96		
Ölçek (Toplam)	İlkokul	20	3.78	0.74	0.226	0.878
	Ortaokul	44	3.77	0.59		
	Lise	73	3.87	0.64		
	Üniversite	42	3.82	0.81		

Tablo 6’da verilen bulgulara göre, ortaokul öğrencilerinin araştırma-sorgulamaya dönük genel tutum ortalama puanları öğrencilerin babasının eğitim düzeyine göre istatistiksel olarak anlamlı bir farklılık göstermemektedir ($F=0.226$; $p>0.05$). Ölçeğin alt boyutları için de buna paralel bulgular mevcuttur. “Merak Duyma”, “Kaçınma” ve “Değer” alt boyutlarına ait ortalama puanların her üçü de öğrencilerin babasının eğitim düzeyine göre istatistiksel olarak anlamlı bir farklılık göstermemektedir ($p>0.05$).

SONUÇ, TARTIŞMA VE ÖNERİLER

Ortaokul Öğrencileri İçin Araştırma-Sorgulamaya Dönük Tutum Ölçeği ve alt boyutlarına ait ortalama değerleri göz önüne alındığında, ortaokul öğrencilerinin araştırma-sorgulamaya dönük tutumlarının daha yüksek düzeyde kaynaklandığı alt boyutun merak duyma boyutu olduğu söylenebilir. Ölçek ve alt boyutlarının Cronbach Alpha katsayıları dikkate alındığında, bu katsayıların 0.721 ile 0.822 aralığında değer aldığı görülmektedir. Kartal ve Bardakçı (2019)'ya göre, bu değerler göz önüne alınarak hem ölçeğin tümünün hem de alt boyutlarının tamamının yüksek düzeyde güvenilir oldukları ifade edilebilir.

Ortaokul öğrencilerinin araştırma-sorgulamaya dönük genel tutum ve her üç alt boyut ortalama puanlarının öğrencilerin cinsiyetine göre istatistiksel olarak anlamlı bir farklılık göstermediği tespit edilmiştir. Ekici (2017) tarafından ortaokul öğrencilerine yönelik yapılan araştırmada kız öğrenciler lehine araştırma sorgulama becerilerinin anlamlı düzeyde farklılaştığı saptanmıştır.

Ortaokul öğrencilerinin araştırma-sorgulamaya dönük genel tutum ortalama puanlarının öğrencilerin öğrenim gördükleri sınıf düzeyine göre istatistiksel olarak anlamlı bir farklılık gösterdiği belirlenmiştir. Farklılığın kaynaklandığı grupların tespitine yönelik yapılan Tukey çoklu karşılaştırma testi sonucunda, beşinci sınıf öğrencilerinin araştırma-sorgulamaya dönük genel tutum ortalama puanlarının altıncı, yedinci ve sekizinci sınıf öğrencilerinin tümüne göre anlamlı düzeyde daha yüksek olduğu tespit edilmiştir. Ölçeğin alt boyutlarına ait bulgular ise aşağıdaki gibi yorumlanabilir:

- Araştırmaya katılan ortaokul öğrencilerinin merak duyma alt boyutuna ait ortalama puanların öğrencilerin öğrenim gördükleri sınıf düzeyine göre istatistiksel olarak anlamlı bir farklılık göstermediği tespit edilmiştir.
- Araştırmaya katılan ortaokul öğrencilerinin kaçınma alt boyutuna ait ortalama puanları öğrencilerin öğrenim gördükleri sınıf düzeyine göre istatistiksel olarak anlamlı bir farklılık göstermektedir. Yapılan Tukey çoklu karşılaştırma testi sonucunda, beşinci sınıf öğrencilerinin kaçınma alt boyutuna ait ortalama puanlarının altıncı ve sekizinci sınıf öğrencilerine göre anlamlı düzeyde daha düşük olduğu sonucuna varılmıştır.
- Araştırmaya katılan ortaokul öğrencilerinin değer alt boyutuna ait ortalama puanları da öğrencilerin öğrenim gördükleri sınıf düzeyine göre istatistiksel olarak anlamlı bir farklılık göstermektedir. Tukey çoklu karşılaştırma testi sonucunda, beşinci sınıf öğrencilerinin değer alt boyutuna ait ortalama puanlarının hem altıncı, hem yedinci hem de sekizinci sınıf öğrencilerinin tümüne göre anlamlı düzeyde daha yüksek olduğu belirlenmiştir.

Ekici'nin (2017) çalışması incelendiğinde elde edilen sonuçların bu çalışmayla uyumluluk gösterdiği görülmektedir. Öğrencilerin araştırma sorgulama becerilerinin sınıf düzeyi değişkenine göre anlamlı farklılık gösterdiği ve bu farklılığın beş ve yedinci sınıf öğrencileri lehine olduğu sonucuna ulaşılmıştır. Yine bu çalışmada olduğu gibi en düşük puanı sekizinci sınıf öğrencilerinin aldığı saptanmıştır. Martin (2003) çalışmasından elde ettiği bulguların

sonucunda, yaş grubuna bağlı olarak öğrencilerin motivasyonlarının, öğrenmeye odaklanma düzeylerinin, okula verdikleri değerin anlamlı düzeyde değiştiğini ve genellikle bu değişimin küçük yaş grubundaki öğrenciler lehine olduğunu belirtmiştir.

Ortaokul öğrencilerinin araştırma-sorgulamaya dönük genel tutum ortalama puanlarının öğrencilerin anne ve babalarının eğitim düzeyine göre istatistiksel olarak anlamlı bir farklılık göstermediği tespit edilmiştir. Ölçeğin alt boyutları için de benzer bulgulara ulaşılmış, her üç alt boyut ortalama puanının da öğrencilerin annesinin eğitim düzeyine göre istatistiksel olarak anlamlı bir farklılık göstermediği belirlenmiştir. Ekici (2017) tarafından yapılan çalışmada ebeveyn eğitim durumu açısından anlamlı farklılık olduğu ve bu farklılığın daha ebeveyni daha yüksek eğitime sahip olan öğrenciler lehine olduğu belirlenmiştir.

Çalışmadan elde edilen bulgular doğrultusunda aşağıda yer alan öneriler sunulmuştur:

- Cinsiyetin, öğrencilerin araştırma-sorgulama becerileri üzerindeki etkileri farklı eğitim kademelerinde ve daha geniş bir örneklem kitlesi üzerinde araştırılabilir.
- Öğrencilerin sınıf düzeyine bağlı olarak özellikle son sınıftaki düşüşünün nedenini ortaya koymak için nitel çalışmalar yürütülebilir.
- Ebeveynlerin öğrencilerin araştırma sorgulama becerileri üzerindeki etkisini belirlemek için farklı örneklem gruplarıyla çalışmalar yürütülebilir. Ayrıca bu çalışmanın bulguları düşündürücüdür. Ebeveyn eğitim düzeyinin öğrencilerin istedik öğrenme becerilerini olumlu olarak yordaması beklenir. Bunun olmamasının nedenleri araştırılabilir.
- Öğrencilerin araştırma ve sorgulamaya yönelik etkinliklere daha fazla katılması sağlanarak öğrenme düzeyleri artırılabilir.

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**Egzekucja z udziałem przedsiębiorcy w prawie
polskim**

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Egzekucja z udziałem
przedsiębiorcy w
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Uwagi terminologiczne

- Art. 55(3). [Gospodarstwo rolne- definicja]
- „Za gospodarstwo rolne uważa się grunty rolne wraz z gruntami leśnymi, budynkami lub ich częściami, urządzeniami i inwentarzem, jeżeli stanowią lub mogą stanowić zorganizowaną całość gospodarczą, oraz prawami związanymi z prowadzeniem gospodarstwa rolnego”. (art. 55(3) kc)

Art. 55(1). [Przedsiębiorstwo - definicja]

- *Przedsiębiorstwo jest zorganizowanym zespołem składników niematerialnych i materialnych przeznaczonym do prowadzenia działalności gospodarczej.*
- *Obejmuje ono w szczególności:*
 - 1) *oznaczenie indywidualizujące przedsiębiorstwo lub jego wyodrębnione części (nazwa przedsiębiorstwa);*
 - 2) *własność nieruchomości lub ruchomości, w tym urządzeń, materiałów, towarów i wyrobów, oraz inne prawa rzeczowe do nieruchomości lub ruchomości;*
 - 3) *prawa wynikające z umów najmu i dzierżawy nieruchomości lub ruchomości oraz prawa do korzystania z nieruchomości lub ruchomości wynikające z innych stosunków prawnych;*
 - 4) *wierzytelności, prawa z papierów wartościowych i środki pieniężne;*
 - 5) *koncesje, licencje i zezwolenia;*
 - 6) *patenty i inne prawa własności przemysłowej;*
 - 7) *majątkowe prawa autorskie i majątkowe prawa pokrewne;*
 - 8) *tajemnice przedsiębiorstwa;*
 - 9) *księgi i dokumenty związane z prowadzeniem działalności gospodarczej.*

Egzekucja z udziałem przedsiębiorcy – odrębności

Przedsiębiorca jako specjalny podmiot, którego specyficzny charakter wymaga odmiennych uregulowań od zwykłego postępowania egzekucyjnego

Szerszy zakres wyłączeń spod egzekucji – art. 1061 kpc

Próba zmniejszenia obciążeń wynikających z egzekucji wobec podmiotów szczególnie wrażliwych

Wprowadzenie odrębnych sposobów egzekucji – przez zarząd przymusowy i przez sprzedaż przedsiębiorstwa lub gospodarstwa rolnego

Wybrane odrębności egzekucji z udziałem przedsiębiorców

- Wniosek egzekucyjny musi dokładnie określić przedsiębiorstwo lub gospodarstwo rolne albo ich części (art. 1064(2) kpc jako *lex specialis* do art. 799 kpc) – dokładny adres, wskazanie sądu rejestrowego oraz sprecyzowanie składniki majątku=> zawieszenie egzekucji z części majątku jako rozwiązanie pośrednie (art. 799 par. 2 kpc)
- Możliwość żądania zwolnienia konkretnej rzeczy (należącej do przedsiębiorstwo) wskazując zaspokojenie roszczenia z innych składników, z których jest to możliwe=> zwrot niedookreślony, inaczej niż np. przy egzekucji alimentów i wysoce sformalizowana procedura
- Konieczność przedłożenia informacji od komornika o wszystkich prowadzonych postępowaniach prowadzonych przeciwko dłużnikowi z mienia wchodzącego w skład przedsiębiorstwa/gospodarstwa rolnego (art. 1064 (2) par. 2 kpc)

Egzekucja przez zarząd przymusowy

Możliwa wyłącznie przeciwko dłużnikowi prowadzącemu działalność gospodarczą w formie przedsiębiorstwa lub gospodarstwa rolnego

Nie dotyczy uzyskiwania dochodu z innych form (np. najem prywatny – patrz interpretacja Dyrektora Izby Skarbowej w Katowicach z dnia 15.07.2015 r. o nr IBPB-2-2/4511-41/15/JG)

Może dotyczyć zarówno całości przedsiębiorstwa/ gospodarstwa rolnego jak i jego części

Organem prowadzącym jest sąd, a nie komornik sądowy

Zastosowanie mają odpowiednio przepisy o zarządzie w toku egzekucji z nieruchomości – np. art. 931, 933, 935, 937, 939 940 i 941 kpc

Zarządca musi być osoba posiadająca licencję doradcy restrukturyzacyjnego=> na zgodny wniosek obu stron albo sąd samodzielnie wyznacza

Skutek zarządu przymusowego

- Prowadzenie przedsiębiorstwa/ gospodarstwa rolnego przez wyznaczonego przez sąd zarządcę
- Umorzenie prowadzonych dotychczas egzekucji świadczeń pieniężnych (skutek ten nie dotyczy egzekucji świadczeń niepieniężnych)=> wyłączność zarządu – ale wyjątek przewiduje art. 1064(12) par. 2 kpc
- Może być ustanowiony również w toku postępowania zabezpieczającego
- Sąd prowadzący składa z urzędu wniosek o wpis do sądu wieczystoksięgowego wzmianki o ustanowieniu zarządu
- Nieważność czynności prawnych dłużnika dotyczących przedmiotów objętych zarządem

Egzekucja przez sprzedaż przedsiębiorstwa albo gospodarstwa rolnego

- Prowadzona przez sąd właściwy dla siedziby przedsiębiorstwa / miejsca gospodarstwa rolnego
- Uwzględnienie przedsiębiorstwa/gospodarstwa rolnego jako zorganizowane dobro samoistne pełniące rolę ekonomiczną polegająca na przyniesieniu dochodu, które może stanowić przedmiot egzekucji
- Nie może zostać wszczęta, gdy jest prowadzona dotychczas egzekucja ze składników przedsiębiorstwa/gospodarstwa rolnego, chyba że wnoszą strony dotychczasowej egzekucji albo jest oczywiste, że wszyscy wierzyciele zostaną zaspokojeni
- Pierwszeństwo sprzedaży z wolnej ręki przez zarządcę (art. 1064 (18) kpc)

Skutek sprzedaży egzekucyjnej przedsiębiorstwa/ gospodarstwa rolnego

Wszczęcie egzekucji skutkuje umorzeniem prowadzonych dotychczas egzekucji oraz przystąpieniem wierzycieli egzekwujących w mocy prawa do egzekucji

Solidarna odpowiedzialność za zobowiązania zbywcy i nabywcy (art. 55(4) kc) – krytykowane rozwiązania na tle innych sposobów egzekucji (por. art. 879 kpc i art. 1000 i art. 1003 par. 2 kpc)

Wnioski

Odrębne sposoby egzekucji uwzględniają wyjątkowy charakter dłużnika prowadzącego przedsiębiorstwo/ gospodarstwo rolne=> uprzywilejowanie pozycji dłużnika

Zwiększone wymagania wobec wierzyciela=> zastrzona forma wniosku o wszczęcie egzekucji, przedłożenia zaświadczenie od wszystkich komorników prowadzących egzekucję dotychczas oraz wyłączność tego rodzaju egzekucji

Nie obejmuje osób prowadzących działalność gospodarczą w innych formach prawnych=> por. art. 829 par. 1 pkt 4 kpc

Przez zwiększony formalizm i zwiększone uprawnienia dłużnika=> niska popularność wśród wierzycieli

Wnioski de lege ferenda

Sprecyzowanie art. 1064 kpc poprzez wskazanie progu, od którego możliwe jest złożenie wniosku o uchylenie spod zajęcia rzeczy (na wzór egzekucji alimentów)

Mniejsze sformalizowanie wniosku o wszczęcie egzekucji przez sprzedaż przedsiębiorstwa/ gospodarstwa rolnego

Wyłączenie odpowiedzialność nabywcy przedsiębiorstwa – jako lex specialis do art. 55 (4) kc

Dziękuję za uwagę

Specifics of Bektashism in Albania, its role in cultural and historical terms and as a tool for the formation of the Albanian national identity in the XIX and XX centuries"

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Abstract

The report will examine the specifics of Bektashism in Albania in cultural and historical terms and its role as an instrument for the formation of the Albanian national identity in the 19th and 20th centuries. The heterodoxy and the tendency of assimilating outside elements allowed Bektashism to fully integrate Albanian nationalism into its doctrine, which made it extremely popular in Albania. Bektashism is perceived as the purest expression of Albanian religiosity and conservatism of Albanian traditions, to the point of being considered the "national religion of the Albanians".

Naim Frasheri's work and activities place him at the forefront of the vanguard of the Albanian revival. The role and significance of his literary and political activity in the development of Albanian culture and the national movement of Albanians will also be explored in the presentation.

Heterodox religious movements, such as the mystical Islamic order of the Bektashi, are crucial to understanding the history of religions in Southeastern Europe. Bektashism in Albania deserves special attention in view of its role in the development of the Albanian literary tradition and the formation of the national identity of the Albanians.

Keywords: Bektashism, Albania, Naim Frasheri, Albanian literature, Albanian national movement

İlköğretim Matematik Öğretmen Adaylarının Eşitsizlikler Konusundaki Öğrenci Hata ve Yanılgılarını Gidermede Kullandıkları Öğretimsel Stratejilerin Belirlenmesi

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Öz

Eşitsizlikler konusu, temel ve ileri düzeydeki birçok matematiksel kavramın anlaşılmasına temel oluşturması bakımından ve günlük hayat ile direkt ilişkili olmasından dolayı matematiğin öğrenilmesi ve öğretilmesi için büyük önem taşımaktadır. Ancak bu duruma rağmen, eşitsizlikler konusunda yapılan çalışmalar incelendiğinde öğrencilerin bu konuda yaygın şekilde birçok hata ve kavram yanılgısına sahip oldukları görülmektedir.

Öğrencilerin yaygın hatalarının ve yanılgılarının düzeltilebilmesi için, öncelikle öğretmenlerin bu hata ve yanılgıların farkında olması ve devamında ise uygun stratejilerle bunları düzetmesi gerekmektedir. Bu bağlamda bu çalışmada matematik öğretmen adaylarının eşitsizlikler konusunda yaygın öğrenci hatalarının veya yanılgılarının ne ölçüde farkında olduklarını ve bu hata veya yanılgıları gidermede ne tür öğretim stratejileri kullandıklarını belirlemek amaçlanmıştır.

Araştırmanın örneklemini bir devlet üniversitesinde son sınıfta okuyan ve çalışmaya gönüllü olarak katılan 40 ilköğretim matematik öğretmen adayı oluşturmaktadır. Araştırmada nitel yaklaşıma dayalı durum çalışması yöntemi kullanılmıştır. Araştırmanın verileri araştırmacılar tarafından düzenlenen ve 10 açık uçlu sorudan oluşan bir anket formu kullanılarak toplanmıştır. Her bir açık uçlu soruda öğretmen adayına hatalı veya yanılı bir öğrenci cevabı verilerek, öğrencideki bu hata veya yanılgıyı nasıl düzeltereğini detaylı açıklaması istenmiştir. Öğretmen adaylarının anket formuna verdikleri yanıtlar içerik analizine tabi tutulmuştur.

Araştırmanın sonunda, öğretmen adaylarının eşitsizlikler konusunda öğrencilerin sahip oldukları hata ve yanlışları gidermede en çok açıklama yapma/soru sorma stratejisini kullandıkları ve genellikle de geçerli/yeterli yanıtlar verdikleri sonucuna ulaşılmıştır. Öğretmen adaylarına ve öğretmenlere, öğrencilerdeki hata ve yanlışları gidermede farklı yöntem ve tekniklere yer vermeleri önerilmiştir.

Keywords: Öğrenci hataları, kavram yanlışlığı, eşitsizlikler, matematik öğretmen adayları, öğretimsel stratejiler.

Tepedelenli Nazım'ın *Sırat-ı Müstakim*'deki Şiirleri

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Öz

Tepedelenlizade Hüseyin Nazım, Ara Nesil döneminde tanınmaya başlayan bir şairdir. Recaizade Mahmut Ekrem ve Abdülhâk Hamit Tarhan'ın tesirlerinde kalarak bazı eserlerine nazireler yazan şairin; roman, hikâye ve tiyatro türlerinde de denemeleri bulunmaktadır. Şiirlerinde santimental bir ruh yapısına sahip olan şair, Servet-i Fünun şairlerini "Dekadanlar" olarak eleştirmesine rağmen yine de yüzü Batı'ya yöneliktir. Tepedelenli Nazım'ın *Muhaberelerimiz*, *Validem*, *Barbaros Hayrettin Paşa*, *Yazdıklarım*, *Ma'suka Yahud Muhafaza-i Aşk*, *Bir Müteverrimenin Hissiyatı*, *Numune-i Şecaat* adında çoğu manzum olan kitaplarının yanında basılmamış birçok eserinden de bahsedilmektedir. Dönemin *Gülşen*, *İrtika*, *Mirsat*, *Malumat*, *Maarif*, *Musavver Fen ve Edeb* gibi tanınmış birçok dergisinde yazan Nazım'ın *Sırat-ı Müstakim*'de de yayımlanmış şiirleri bulunmaktadır. Biz bu yazımızda Tepedelenlizade Hüseyin Nazım'ın *Sırat-ı Müstakim*'deki şiirlerini ele almaya çalışacağız.

Anahtar Kelimeler: Tepedelenlizade Nazım, Ara Nesil, *Sırat-ı Müstakim*, şiir, santimental.

**Sztuczna inteligencja a bezpieczeństwo – rozważania
na temat szans oraz zagrożeń przez nią
generowanych**

Ph.D. Piotr DOMŻAŁ

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ROZWÓJ NOWOCZESNEJ TECHNOLOGII SPRAWIŁ, IŻ CYBERBEZPIECZEŃSTWO STAŁO SIĘ OBSZAREM STRATEGICZNYM I ISTOTNYM Z PUNKTU WIDZENIA PAŃSTWA ORAZ JEGO OBYWATELI. BARDZO WIELE UWAGI POŚWIĘCA SIĘ OBECNIE ZAGROŻENIOM CYBERNETYCZNYM, KTÓRE SĄ ZDOLNE GENEROWAĆ OGROMNE STRATY. ICH ZASIĘG ORAZ SKALA ZNISZCZEŃ NIE OGRANICZA SIĘ WYŁĄCZENIE DO KWESTII MATERIALNYCH. ZAGROŻENIA CYBERNETYCZNE WYWIERAJĄ OGROMNY WPŁYW NA ŻYCIE LUDZI, BOWIEM WYWOŁAĆ MOGĄ DALEKO IDĄCE KONSEKWENCJE, TAKŻE Z PUNKTU WIDZENIA LUDZKIEJ PSYCHIKI, EMOCJI I JAKOŚCI ŻYCIA. ISTNIEJĄ JEDNAK SPOSOBY ZDOLNE ZWALCZAĆ ZAGROŻENIA CYBERNETYCZNE. JEDNYM Z NICH JEST WYKORZYSTANIE OSIĄGNIĘĆ WSPÓŁCZESNEJ NAUKI, W TYM NOWOCZESNEJ TECHNOLOGII W CELU ZAPEWNIENIA WYSOKIEGO POZIOMU CYBERBEZPIECZEŃSTWA, W TYM **ELEMENTÓW SZTUCZNEJ INTELIGENCJI.**



"

W dzisiejszych czasach zabezpieczanie urzędzeń, ochrona prywatności i danych oraz dbanie o bezpieczeństwo w internetowym świecie wydaje się przytłaczającym zadaniem.

"

Jas Dhaliwal

Mimo, iż walka z zagrożeniami cybernetycznymi może brzmieć przytłaczająco, zastosowanie nowoczesnej technologii pomoże powstrzymać niemal wszystkie z nich.

POJĘCIE SZTUCZNEJ INTELIGENCJI ORAZ KIERUNKI JEJ ROZWOJU



- ❖ Sztuczna inteligencja to umiejętność uczenia się, a następnie naśladowania procesów przez urządzenia, maszyny oraz systemy komputerowe.
- ❖ Sztuczna inteligencja to nauka zajmująca się badaniem oraz analizą zdolności maszyn, które posiadają cechy charakterystyczne na ludzkiej inteligencji.
- ❖ Sztuczna inteligencja to umiejętność szybkiego uczenia się, przyswajania nowych informacji, rozumienia języka oraz samodzielnego rozwiązywania problemów.
- ❖ Sztuczna inteligencja to proces tworzenia takich programów, które byłyby zdolne odtworzyć ludzki umysł i działać w sposób dotąd zarezerwowany dla ludzkiej istoty.



Trwające badania nad sztuczną inteligencją obejmują wiele dziedzin, a mianowicie informatykę, filozofię, psychologię, neuronauki, lingwistykę, ekonomię, logikę, badania operacyjne, teorie sterowania, optymalizację oraz prawdopodobieństwo.

Kierunki rozwoju sztucznej inteligencji dyktowane są aktualnymi potrzebami oraz wymogami pochodzącymi z różnych dziedzin, trudno jest zatem spekulować na temat trendów jej dalszego rozwoju w perspektywie długoterminowej.

Według prognoz sztuczna inteligencja może doprowadzić do znacznej ewolucji na globalnym i rodzimym rynku pracy, jednak wraz z jej rozwojem należy także spodziewać się wzrostu liczby potencjalnych ataków w cyberprzestrzeni.



Kierunki rozwoju sztucznej inteligencji w znaczny sposób przyczynią się do poprawy sytuacji życiowej wielu ludzi. Nastąpić to może już w kolejnej dekadzie, jednak do głosu dochodzą także obawy dotyczące zagadnień samego człowieczeństwa, korzystania z dobrej woli oraz bycia produktywnym. Ponadto sztuczna inteligencja ulegnie połączeniu w cyberprzestrzeni. Proces ten znacznie zwiększy ludzką skuteczność, lecz stanie się jednocześnie zagrożeniem dla autonomii człowieka.

Inteligentne systemy pojawiać się mają w coraz to nowych dziedzinach, a dotyczyć mogą społeczności, obiektów publicznych, biznesów, gospodarstw domowych czy edukacji. Ich zastosowanie pozwoli zaoszczędzić nakłady finansowe, czas, a być może nawet uratować ludzkie życia.



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SZANSE ZWIĄZANE Z ROZWOJEM SZTUCZNEJ INTELIGENCJI WZGLĘDEM BEZPIECZEŃSTWA





- ❖ Zwiększenie tempa przyswajania wiedzy
 - ❖ Stymulowanie umysłu ludzkiego za pomocą różnych bodźców
 - ❖ Prowadzenie dokładniejszych procesów badawczych otaczającego nas środowiska
 - ❖ Postęp w dziedzinie komputerowego uczenia się
- ❖ Obecność systemów pomocnych w procesie sterowania ruchem morskim, powietrznym i lądowym
- ❖ Skuteczniejsze i inteligentniejsze zastosowanie rozwiązań w militariach
- ❖ Wprowadzanie zabezpieczeń cybernetycznych zdolnych wykrywać prowadzone ataki w czasie rzeczywistym

ZAGROŻENIA ZWIĄZANE Z ROZWOJEM SZTUCZNEJ INTELIGENCJI WZGLĘDEM BEZPIECZEŃSTWA





- ❖ Nieodpowiednie wykorzystanie potencjału sztucznej inteligencji
- ❖ Prawdopodobieństwo przedostania się najnowszych osiągnięć technologicznych w posiadanie nieodpowiednich osób
- ❖ Nadmierny rozwój genetyki i nanotechnologii nierespektujący zasad etyki i moralności
- ❖ Rozprzestrzenianie się wirusów komputerowych o dużo większej szkodliwości i trudnych w wykryciu
- ❖ Pojawienie się tak zwanej super inteligencji, czyli czegoś, co będzie w stanie przewyższyć inteligencję człowieka
- ❖ Wykorzystanie elementów sztucznej inteligencji do celowego wywołania katastrofy, czego przykładem jest energia atomowa

BIAŁA KSIĘGA SZTUCZNEJ INTELIGENCJI



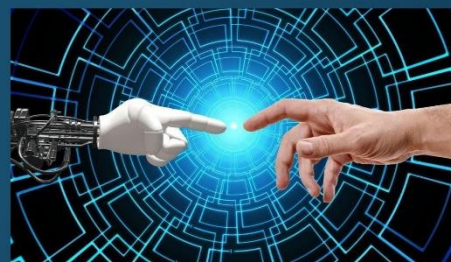
KOMISJA EUROPEJSKA OPRACOWAŁA I PRZEDSTAWIŁA BIAŁĄ KSIĘGĘ DOTYCZĄCĄ SZTUCZNEJ INTELIGENCJI ORAZ EUROPEJSKIEJ STRATEGII W ZAKRESIE DANYCH. KSIĘGA TA ZOSTAŁA OPUBLIKOWANA 19 LUTEGO 2020 ROKU. MOTYWEM OD JEJ POWSTANIA BYŁA CHĘĆ ROZSĄDNEGO STOSOWANIA CYFROWYCH TECHNOLOGII, KTÓRE PRZYNOSIŁYBY KORZYŚCI ZARÓWNO PRZEDSIĘBIORCOM, JAK I OBYWATELOM.

EU PLANUJE DALSZE MODYFIKACJE KSIĘGI, A JEJ CELEM JEST SKUPIENIE SIĘ NA NASTĘPUJĄCYCH ASPEKTACH :

*TECHNOLOGIA Z KORZYŚCIĄ DLA CZŁOWIEKA,
KONKURENCYJNA I SPRAWIEDLIWA GOSPODARKA,
ZRÓWNOWAŻONE, DEMOKRATYCZNE I OTWARTE SPOŁECZEŃSTWO.*

ZARÓWNO PAŃSTWA ŚWIATA, JAK I UNIA EUROPEJSKA DEKLARUJE GOTOWOŚĆ PODJĘCIA SIĘ REALIZACJI STRATEGII, KTÓREJ CELEM JEST UTWORZENIE SPOŁECZEŃSTWA CYFROWEGO FUNKCJONUJĄCEGO W CYFROWEJ GOSPODARCE. PONIĘKĄD ZAMIERZENIE TE TRAKTOWAĆ MOŻNA, JAKO WYZNACZNIK KONKURENCYJNOŚCI KRAJU ORAZ JEJ POZYCJI GLOBALNEJ, JEDNAK OPIERAĆ SIĘ ONO MUSI NA ZASADACH WZAJEMNEJ WSPÓŁPRACY ORAZ OCHRONY PIELEGNOWANYCH WARTOŚCI

PODSUMOWANIE



**CYFROWE TECHNOLOGIE OPARTE NA
POTENCJALE SZTUCZNEJ INTELIGENCJI
SĄ SZANSĄ DLA LUDZKOŚCI WTEDY, GDY ICH
WYKORZYSTANIE BĘDZIE OPIERAŁO
SIĘ NA ROZSĄDKU I BEZPIECZEŃSTWIE.**

SZTUCZNA INTELIGENCJA WKROCZYŁA W CODZIENNOŚĆ CZŁOWIEKA Z DUŻYM ROZMACHEM. JEST OBIEKTEM ZAINTERESOWANIA EKSPERTÓW Z WIELU DZIEDZIN, A WIĘC NAUKOWCÓW, ANALITYKÓW, WIZJONERÓW CZY FUTURYSTÓW. W JEJ ROZWÓJ INWESTUJĄ NAJWIĘKSZE FIRMY ŚWIATA, A JEJ ZASTOSOWANIE STANOWIĆ BĘDZIE ELEMENT PRZEWAGI NAD KONKURENCJĄ. ZMIANY ZWIĄZANE Z ROZWOJEM TECHNOLOGICZNYM, A WIĘC NOWYMI MOŻLIWOŚCIAMI SĄ NIEUCHRONNE. JEDNAK TO CZŁOWIEK WCIĄŻ POSIADA PRZEWAGĘ NAD SI, PONIEWAŻ TO W JEGO RĘKACH ZNAJDUJE SIĘ PRZYSZŁOŚĆ ŚWIATA ORAZ DECYDOWANIE O KIERUNKACH ROZWOJU TECHNOLOGICZNEGO. JEŻELI LUDZKOŚĆ BĘDZIE KONSEKWENTNIE PRZESTRZEGAĆ NORM I ZASAD ETYCZNYCH ORAZ PRAWNYCH ORAZ KORZYSTAĆ Z NOWINEK TECHNOLOGICZNYCH W SPOSÓB ROZWAŻNY I ZHARMONIZOWANY, TO LUDZKOŚĆ MOŻE ZNACZNIE WIĘCEJ ZYSKAĆ Z ROZWOJU SZTUCZNEJ INTELIGENCJI, NIŻ STRACIĆ.

Socio-Economic Aspects of Intellectual Property

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Abstract: Intellectual property, from its inception until a few decades ago, existed and functioned within certain legal frameworks. But that is already in the past. The legal aspect is now secondary, giving way to the socio-economic aspects. And if the legal aspect once gave birth to the other two, to date it is only one peculiar lever used to form the other two aspects.

Keywords: intellectual property, economic aspects of intellectual property, social aspects of intellectual property, socio-economic aspects

INTRODUCTION

Intellectual property originated in the past as a legal discipline. Its main purpose in those decades is to provide legal protection to creators from various fields. The legal regulation of intellectual property objects and their legal essence back in time has several versatile aspects. Firstly this legal protection provides monopoly rights to the creators. Those monopoly rights allow the owners of the rights to be sole users of the object of intellectual property. Secondly, it serves as an incentive for the development of science and art, since each innovator in the field aims to surpass the achievements of his forerunner, creator of a prior art. Thirdly, it is a peculiar way to guarantee economic benefits, because only the right holder can take advantage of the economic potential of an object. In this sense the primary role of the intellectual property is the role of legal instrument, and everything else, in particular the three mentioned aspects, are secondary roles arising and a consequence of it.

Subsequently, with the development of socio-cultural and economic processes worldwide, the progress and the changes in the society, with globalization and the entry into a new era in which the traditional economy gave way to the economy of knowledge, the theory and practice of intellectual property exceed within the framework of legal science. According to Coombe and Turcotte, the reasons for these major changes in the perception and functioning of intellectual property were based on postmodernity, the emergence of the information society, the active development of the post-industrial society, the activation of the creative economy and nascency of new technologies for communication and distribution. They share the opinion of many

specialists and critics that it is precisely these factors that have given a new impetus to the immaterial or intangible dimension of goods and services. Parallel to the complex interdependent scientific theories of this transformation, the changes in the perception of intellectual property can also be explained in the trivial truth that "intellectual products accompany modern life", which is the opinion of Nikolova-Minkova.

Therefore, nowadays intellectual property extends into different boundaries. In particular, intellectual property begins to provide economic and social benefits, simultaneously flowing into these two sciences and becoming a part of them. Gradually, from a legal instrument, intellectual property becomes an economic and social instrument. Respectively in its new role as an economic and social tool, intellectual property indemnifies a new, different, and unknown economic and social conveniences. At this point, the main legally regulatory role of intellectual property is exchanged with the secondary socio-economic roles. Scilicet as a consequence of this intellectual property begins to be created for achieving economic and social goals, which yet can be guaranteed with the legal protection. The border is thin. In the first case, the protection arises first and the formation of the economic and social results is consequent of the protection. In the second case, the economic and social goals come first and the undertaking protection is only a means of achieving those goals.

THE ECONOMIC ASPECT OF INTELLECTUAL PROPERTY

In an economic aspect, intellectual property plays the role of a valuable and expensive asset that can generate an enviable amount of financial flows and results. It acquires a value that hardly a material asset can offer to its owner. This is determined by various facts. Firstly, there are no physical limits to the existence of intellectual property. Secondly, its objects do not exhaust quantitatively and qualitatively. Thirdly, in some cases, the intellectual property objects are being created without a need for serious investments, as nevertheless with a huge return, if properly managed. Fourthly, intellectual property has already turned into a serious economic lever, which uses legal justification as a basis.

Another economic aspect of intellectual property should be emphasized as well. This is its capability to become an active element of competitiveness at micro and macro economical levels. As Novorodovska marks, "while competition is sharpening, the winning company is the one, which most efficiently uses all the resources that are available, especially.... intellectual property. ". According to Nikolova-Minkova, „innovations are a key source of competitive advantage for businesses..... they play a major role in the development of businesses and global economies", which is referring to innovation as an element of intellectual property. Concerning this, practice shows that a successful business, a sustainable economy, and a developed country is this which uses intellectual property as a means to achieve the set goals.

Looking globally at the economic aspects of intellectual property, Idris's analysis of Schumpeter's theory says it accurately. According to Idris the dynamic of economy is not in equilibrium, but rather is constantly disrupted by technological innovation. This makes economy

highly invariably bound up with intellectual property and dependent of it. This further reinforces the fact that the legal aspect of intellectual property is giving way to the economic aspect. With this intellectual property turns into what Posner very accurately states "the goose that lays the golden eggs."

THE SOCIAL ASPECT OF INTELLECTUAL PROPERTY

Waldron sees intellectual property as a coin with two sides. The first side of the coin is the rights and interests of the owner of intellectual property, who has taken various kinds of risks to realize this object and accordingly deserves the right to reciprocate and enjoy the financial result. Which happens because of the monopoly rights that intellectual property gives to the rights holder. The other side of the coin, according to Waldron, is accepting the rights over intellectual property objects not as absolutely individual, but as fulfilling a social function. In the framework of this social function, intellectual property is seen as something that is created and functions for the benefit of public welfare and public development, progress, and prosperity. In continuation of this idea of Waldron, another view of the social aspect of intellectual property can be considered, namely if properly managed, intellectual property has the capacity to provide a balance between the private interests of the individual and the public interests of the society. This happens by guaranteeing the rights of the creator of intellectual property, by monopolizing them, on the one hand, and by ensuring the development of science, art, and innovation, which is in the interest of the advancement of society, on the other hand. Without the efforts of individuals, society cannot develop and move forward. The World Trade Organization states that the social purpose of intellectual property protection is to encourage and reward creative work. And the social objective is to ensure the protection of the results of investment in the development of new technologies, thus providing an incentive and means to finance research and development.

Singh uses the close relationship between intellectual property and technological development to causally link the two to the creation of "alternatives for sustaining human livelihoods". In the expression "human livelihood" used by him, both economic and social sides are found, which allows intellectual property, as part of technological development, to acquire another social aspect, namely the well-being of man, and from there and to society, through its physical survival.

Another point concerning the social aspect of intellectual property that is pointed out by this author is the ability of technological development to contribute to the reduction of "human efforts to achieve desired goals", in various fields such as education, health, employment, and a number of others.

CONCLUSION

Alikhan is of the view that "The socio-economic benefits [of intellectual property] derive from the improvement of competitiveness.....which is crucial as a tool in national development". To

this can be referred not only the economic competitiveness but also the social one, of the knowledge, of the minds, of the ideas of the individuals of the society.

According to Maskus, intellectual property, its existence, and the application of its principles are part of the complex processes of economic and social development. This unchangeable bond existed in the past when intellectual property arose as a theory and was defined, but today it is seen, felt, and experienced very strong. Looked at from a different angle, the interconnectedness can be explained by the fact that intellectual property is part of three different ecosystems of sorts - legal, economic, and social. These three ecosystems in turn determine the legal, social, and economic aspects of this matter. Whether it is copyrights, patents, trademarks, industrial designs, geographical indications, or trade secrets, in the new reality the balance between legal aspects and socio-economic aspects is beginning to be lost, with the scales tipping in favor of the latter. The legal protection of the objects of intellectual property is still important, but it is no longer an end in itself. It is only a kind of lever that serves to achieve the main socio-economic goals behind the creation of the individual objects.

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The phenomenon of mobbing at work – a preliminary research report

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The phenomenon of mobbing at work - a preliminary research report

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Introduction

The issue of stress at work and its impact on the well-being of workers has been in the scientific discourse for decades, but it was not until the early 1980s that bullying was included in the category of stressors. The Scandinavian countries in particular, followed by other European countries, as well as the United States, Canada and Australia, dealt with the issue. This was due to the fact that aggressive behaviour was observed in the workplace due to poor work organisation.

Definition of mobbing

Despite ongoing discussions on the terminological findings related to bullying, the following criteria were adopted for the definition of bullying:

- Regularity and regularity of unethical conduct,
- longevity of behaviour,
- the extent of the harassment increases over time,
- the person concerned is exposed to negative effects, often leading to social exclusion,
- suffer damage to health and well-being.

Causes and consequences of mobbing

In order to clarify the cause of the occurrence of bullying in the workplace, the researchers are focusing two factors, namely the psychosocial world of work and the individual characteristics of victims and perpetrators. Studies show that the organisation itself plays a key role in the development of bullying in the workplace. It was found that there were many conflicts in the organisations where bullying took place. Moreover, those working in such an environment underestimated both the style of leadership and the ability to control their own work, as well as the transparency of their roles within the organisation.

Research results

Activities that have a negative impact on social relationships

- ❑ physical and social isolation of the victim (failure to provide information on travel and integration trips, designation of a separate workplace, designation of a separate place to eat due to lack of Covid-19 vaccination, absence of teamwork)
- ❑ disregard of the employee (no reply to e-mails, avoidance of contact, aversion to conversations)

Research results

Activities that hinder the communication process

- ❑ criticism of work (criticism of work towards other workers without good reason, remarks about the quality of work, mockery of the way work is done)
- ❑ criticism of private life (reference to the receipt of family benefits 500+, comments on the unemployment of the partner)
- ❑ restriction or obstruction of the victim's voice (continuous interruption, shouting, hanging up the phone during telephone conversations, non-voting rights at employee meetings)
- ❑ harassment on the phone (SMS and calls after work, on public holidays)

Research results

Acts that hurt the image of the victim

- ❑ discussion, spreading rumours (disseminating information about the victim's private life and material situation, commenting on the victim's appearance, clothing, material situation, political, religious views, attitude towards vaccination against Covid-19, mocking disability, sexual orientation, comments on the working group on FB)
- ❑ sexual allusions (making sex offers, making promotions conditional on consent to sexual situations, jokes about sexual content, singing songs with sexual content in the presence of the victim)

The observance of human rights in Poland

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Abstract

Human rights are basic standards that we all have. They are universal, inherent, inalienable, inviolable, natural and indivisible. Their existence and compliance should not be questioned in any way. Unfortunately, there are many examples of behaviors that are in contradiction to this principle, because they show non-respect or limitation of human rights. The topic of the speech will be the observance of human rights in Poland. Discussing this issue should begin with the presentation of fundamental rights and freedoms guaranteed by the most important legal act in that country, the Constitution of the Republic of Poland. The overriding goal of the speech is to show the observance of human rights in reality, compliance with the written norms. It will be possible mainly thanks to the reports of Amnesty International. We can observe many problems with respecting these rights in Poland, it became particularly noticeable during the COVID-19 pandemic, when this exceptional threat was equated with the motive of public authorities' actions that used this difficult period to limit the citizens rights.

The Constitution of the Republic of Poland consists of a preamble and 13 chapters. Undoubtedly, for the subject that I am discussing, the most important chapter is chapter II, which is entitled: the freedoms, rights and obligations of persons and citizens. This chapter begins with the statement that the inherent and inalienable dignity of the person shall constitute a source of freedoms and rights of persons and citizens. It shall be inviolable. The respect and protection thereof shall be the obligation of public authorities. The discussion about our rights listed in this legal act could take the entire time of speech, so I will only refer to the fundamental rights that are the base for other solutions also provided for in other acts.

The next part of the speech will be the presentation about the observance of human rights in practice, about the fundamental problems related to it. The main source of information on this issue are reports published by Amnesty International and Human Rights Watch mostly from 2021 and 2022.

Human rights are fundamental values, the observance of which is crucial for the preservation of the democratic rule of law. Unfortunately, the presentation will prove that there are still many problems with respecting them.

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The Semantic Priming Effect and Language Learning

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Abstract

The stimuli coming to the brain such as words, sounds, smells and etc. have an effect on our way of thinking, motivation and actions. In psychology, this is called the "Priming Effect". Priming is a type of implicit memory that refers to the facilitating effects of previous events on subsequent performance. Thanks to this effect, an X event increases the probability of a Y event occurring. In Semantic Priming, there is a relationship of meaning or context between the prime and the target. This paradigm can be used as a methodological resource to indirectly examine semantic processing in learning. This article aims to present the concepts of the semantic preparation paradigm and discuss its methodological aspects and possibilities for using it in the language learning process.

Keywords: Linguistics, Priming, Semantic, Language Learning

INTRODUCTION

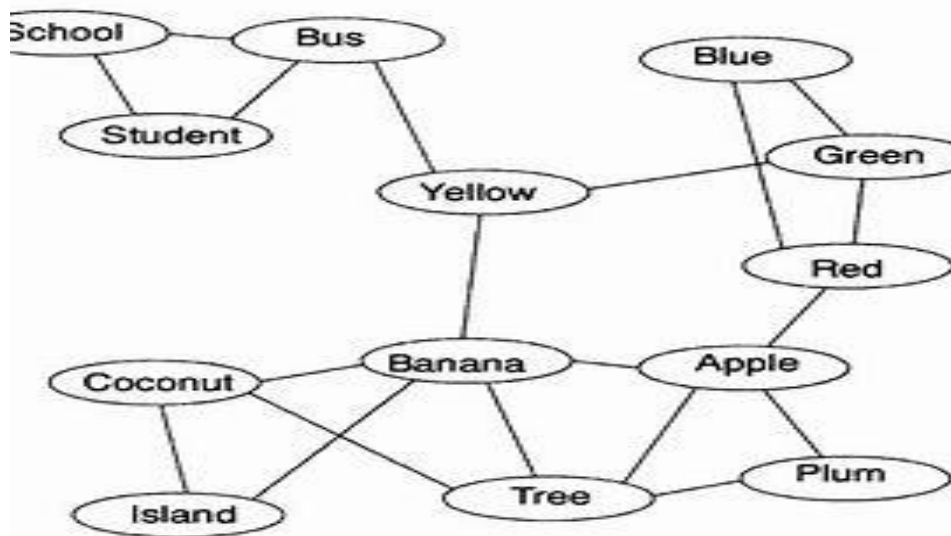
Priming is defined as a phenomenon in which previous contact with a linguistic meaning or form (prime) somehow influences subsequent linguistic processing (target), either in comprehension or in production (McDonough, 2009). The priming effect is the increase in the speed and accuracy of subsequent linguistic processing, caused by previous exposure to a linguistic meaning or form with which the target structure has some kind of relationship (whether lexical, semantic, phonological or structural). Therefore, priming effects can occur at different language levels. For example, some studies are carried out with the aim of analyzing phonological priming effects (Fisher, 1998; Beyer, 2002), in which the comprehension or production of a word can be facilitated – that is, the processing becomes faster and more accurate – after previous oral exposure to that word or another phonologically similar word. Other studies investigate semantic priming, in which influence is generated from exposure to words that are part of the same semantic frame, that is, that have related meanings - for example, exposure to the word

doctor influences the processing of the word nurse. A third group of studies, in which the present research fits, aims to investigate the effects of syntactic – or structural – priming. In these studies, the focus is on the structure of sentences (McDonough & Trofimovich, 2009). According to McDonough and Trofimovich (2009), syntactic priming refers to the speaker's tendency to produce a syntactic structure after previous contact with that structure. Syntactic priming occurs when the processing of a syntactic structure in the sentence context affects the processing of the same or similar syntactic structure in a later sentence. As can be understood, priming is a broad phenomenon that manifests itself in different configurations, languages and syntactic structures. From this perspective, when speakers link a relational structure presented in a message to a particular syntactic or semantic configuration, the tendency to repeat this association again strengthens, and priming would be the manifestation of this strengthening. Priming can also be used as coordination or alignment between interlocutors, that is, priming could play an important role in dialogue and interaction between speakers. Prior exposure to a syntactic or semantic structure can make it easier to understand or even choose between alternative structures in production – for example, a prime sentence in passive voice can make it more efficient to process another sentence with the same structure compared to one in active voice and may also influence the speaker to choose this same structure in the production or help them learn the vocabulary faster and permanently.

Semantic priming

The semantic priming effect has been studied for some decades in the fields of cognitive psychology and neuropsychology. The mechanisms underlying this effect and its intervening variables are still being investigated by the scientific community. The role of some of these variables on the semantic priming effect can be useful for learning a language. Priming is a type of implicit memory responsible for improving the perception of stimuli found in recent experiences. As it is a non-conscious and automatic process, the individual may not even realize that there has been an improvement in the speed or efficiency of perception (Squire & Kandel, 2003). Thus, experiments are designed to investigate the precision and/or speed of the response to a stimulus when it is preceded by another with which it has a semantic, visual, orthographic, phonological or emotional relationship (Forster, 1999, Kızıltaş, 2022). Two paradigms can be used to evaluate the priming effect. In one of them, known as the paired priming paradigm, stimuli are divided into pairs, each containing a prime and a target. In this case, only the responses given to the targets are analyzed. In the second, called the list priming paradigm, all words are targets, and the semantic relationship causing the priming effect is given by the relationship between targets. For example, the presentation of the stimulus “dog” facilitates the processing of “bone”. This facilitation is verified through the reduction of the reaction time and the increase of the response precision in the task (reading or lexical decision), in the semantically related stimuli condition, compared to the control condition(s). The control condition is handled in the absence of a semantic relationship between the stimuli, when the target is preceded by a non-linguistic stimulus or is not preceded by primes.

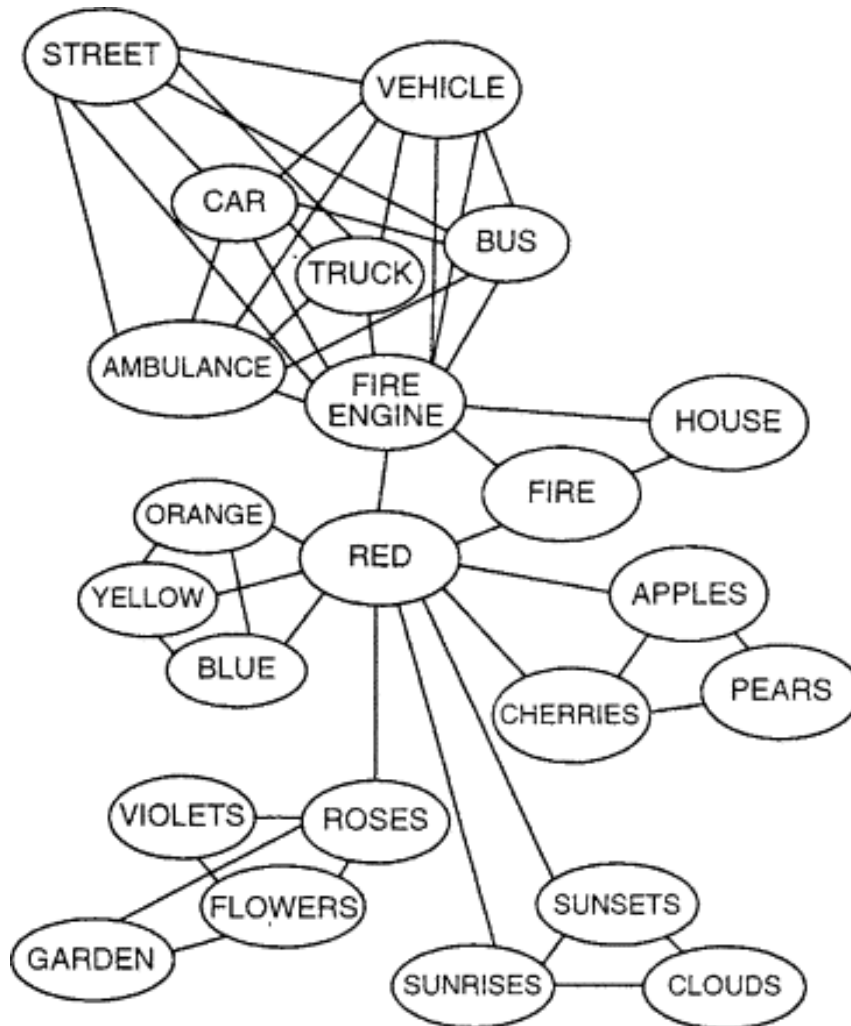
Figure 1 Semantic Priming Example



As can be seen in Figure 1, Semantic priming refers to the observation that a response to a target for instance 'dog' is faster when preceded by a semantically related word 'cat' compared to an unrelated word 'table'. Semantic priming may occur because priming partially activates related words or concepts, facilitating their subsequent processing or recognition. The semantic priming paradigm is used as a way of evaluating implicit memory and also as an important methodological resource to study other cognitive processes, such as semantic memory and lexical access. Generally, the tasks employed by researchers for the evaluation of this type of priming are those of reading or lexical decision of the target. In the first case, the instruction given to the participant is to read the stimuli aloud, as quickly and accurately as possible. For the lexical decision task, the participant is asked to decide, as quickly and accurately as possible, whether the target stimuli are a real word or a word that does not exist in mother tongue which is called lexical decision.

Semantic priming occurs when a preceding stimulus (prime) facilitates the processing of a later stimulus (target), due to the semantic relationship between the two (Salles, Jou & Stein, 2007). This facilitation is verified through a decrease in reaction time and an increase in the precision of the response in the task (reading or lexical decision) in the semantically related stimuli condition, compared to the control condition (Kızıltaş, 2021). The calculation of this facilitation, known as the magnitude of the semantic priming effect, is done by subtracting the values found in the control condition (semantically unrelated stimuli, non-linguistic prime or absence of prime) and the values of the condition with related prime.

Figure 2. An example of Semantic Priming (Wagner& Koutstaal, 2002)



In a typical semantic priming experiment, pairs of linguistic stimuli are presented to the participants. The first stimulus of the pair (prime) usually requires no response from the participant and can be in one of three conditions: target-related (e.g. day), non-target-related (e.g. ox), or neutral. The second stimulus is called "target" and it is on it that the experiment's response is performed, most often naming or lexical decision . In the naming task, the participant is asked to read the stimulus aloud, while in the lexical decision the participant is asked to decide whether the stimulus is a real word or a pseudoword. In both tasks, participants are instructed to respond as quickly as possible. The time interval between the prime and the target is called Stimulus Onset Asynchrony (SOA). SOA is one of the most important variables in studies on semantic priming, as it not only interferes in the characteristics of the effect, but also in the process underlying this effect. The selection of stimuli (targets and/or primes) used in the experiments plays a decisive role in the quality of the results obtained, since some variables

directly influence access to the lexicon, ability required in the lexical decision task used in this study. Among the characteristics of the targets that influence this process, familiarity, frequency of occurrence in the language, concreteness stand out (Hillis, 2001), regularity of the grapheme-phoneme relationship, extension, amount of structural (orthographic) or semantic "neighborhood", semantic ambiguity, and extension. Target-related variable: frequency of occurrence Considering the frequency of occurrence in the language, one of the variables investigated in this study, words with high frequency are recognized faster and more accurately than those with low frequency. This can be explained by the fact that the former have more accessible lexical representations than the low-frequency words (Hillis, 2001).

Conclusion

The existence of a mental lexicon, and therefore the idea that people have abstract representations of words and related knowledge, is agreed by most psycholinguists. The current debate, on the other hand, is focused on the different ways in which words and related information are stored and retrieved, i.e. on how the various information contained in the lexicon is accessed (Balota, 1990) The information concerning a word - phonological, morphological, semantic and syntactic type - are simultaneously available and accessing this word or words easier is an important issue for learners and researchers. Most of the experimental researches that have dealt with mental lexicon have made extensive use of priming as a method of investigation. Underlying this paradigm is the phenomenon that recognizing a word is easier when it is presented after another word related or associated with it, rather than after a word with which there is no relationship. A schematic example of this paradigm is that in which the subject is shown two separate linguistic stimuli, in temporal succession (the first and the target), and the subject must name the second of the two stimuli (the target). With this paradigm, what is measured is the intensity of the relationship that binds prime and target (and therefore the influence that the former exerts on the latter), in fact, if there is a link between prime and target, the name of the latter the latter occurs faster than the situation in which there is no relationship between prime and target. As a result, by integrating the priming methods into language learning and teaching will facilitate the process both in terms of learners and teachers.

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Narratives and minority: Stories from lesbian, gay and bisexual individuals in Iran: *And an overview on the prevalence of LGB groups*

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Abstract:

In recent years, sexual minority groups and individuals in the middle east have received minimal attention in the field of LGBTQ human rights. They have little voice or themselves and have been constantly judged on the basis of their sexual identity, orientation or practices stereotypes. This article aims to present and examine the existence of LGB individuals and judgmental thoughts about Iranian bisexuals, as well as critical response by bisexuals. In this study, over 400 individuals (60% male and 40% female) were interviewed using in-depth questioning in Iran's three largest cities Tehran, Mashhad, and Isfahan. An analysis of sampling pattern of the study using the snowballing Grounded theory (GT) revealed that the population of LGB in Tehran with 4274 people was the biggest number followed by Mashhad, 2466 and Isfahan, 2171. The awareness about one's sex orientation was also studied and the data showed that in Tehran, 78.6%, whilst in Mashhad 66.6% and in Isfahan 100% of the Interviewees were aware of their sexual orientation during the puberty phase of their development. The acceptance of sex orientation by the LGB individuals was another studied factor which showed 92.8% of the respondents in Tehran, 100% of them in Mashhad and Isfahan have accepted homosexuality as their sexual orientation. Since the beginning of LGBTQ campaigns in Iranian society and a more active presence in the media and social platforms increased the positive public image of LGBTQ people, changing the worldwide recognition of LGBTQ's rights are demanded.

Key words: LGBT, LGBTQ, Homosexuality, Heterosexism Gay, Lesbian, Bio-sexual, Iran

INTRODUCTION

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"In Iran, we don't have homosexuals, like in your country." — Mahmoud Ahmadinejad

It would seem that former Iranian president Mahmoud Ahmadinejad was a little off when he declared that there were no homosexuals in his country. The statement of the Iranian president in 2007 was a game changer in the region where he clearly denied the existence of LGB in Iran. In this way he flushed out a whole lot of population from the country's landscape and excludes them with their identities.

Today in the Iran, there is a veiled battle being waged: the war for sexual identities. There is struggle for LGB individuals to keep hidden their identities which is creating mental disorders. The question "to come out or not to come out" has made a suffocated environment for homosexuals and bisexuals to survive. Homosexuality is a growing crime in many of the Middle Eastern states including Iran and is punishable by death in Sudan, Saudi Arabia, Yemen, Qatar, Kuwait, and Iran (Ungar 2002). Chronic abuses and horrific incidences are seldom reported in the international media. Speculation as to why this population is hidden includes the controversial nature of homosexuality, religious extremism, regional differences in accepted sexual practices, and even international politics.

This mindset stems from Iranian's strong religious leadership, which bans premarital sex and condemns homosexuals to death. Since the Islamic revolution in Iran, there have been strenuous but not always successful efforts to bury this past (Jaspal 2014). Of all the Muslim countries, Iran at the moment is probably one of the active in persecuting gay people. This article examines this unvisited field of sexuality in Iran by looking into the multiple complex dimensions of sexual identity and nuances within the LGB community against a rising recognition of one's sexual orientation. This study challenges misunderstandings of LGB and sexuality in Iran by scrutinising the myths and narratives that have so often misinformed gender, development policy and practice, in order to inspire a more inclusive approach. It tells us that sadly Iran is not an exception when it comes to the exclusion of LGB population from the basic infrastructure of society and that is the reason that they prefer to be remained in the closet.

The necessity of focusing on the LGB society and the vulnerability of its oppressed and silenced members was the motivation to shed light on the state of affairs of LGB individuals who have been intentionally neglected and socially marginalized. There have not been many freely conducted surveys or personal research studies on LGBT in Iran where researchers have been able to contribute to the existing body of already acquired knowledge about the LGBT community. Restrictions from the system and within the universities and the stigma of such an isolated highly sensitive issue has made social activists, students and researchers less willing to work on this subject. Outside of Western countries, psychological research on Sexual Orientation Violence (SOV) in Iran is almost non-existent because the country's Management denies the presence of the LGB population. This current study fills this acute gap of information.

LGBT IN IRAN-THE MISSING PIECES

Homosexuality has always been a contentious topic in Iran due to the stigma surrounding the homophobic views of certain members of society, which related to a “radicalized view of sexuality, cultural norms concerning sexuality and gender, and connections to religious institutions (Moghissi 2016). Iran is a traditional society that operates on a basic premise that homosexuality is an abnormality. Traditional society dealing with what are assumed abnormalities such as heterosexuals is not a new story in Iran nor is the combat against it, but the manner in which Iran exposes perceived “abnormalities “to maintain control over its sexual the minorities is yet a controversial issue rooted in its past and carrying on in the present. An extract from the work of Mehrangiz Kar concludes that “Members of the LGBT community in Iran are viewed as the ones who depart significantly from mainstream religious values or social expectations. LGBT rights activists thus face huge obstacles in their efforts towards accommodating their identity in the current context of Iranian society”¹.

In Iran there is no standardized measure of gender binaries. Sexual desires are bound to intricate deep-rooted ever-lasting social definitions to such a significant extent that sometimes it is difficult for homosexuals themselves to distinguish, understand and accept their own orientations. In Iran, when enquiring about someone’s gender, one cannot find an appropriate response that yields a third possibility. Either one is a man or a woman. This fact is so categorically clear cut that it has left no questionable room of doubt. Any departure from this dual sexual system of classification in Iran is categorized under the auspice of mental and behavioural disorders. Iran emphasizes the complementarity and unity of the two sexes, each associated with distinguishable gender roles. Given that homosexuality can undermine the Iranian patriarchal social structure, Iran and Islamic ideology strictly oppose homosexuality (Afary 1997).

Interestingly, amongst all members of LGBT community in Iran, bisexuals are the one category in the sexual orientation framework that receives less attention. This area of research of bisexuality in Iran suffers from the lack of available literature and the overriding rationale that bisexuality in Iran is a sin. The general perceived notion in Iran is not favourable for this category of LGB. Even homosexuals consider bisexuality is not only an insult to heterosexuality, but is not even categorized in the Lesbian-Gay binary. In many respects, bisexuals are viewed as the “unacceptable” within an already unacceptable group. In addition to thorough analysis of the LGB discourse in Iran, this research study also revealed an uncomfortable fact: the unacceptance of bisexuals was the norm and frequently the familiar attitude.

This light-handed approach is not the same for women. LGB have been oppressed during the sociocultural transformations in contemporary in Iran while Femi phobic attitudes have been

¹ Iranian’s Queers & Laws: <http://hir.harvard.edu/article/?a=9885> {Accessed April 12, 2018}

central to this marginalization. Notwithstanding the profound distortion of the concepts of femininity and masculinity in the course of the modernization and islamization of the country, defeminisation of the public space and prioritization of the masculinity in gender discourses have been crucial to all social transitions that intend to feed their desired social-ideal identity.

What is more revealing is that women, even amongst the sexual minorities (Lesbians) in comparison to gays and male bisexuals, suffer more from societal restrictions and risk harsher social repercussions and punishments when caught (Blumenfeld 1993). Women are already marginalized in Iranian society as the demands of their patriarchal society and draconian policies define their existence (Afshar, 2005). They are even more so marginalized if they are lesbian. Frequently familiar and none at all surprising is that there is a heightened level of discrimination towards women even within the category of sexual minorities.

RESEARCH METHODOLOGY

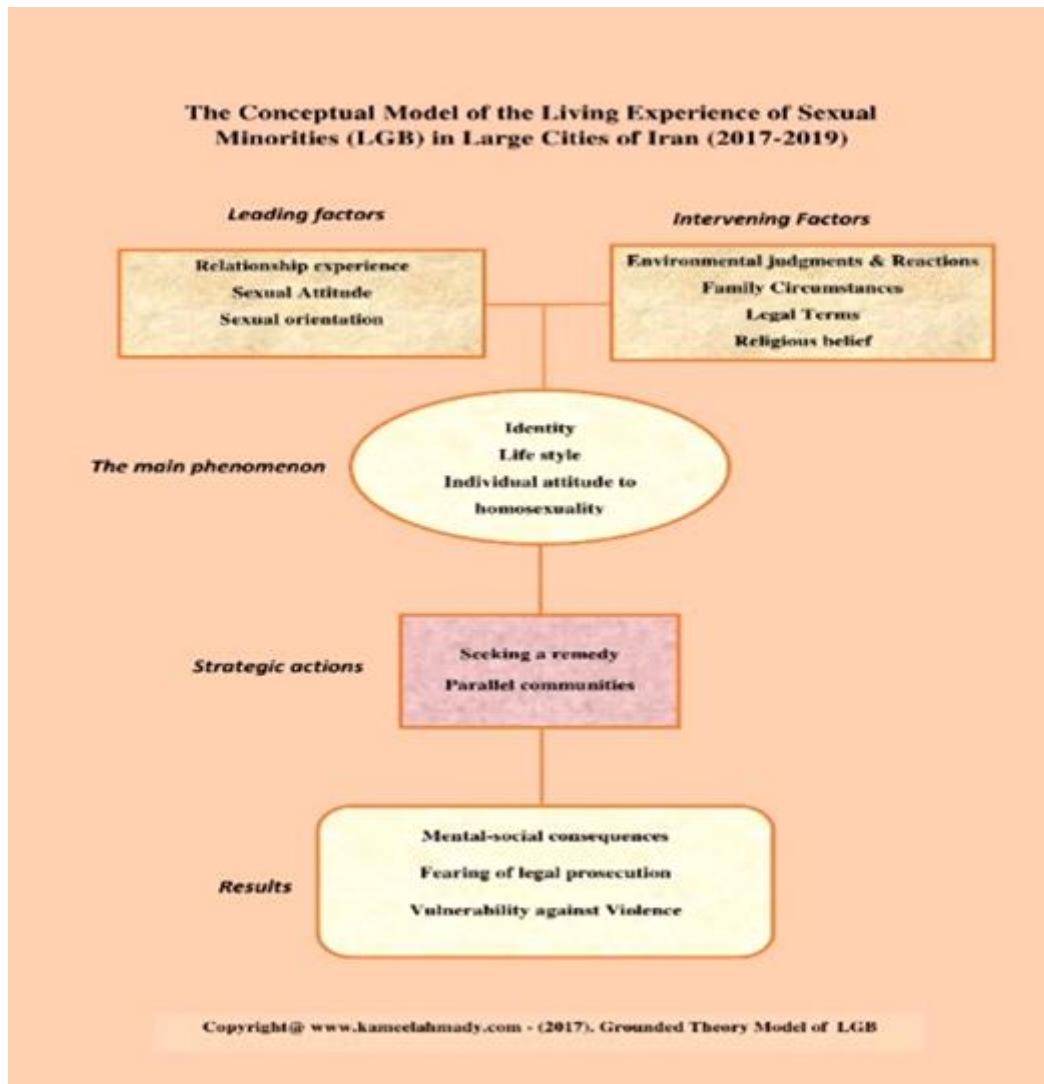
This research study¹ is emblematic of mixed methodologies meaning that the social interpretations and results are mainly driven from the Ground Theory (GT) method. Thus the interviews that incorporated a wide aspect of LGB lives were analyzed and noted through the GT method of coding. The Grounded Theory method, as defined by Strauss and Corbin (1998) is the “theory that was derived from data, systematically gathered and analyzed through the research process”(Corbin and Strauss 2008).

A number of open-ended questions were purposefully designed so the interviewed LGB individual felt free to open up and discuss at length issues and matters that they wanted to share. What was immediately observable and interesting was that a significant majority were keen to share their ideas, their thoughts and talk about material issues. It was also readily obvious to the research team that the poignant LGB discourse needs to be heard from the LGB community itself.

The sets of localized questions were decided as the main cores of interview directions and in each part the questions and the relevant track of the talk were different for lesbians, gays and bisexuals.

Whilst the face-to-face interviews were being conducted, the researchers wrote down field notes, and recorded observations and impressions of the LGB individuals. After each interview, additional descriptive and reflective notes were compiled. This afforded a source of triangulation for the data, as well as a background for a more complete picture of LGB individuals. By doing so, the researcher was able to ascertain other aspects about the strength of the LGB individuals and triangulate the information by using multiple forms of data, sources, and methods to corroborate the evidence that was uncovered.

¹ Ahmady, Kameel. Et al. (2019) "Forbidden Story" *A comprehensive study on lesbian, gay, bisexuals, Transgender (LGBT) in Iran*, Mehri Publishing, London ¹



The data for this research study was collected over the course of one year between 2016 and 2017. Most projects of this nature lack sound methodology and often suffer under the almost inevitable weakness of convenience sampling. LGB individuals in Iran belong to a silenced minority who often are compelled to hide their sexual orientation from their families and friends out of a well-founded fear of reprisals and social rejection. A unique feature of the scope of this research study is that it focuses only on LGB and not Transgender and or Transsexual individuals (who possess two different sides of sexuality that operate simultaneously). Transgender is normally part of the LGBT acronym. Transsexuals have been intentionally excluded from this study as their status in Iran is somewhat legally approved. Whilst they are recognized and legitimized in Iran, their situation is still dependent on one Fatwa line that allows them to undergo sex-change operations. In the mid-1980s a Fatwa by Iran's Supreme Cleric Imam Khomeini allowed transgender individuals officially recognized by the government

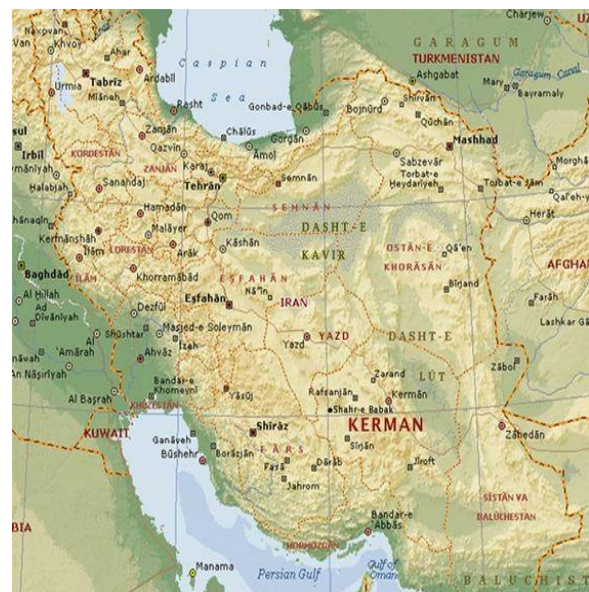
to undergo sex reassignment surgery (Alipour 2017). As of 2008, Iran carries out more sex change operations than any other nation in the world except for Thailand.

The necessity of focusing on LGB society and the vulnerability of its oppressed and silenced members is of paramount importance. Nevertheless, in addressing LGB in Iranian society this is not to dismiss the various threats the transgender community faces, including being stigmatised, excluded, social or marital rejection, alienation and economic reprisals.

Methodological barriers have been highlighted as a primary reason for the limited research with lesbian, gay, and bisexual (LGB) people. Thus, strategies for anticipating and addressing potential methodological barriers are needed. To address this need, this study discusses potential challenges associated with conducting research with LGB people and describes specific strategies for addressing these challenges. Each step of the research process—from development of research questions to interpretation and dissemination of results is discussed. This discussion concludes with a summary of recommended strategies for advancing the quality and quantity of future scholarship with LGB people.

POPULATION & GEOGRAPHICAL LOCATION OF THE RESEARCH

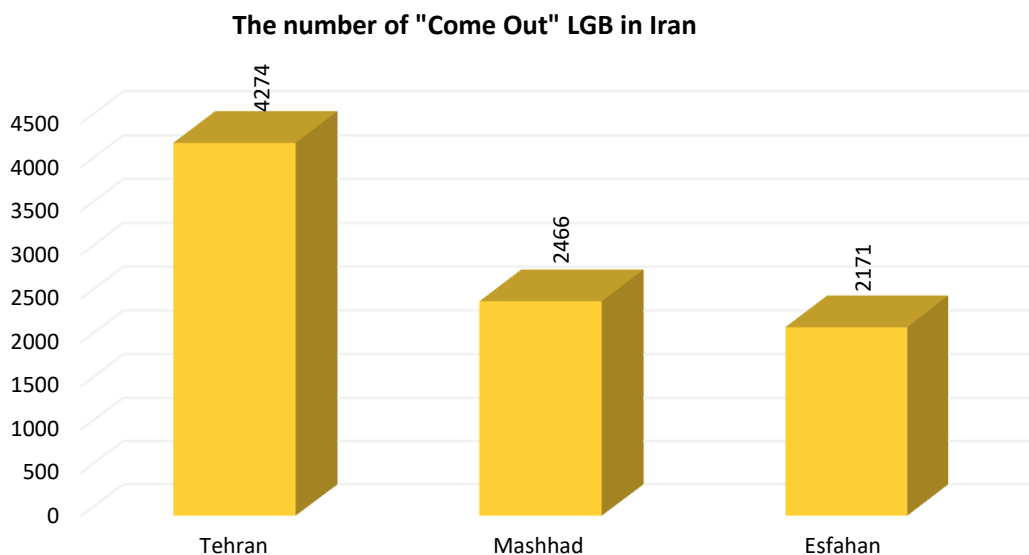
LGB individuals exist in all facets of Iranian societies and regions and are clearly not limited to any specific urban or rural area. An internal decision was made that the research would be conducted in major metropolitan cities of Iran as neither the available data nor the locals within each region would have any input or influence the outcome. To achieve the underlying essential objective, three major metropolitan cities of Iran were found to be potentially more opened minded so that LGB groups and persons might have more freedom in expression. Tehran, Mashhad and Isfahan were the chosen cities. In viewing the structural mechanisms that operate against LGB persons at different levels of actions and given the cultural differences, societal contexts and decades of ruling traditions, selecting these three metropolitan cities was a wise choice. Additionally many LGB groups from these three metropolitan cities in Iran used social networks and were habitually exposed to social media, the flurry of social networks and digital communications. Lastly these three cities were reputed for well-known meeting spots and parks where the LGB community discreetly gathered in small groups or visited in order to bond. Some of these parks and cafes are familiar to the public especially in the city of Tehran where many LGB individuals are recognised by their appearance.



ETHICAL CONSIDERATION

Ethical considerations were extremely important in the sampling (and collection) strategy. Moore and Miller (1999) mention that members of vulnerable populations often experience multiple risks that may diminish their autonomy, thus rendering them doubly (or indeed triply and so on) vulnerable (Moore & Miller 1999). This means that researchers might avoid working with people who are classified or perceived as vulnerable; consequently, their needs and concerns are not addressed within research, practice and policy arenas. Albeit there are many ethical limitations and boundaries if we are going to research on sensitive topics or groups, however, it is clear that some research questions may only be effectively addressed by recourse to work with vulnerable people (Moore & Miller 1999). For our research objectives, the research study employed numerous techniques to ensure their safety. The research study also employed ethical practices to ensure young people were not harmed by participating.

As this research study involves human subjects, Institutional Review Board permission was required. Particular attention was paid to ensure that the young people were carefully informed and understood the nature of the research. Confidentiality was maintained by anonymizing the data and using pseudonyms for the participants, youth organizations and their locations. Both the interview and observational data were collected. Participants were interviewed in a location of their choice. By informing the participants they acknowledged that he/she understood



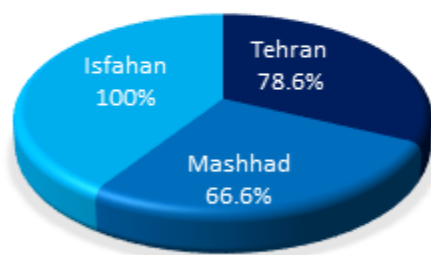
his/her rights as a volunteer for the project, thereby giving permission to the researcher to use any data collected.

Graph 1 shows the population of LGB in Tehran, Mashhad and Isfahan. On this basis, Tehran with 4274 homosexuals has the biggest number followed by Mashhad, 2466 and Isfahan, 2171

THE CHRONIC CLOSETS-FINDINGS & DISCUSSION

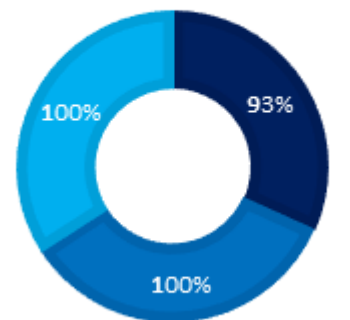
The research findings have been collected, screened, and triangulated through the GT method so that the actual situation could be visible to a vast majority of readers via diagrammatic representations and directs quotes that represent the major facets of the research study. They represent a thorough analysis of what the study gathered through a comprehensive research process in the three major and prominent cities in Iran.

awariness about self Sex Orientation in Puberty



Graph 2 Shows awareness about his/her sex orientation in Puberty

Acceptance of Sex Orientation



Graph 3 shows acceptance of sex orientation by the LGB individuals

Mixed method approaches were used to obtain the actual data and synchronize findings in order to reach the actual facts about their lives. Despite the draconian conditions and perpetual feelings of fear, what was revealed was a surprisingly optimistic and brighter image of what is currently taking place of LGB’s individual’s lives in Iran. Many of the LGB individuals were resilient. Over 400 homosexuals were interviewed in three phenomenal cities in Iran. Each city has its own ambience and significance. The interviewees gave the idea of a specific number of LGBs who has come out and are experiencing a significant amount of problems in their daily lives. The findings show that LGB are in abundance in these three selected cities as they have come out, as much as one can openly come out in Iran, within certain like-minded circles and talk openly about their sexual orientation.

A brief overview of each city is given below;

The study shows that LGBT individuals' self-realisation of their sexual orientation and/or gender identity is a staggering challenge to themselves as well as to the Iranian society. The study shows the percentage of homosexuals that realized their sexual orientation during puberty and accepted it as their sexual identity. It also shows how families knew and accepted homosexuality in the three cities of Tehran, Mashhad and Isfahan. In Tehran, 78.6%, whilst in Mashhad 66.6% and in Isfahan 100% of the respondents reported that they were aware of their sexual orientation during the puberty phase of their development. In terms of accepting their own sexual orientation, 92.8% of the respondents in Tehran, 100% of them in Mashhad and Isfahan mentioned that they have accepted homosexuality as their sexual orientation.

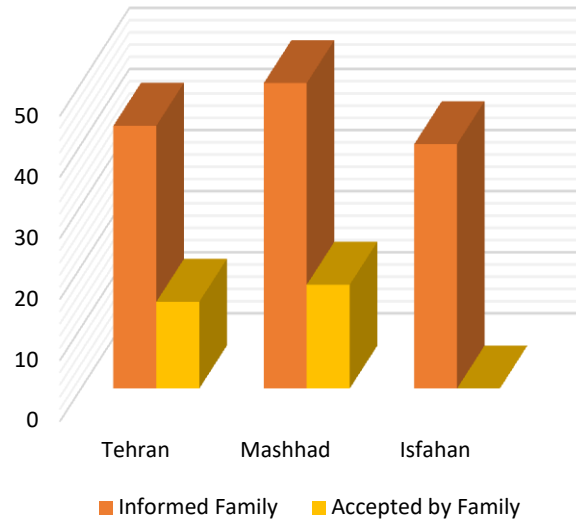
THE TWO PROMINENT CONTRIBUTORY FACTORS

Iran's position on homosexuality is defined and acknowledged by the Iranian's government and religious clerics therefore LGB find it difficult to come out and declare their true sexual orientation. This is not only an Iranian issue, but commonplace in countries where non-heterosexual identity has been frowned upon and or rejected. In Iran, like many other countries where homosexuality is punishable, Heterosexual unions are the only recognized ones. In such societies, a man is expected to marry, and as long as he fulfils his procreative obligations, the community does not probe into his extracurricular activities ³⁶. Some Iranian gay men, who are in heterosexual marriages prefer prostitution as the preferred way to have same-sex affairs. For others, staying in the closet is the only viable option

Coming out is the process through which an LGB individuals accept their sexual orientation or gender identity as part of their overall identity (Bilodeau 2005). It not only refers to the process of self-acceptance, but also to the act of sharing one's identity with others. In Iran, the consequences of an open homosexual relationship are severe, ranging from draconian persecution, harassment, 100 lashes and punishment by death. Homosexuality is an open secret and coming out, a difficult trajectory to walk, is simply something very few do, even in capital city, Tehran. Many live in fear at being discovered and ousted. At the same time, Iranian homosexuals, who are condemned both for their sexuality and nonconformist gender effeminacy, have recently formed fictive kinships and backstage friendship groups in order to negotiate and attain a new social identity. Extrinsic homophobia that many gay people experience includes being bullied and called derogatory names, not having freedom to marry, getting fired from their job, being blamed for AIDS, and becoming victim of gay bashing. As long as gay people are subject to homophobic mistreatment, the fight to challenge homophobia needs to continue.

The research highlights two prominent factors which needs to be discussed to shed further light on the rhetoric that when the world is celebrating the sexual liberalism in West, why Iranian's LGB are still in the closet?

Coming out vs Acceptance



Family's Disapproval

LGB in Iran often deal with lack of family acceptance and support. Lack of acceptance by the community and by their family members make it very difficult for some LGB individuals to come out. They live a double life as a way to avoid jeopardizing such vital support. Staying “in the closet” helps them to avoid rejection from their family and their community, but it comes with a high price.

Coming out involves a degree of differentiation and establishment of a personal identity outside one’s family. Another reason LGB individuals might have a harder time coming out is due to difficulty in having a different identity than what is expected from their own family.

A traditional Iranian family is patriarchal, and the father is the undisputed head of the family. The mother tends to encourage her children to respect their father’s authority and seek his approval. For the most part, no one dares to question this system, sacrificing one’s needs to gain parental approval. In most Iranian families coming out is viewed as bringing shame to their family.

Sadly, for some repercussions of “coming out” can entails family violence, homelessness or financial burden. The decision to come “out of the closet” is a continuous process that requires support from other individuals who have relevant experiences. Each individual has to assess his or her personal safety before deciding to move forward and come out. No one should be pressured or forced to come out.

As mentioned in preceding paragraphs, being in the closet is the option the LGB individual chooses due to the fear of rejection which mostly leads way

Graph 4 shows the population of LGB in Tehran, Mashhad and Isfahan Coming out vs Acceptance

“Nobody in my family knows about this. I mean no one knows that I have such a tendency. It’s absolutely impossible for me to tell them what my tendency is. I am sure they will reject me, they will kill me.”

Katayoun, 33, Tehran

to abandoning by the family. In a closed knit society such as Iran, support of the family is an imperative element. One can get this support by following the societal norms and codes which are perceived indicators to live a normal life.

During the study, coming out of closets in front of parents was reported problematic by the majority of participants. As can be seen in the graph, between 40% to 50 % have reported informing their parents about their sexual orientation. Nonetheless, the ratio of acceptance is relatively low and falls between 14% to 16% in Tehran and Mashhad, whilst in Isfahan the respondents reported as little as under %5 acceptance against the 40% of confessions to parents. Most families in Iran are socially conservative and adhere to an iron clad firm belief in societal acceptance. Even if they are aware of their child's orientation they always restrict them from sharing that part of their identity with other family members and people in their communities.

Paradoxically, the life of transgender individuals, *albeit* by no means perfect, is more comfortable than the life of homosexuals. For homosexuals, it is unfathomable to declare their true sexual orientation. Unlike homosexuals, Iran has liberal laws with regards to transgender individuals, with an encouraging government that is very supportive of financing sex changing surgeries. The 1980 *Fatwa* by Ayatollah Khomeini, Iran's late Supreme Leader, declared that sex assignment surgery is a "solution" to gender identity disorder (Najmabadi 2013). He allowed the government through this religious ruling to supervise such surgeries. These sorts of surgeries are commonly referred to as Gender Change Surgery (GCS). This is reported by local news that in less than four years, from 2006 to 2010, over 1,360 gender reassignment operations were performed in Iran¹. These operations almost invariably lead to serious physical complications, depression, and in some cases, suicide. As sex work can be conducted legally in Iran through the Shiite notion of a temporary marriage (Sigh/Mut'ah) participation in sex work is common and protected. For a trans-identified person who has undergone GCS, it is legal to have a temporary marriage conducted as often as once per hour because there is no chance of pregnancy and thus negating any future parental responsibilities on soliciting part.

LGBs in Iran dealing with multiple sets of challenges, including the struggle to come out and live an authentic life. They may not deal with Iran's oppressive government, but they still find themselves oppressed by both intrinsic and extrinsic homophobia. Growing up in a homophobic and heterosexist society contributes

My mom recounts that from childhood I wanted to be a girl. It is even strange to me. I used to ask them to call me Farshad. I said No to wearing shirts. I was a friend to boys. Usually girls have some images of their wedding and that sort of things; at that time, I thought I could marry girls. I liked my girlfriends; I fell in love with the daughter of our neighbor. Later I fell in love with my cousin. Because the social norms tell you that being heterosexual is normal, I was thinking that was all. I thought that the right thing to do is to marry a man.

Tehran, Apr 27, Mashhad

¹ Iranian's Queers & Laws: <http://h.ir.harvard.edu/article/?a=9885> (Accessed April 12, 2018)

to the angst of shame and rejection that most gay Iranians experience. Heterosexism dictates only one kind of existence and it is being married to the opposite sex and raising children. Any deviation from such a traditional lifestyle is denounced by individuals and religious groups that patronize heterosexism. One can only imagine how it feels like for LGBT people to grow up in such societies.

Factor of Religion

In poorer countries where religion and religious beliefs are more prevalent, few believe homosexuality should be accepted by society¹. Religion adds another layer of pressure and

28 year old bisexual from Tehran
"I do nothing to impress the God. I neither say my prayers, nor read the Quran. I don't fast. I swear to God and I fuck in the ass"

continues to be a crucial factor in opposition to societal acceptance of homosexuality and same-sex marriage. What determines the types of orientations are not one person's mere inclination but a falsely understood religion and continuously impacted by powerful socio-religious sources. It is noteworthy that a family's religious affiliation, although linked to lower family acceptance, was positively associated with young adult LGBT social support.

It is difficult to conduct an analysis of homosexuality in the Middle East without an in-depth investigation of its relationship with Islam. In addition to religious practice, the tenets of Islam are found within everyday culture, codified law, and individual psychosocial realities of residents in the Middle East. It is so pervasive that cultural Islam is frequently distinguished from religious Islam through the designation of the term "Islamicate." Islam is interpreted

23 years old Gay from Isfahan

Well we are condemned, we live in a Muslim country we have Muslim parents and naturally we are Muslims. We believe in God and afterlife but it's weak and I don't say my prayers. But I have faith. I do not deny God. Nevertheless, I have relationships, I have sex, and I have always tried to separate these two dimensions. For me, the issue of being heterosexual or homosexual is not related to God, religion and hereafter. I don't connect them to each other; I don't think I have committed a sin. My religious beliefs are weak but I have accepted the issue easily and I have no problems.

¹ Australia legalizes same-sex marriage – CNN, www.cnn.com/2017/12/07/asia/australia-same-sex-marriage

differently by different followers, but generally its teachings regarding sexuality (homosexual or heterosexual) can be reduced to the importance of procreation and formalized frameworks for sexual activity. Increasingly, Islam is used as justification for the arrest, detention, and murder of homosexuals throughout the Middle East. "Homosexual" can be roughly translated in Arabic as "the people of Lot", which is the basis of many anti-homosexual interpretations of the Qur'an. However, many scholars assert that the Qur'an does not contain passages that explicitly forbid or denounce homosexuality. Instead, they argue, it has become a cultural norm to interpret the Qur'an as being anti-homosexual. The use of Islam as a basis for cultural norms has led to many arrests on charges such as "contempt of religion" for those perceived to be different (Pratt 2007).

CONCLUSION & RECOMMENDATION

While homosexuality is contentious in many countries, in some part of the Middle East it is the excuse for the arbitrary detention, arrest, torture, and even worse. Whether because of politics, religion, or common cultural practices, homosexuals within the Iran continue to fight for their lives and their right to love. Only with the cessation of these practices and the advocacy of human rights and citizen right for all people will human beings truly achieve peace.

Although this study that the 400 individuals may not be representative of the general population of LGB individuals in Iran but by far over 400 interviews are more than enough to achieve a high standard and credible research method. This research study undoubtedly offers a window into the lives of LGB individuals in Iran who live covert lives. It is the hope that the findings and conclusions in this study will lead to new policies and interventions. Hopefully future research studies should replicate this research with a larger, possibly nationally representative population, and outline the extent to which results vary by individual who identified as LGB.

This research study is an attempt to enable researchers and activists to reflect upon and ponder over the modes of survival in which LGBT lives can be improved in Iran operate. This was the first of its kind, to the authors' knowledge, to empirically investigate the LGB who prefer to not coming out or who came out but facing issues. The main challenge LGB in Iran is eradicating societal negative view that staunchly advocates intolerance, discrimination and prosecution. This negative view becomes even more acute as Iranian laws and regulations approve and reinforce the unflinching un-acceptance of LGBT's existence. Raising awareness and fighting hate should be the primordial goal of NGOs social activists. The initiation of LGBT campaigns in Iranian society and having a more active presence on social media and platforms enhances positive public perception on LGB people. This would greatly contribute to resolving and ameliorating many issues they face when they decide to come out. Meaningful action can only happen within a favourable environment with open minded policy makers, politicians and the political elite. This includes alteration of traditional ideology and rigid norms. In Iran, where homosexuality is still criminalized, projects to support the social and economic inclusion of sexual minorities are either impossible to implement, or unlikely to make a significant

difference. By emphasizing that LGB exclusion affects everyone, we can hopefully help countries to realise that putting an end to discrimination will reap a wide range of benefits.

The changing landscape and worldwide recognition of LGBTQ rights is demanding a change.

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Uwarunkowania Prawno-Organizacyjne Walki z Cyberterroryzmem w Polsce

Legal and Organizational Determinants of the Fight against Cyberterrorism in Poland

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Streszczenie

Artykuł porusza zagadnienia dotyczące zagrożeń cyberterrorystycznych, jak również wskazuje sposoby ich zapobiegania za pomocą ustawodawstwa prawnego i obronnych systemów. Celem publikacji jest określenie zjawiska cyberterroryzmu, ukazanie zagrożeń jakie niesie to zjawisko wobec administracji rządowej i dla zwykłego użytkownika sieci. Zmierza do wskazania potrzeb zmian kierunków mających na celu rozwój i poprawę bezpieczeństwa w cyberprzestrzeni, oraz skuteczności działania organów administracji w tym aspekcie. Porusza problem regulacji prawnych w zakresie zwalczania cyberterroryzmu, a także ukazuje ewolucje prawa.

Do opisanego problematyki poruszanego zagrożenia zastosowano metodę dogmatyczno-prawną, w ramach której przeprowadzono badanie obowiązujących aktów prawnych i wykorzystano dorobek przedstawicieli doktryny. Wyciągnięto wnioski, iż pomimo stosowania środków profilaktycznych nie można całkowicie wykluczyć prób ataków. Spowodowane jest to dynamiczną ewolucją technologiczną, która nieustannie prowadzi do rozwoju nowych metod przeprowadzania cyberataków.

Słowa kluczowe: bezpieczeństwo, cyberterroryzm, przeciwdziałanie

Wstęp

Wraz dynamicznym rozwojem sieci internetowej oraz systemów informatycznych pojawiło się nowe wcześniej nieznanne zagrożenie, jakim jest cyberterroryzm. Współczesnemu światu postawione zostało nowe wyzwanie, którego jeszcze do niedawna nikt nie brał pod uwagę.

Akt cyberterroryzmu jest groźbą ataku jak również samym atakiem na systemy informacyjne, sieci, komputery, mającymi na celu uszkodzenie lub unicestwienie infrastruktury, zastraszenie,

wymuszenie celów politycznych i społecznych. Walka z tym zjawiskiem jest trudna, ponieważ cyberterrorysty, nieustannie udoskonalają sposoby i metody ataku. Dziś Cyberprzestrzeń to podstawowy sposób przekazu informacji. Wszystkie organizacje rządowe, pozarządowe, banki, itp. wyposażone są w zestawy komputerowe, dzięki którym mogą na bieżąco komunikować się z kontrahentami, partnerami i dokonywać operacji finansowych przez internet.

Jak wynika z raportu „Digital 2021”, na przełomie 2020 i 2021 roku liczba ludzi na całym świecie wyniosła 7,83 biliona. Ponad połowa, bo 5,22 biliona, to użytkownicy telefonów komórkowych. Nieco mniej – 4,66 bilionów, co daje 59,5% populacji – korzysta z internetu. Liczba osób używających mediów społecznościowych na tle populacji jest to 53,6%, natomiast liczbowo 4,2 biliona. W porównaniu ze styczniem 2020 roku liczba ludzi na świecie wzrosła o 1% (81 milionów). Natomiast internautów przybyło 316 milionów (7,3%), a użytkowników social media 490 milionów (13,2%). Nieco mniejszą popularność zyskały telefony komórkowe, bo wzrost wyniósł jedynie 1,8% (mimo wszystko to aż 93 miliony ludzi). Warto zauważyć, że przyrost ludności 1% w skali roku oznacza zwolnienie tempa. Wcześniej, w latach 2016-2020, corocznie odnotowywano 1,1%¹.

We współczesnym świecie działalność człowieka oparta jest o internet i związaną z nim wymianę informacji. Wszystkie rządowe, pozarządowe organizacje i urzędy dysponują bazami danych opartymi o internet i dodatkowe oprogramowanie. Również banki udostępniają klientom możliwość zarządzania finansami przez internet. Młodzi ludzie coraz chętniej i więcej korzystają z portali społecznościowych takich jak Facebook, Twitter. Możemy w sieci robić zakupy, pracować, rozmawiać z przyjaciółmi, organizować telekonferencje, zamawiać bilety do kina, teatru itp.

Zgodnie z ww. danymi ponad połowa mieszkańców naszego kraju to aktywni użytkownicy cyberprzestrzeni. Niepokojącą informacją jest to, iż zaledwie kilka procent posiada wiedzę jak uchronić się przed zagrożeniami związanymi z cyberatakami. W obecnych czasach przesyłamy szereg informacji, co stwarza pokusę, aby przestępcy sięgnęli po nasze dane. Cyberprzestępczość będzie rosła wraz z rozwojem infrastruktury, zwiększaniem ilości użytkowników portali i usług korzystających z cyberprzestrzeni.

Celem artykułu jest określenie zjawiska cyberterroryzmu oraz wyjaśnienie szkodliwości tego zjawiska dla administracji państwowej i publicznej, jak również za zwykłego użytkownika sieci. Postaram się ponadto wskazać podjęte działania, które zmierzają do poprawy cyberbezpieczeństwa. Do opisania problematyki zjawiska cyberterroryzmu zastosowano metodę dogmatyczno – prawną, w ramach której przeprowadzono badanie obowiązujących aktów prawnych i wykorzystano dorobek przedstawicieli doktryny.

Charakterystyka cyberbezpieczeństwa

¹Jak Polacy korzystają z Internetu, <http://pl.korzystanie-z-internetu-2020-rok-raport-ze-swiata-digital-2021.html>

Wbrew pozorom i opiniom zjawisko cyberterroryzmu nie jest zjawiskiem nowym, zostało wykryte na przełomie lat 70 i 80. To jednak nie oznacza, iż w tej materii występuje zgodność, czym tak naprawdę jest to zagrożenie. Znaczący i dominujący wpływ na ciągłą ewolucję definicji cyberterroryzmu ma fakt, iż rozwój nowoczesnych technologii ewaluje w dynamicznym stopniu, a zagrożenia jakie niesie ten proces rozwijają się w tempie wprost proporcjonalnie do rozwoju tych technologii. Zagrożenia rozwijają się szybciej niż techniki obrony przed nimi. Aby umieć się przed czymś bronić należy najpierw doznać ataku. Należy, więc podnosić poziom odporności na cyberzagrożenia i zwiększyć poziom ochrony informacji wdrożyć dobre praktyki i umożliwić lepszą ochronę. Dostrzeżono również konieczność zapewnienia bezpiecznego funkcjonowania państwa i obywateli w przestrzeni informacyjnej. Zapewnić to ma zbudowanie zdolności do ochrony tej przestrzeni, w tym do systemowego zwalczania dezinformacji. Założono konieczność stworzenia jednolitego systemu komunikacji strategicznej państwa, przy jednoczesnym stworzeniu procedur współpracy mającej na celu przeciwdziałanie dezinformacji.

Z dekady na dekadę postęp technologiczny i otaczająca nas rzeczywistość ulega znacznym zmianom, kierując się nie tylko w stronę nowych możliwości, lecz także w stronę nowych wyzwań. Najnowocześniejsze techniki powiązane z działaniem systemów komputerowych, lub też superszybkie połączenia teleinformatyczne, stają się na co dzień stosowanymi i wykorzystywanymi rozwiązaniami przez prawie cały świat, jako powszechne rozwiązania. Globalna wymiana danych informacyjnych, jak również używanie elektronicznego podpisu, mobilne płatności czy bankowość internetowa lub użytkowanie portali społecznościowych jak i platform rozrywkowych, prowadzą do współistnienia wirtualnej przestrzeni i „cyfryzacji” codziennego życia. Wskaźnikiem postępu w obecnej cywilizacji jest cyfryzacja danych osobowych jak również aktywność w formach internetowych i telekomunikacyjnych. W Polsce liczba obywateli korzystających z zasobów danych zapisanych w sieciach internetowych przekracza 31 milionów. Samo znaczenie wyrazu cyberbezpieczeństwo, określa wiele aspektów związanych z wirtualnym światem, w którym istnieją różne instytucje, jak również pojedynczy obywatel, poczynając od bezpieczeństwa magazynowanych i przechowywanych informacji, jak również bezpieczeństwa operacyjnego, po bezpieczeństwo systemów telekomunikacyjnych i komputerowych. Określenie cyberbezpieczeństwo to również znaczenie i wymiar dla różnych odbiorców. W przypadku pojedynczego człowieka stan bezpieczeństwa oznacza ochronę oraz zabezpieczenie danych osobowych jak i jego prywatności. Dla przedsiębiorstw i urzędów cyberbezpieczeństwo oznacza ochronę poufnych informacji i danych, dzięki zarządzaniu bezpieczeństwem operacyjnym i informacyjnym. W przypadku poszczególnych państw, pojęcie to określa ochronę obywateli, przedsiębiorstw oraz infrastruktury krytycznej, mającej istotny wpływ na funkcjonowanie danego kraju, a także państwowych systemów komputerowych przed bezpośrednim atakiem lub próbą naruszenia ich integralności. Pomimo różnorodności definicji istota cyberbezpieczeństwa obejmuje zbiór procedur i działań, które umożliwiają obywatelom świata oraz państwom osiągnięcie swoich celów przy zastosowaniu systemów informatycznych w sposób bezpieczny, chroniony i niezawodny. W przypadku oficjeli, którzy w imieniu swoich rządów podejmują decyzje polityczne na różnych szczeblach władzy rządowej, cele te, dotyczą ochrony zdrowia, bezpieczeństwa publicznego, energetycznego i ekonomicznego oraz kształtują

obronę narodową. Współcześnie systemy telekomunikacyjne i teleinformatyczne umożliwiają administracji publicznej zarządzanie służbami i środkami publicznymi, wzrostem gospodarczym, jak również bezpieczeństwem narodowym państwa. Szybki internet jest niezbędny dla zapewnienia stabilnego wzrostu gospodarczego, tworzenia nowych miejsc pracy, jak również zabezpieczenie obywatelom dostępu do pożądaných treści i usługi. Gospodarka przyszłości, jest gospodarką opartą na sieci teleinformatycznej i na internecie. Rozwiązania, stosowane w teleinformatyce mają pomagać w osiągnięciu celów dla administracji rządowej, a mianowicie wolność, porządek i ład publiczny, bezpieczeństwo i stabilność gospodarcza. Każdy z tych obszarów jest podłożem życia społecznego, który prowadzi do wzrostu standardów oraz jakości życia obywateli.

Wraz z rozwojem środowiska cyberprzestrzeni i wzrastającym wpływem systemów teleinformatycznych na sektory gospodarki państwa, należy zwiększać stopień poziomu cyberbezpieczeństwa ze względu na pojawienie się nowych i środowisk i zagrożeń. Najważniejszym elementem umożliwiającym nadążanie za ewoluującymi zagrożeniami jest koncentrowanie się na procesach zwiększających bezpieczeństwo.

Prewencja i Profilaktyka w cyberbezpieczeństwie

Ważną sprawą dla zapewnienia bezpieczeństwa w sieci jest profilaktyka. Zadbanie o odpowiedni poziom zabezpieczeń w komputerze, nośników danych jest równie ważne jak dobrej klasy zamek w drzwiach czy alarm przeciw włamaniowy. Każdy człowiek jak również instytucja rządowa powinna dbać o swoje dobra i zasoby, dlatego też profilaktyka oraz prewencja w systemach komputerowych jest nieodzownym elementem cyberbezpieczeństwa.

Ważne jest, więc oprogramowanie antywirusowe komputerów, instalacja oprogramowań antywirusowych w obecnych czasach jest absolutnie niezbędna w komputerze podłączonym do internetu. Programy antywirusowe w podstawowym zakresie spełnią wyznaczoną im funkcję. Antywirusy to obecnie najpopularniejsze rodzaje oprogramowania chroniącego dane w cyberprzestrzeni. Programy te monitorują, śledzą i nadzorują w czasie rzeczywistym zdarzenia mające miejsce w naszym systemie operacyjnym. Jak to się dzieje, że antywirusy są w stanie skutecznie rozpoznać i zablokować tysiące różnego rodzaju złośliwych programów przemierzających sieć internetową? Podstawy ogólnej wiedzy z tego zakresu są niezmiernie przydatne, bowiem mogą nam osobom korzystającym z cyberprzestrzeni pozwolić na lepsze zrozumienie słabych punktów działania oprogramowania antywirusowego, jak również realnych zagrożeń. Regularne pobieranie aktualizacji pozwala na automatyczne wykrycie i usuwanie zagrożeń. Aktualizacje są ważne dla systemów operacyjnych takich jak Windows, Linux. Najczęstszym błędem użytkowników komputerów jest stosowanie prostych krótkich haseł, tych samych w wielu miejscach jednocześnie. Proste hasła można łatwo odgadnąć, zdobyć, lub skorzystać z oprogramowania do łamania haseł. Po uzyskaniu hasła można je wykorzystać w serwisach internetowych, uzyskując dostęp do danych wrażliwych.

Uregulowania prawne dotyczące cyberterroryzmu w Polsce

Na poziomie krajowym, unijnym i międzynarodowym podejmowane są działania zmierzające do zapewnienia cyberbezpieczeństwa zarówno organizacjom państwowym jak i obywatelom. Mają one na celu usystematyzowanie aktywności w sieci, ale też zapewnienie odpowiedniego rozwoju tej aktywności oraz ograniczenie powstawania wszelkich zjawisk patologicznych. Niezwykle ważne jest dopasowanie myślenia na temat bezpieczeństwa zgodnie do warunków, jakie panują w cyberprzestrzeni. Ogromną trudnością przy tworzeniu regulacji prawnych odnoszących się do zjawiska cyberprzestrzeni jest jej transgraniczność¹.

Obecnie sieć jest postrzegana, jako naturalna i niezbędna w codziennym życiu. Zarówno instytucje administracji państwowej, jak i obywatele stali się internautami codziennie uczestniczącymi w globalnej wymianie danych. Przy tak wielkiej liczbie użytkowników cyberprzestrzeni, instytucje wyznaczone do zapewnienia bezpieczeństwa podejmują inicjatywy uporządkowania naszej krajowej przestrzeni internetu, mając na celu zmniejszenie ryzyka zagrożeń w świecie cyberprzestrzeni². Obecne zjawiska cyberterroryzmu pociągają za sobą specyfikę metod jego zwalczania. Punktem startowym dla tego typu działań jest ogólnokrajowa jak i ogólnoeuropejska strategia przeciwdziałania tym zjawiskom.

Strategia cyberbezpieczeństwa Rzeczypospolitej Polskiej na lata 2017-2022 jest kontynuacją działań, podejmowanych w przeszłości przez administrację rządową, mających na celu podniesienie poziomu bezpieczeństwa w cyberprzestrzeni Polski i przyjętą przez rząd w 2013 roku Politykę Ochrony Cyberprzestrzeni Rzeczypospolitej Polskiej.

W świetle nowych zagrożeń, rozbudowanej struktury systemów teleinformatycznych, konieczna jest rozbudowa krajowego systemu cyberbezpieczeństwa, i zapewnienie wspólnych działań w skali całego państwa. Zamierzeniem przedstawianej strategii jest określenie ramowych działań, mających na celu uzyskanie maksymalnego poziomu odporności krajowych systemów teleinformatycznych, operatorów usług kluczowych, operatorów infrastruktury krytycznej i administracji publicznej na niepożądane zjawiska w cyberprzestrzeni.

Strategia Cyberbezpieczeństwa Rzeczypospolitej Polskiej na lata 2017 – 2022 jest krajową strategią dotyczącą zakresu bezpieczeństwa systemów teleinformatycznych w rozumieniu Dyrektywy Parlamentu Europejskiego i Rady z dnia 6 lipca 2016 r. w sprawie środków na rzecz wysokiego wspólnego poziomu bezpieczeństwa sieci i systemów informatycznych na terytorium Unii³ zwanej dalej Dyrektywą NIS⁴.

Strategia ta wprowadzona uchwałą Rady Ministrów, oddziałuje bezpośrednio na podmioty administracji rządowej, a pośrednio, po przyjęciu z inicjatywy Rady Ministrów przepisów prawa powszechnego, na pozostałe podmioty władzy publicznej, przedsiębiorców i obywateli.

¹J.Cymerski, K.Jałoszyński, *Współczesne zagrożenia bioterrorystyczne i cyberterrorystyczne, a bezpieczeństwo narodowe*, Wydawnictwo Wyższa Szkoła Policji w Szczytnie, 2013 Warszawa, s. 661.

²Tamże, s. 122. s. 662.

⁴Strategia Cyberbezpieczeństwa Rzeczypospolitej Polskiej na lata 2017 – 2022. Ministerstwo Cyfryzacji. 2017 Warszawa, s. 7

Głównym celem jest zapewnienie wysokiego poziomu bezpieczeństwa korzystania z usług kluczowych oraz usług cyfrowych. Celami szczegółowymi jest dojście do osiągnięcia zdolności do skoordynowanych w skali naszego państwa działań służących zapobieganiu, wykrywaniu i zwalczaniu oraz minimalizacji skutków incydentów naruszających bezpieczeństwo systemów teleinformatycznych tak istotnych dla funkcjonowania państwa. Wzmocnienie skuteczności do przeciwdziałania cyberzagrożeniom, a także zwiększanie potencjału narodowego i kompetencji w zakresie bezpieczeństwa w cyberprzestrzeni.

W 2019 r. Rada Ministrów przyjęła uchwałę w sprawie Strategii Cyberbezpieczeństwa Rzeczypospolitej Polskiej na lata 2019-2024. Dokument zastępuje Krajowe Ramy Polityki Cyberbezpieczeństwa Rzeczypospolitej Polskiej na lata 2017-2022. Przyjęcie Strategii wynika z Ustawy o krajowym systemie cyberbezpieczeństwa z 5 lipca 2018 roku (art. 68). Głównym celem przyjęcia i wdrożenia Strategii jest podniesienie poziomu odporności na zagrożenia oraz poziomu ochrony informacji w sektorach: publicznym, militarnym i prywatnym.

Strategia ta jest spójna z prowadzonymi działaniami dotyczącymi systemów teleinformatycznych operatorów infrastruktury krytycznej oraz uwzględnia potrzeby zapewnienia zdolności Siłom Zbrojnym Rzeczypospolitej Polskiej w układzie krajowym, sojuszniczym i koalicyjnym do prowadzenia działań militarnych w przypadku zagrożenia cyberbezpieczeństwa. Podejmując działania mające na celu wdrożenie przedmiotowej Strategii, rząd w pełni gwarantuje prawo do prywatności oraz stoi na stanowisku, że wolny i otwarty internet jest istotnym elementem funkcjonowania współczesnego społeczeństwa.

Ustawa z dnia 5 lipca 2018 r. o krajowym systemie cyberbezpieczeństwa (t.j. Dz. U. z 2020 r., poz. 1369.) to pierwszy akt prawny w tym zakresie w Polsce. Jest to implementacja do porządku krajowego tzw. Dyrektywy NIS, która została przyjęta 6 lipca 2016 r. i jest pierwszym europejskim prawem w zakresie cyberbezpieczeństwa. Dyrektywa nakłada na państwa członkowskie szereg obowiązków, obliuguje je do powołania konkretnych instytucji oraz wprowadzenia mechanizmów współpracy. Niniejsza ustawa w zakresie swojej regulacji wdraża dyrektywę Parlamentu Europejskiego i Rady (UE) 2016/1148 z dnia 6 lipca 2016 r. w sprawie środków na rzecz wysokiego wspólnego poziomu bezpieczeństwa sieci i systemów informatycznych na terytorium Unii (Dz. Urz. UE L 194 z 19.07.2016, str. 1)¹.

13 października 2020 r. Kancelaria Prezesa Rady Ministrów opublikowała nowy projekt nowelizacji ustawy o krajowym systemie cyberbezpieczeństwa. Celem zmian był rozwój krajowego systemu cyberbezpieczeństwa na podstawie doświadczeń zebranych przez dwa lata. Rozwiązania legislacyjne dotyczą w szczególności niezakłóconego świadczenia usług kluczowych i usług cyfrowych oraz osiągnięcia odpowiednio wysokiego poziomu bezpieczeństwa systemów teleinformatycznych. Operatorzy usług są zobowiązani do wdrożenia zabezpieczeń, szacowania ryzyka związanego z atakami oraz przekazywania informacji o incydentach. Wymaganiami z zakresu cyberbezpieczeństwa zostali objęci także dostawcy usług

¹Ustawa z dnia 5 lipca 2018 r. o krajowym systemie cyberbezpieczeństwa, (t.j. Dz. U. z 2020 r., poz. 1369.)

cyfrowych, internetowe platformy handlowe, usługi przetwarzania w chmurze i wyszukiwarki internetowe.

Ocena i wpływ zagrożeń cyberterrorystycznych w Polsce

Najważniejszym czynnikiem stosowanym w walce z cyberterroryzmem jest świadomość, że do takiego ataku może dojść. Zdanie sobie sprawy z zagrożenia wynikającego z ataku jest pierwszym krokiem do podjęcia niezbędnych działań, służących zapobieganiu zagrożeniu. Następnym krokiem jest zdefiniowanie potencjalnych celów ataku.

W Polsce najbardziej narażonym obszarem na ataki jest Infrastruktura Krytyczna Państwa, jak również systemy cywilne z powodu braku zastosowania urządzeń ochrony kryptograficznej. Ważne jest wyodrębnienie celu ataku i wyeliminowanie czynników sprzyjających powstaniu zagrożenia. Czynnikiem sprzyjającym powstawaniu zagrożeń jest rozproszenie zasobów teleinformatycznych, i niewłaściwy sprzęt komputerowy, używanie pirackiego oprogramowania. Wyeliminowanie tych czynników stanowi podstawę do „bezpiecznego funkcjonowania w cyberprzestrzeni dla użytkownika. W odniesieniu do konkretnego systemu przekłada się to na wysoce specjalistyczne aplikacje centralnie zarządzane, skuteczne procedury postępowania, narzędzia prawne i wyszkolonimi w tym zakresie pracownicy”¹. Ważne jest, aby być świadomym, iż zapewnienie bezpieczeństwa teleinformatycznego to nie tylko jednorazowe działanie, ale ciągły proces.

Polska jest narażona na cyberszpiegostwo dokonywane przez służby specjalne obcych państw. Dotyczy to szpiegostwa na przykład administracji państwowej, przedsiębiorstw państwowych oraz firm prywatnych². Mając świadomość i wiedzę na temat zagrożenia, władze naszego kraju starają się utrzymać na bardzo wysokim poziomie systemy związane z bezpieczeństwem teleinformatycznym sieci. Systemy jak i sieci można, bowiem szybko unieruchomić niewielkim nakładem sił, a efekt dezorganizacji i zniszczenia będzie rozległy³.

Każda gałąź infrastruktury krytycznej państwa, która jest podłączona do sieci internetowej i jest sterowana za pomocą internetu, może paść ofiarą ataków cyberterrorystycznych.

Zakończenie

Rozwój technologii informatycznych, nowoczesne typy komputerów, miniaturyzacja urządzeń, globalny zasięg sieci informatycznej sprawia, że będziemy coraz częściej świadkami ataków bądź prób ataków na sieci internetowe instytucji samorządowych, państwowych czy banków. Można, zatem wyciągnąć wnioski, iż na obecną chwilę nie ma stuprocentowego zabezpieczenia przed cyberterrorystami. Polska idzie w dobrym kierunku, zauważalny jest daleko idący postęp w rozwiązaniach i regulacjach prawnych. Przed zjawiskiem cyberterroryzmu nie da rady się

¹B. Pacek, R. Hoffmann, *Działania sił zbrojnych w cyberprzestrzeni*, Wydawnictwo Akademia Obrony Narodowej, 2013 Warszawa, s. 85.

²M. Marszałek, P. Sienkiewicz., H. Świeboda, *Metodologia Badań Bezpieczeństwa Narodowego 2010*, Tom I, Wydawnictwo Akademia Obrony Narodowej, 2010 Warszawa, s. 219.

³Tamże, s. 456.

uchronić, jedynym, co można zrobić to opracować mechanizmy minimalizujące straty spowodowane przez tego typu atak. Jednocześnie zauważalna jest świadomość użytkowników sieci dotycząca niebezpieczeństwa.

Na przestrzeni ostatnich lat wdrożono szereg zmian w prawie polskim, które ukierunkowane są na zwalczanie cyberterroryzmu. Powstały również wieloletnie projekty takie jak: „Strategia Bezpieczeństwa Narodowego”, „Narodowy Program Antyterrorystyczny Rzeczypospolitej Polskiej” czy „Rządowego Programu Ochrony Cyberprzestrzeni.

Nasz kraj stara się za pomocą ustanawiania przepisów prawa dogonić inne państwa europejskie i dorównać ich standardom. Na przestrzeni ostatnich dekad wiele się zmieniło w zakresie ochrony systemów teleinformatycznych. Poziom zagrożeń, jakie niesie za sobą cyberterroryzm stale rośnie i dlatego należy w porę podjąć działania zmierzające do ochrony Polski i jej mieszkańców.

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LEGAL AND ORGANIZATIONAL DETERMINANTS OF THE FIGHT AGAINST CYBERTERRORISM IN POLAND

Summary

The article addresses cyberterrorism threats, as well as indicates ways to prevent them through legal legislation and defensive systems. The purpose of the publication is to define the

phenomenon of cyber-terrorism, to show the threats that this phenomenon poses to the government and to the ordinary user of the network. It aims to indicate the need for changes in directions aimed at the development and improvement of security in cyberspace, and the effectiveness of administrative bodies in this aspect. It addresses the problem of legal regulation in combating cyber-terrorism, and shows the evolution of the law.

A dogmatic-legal method was used to describe the issue of the threat addressed, which included a study of the existing legal acts and the use of the achievements of representatives of the doctrine. Conclusions were drawn that, despite the use of preventive measures, it is impossible to completely exclude attempted attacks. This is due to the dynamic technological evolution, which constantly leads to the development of new methods of carrying out cyber attacks.

Keywords: security, cyberterrorism, counteraction

Metalinguistic Awareness and Linguistic Performance

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Abstract

The concept of metalinguistic deals with the individual's knowledge of the functioning, characteristics, and use of language. Metalinguistic skills include the logical understanding of the rules that make up the language and the awareness of how to use and develop them. Metalinguistic awareness enables the speaker to go back from the understanding or production of a sentence in order to consider the form and structure. Through the metalinguistic function, the speaker uses language to refer to language itself. Dividing the sentence into words, word into syllables, word into phonemes, deciding whether the sentence is correct in terms of language components, forming words by combining sounds, finding rhyming words, sound and word games and similar processes are some of the processes used to evaluate metalanguage skills. Consciously thinking, analyzing and manipulating these structures and rules that make up language is a different mental and grammatical dimension. It includes metalanguage awareness, phonological awareness, semantic awareness, syntactic awareness, pragmatic awareness, and morphological awareness skills. This article focuses on the relationship between metalanguage and a successful language learning performance

Keywords: Metalinguistic Awareness, Bilingualism and Language performance

INTRODUCTION

Metalinguistics, formed by the prefix “meta-”, which derives from the Greek *metá*, and expresses the notion of “beyond”, “of a higher level”, refers to something that is beyond, that transcends linguistics as an object of reflection. The global meaning denotes a higher-level awareness of language, implying the ability to reflect on it (Pinto and Figueira, 2018). Metalinguistic awareness has been defined by many researchers as the ability to consciously have knowledge, think, and make judgments about the structure of language (Bialystok, 1986; Edwards & Kiskpatrick, 1999; Karmiloff-Smith, 1986; Gaux & Gombert, 1999). The term metalanguage is

used to describe many different skills. Chaney (1994), on the other hand, defined metalanguage awareness as the ability to think clearly about the structural features of language and to focus on different forms of language (such as phonemes, words, sentences) independently of meaning. In general, children cannot make these judgments until the age of 4, and in some cases until the age of 7-8. The greatest change in metalanguage development occurs between the ages of 7 and 8 and children aged 8-12 perform more accurately and faster in metalanguage tasks than children aged 4-7. The development of metalanguage skills depends on maturation and this maturation lasts until the end of childhood and even adulthood.

Metalinguistic awareness involves conscious attention to the formal aspects of language (phonological, morphological and syntactic levels) and not only to its content (semantic level). Research on the topic of metalinguistic awareness has shown that the skills involved in it are far from behaving as a homogeneous set (Yavas, 1988; Kızıltaş & Yildiz, 2018). Thus, certain judgments about the grammaticality of utterances, the understanding of metaphors, the detection of semantic ambiguities, seem to develop late, while certain behaviors indicative of reflection on phonological aspects of language are found earlier. From the age of two, we find, for example, observations and questions about the pronunciation of certain words, the way of speaking or the accent of certain people, repeated exercises in the pronunciation of recently acquired phonemes, games based on the production or invention of rhymes, about the rhythmic articulation of meaningless syllables . Next, we will refer in more detail to the different skills involved in the development of metalinguistic awareness, both from the point of view of awareness of the segmental aspect of oral language at its various levels (phonemes, syllables and words), and from the point of view of awareness of syntactic aspects related to the grammatical structuring of sentences, relating such skills to the process of acquiring written language. Thus, the ability to carry out self-corrections in the articulation and production of speech sounds, to carry out self-corrections at the level of the structure of the sentence or the ability to detect and judge about absurdities or semantic ambiguities in an utterance are, respectively, examples of metaphonological awareness, metasyntactic awareness and metasemantic awareness, evidenced by children in the process of language acquisition and development.

Gombert, in his work *Metalinguistic Development* (1992), analyzes the development of the child's metalinguistic awareness in the following components:

1. **Metaphonological** : this term refers to the ability to identify, and manipulate deliberately, the phonological components of the linguistic units.
2. **Metasyntactic** : This aspect concerns the ability to reason consciously about the syntactic aspects of language and to deliberately control the application of grammatical rules.
3. **Metalexical and metasemantic** : Due to the difficulty in dissociating the lexical component from the semantic component, Gombert analyzes the development of these components together. Metalexical development, on the one hand, corresponds to the ability to isolate the word and to be able to identify it as an element of the lexicon, as well as the effort to intentionally access the internal lexicon. On the other hand, metasemantic development refers

both to the ability to recognize the linguistic system as a conventional and arbitrary code, and to the ability to manipulate words, or larger linguistic units, in order to construct meanings.

4. Metapragmatic: It defines metapragmatic awareness, which implies a reflective attitude towards the use of language, namely the capacity for reflection and deliberate control over the pragmatic aspects of language, that is, the ability to represent, organize and regulate the use of one's own speech according to a given context of use.

5. Metatextual : It concerns operations that involve deliberate control, both in terms of understanding and production, of formulating utterances into larger linguistic units, ie texts. Therefore, metalinguistic awareness falls on the various aspects of language: phonological, morphological, syntactic, semantic, pragmatic and textual.

1.Lexical Awareness

Lexical awareness concerns the ability to segment oral language into words, considering both those with a semantic function, that is, that have a meaning independent of the context (such as nouns, adjectives, verbs), and those with a syntactic function. -relational, which acquire meaning only within sentences (conjunctions, prepositions, articles). For this, it is necessary that the child has established grammatical criteria for language segmentation, which seems to occur systematically only around 7 years of age. Before that, it can be said that, although children are capable of producing and understanding utterances, their lexical knowledge is implicit and unconscious (Ehri, 1975, Kızıldaş, 2020). Studies carried out by Karpova (1995) had already shown that young children do not use conventional morphological criteria for language segmentation, tending to divide the clause into semantic or syntactic units, highlighting the nouns or separating the clause. the child initially seems to interpret writing as a particular way of representing objects (a conception they call the name hypothesis), establishing a correspondence between the amount of written words and the amount of referents in the utterance. In addition, the children's conception that more than one letter, usually three, is necessary for something that can be read to be written (hypothesis of the minimum number of letters), makes it difficult to perceive articles and even certain pronouns, prepositions and conjunctions as being words. Some studies (Tolchinsky-Landsmann & Levin, 1987) have suggested that lexical awareness develops before syllabic awareness and that syllable awareness precedes phonemic awareness.

2.Syntactic Awareness

The term syntactic awareness refers to the ability to mentally reflect and mentally manipulate the grammatical structure of sentences. Syntax is directly related to the articulatory character of human language. Because it is articulated, that is, it consists of a limited number of units that allow an infinite number of messages to be constructed from different combinations, conventional rules of combination between words are necessary to organize the language in order to produce utterances. that make sense. Psycholinguistic studies have suggested that the acquisition of written language does not depend only on the sensitivity/awareness of the

phonological and morphological aspects of oral language, since writing and reading cannot be understood as simple processes. It is the ability to encode and decode words, considering in isolation and arbitrary relationships between letters and sounds. According to this perspective, the good reader is one who does not depend exclusively on the decoding process to attribute meaning to the text, but who is able to use his/her linguistic knowledge (of the grammatical structure of sentences) and extra-linguistic knowledge to identify words deductively, using semantic and syntactic clues provided by the text (Bowey, 1986).

3. Phonological Awareness

In a generic way, the term phonological awareness has been used to refer to the ability to analyze words in oral language according to the different sound units that compose them. Operationally, phonological awareness has been studied from tests aimed at assessing the subject's ability, whether to make judgments about sound characteristics of words (size, similarity, difference), or to isolate and manipulate phonemes and other supra-segmental units of speech, such as syllables and rhymes.

Conclusion and Recommendations

Accordingly, it can be concluded that metalanguage awareness is necessary for a successful linguistic performance. Metalanguage skill cannot be structured separately from general language skill. It is seen that children with good language skills also perform well in terms of metalanguage skills. Metalinguistic awareness is not taught at a specific grade level, but it should be an integral part of all levels and be taught at all stages of learning. Some strategies for teaching metalinguistic awareness include soliloquy, prediction, paraphrasing, and summarizing. The inner dialogue is like a commentary that runs through our head. It is a silent thought when we try to understand what we feel, see and feel and of course think about our actions. Self-enquiry is actually part of the personal dialogue and both methods help the student to develop metalinguistic awareness since self-enquiry uses the strategy of think-aloud (Griggs, 2011). When thinking aloud, the students communicate with themselves and try to understand what they are thinking. Prediction uses prior knowledge and is a great way to improve metalinguistic awareness as it encourages the student to make specific predictions before and during conversation and listening. Paraphrasing is often used by advanced students when learning to rearrange the original text into a more condensed form. They also learn to summarize, perhaps repeating verbally what they have just heard, but in a much shorter format.

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Hekim-Filozof Ebu Bekir Er-Râzî ve Tıp Etiği

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Öz

Tıp etiği; hasta-hekim, hastalık-tedavi, hekim-hekim, hekim-hasta-kurum arasındaki ilişkilerin ahlaki kurallarla çerçevelenmesidir. Hastalıkların tanı ve tedavi sürecini olumlu yönde etkileyecek, sorunsuz bir tanı-tedavi süreci sağlayacak olan kurallar bütünüdür. Hastalık durumu insanı hassaslaştırır. Hekim için de hasta için de zorlu bir süreçtir. Tıp etiğinin amacı, bu hassas süreçte hekimin karşılaştığı sorunlar karşısında, nasıl davranması gerektiğini belirlemek, gelişigüzel ve keyfi davranışların önünü kesmektir. 865-925 yılları arasında yaşamış olan Hekim Filozof Ebu Bekir er-Râzî, tıp bilimine pek çok alanda katkı yapmıştır. Tıp etiği de bu alanlardan biridir. Tıp etiği ile ilgili görüşlerini *Ahlaku't-Tabib* adlı risalesinde görebilmekteyiz. Ebu Bekir er-Râzî'nin, *Ahlaku't-Tabib* risalesinde belirtmiş olduğu etik ilkeler, günümüz tıbbında önemini, gerekliliğini, geçerliliğini koruyor mu? Er Râzî'nin genç bir hekime aktardığı öğütlerine yakından bakıp, günümüzle olan bağının ne derece sağlam olduğunu ya da olmadığını belirlemeye çalışacağız.

Keywords: Ebu Bekir Er-Râzî, Ahlaku't-Tabîb, tıp Etiği, hekim filozof

Abstract

Medical ethics is the field which specify the relations between patient-physician, disease-treatment, physician-physician, physician-patient-institution with moral rules. It is basically a set of rules that will positively affect the process of diagnosis and treatment and will provide a smooth diagnostic-therapeutic process. Illness causes humans to be oversensitive. Thus, it is a challenging process for both physician and patient. The purpose of medical ethics as the sub-branch of one of the philosophy's branches, is to determine how the physician should behave facing the problems encountered in this overly sensitive process, and to prevent inattentive and arbitrary conducts. Physician-Philosopher Abu Bakr al Razi (865-925) contributed to medical science in many fields as in medical ethics. His views on medical ethics can be found in his

treatise titled *Ahlaku't-Tabib*. In this study, the importance, the necessity, and the validity of the ethical principles in *Ahlaku't-Tabib* for modern medicine. By examining Razi's advice to a young physician, it will be detected that whether his advice has the connection to modern day, ifsowhether the connection is solid or not.

Keywords: Abu Bakr al Razi, Ahlaku't-Tabib, Medical Ethics, Physician-philosopher

GİRİŞ

İ.S. 865-925 yılları arasında yaşamış olan Hekim Filozof Ebu Bekir er-Râzî, ilk gençlik yıllarında edebiyatla, müzikle, felsefeyle ilgilenmiş; ud çalmış, şarkı söylemiş, şiiryazmış çok yönlü bir kişiliktir. Batılılar ona Rhazes derler. Yetişkinliğe eriştiğinde, edebiyatla ve müzikle ilgilenmeyi bırakmıştır (Râzî, 2016). Eğitimi için uzun süren bir geziye çıkmıştır. Bu gezide Kurtuba'ya dek gittiği söylenmektedir. Horasan'daki bilim ve kültür merkezlerinde bulunmuş; Yunan, İran, Hint ve İslam tıbbıyla ilgili araştırmalar yapmıştır. Özyaşam öyküsü niteliğindeki *es-Sîretü'l-Felsefiyye* adlı eserinde henüz tanışmadığı bir âlim, okumadığı bir kitap olduğu söylenirse, bedeli ne olursa olsun, hiç düşünmeden gidip o âlimle tanışacağını belirtmiştir (Kahraman, 2018:122). Ebu Bekir Er-Râzî tam bir bilim aşığıdır. Eğitim amacıyla çıktığı gezide, tıp alanında edindiği bilgi ve deneyimlerle adı duyulmuş, Abbasi Halifesi Müktefi Bilillah'ın çağrısıyla dönemin önemli bilim merkezi olan Bağdat'a gelmiştir. Rey'deki ve Bağdat'taki hastanelerde hekimlik ve başhekimlik yapmıştır (Râzî, 2016: 15). Tıp bilimine yaptığı büyük katkılar nedeniyle "Arapların Galeni" ünvanıyla anılmıştır (Kaya, Râzî-Ebû Bekir). İslam dünyasında doğa felsefesinin kurucusu ve en önemli temsilcisi sayılmaktadır (Karaman, 2002).

Râzî'nin felsefe alanında yazmış olduğu pek çok eser günümüze dek ulaşmamıştır. Çeşitli kaynaklarda, mühlidlikle ve zındıklıkla suçlanmış olduğu için felsefi bir gelenek oluşturamadığı yönünde yorumlar, çıkarımlar yapılmıştır. (Râzî, 2016: 122) Râzî'nin felsefe tanımına da yer vermek gerekirse;" Râzî felsefeyi:" insanın gücü yettiği ölçüde Allah'a benzemesi" olarak tanımlamaktadır. (Kahraman, 2002) Ebu Bekir Er-Râzî'nin felsefesinde akıl ön plandadır. Ahlakı dini alanın dışında, felsefi alanda değerlendirmiştir. Razi'ye göre akıl ve adalet duygusu insanlar arasında düzeni kuracak olan iki temel unsurdur. Bu ikisinin ışığında toplumsal huzur sağlanabilir. Dine, kutsal kitaplara ve peygamberlere gerek yoktur. Hipokrat'tan, Galen 'den, el-Kindî'den etkilenmiş olmasına karşın hiçbir zaman bir taklitçi olmamış, kendi özgür ve özgün ahlak felsefesini geliştirmiştir. "Râzî'nin günümüze gelen eserleri incelendiğinde onun felsefi düşüncesinde "beş ezeli ilke" anlayışı ve buna bağlı varoluşun açıklanışı, ahlâk felsefesi ve din, kutsal kitaplar ve peygamberlikle ilgili görüşlerinin ön plana çıktığı görülmektedir" (Kahraman, 2018:122). Din ve peygamberlik ile ilgili düşünceleri nedeniyle, hem döneminde çağdaşı âlimlerce hem de izleyen dönemlerde çokça eleştirilmiş ve neredeyse yok sayılmıştır. Oysaki 30 ciltlik *Hâvî* adlı eseri (Kitâbü'l-Hâvî fi't-tıb) 17. yy'a dek, hem Doğu'da hem Batı'da tıp alanında önemli bir kaynak eser konumunda olmuştur. Hâvî'nin yazımıyla ilgili de tartışmalar

vardır. Kimileri Râzî yaşarken yazıldığını, kimileri ise ölümünden sonra öğrencilerinin ders notlarından oluşturulduğunu savunmaktadır.

Çok yönlü bir insan olan Er Razi, kuyumculuk yapmaktayken kimyaya yönelmiş, bir laboratuvar kurmuş, orada pek çok deney yapmıştır. Bu deneyler sonucunda ortaya çıkan gazlar, buharlar gözlerini olumsuz etkilemiş, böylelikle yaşamı boyunca sürececek bir göz hastalığına yakalanmıştır. Birûnî'ye göre, tıbbaya yönelmesinde bu hastalığının da etkisi olmuştur (Râzî, 2016: 13). Kimyayı tıp alanında kullanan ilk hekimdir. Klinik tıbbın kurucusu, üstadıdır. Göz hastalıkları ve pediatri alanlarındaki çalışmaları nedeniyle, bu alanlardaki bilimin kurucusu sayılmıştır. Devrinde mülhidlikle, deistlikle suçlanmış olduğundan, değişik alalarda yazmış olduğu pek çok eser bu gerekçeyle olsa gerek günümüze dek ulaşmamıştır.

EBU BEKİR ER-RÂZÎ'NİN TIP ETİĞİ

Razi'nin tıp etiği ile ilgili görüşlerini, *Tıbbür Ruhânî* (Ruh Sağlığı) ve *Ahlaku't Tabîb* (Tabibin Ahlakı) adlı eserlerinde görebilmekteyiz. *Et- Tıbbür Ruhani*, İslam felsefe tarihinin ilk felsefi ahlak eseridir (Kahraman, 2004/2). *Ahlaku't Tabîb* risalesi, Horasan emirlerinden birinin özel hekimi olacak olan öğrencisine verdiği öğütlerden oluşmaktadır. Râzî'nin tıp etiğine ilişkin pek çok veriyi barındıran bu risalesi, makalemize de kaynaklık etmiştir. Allah'a şükrederek, öğrencisine iyi dileklerde bulunarak bir giriş yaptıktan sonra, bir hekimin en zor görevinin ne olduğu sorusunu sorar ve yanıtlar: "Bil ki, tabîb için en zor şeyler şunlardır: Emirlere hizmet etmek, refah sahiplerini ve kadınları tedavi etmektir" (Râzî, 2020: 25). Razi'ye göre bir hekimin en zor görevi, emirleri, devlet büyüklerini, kadınları tedavi etmektir ve bu zorluğun nedenini ise şöyle açıklar. Birinin himayesi altına giren hekim, özgürlüğünü, özgürce hekimlik sanatını yapma olanağını yitirir. Özgür olan hekim, yaptığı işten, hastaları tedavi etmekten mutluluk duyar. Ancak, bir hükümdarın, hele hele de cahil bir hükümdarın hizmetine girmişse hekim, artık özgür değildir, bir çeşit hizmetkârdır. Oysa hekim emir almamalı, emir vermelidir. Er Râzî, bunun neden böyle olması gerektiğini risalesinde bir örnekle açıklar. Hastalanan bir hükümdar, hekiminin önerdiği diyete uymak istemez, karşı çıkar. Ben sevdiğim şeyleri yemeyi sürdürüeyim, sen de onların olumsuz etkilerini önle der. Kendisine bu yüzden hekim tuttuğunu söyler. Elbette ki hekimin böyle bir gücü yoktur. Bu istek bir hekimin karşılayabileceği bir istek değildir. Hekimin önerilerinin varsıl ya da yoksul ayrımı yapılmaksızın herkes için geçerli olduğunu söyler (Râzî, 2020: 26).

Razi'ye göre hekim zamanını boş işlerle, eğlenceyle geçirmemelidir. Bunun yerine sürekli olarak okumalıdır. Böyle yaparsa, kendisine ansızın bir soru sorulduğunda soruyu bilemeyip, küçük düşmekten kurtulacaktır. Kimi hükümdarlar, başkanlar, devlet büyükleri cahil olabilirler. Bu kişiler bir bilim insanıyla karşılaştıklarında, o bilim insanının alanıyla ilgili her şeyi bilmesi gerektiğini düşünürler. Bir şeyleri bilemezse o bilim insanı, onu bilgisiz olarak görürler. Bir hekimin her şeyi bilmesi elbette ki olanaklı değildir. Râzî hastalıklarla ilgili bir sınıflama yapar, hastalıkları tedavileri açısından üçe ayırır: birincisi tedavisi sonunda kesinlikle iyileşen hastalıklar, ikincisi iyileşmesi olanaklı olan hastalıklar, üçüncüsü iyileşmesi olanaksız hastalıklar. Hekim tedavi edebildiği hastalıklarda tedavi sürecinin uzun olması nedeniyle, tedavisi olanaksız olan hastalıklarda yaşadığı çaresizlik nedeniyle suçlanabilir, kusurlu görülebilir (Râzî, 2020: 30).

Razi'nin genç hekime verdiği öğütler arasında hastasıyla sırdaş olmak da vardır. Kimi zaman hastalar, anneleriyle, babalarıyla, çocuklarıyla bile paylaşamadıkları sıkıntılarını, şikâyetlerini, hekimleriyle paylaşmak zorunda kalırlar. Hekim onların gizlilik duygusuna önem ve özen göstermelidir. Hekim hastasına kötü gözle bakmamalıdır (Râzi, 2020: 31). Kötü gözle bakarsa, bedeli saygınlığını ve mesleğini yitirmek olabilir (Râzi, 2020: 32).

Hekimlerin hastalara karşı görevleri olduğu gibi, hastaların da hekilere karşı görevleri vardır. Özel hekim tutan bir hükümdar, hekimini hoşnut etmelidir. Onu övmeli, öteki hizmetkârlarından ayrı tutmalıdır. Çünkü hekim, onun cisminde değil, canına hizmet etmektedir. Bunu da bir örnekle açıklar: özel hekim olan bir hükümdar, hekimini bulunduğu ortama girince, muhafızlarından birinin hekimini muayene için evine çağırdığında neden gitmediğini sorar. Hekim, bir hekimin yalnızca hükümdarların ayağına gideceğini, sağlıklı kişilerin hekimin ayağına gelmesi gerektiğini söyler. Bunun üzerine hükümdar, hekimin bu söylediğinin hekim ancak özgür iken, hükümdarın hizmetine girmemişken olanaklı olabileceğini söyleyince, hekim güzel bir karşılık verir. Hükümdarın hizmetine girmenin derecesini yükselteceğini sandığını, aşağılanacağını hiç aklına gelmediğini söyler. Böylelikle hükümdar hatasını anlar ve hekimden özür diler (Râzi, 2020: 33).

Hekim büyümekten sakınmalıdır. Kimi hekimler bir hükümdarın himayesine girince öteki insanlara karşı büyümürler. Onları muayene ve tedavi etmek istemezler. Bir hükümdarın hizmetine girdikten sonra kibire kapılıp, halkı tedaviden yoksun bırakanlara Galen'in "İşte bunlar gerçek mahrumlardır" dediğini aktarır (Râzi, 2020). Bir hekim bu sayılanların tam zıttı davranmalıdır. Yoksulları da tedavi etmelidir. Alçak gönüllü ve hoş görülü olmalıdır. Galen'in gösterdiği yolu izlemelidir. Hekim kendini beğenmekten kaçınmalıdır. Şiddetli hastalığı olan bir hastayı iyileştirdiğinde gurura kapılmamalıdır. Bu hekimler için olabilecek en uygunsuz davranışlardan biridir. Hekim iyileşmeyi Allah'tan beklemeli, iyileşmenin kendi yeteneklerinden, çalışmasından olduğunu sanmamalıdır. Eğer Allah'a güvenmeyi, Allah'a sığınmayı bırakırsa Allah onu hekimlikten, iyileştirme yeteneğinden yoksun bırakır (Râzi, 2020: 336).

Hekim hizmetinde bulunduğu kişinin nabzına her gün bakmalıdır. Sağlıklı iken nasıl attığını bilemezse hasta olduğunda nasıl attığını da bilemez. Hasta olup olmadığını ayırt edemez. Uygun tedaviyi uygulayamaz (Râzi, 2020: 37). Hekim az ve öz konuşmalıdır. Hastasını sevmeli ve kendisini hastasına adamalı, hastasını iyi tanımalıdır. Yiyeceğini, yemek ölçüsünü, neyi sevip neyi sevmediğini, uyku saatini, boş ve dolu zamanlarını bilirse, ona yanlış ya da zararlı tedavi uygulamaz, doğru tedaviyi uygular. Bu tarif edilen, kapsamlı bir koruyucu hekimlik, tanı ve tedavi sürecini hızlandırıcı "aile hekimliği" modelidir. Yüzlerce yıl öncesinden, adı konmadan er-Râzi tarafından modellenmiştir.

Hastasına yemesi gerekenleri ve uzak durması gerekenleri emretmekten geri durmamalıdır. Hükümdara bir ilaç verdiğiğinde, hükümdarın gözü önünde o ilaçtan kendisi de tatmalıdır. Bu hekim tühmet altında kalmaktan kurtarır. Hekime duyulan güveni artırır (Râzi, 2020: 37-38). Hekim, hükümdarların yanında asla öldürücü zehirlerden söz etmemelidir. Kendisine hekim tutan bir kimse, hekime yakın davranmalıdır. Böylece hekim başkasının duyması istenmeyecek bir hastalığı ya da tedavi yöntemini, aracısız olarak, çekinmeden o kimse ile paylaşabilir. Tersini durumda, bu yakınlık sağlanamazsa gerekli tedavi uygulanamaz. Bu da hekim tutan kişinin

aleyhinedir (Râzi, 2020: 40-41). Genç hekime içki konusunda da uyarılarda bulunmaktadır. Bir hekimin kesinlikle sarhoş olmaması gerektiğini vurgulamaktadır. Sarhoşken bir hükümdar ya da hastanın karşısına çıkmanın küçültücü bir durum olduğuna değinip asıl sıkıntının ise uygulanacak tedavide doğru karar verememek olduğunu belirtir. İçkiyi kendi başına kullandığında da sağlığını korumaya yetecek oranda, hastalığı savacak kadar kullanılabileceğini söyleyerek sınırlarını çizer (Râzi, 2020: 43).

Hastaya bir ilaç uyguladığında, örneğin müşil gibi, yerken içerken bir yanlış yapmasın diye, hastanın batını tamamen boşalınca dek hastasını izlemelidir hekim. Varsıl, acıma duygusu kıt kimi kişiler oburlukları nedeniyle birçok hastalığa yakalanabilirler ve iyileşmeleri de çok uzun sürebilir. Midelerinde önceki yediklerinden kaynaklı yanma ve koku varken yeni şeyler yerlerse, önceki kalıntılar yeni yedikleri yemeği de etkiler. Onları da bozar. Bu kez o kişiyi ishal yapar. Tedavisi de uzun sürer. Hasta hekimden sır saklamamalıdır. Sır saklarsa tedavisi bundan olumsuz etkilenebilir. Hekim hastasıyla ilgili yeterince bilgiye sahip olmalıdır. Kişilerin sağlıklı iken de hekimle görüşmesi gerektiğini, böyle yapmazlarsa birden bire hastalandıklarında, hekimin durumlarıyla ilgili yeterli bilgisinin olmaması nedeniyle yeterince de yararlı olamayacağını belirtir. Söylediğini Hipokrat'ın bir sözüyle açıklamaya çalışır; "Ömür kısadır, tıp sanatı geniş, zaman hep yenilenmekte, tedâvî tecrübe etmek ise tehlikelidir" (Râzî, 2020: 49). Zaman dardır, çünkü ilaçlar da insan bedeni gibi çözülen ve akışkan bir şeydir. Bu durumu açıklamak için yaşadığı bir olayı anlatır. Aktarda ezilen bir misk tozu burnuna üflenince o tozu soluyarak alerjik reaksiyon gösteren bir tanıdığı yüzü gözü şişmiş olarak yanına gelir. Yaşadıklarını anlattıktan sonra Razi'nin yanından ayrılır. Bu kişi Difteri hastasıdır. Yaşadığı bu alerjik tepkime hastalığını tetikler. Yolda fenalaşır, düşer. Evine götürüp yabancı bir hekim çağırırlar. Hekim hastalığına yanlış tanı koyar ve kan almaya karar verir. Bu arada Razi'yi de çağırılmışlardır. Tam kan alınacakken içeri giren Razi kan alımına engel olur. Doğru tedaviyi uygular ve adam iyileşir. Râzî'ye göre, eğer kan alınmadan yetişmeseydi, hasta yitirilebilirdi (Râzi, 2020: 44-45).

Râzî, günümüzde bile sıklıkla yapılan bir yanlışta, daha o çağda engel olmaya çalışıyor. Hekimin verdiği bir ilacı kullanıp yarar gören kişinin, kendisiyle aynı sıkıntıları olan bir başka kişiye kendi kullandığı ilaçları vermesinin doğru olmadığını, bunun kesinlikle yapılmaması gereken bir şey olduğunu söyler. İlaç vermek, ilaç önermek hekimlik bir iştir. Tıp bir sanattır ve bu sanatı yapabilmek için hastayla uzun görüşüp anamnez almak gereklidir. Gerekli olan bir diğer şey de tıbbın kurallarını çok iyi bilmek, çok iyi öğrenmektir. Tıp bilgisi olmadan, yalnızca deneye dayalı olarak hekimlik yapılamaz. Bir hekimde teori ve pratiğin birlikte bulunmasının önemini vurgular (Râzi, 2020: 48).

Tıpta denek kullanmayı Galen ve Hipokrat'ın yasakladığını söyler. Kendisi de onlarla aynı fikirdedir. Hekim olmadığı halde hekimmiş gibi davranan kişileri hırsızlardan, yol kesici eşkiyalardan, yankesicilerden daha kötü, daha aşağılık insanlar olarak görür. Çünkü onlar mal peşindedir. Cana kastetmezler ya da cana kastetmeleri düşük bir olasılıktır. Tıpta yalnızca deneyime dayalı olarak tanı koyup tedavi uygulamanın son derece yanlış olacağını Galen'in sözü ile destekler. "Tıp sanatı hakkında benimle istişare eden herkese sadece tecrübe ile tedaviyi

yasaklıyorum.” Hekimlerde olması gereken mesleki özelliklerin yanı sıra hekimlerde olması gereken kişilik özelliklerine de risalesinde yer vermiştir. Çalışmamızın başından beri, Râzî'nin sıralamasıyla, eserin orijinal akışında bu özellikleri belirtmiş olduk. Hekim alçak gönüllü olmalıdır ama kendisini de aşağılara düşürmemelidir. Yumuşak konuşmalı, insanları rencide etmemelidir. Bunu yapabilirse başarılı ve seçkin bir hekim olur. Bunlar aynı zamanda Galen tarafından da önerilmiştir (Râzi, 2020: 53).

Râzî'ye göre başka insanlarda olmayıp yalnızca hekimlerde olan beş erdem vardır. Birincisi; tüm mezhep ve din mensupları hekimlerin erdemlerine ilişkin fikir birliği içindedirler. İkincisi; ister hükümdarlar ister halk, hekimlere gereksinim duyduklarını açıkça söylemişlerdir. Hastalandıklarında onlara yalnızca hekimler yardımcı olabilir. Üçüncüsü; hekimler sanatlarını, tıp sanatını bilmeyenlerin gözü önünde yaptıkları halde, onların sanatı kavranamaz. Dördüncüsü; hekimlerin hedefi hep başkalarını mutlu etmek ve başkalarını rahat kılmaktır. Beşincisi; hakîm (hekim) sözcüğü, Allah'ın isimlerinden olan el-Hakîm'den türemiştir (Râzi, 2020: 55-56).

Son olarak da eğer birisi bir hekimden tıpla ilgisi olmayan kehanetler üretmesini isterse, hekim asla bu yanılığa, bu tuzağa düşmemelidir. Razi'ye göre tıpta ve hekimlikte kehanetlere yer yoktur. Bu öğütlere uyan hekimin hem halk hem de hükümdarlarca kabul göreceğini, saygın ve özgür bir hekim olacağını, hep iyi anılacağını, bolca sevap ve servet kazanacağını söyleyerek öğütlerini bitirir (Râzi, 2020: 56-57). Râzî, Allah'a hamd, öğrencisine dua ederek risalesini sonlandırır.

SONUÇ

Tabib er-Râzî'nin, yüzlerce yıl öncesinde hekimlere verdiği, günümüz için hala hepsi değerini koruyan etik ilkeler olan öğütlerini bu çalışmayla aktarmaya çalıştık. Çalışmamızın başından sonuna doğru yer verdiğimiz değerleri araya er Razi'nin verdiği örnekleri yerleştirmeden sıralamak çalışmanın sonucu için uygun olacaktır. Ebu Bekir er-Râzî'ye göre hekim alçak gönüllü olmalı ama kendisini de düşürmemelidir. Sır saklamalı, hastasının gizlilik duygusuna özen göstermelidir. Alçak sesle yumuşak konuşmalı, insanları rencide etmemelidir. Varsıl yoksul ayrımı yapmaksızın herkesi muayene ve tedavi etmelidir. Hem teoride hem de pratikte kendini geliştirmeli, denek kullanmamalıdır. Hastasını iyi tanımalı, anamnezini iyi almalıdır. Hastalarına kötü gözle bakmamalı, kendisine duyulan güveni zedelememeli, saygınlığını yitirmemelidir. Uyguladığı tedavinin doğru yürümesi ve yararlı olması için, uyguladığı tedavi sonuçlanıncaya dek hastasını izlemelidir. Ağır bir hastayı iyileştirdiğinde böbürlenmeye kalkmamalıdır. Emir almamalı emir vermelidir. Verdiği emirlere ister yoksul olsun ister varsıl, herkes uymalıdır. Burada emirle kastedilen, hastanın sağlığı için koyulan tedavi ya da perhiz kurallarıdır. Bilimden, bilgiden sapmamalı, kehanetlerde bulunmamalıdır. Hasta ve hekim aracısız olarak, hiçbir şeyden çekinmeden iletişim kurabilmelidir. Kibir ve böbürlenme, hekimler için olabilecek en uygunsuz davranışlardır. Râzî'nin *Ahlaku't-Tabib* risalesinde tıp alanına, hekimlere bıraktığı etik ilkeler, çağının çok ilerisinde, günümüz için hala büyük önem taşıyan ilkelerdir. Hekimle kurulan iletişim karşılıklı dinlemeye, çekinmeden her şeyi söylemeye açık bir iletişim ise tanı-tedavi sürecini olumlu ilerletecektir. Yahut da hastasını iyi tanıyan bir hekimin uygulayacağı tedavi

elbette ki hasta için daha uygun, daha konforlu bir tedavi süreci olacaktır. Mahremiyet olsun, doktorun yoksul varsıl ayrımı yapmaksızın insanlığın hizmetinde olması gerektiği ilkesi olsun insan-hasta-hastalık kavramları var olduğu sürece var olacak olan etik ilkelerden olacaktır. Hastalık yoktur hasta vardır bakışı günümüz için bile ileri bir tıp aşaması iken, er Râzî yüzlerce yıl öncesinden bunu savunarak, günümüz tıbbına yakın bir görüşün savunucusu olmuştur. İnsanın denek olarak kullanılmayacağı ilkesi bugün içinde yüzde yüz geçerli bir etik ilkedir. Tıp bir bilim alanıdır ve insanlık tarihi boyunca oluşturulmuş bilgi birikimiyle, sürekli bilime, bilimsel bilgiye dayalı olarak gelişir. Tıpta hurafelere, kehanetlere yer yoktur. Er Râzî'nin hastalık sınıflamaları da güncelliğini korumaktadır. Günümüz de sağlık alanında yaşanan birçok olumsuzluğun nedeni, hem tıp alanında hizmet verenlerce hem de hizmet alanlarca tıp etiği ilkelerinin ihlal ediliyor olmasından kaynaklanmaktadır. Hekimden iyileşmeyecek hastalıklarda mucize yaratmasını bekleyen hasta ya da hasta yakınları olduğu gibi, hastasını yeterince dinlemeyen, böbürlenen hekimler de vardır. Hasta ve hekim yalnızca beş dakikaya sığdırılmış muayene sürelerinde birbirini doğru anlayıp, doğru tanı ve tedaviyi bulmaya zorunlu kılınmıştır. Bu türlü sıkıştırılmış bir zaman diliminde Er Râzî'nin yüzlerce yıl öncesi için belirleyip saydığı etik ilkelere bile uymak güçleşecek, büyük bir çoğunluğu ne yazık ki göz ardı edilecektir.

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Rudolfo A. Anaya's Use of Mesoamerican Mythology and Southwestern Folklore in his New-Mexican Trilogy

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Abstract

The present study deals with Rudolfo Alfonso Anaya's New-Mexican trilogy which is comprised of the author's acclaimed debut novel *Bless Me Ultima* (1972), followed by *Heart of Aztlán* (1976) and *Tortuga* (1979). Renowned as the "father" of Chicano novel, Anaya has garnered such an honorary status in the world of *belles-lettres* during the heyday of the Chicano Movement (ca 1965-1975), a period of intense strife for American citizens of Mexican lineage, demanding socio-economic equality, civil rights, and cultural recognition in the United States. Anaya's fiction is laden with a Jungian mythic perspective, catered by his Mexican roots that date back to the pre-Columbian civilizations of Mesoamerica; the longstanding tradition of U.S-Southwestern folklore and ancient legends of the region; and the aspects of Magical Realism imbued with the art of oral storytelling established in Latin American literary heritage. In an interview Anaya claims that Chicano literature reflects the mythos of the people, and the writings speak to the underlying philosophical assumptions which form the particular worldview of a culture. Here, Anaya is not only referring to the formal aspects of the written word, but rather to an artist's ideological stance which should be guided by culture, history, language, native mythology. With that in mind, *Bless Me, Ultima* depicts a seven year old Chicano boy growing up in New Mexico in the early 1940s who is guided by an old shamanic *curandera* (female healer) named Ultima. This visionary sage changes the boy's life by introducing the boy into the esoterica of nature and the enigmatic world of tribal ritual and the occult that stretch back to the mythical epochs of the ancient peoples of the region prior to the arrival of the Europeans in the New World. Next, Anaya's *Heart of Aztlán* follows yet another Chicano boy's journey with his family's move from the rural setting, previously presented in *Bless Me Ultima* to that of an urban one to highlight the working-class issues which Chicano laborers face. In his autobiographical novel titled *Tortuga*, Anaya examines the emotional development and recovery of another Chicano boy who is encased in a full body cast at a hospital for paralyzed children. In all of these novels, which follow the traditional formula of a *bildungsroman*, Anaya presents the central importance of a

young male protagonist; the importance of archetypal characters such as seers, mentors, and shamanic figures; the use of cultural symbols related to Chicano culture all joined by the geographical setting of U.S. Southwest in general. The present study concludes with the view that in the midst of the turbulent 1960s and against the industrial and technological ways of an Anglo-American dominated worldview, Rudolfo Anaya has presented an alternative humanizing praxis based on indigenous philosophies, a nostalgic respect for the land, and a spiritual optimism in the harmonious unity of all creatures.

Keywords: Chicano Literature, Rudolfo A. Anaya, Mythology, Folklore

INTRODUCTION

Influenced mostly by the Black Power Movement and partly by the general heightened awareness of a Latin American political revival that stemmed from the revolutionary figures in Cuba such as Fidel Castro and Che Guevara, Chicanos (or Mexican-Americans) came to assert their Mexican-Hispanic-Indian origins in an uncompromising way with the onset of the 1960s; and they drew insight from their own unique cultural traditions. Moreover, the pervasiveness of the Spanish language and the indigenous Mexic-Amerindian culture in the U.S. Southwest region, and the constant trans-border passages from Mexico had catered Chicano intellectuals linguistic and proto-nationalist overtones shared by no other ethnic or minority group in the United States. In addition, allied with other protest factions within the context of social revolt effectuated by the war in Vietnam the uproar of Chicanos can therefore be conceived as part of the wider revolt of the 1960s against the establishment values of Anglo-American dominant culture. Accordingly, the decade between 1965 and 1975 marked what was soon to become *El Movimiento Chicano*, or the Chicano Movement. As such, the Chicano Movement's strong emphasis was laid on the conceptualization of 'race' as national identity – full political rights and socioeconomic equality were its primary goals.

With a firm political agenda of mobilizing a whole generation of Chicano student-activists, Rodolfo Gonzales wrote his poem "I am Joaquín" in 1967 to be distributed as mimeographed leaflets, and recited like an anthem in caucuses and strikes. Since then, the poem has been a foundational text in various Chicano studies programs, and set the thematic and ideological standards for the ensuing Chicano Literature that would follow throughout the decade. Chicano historian Carlos Muñoz, Jr., sees the text as more than a poem but as "an ambitious essay that attempted to dramatize key events and personalities from important moments of Mexican and Mexican American history" (Muñoz, 1989: 61). In the one-page preface to the 1972 Bantam edition, Gonzales describes his poem as "a social statement, a conclusion of our *mestizaje* [hybridity], a welding of the oppressor (Spaniard) and the oppressed (Indian)" (Gonzales, 1972: 1). After all, "I am Joaquín" attempts to stand, in Gonzales's words, as "a call to action as a total people, emerging from a glorious history, traveling through social pain and conflicts, confessing our weaknesses while we shout about our strength" (Gonzales, 1972: 1). Hence, what Rodolfo

Gonzales has achieved throughout this quasi-epic poem, laden with mythical and hyper-masculine overtones has been a galvanizing impulse for Chicano artists working other genres. A poignant case in point is Rudolfo Anaya's early oeuvre.

UDOLFO ANAYA: A CONTEMPORARY MYTHMAKER IN ACTION

In a 1977 interview with Juan Bruce-Novoa, Anaya discusses the presence of a distinctive orientation within Chicano literature, which has also dominated, especially, his loosely-knit trilogy *Bless Me, Ultima* (1972), *Heart of Aztlán* (1976) and *Tortuga* (1979). "Chicano literature," Anaya claims, "reflects, in its more formal aspects, the mythos of the people, and the writings speak to the underlying philosophical assumptions which form the particular worldview of a culture" (Bruce-Novoa, 1980: 195). By "formal aspects" Anaya is not only referring to the novelistic aspects, but rather to an artist's stance which should be "guided by culture, history, language, native mythology" (Bruce-Novoa, 1980: 195).

On the one hand, Anaya's fiction in general, and his *Bless Me, Ultima* (the first Chicano best-seller) in particular has played a crucial role in the evolution of the Chicano novel. On the other hand, following Tomás Rivera's *...And the Earth Did Not Devour Him* (1970), Anaya's winning of the same Quinto Sol Literary Award yielded to a clash or, better yet, a diversity in Chicano fiction. Whereas Rivera's subject matter has been the nomadic lives of the uprooted *Tejano* [Texas] farmers, Anaya portrays the conundrum of *Nuevo-méjicanos* [New Mexicans] entrenched with everlasting roots in the region. Moreover, on account of its endeavor to merge the two dominant political and artistic perspectives of the turbulent 1970s, namely, the stagnation of the archaic world of native mythology vs. the social dynamics of the day-to-day realities, *Bless Me, Ultima* tries to accomplish such reconciliation.

Narrated through an extended flashback, the first-person narrative of *Bless Me, Ultima* is the linear account of two sequent years from the childhood of a seven-year-old boy named Antonio Juan Márez y Luna. The story takes place prior to and shortly after World War II—the eve of a new atomic/nuclear age—in a fictional, river-valley town named Guadalupe which bears resemblance to the actual city of Santa Rosa in the state of New Mexico. Reminiscent of Jose A. Villarreal's *Pocho* (1959) or Rivera's aforementioned novel, Anaya too structures his protagonist's conflicting psyche which has been beset by internal drives as well as the forces beyond his control; and yet, Antonio is not bereft of a visionary sage. An erudite and esteemed curandera named Última (also known as 'La Grande'), who has been invited to spend her last uncanny years with the Márez family, will introduce and guide Antonio into the esoterica of nature and the enigmatic world of tribal ritual and the occult.

Aside from the literal meaning of her name (the Spanish verb *ultimar* means 'to end') references to the notion of time in the opening lines such as "magical," it "stands still" or "the beginning that came with Ultima" (Anaya, 1972: 1) are a prelude to Última's gnostic connection to the most remote origins of those lands and of those people; Última, in a sense, is the last buckle in the long chain of indigenous tradition which stretches back to the mythical epochs of the ancient Aztecs,

Toltecs, Mayans, and Olmecs. Moreover, by illuminating Antonio's theosophical vision this old lady will help him reconcile all his existential dilemmas, regarding a key one; that is, believing deeply in the tenets of Catholicism whilst having a potent will to commune with the ancient spirituality of those primeval yores and lores.

At the outset, Anaya posits this consuming dilemma on an age-old duality of human continuum, viz., the static-agricultural vs. the dynamic-nomadic, which builds the dramatic tension marked by the colliding roots of Antonio's parents (see Wolf, 1958: 36). On the one hand, Antonio's mother, María, who is from the Luna [the Moon] clan of farmers, fervently wishes her son to be an telluric-priest like the Lunas' original ascendant. On the other hand, as a member of the Márez family [derived from 'mar,' meaning the sea], who have their origins in the Spanish conquistadors, Gabriel aspires to bequeath his prenuptial vaquero days and his dreams of moving into the vast prairies of New Mexico to his sons, and particularly to Antonio. Torn between his parents, Antonio desires to live up to them both. Hence, from the onset *Bless Me, Ultima* becomes a dialogical treatment of many antithetical issues such as the forces of evil vs. those of good, experience vs. purity, patriarchy vs. matriarchy, the dreams of the elders vs. the aspirations of the youngsters, and the world as a gorgeous place, yet it is fraught with horror, and so on. For instance, throughout the novel, Antonio witnesses three murders and the drowning of a close friend, and thrice undergoes near-death experience himself, so he must ensure equilibrium between these polarized forces, or else he will become another soul lost in Chicano letters as previously epitomized by Richard Rubio in Villarreal's *Pocho* (1959), which is accepted as the first Chicano novel to be published.

To perplex matters further for Antonio, Anaya proposes an alternative notion of faith and ethical codes based on the age-old indigenous beliefs. The author even fabricates his own brand-new mythos and offers a pagan deity, the Golden Carp. The legend has it that in a time before time the Golden Carp had been one of the favored gods whose worshippers somehow sinned. As punishment the wrongdoers were transformed into fish by the infuriated gods from whom the Golden Carp pleaded that they also metamorphose him into a fish so that he could swim among and guard his believers. Since then, the legend has been passed on, and the Golden Carp has been sighted by those scorned for being "different" (Anaya, 1972: 120). The Golden Carp is, thus, exactly an opposite image of the omnipotent, albeit unresponsive Father God of Christianity who has forsaken His true believers in the face of evildoers.

Moreover, a combination of lakes and arroyos that encircles their hometown of Guadalupe (as if it were floating on a huge mass of water like the Aztec capital Tenochtitlán) holds other mysteries such as a siren-like nymph, also known as *llorona*. Other significant incidents, which include the ineffectuality of medical science as well as the prayers of the parish priest in a futile effort to dispel the curses cast by the town's wicked-minded *bruja* (witch) sisters, and the fact that Última is the only one to undo those evil spells, greatly deepen Antonio's doubts as regards the 'official' Catholicism. Yet, Última is by no means a diabolic witch. On the contrary, her crashing supremacy over the *brujas* does stem from her potent faculty to coalesce occultism and a peculiar type of Mexican 'folk' Catholicism practiced for centuries.

In order for Antonio to build strength from life, as Última exhorts him to do in his path to become a 'Chicano' man, first he has to undergo a series of trials redolent of the traditional initiation pattern similar to that of becoming a shaman; that is the triadic "birth-death-rebirth" pattern. It is at those moments Anaya utilizes a series of visionary dreams, or nightmares, to reflect not only Antonio's inner conflicts, but his emotional rites-of-passages as well. While these visions, which construct a matrix of imagination, myth, and personal ordeals, shed light on bygone events, they are also premonitions about upcoming catastrophes.

For instance, in the first dream instance Antonio witnesses his own birth in a quasi-astral experience: The midwife is Última who, after the parturition, steps in a severe fray between the Luna and the Márez families over the burial ground of Antonio's umbilical cord that will determine the path he will pursue in life. Última assertively claims the fetal placenta for herself, uttering: "I pulled this baby into the light of life, so [...] Only I will know his destiny" (Anaya, 1972: 7). In a subsequent dream, Antonio's bloodline is again an issue of terrible scrap between his parents: María insists that Antonio was baptized in the sweet water of a moonlit lake whereas Gabriel takes a counter stand, asserting that the salty water of the ocean runs through his son's veins. Out of their dispute breaks an apocalyptic tempest which is once more abated by Última, the arbiter, when she informs María and Gabriel that "the sweet water of the moon which falls as rain is the same water that gathers into rivers and flows to fill the seas" (Anaya, 1972: 126); and turning to Antonio, Última preaches the ancient understanding of the wholeness of all life that "waters are one," a part of "the great cycle that binds us all" (Anaya, 1972: 7). Such scenes reveal Última's role as a cultural locksmith and Antonio's as the picklock. In the end, Antonio comprehends that as the mestizo offspring of his innately mismatched parents he is himself the living proof that opposites can surely coalesce into something auspicious. Thus, even after Última's tragic death, the novel ends with an optimistic air; depicting that Antonio no longer needs Última's aegis and that he will soon overcome the ontological and existential conflicts that have haunted his childhood.

Anaya's *Heart of Aztlán* (1972), the subsequent text in what Anaya calls his New-Mexican trilogy, borrows certain themes, ideological sensibilities, and characters from its prequel. It is a psychological portrait of a quest for Chicano identity and empowerment during the mid-1950s. Now, the story revolves around the Chávez family, who leave the small rural town of Guadalupe to seek a better life in the city of Albuquerque only to discover that their fate lies in a past thought abandoned and lost. The story, which takes place within the duration of six months, is carried out by two characters, Clemente Chávez, the patriarch of the family, and his son Jason. It is from Jason's eyes the reader observes the adjustments the family has to make to everyday life in the city. They go to live in Barelás, a *barrio* (Latino ghetto) on the west side of the city that is full of other immigrants. The Chávés eventually learn that their lives and choices are under the influence of external forces. They are controlled by capitalist interests represented by the railroad and a union that betray the workers.

The family begins to dissolve once it enters the ghetto. All of the children used to obey their father, but they begin to behave differently in the city. Thus, Clemente is left with no authority to

control his family; in his angst, he becomes an alcoholic. After drinking too much one night, Clemente gets lost in a blizzard. His next door neighbour, Crispin, rescues him. Crispin is a blind musician who plays the guitar for the railroad workers. That night, Clemente has a vision about the land of Aztlán, the spiritual homeland of the Aztec people. Because of this vision, he travels to see an old shamanic woman who lives on the outskirts of the ghetto. She claims to be immortal, and she has this magic rock, which has “vision in its web” (Anaya, 1976: 127). She warns Clemente of its dangers and says it will kill him. Nevertheless, Clemente insists that she give him the chance to take the mystical journey, which only the rock can guide him. She finally agrees with some vital instructions for him: “Look at the rock.... Look only at the fire in the rock.... You will enter the rock.... You will find the door in a grain of sand.... You will find the door to the mountain....” (Anaya, 1976: 127). Hence, Clemente’s visionary quest begins with the door in the rock, and then he sees the old woman, giving him a bitter drink. At the journey’s climax, he enters the desert alone and finds a path to the mountain’s lake, coming to “the source of life and time and history, encountering swarms of suffering people with whom he feels a deep kinship” (Anaya, 1976: 131). Clemente undergoes this magical rebirth that supplies him with a new awareness of his destiny, role in to community, and a new will to fight for their rights. He finally appreciates the meaning of his ancestral homeland called Aztlán. When he returns to his mundane life, Clemente now has a brand new appreciation of the vitality of the land. He has found his new role as a leader and guide among the people of the ghetto and the railroad workers, who have been exploited by the capitalist system.

The final novel in Anaya’s New-Mexican trilogy is aptly titled *Tortuga*, meaning tortoise in English. As with Anaya’s previous books, *Tortuga* is a story about growing up; indeed, *Bless Me*, *Ultima*, *Heart of Aztlán*, and *Tortuga* all depict the Chicano experience in the U.S. Southwest over a period of several decades. The plotline of *Tortuga* follows the healing story of Benjie (Chávez family’s now paralyzed 16-year-old boy) who is immobilized in a full-body cast. While staying at the Crippled Children, the protagonist of the text, is aptly nicknamed ‘Tortuga.’ There he grows in terms of spirituality; and he psychologically matures as he journeys from ignorance to illumination. When the novel ends Benjie returns home as a changed man after his one-year-long ordeal.

Throughout this arduous journey, Tortuga watches from the bed he is imprisoned, an oddly shaped mountain with the same name, Tortuga Mountain, from which flow mineral springs with healing waters. It is in the ‘vegetable’ ward that Tortuga meets Salomón, who himself is in a state of immobility, but who is also with a supernatural vision into the human soul. Salomón accesses into Tortuga’s mind, and leads him on the path to spiritual renewal. Salomón likens Tortuga’s journey to the hazardous ordeal that the newly born turtles undergo as they try to make their way to the sea without being devoured by sea predators. Naturally, few of them reach the sea, but Tortuga has to survive this dangerous path of healing so as to arrive at his own destiny. As the novel concludes, Tortuga’s rehabilitation reaches to a culmination with the news of Crispin’s death (borrowed from *Heart of Aztlán*). Crispin, the magical helper of their community back in the ghetto, leaves his guitar, which is a symbol of knowledge, to Benjie for him to carry out the similar role of guidance for his people, to help them out.

CONCLUSION

Retrospectively, the powerful role of the Chicano Movement in promoting an excessive corpus of unprecedented, yet ideologically stimulated literary output is beyond question. It is also indubitable that if there exists, today, a distinct scholarly field within the academia called the Chicano Studies/Courses, it owes its existence to those early Chicano activists who have voiced their sensibilities with a staunch ethnocentric voice. This essentialist stance is plausibly an unavoidable phase in the long history of oppression against Chicanos. To conclude, in the midst of such turbulent times *and* against the industrial, technological and capitalist ways of a sterile life, Rudolfo A. Anaya preached (and still preaches) a humanizing praxis based on indigenous philosophies, a nostalgic respect for the land, and a spiritual optimism in the harmonious unity of all creatures.

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Nâzım Hikmet ve Kıbrıs Çıkmazı

Nâzım Hikmet and Cyprus Dead-end

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Öz

Kıbrıs'ın 1877-1878 Türk-Rus Savaşı sırasında II. Abdülhamit tarafından İngilizlere üs olarak verilmesiyle başlayan süreçte Rumlardan ve Türklerden oluşan iki halklı toplum yapısının üzerine İngiliz yönetimi de eklenir. Bu yönetim modeli, adaya istikrar getirmez. Rumların *Enosis* çabaları, şiddet hareketleri, nüfusça daha az olan Türkleri sindirme gayretleri, İngiliz yönetiminin Rum yanlısı politikaları Kıbrıs'ı istikrarsızlaştırır, çıkmaza sokar. Özellikle 1930'larda baş gösteren ve zamanla artarak devam eden çatışmalar, siyasi arenada, basın dünyasında, aydınlar arasında önemli yer tutar. Türk kamuoyunu yakından ilgilendiren Kıbrıs konusunda çok sayıda aydın gibi Nâzım Hikmet'in de zaman zaman görüş getirdiği görülür. Bu bildiride Kıbrıslı şair Özker Yaşın'ın *Nevzat ve Ben* kitabında söz ettiği iki mektup merkeze alınarak Nâzım Hikmet'in Kıbrıs konusunda çeşitli konuşmalarında ve yazılarında ileri sürdüğü görüşler üzerinde durulmaya çalışılacaktır.

Anahtar kelimeler: Kıbrıs, Nâzım Hikmet, Özker Yaşın, Kavazoğlu, *Nevzat ve Ben*.

Abstract

In the process that started when Cyprus was given to the British as a base by II. Abdulhamid during the 1877-1878 Turkish-Russian War, the British administration was added to the bi-communal structure consisting of Greeks and Turks. This management model does not bring stability to the island. Enosis efforts of the Greeks, violent movements, efforts to intimidate the Turks, who are less in population, and the pro-Greek policies of the British administration destabilize Cyprus and put it in a dead-end. The conflicts, which started especially in the 1930s and continued to increase over time, have an important place in the political arena, the press world, and among the intellectuals. It is seen that Nâzım Hikmet, like many intellectuals, from time to time made an opinion on the Cyprus issue, which is closely related to the Turkish public. In this paper, the views of Nâzım Hikmet on Cyprus in his various speeches and writings will be focused on by focusing on the two letters mentioned in the book *Nevzat ve Ben* by the Cypriot poet Özker Yaşın.

Keywords: Cyprus, Nâzım Hikmet, Özker Yaşın, Kavazoğlu, *Nevzat ve Ben*.

Akdeniz'in doğusunda yer alan Kıbrıs adası, tarihî süreç içerisinde stratejik konumuyla önem taşır. Eski çağlardan itibaren çeşitli ülkelerin egemenliği altına girer. 1570-1571'de Osmanlılar tarafından fethedilen Kıbrıs, 1877-1878 Türk-Rus savaşı sırasında İngilizlere üs olarak verilir. Böylece Türk ve Rum halkı İngiliz yönetimine bırakılır. Osmanlı sonrası Kıbrıs'ta istikrarın gittikçe bozulduğu gözlenir. Özellikle 1930'larda başlayan, 1950'lerde ve 1960'larda tırmanan anlaşmazlıklar ile, adanın Yunanistan'a bağlanması çabaları istikrarı bozar. Kıbrıs problemi, bir çıkmaza dönüşür. Siyasilerin, basın dünyasının ilgisini üzerine çeken Kıbrıs çıkmazı, zaman zaman aydınların da gündemindeki yerini alır. 1950'lerde Kıbrıs probleminin yeniden gündeme geldiği bir dönemde Rusya'da bulunan, Türkiye'deki ve dünyadaki gelişmeleri takip eden Nâzım Hikmet de, diğer kimi aydınlar gibi, adanın o günü ve geleceği hakkında görüşlerini Kıbrıslı bir Türk'e gönderdiği iki mektupla ifade eder. Ayrıca Doğu Almanya'dan yayın yapan *Bizim Radyo*'daki konuşmalarında da Kıbrıs konusuna yer verir. Bu bildiri de bir muhalif aydın, yazar ve şair olarak Nâzım Hikmet'in pek bilinmeyen bir yanına, Kıbrıs konusundaki görüşlerine açıklık getirilmeye çalışılacaktır. Öne çıkan bir sanatkârın farklı yönleriyle kavranabilmesi, sanatının arka planının görülebilmesi ve anlaşılabilmesi için buna ihtiyaç vardır.

1877-1778 Türk-Rus savaşı sırasında Rusların Balkanları işgal edip İstanbul'a yaklaşması, Osmanlıyı güç durumda bırakır. İngiltere dışişleri bakanı Lord Salisbury'nin, Osmanlıya, Kıbrıs'ın İngiltere'ye verilmediği takdirde desteğini çekeceğini, Çanakkale önlerindeki İngiliz donanmasının geri döneceğini, bunun üzerine Rusların İstanbul'u işgal edeceğini bildiren bir ultimatom vermesi üzerine kırk sekiz saat içerisinde Kıbrıs'ın İngilizlere bırakılması kabul edilir (Armaoğlu, 1997: 533-534). İngiltere yönetiminde iki halklı Kıbrıs, zamanla çatışmaların, şiddet hareketlerinin yaşandığı bir adaya dönüşür. 1931'de Rumlar *Enosis* için ayaklanır. 1950'de yapılan halk oylamasında %90 oy oranıyla adanın Yunanistan'a bağlanması istenir. 1955'te EOKA terör eylemlerine başlar. Kıbrıs istikrarsızlığın, farklı görüşlerin, terör çatışmalarının yaşandığı ve yıldan yıla arttığı bir adaya dönüşür.

Bir romancı, roman sanatıyla, şair şiir sanatıyla, düşünür düşünce dünyasıyla ele alınmalıdır; fakat yazarın ve şairin sanatını şekillendiren temel öğelerden biri yaşadığı çağın şartları içinde geliştirdiği düşüncelerdir. Düşünürün de bundan pek farkı yoktur; onun da düşünce dünyasını geçmişten kendi zamanına kadar gelen düşünce birikimiyle yaşadığı çağın şartları besler ve şekillendirir. Nâzım Hikmet'in sanatını diyalektik materyalist düşünce üzerine kurmaya çalıştığı dikkatten kaçırılmazsa, onun sanatında düşüncenin, siyasi, sosyal ve hatta politik görüşün önemli yer tuttuğu, yaşadığı dönemin olaylarına dikkatle eğildiği, çağının problemlerine duyarlı bir şair olduğu görülür.

Nâzım Hikmet, muhalif bir aydın ve şairdir. Anadolu Türk tarihinin erken dönemlerinden Cumhuriyet'e kadar iktidar karşıtı siyasi ve sosyal yapıyla, düşünce hareketleriyle bağı kurulabilir. Nitekim tarihî dönemlerde kök arayışındaki Osmanlı'da muhalif hareketin öncülerinden biri olan Şeyh Bedreddin'i öncül kabul etmesi de bunu gösterir. Cumhuriyet döneminde de daima iktidarın karşısında olur. 1920'lerde, 1930'larda, 1940'larda Cumhuriyet

Halk Partisinin; 1950'lerde Demokrat Partinin hatta bütün bir iktidar aygıtının karşısında olması da bunun bir delilidir. O, "Akşam Gezintisi" şiirindeki,

"Affetmedi bu Ermeni vatandaş

Kürt dağlarında babasının kesilmesini" (Nâzım Hikmet, 2008: 947)

söyleyişi ve *Memleketimden İnsan Manzaraları*'ndaki,

"İsmail'i, seferberlikte, yaşı on altı olduğu halde

Tutup askere gönderdiler

Domuzuna yiğitti.

Yozgat taraflarına jandarma gitti

Ve Ermeniler kesilirken

kana battı göbeğine kadar" (Nâzım Hikmet, 2008: 1454)

söyleyişle Ermeni tehirci konusunda Türkiye'nin görüşünün karşısında yer alarak muhalif kimliğiyle Ermeni tezine uygun bir söylem geliştirir.

Benzer bir durum 1957'de Bulgaristan'dan Türkiye'ye göç etmek isteyen Türk köylüleri konusunda da görülür. Bulgaristan hükûmetinin baskıcı uygulamaları karşısında dillerini, inançlarını ve topraklarını kaybetmeye başlamaları nedeniyle Türkiye'ye göç etmek isteyen Bulgaristan'daki Türklerle Moskova'dan gelerek görüşen Nâzım Hikmet, iş gücünü kaybetmek istemeyen Bulgar hükûmetinin politikasına uyararak Türkiye'yi olumsuzlayan (Erdoğan, 1977: 136), Bulgaristan'ı olumlayan (Erdoğan, 1977: 11) konuşmalar yapar. Türkiye'ye göçü "bilinmez karanlıklara" atılmak (Sertel, 1996: 35) şeklinde niteler. "Canım memleketim, Türkiyem, Amerikalılar tarafından esaret altına alınmıştır. Ben onyediy yıl boyunca yurdumun göklerini hapisane parmaklıkları arasından görüyordum. Şimdi Bulgaryada, Dimitrov'un bahtiyar memleketinde, göğüs dolusu temiz havayı teneffüs ediyorum" (Erdoğan, 1977: 123) diyen Nâzım Hikmet, Türkiye'de yaşayan köylülerin yoksulluğundan, vergi altında ezilmelerinden, vergisini veremediği için hapse atılmasından söz eder. Kadınlara seslenerek "kadının Türkiyedeki köle durumunu, tecavüze ve hakarete uğramaktan doğan daimi korkusunu, köylerarası yollarda güven içinde gelip gidemediklerini", kendilerinin Bulgaristan'da hür olduklarını anlatır (Erdoğan, 1977: 126). Sosyalist rejime geçen Bulgaristan'ın yaşamak için daha uygun bir ülke olduğu, Türk köylüsünün topraklarını Bulgaristan kooperatiflerine devretmesi gerektiği propagandasında bulunur (Erdoğan, 1977: 11). Diğer yandan Türkiye'ye gitmek için pasaport çıkartan yoksul bir köylüden pasaportunu yırtmasını istemesi karşısında onun pasaportu yırtmayarak sessizce yerine koyması üzerine *birdenbire afallar*, "bu kadar kararlı bir halkı yerinden oynatmanın mümkün olmayacağını anladım" diyerek Sofya'ya dönünce yetkililerden Bulgaristan'daki Türkler için geniş haklar verilmesini ister (Sertel, 1996: 36-37).

Nâzım Hikmet, Kurtuluş Savaşını ve Cumhuriyetin erken dönemini emperyalizme karşı verilmiş bir mücadele olarak görür; fakat bu mücadele küçük ve sınırlı bir mücadele olmaktan öteye geçemez. Onun bakışıyla ilerleyen zamanla, özellikle Menderes hükûmetleri döneminde

NATO'ya girmekle Türkiye Amerika'nın, kapitalist dünyanın bir parçası olmuş, sömürgesi durumuna düşmüştür. Demokrat Parti ve Başbakan Adnan Menderes hakkında kaleme aldığı düzyazılar, yaptığı konuşmalar ve manzum metinler bunu açıkça gösterir (Gariper-Bayraktar, 2021: 542-559).

Göçü önlemek için Bulgaristan hükûmetinin isteği üzerine Moskova'dan Bulgaristan'a gelen, Bulgaristan lehine, Türkiye aleyhine konuşmalar yapan Nâzım Hikmet'in bu muhalif duruşu ve Türkiye'ye bakışı görülmeden Kıbrıs konusunda getirdiği düşünceler de, sanatı da kavranamaz. Onun Ermeni tehcirinden Demokrat Parti hükûmetine, Bulgaristan'dan göçe kalkışan Türk köylüleri karşısındaki tutumuna varıncaya kadar hemen her alandaki muhalif duruşu kavranmadan Kıbrıs konusundaki görüşü anlaşılabilir.

Nâzım Hikmet'in yurt dışına çıktıktan sonra 1950'lerin başından itibaren Kıbrıs konusunda görüş ileri sürdüğü görülür. Onun bu görüşlerine, Rum gazetelerinin de içinde bulunduğu çeşitli yayın organlarında, mektuplarında, radyo konuşmalarında rastlanır. 1951'den itibaren TKP ile birlikte Enosis'e destek veren Nâzım Hikmet'in (Korkmazhan, 2021: 45), 1953'te AKEL Merkez Komite üyesi Derviş Ali Kavazoğlu'na gönderdiği iki mektupta (An, 2013: 95) da aynı şekilde Enosis'i desteklediği görülür. Kıbrıslı yazar ve şair Özker Yaşın (1932-2011)'ın Lefkoşa'dan Nevzat Karagil'e gönderdiği 7 Nisan 1955 tarihli mektubunda Nâzım Hikmet'in Kavazoğlu'na yazdığı mektup hakkında verdiği bilgiler şöyledir:

"Geçenlerde Ledra Caddesinde dolaşırken AKEL'e kayıtlı Türk solcuların lideri durumunda bulunan Derviş Kavazoğlu'na rastladım. (...) Kavazoğlu ile konuşurken öğrendim, ilgini çekecek bir haber vereyim. Bu haber Türkiye'de bir bomba gibi patlayabilir ama sen lütfen etrafa yayma. Sebebi, Nazım Hikmet'le ilgili olması. Bence Nazım Hikmet Türkçeyi en iyi kullanan büyük bir şairdir. Rusya'ya kaçmış olması büyüklüğünü azaltmaz. Kendisine Türkiye'de yaşama hakkı tanınmadığı için kaçmıştır...

Meğerse bizim Kavazoğlu Nazım Hikmet'le mektuplaşıyormuş. Bedevi Pasthanesinde konuşurken çantasından Nazım Hikmet'in kendisine gönderdiği iki mektubu çıkarıp bana gösterdi.

Mektupları okudum ve canım sıkıldı.

Yazık ki Nazım, buradaki Türk emekçilerini Kıbrıs meselesinde Rumlar ile işbirliği yapmaya davet ediyordu. Kıbrıslı Türklerin Türkiye'deki faşist yönetime inanmamalarını, çünkü Adnan Menderes Hükümetinin vatanımızı Amerikalılara sattığını iddia ederek veryansın ediyor... Bunları içten mi, yoksa mecburiyetten mi yazdığını doğrusu pek anlayamadım...

Nazım Hikmet'in Derviş Kavazoğlu'na gönderdiği mektuplarda önemli bulduğum noktaları not ettim. Bunları özetle sana aktarıyorum.

Birinci mektubunda:

‘Türkiye’de çıkan gazetelerin büyük çoğunluğunun Amerikan emperyalizminin aleti olduğunu, Amerikadan para alıp Amerikan propagandası yaptıklarını ve bu gazetelerde Kıbrıslı Rumlar için yazılanların doğru olmadığını açıklayarak şu önerilerde bulunuyor:

1. Siz de Kıbrıs’ın sömürge idaresinden kurtulması için çalışınız. Kıbrıs’ta yaşayan insanlara kendi kendilerini idare etmek hakkı tanınmalıdır. Kıbrıs’ı emperyalistlere üs olmaktan kurtarmak için çalışan Rum emekçileri ile çalışıp birleşiniz. Aynı amaç uğrunda ve aynı safta savaşınız.
2. Halen insanlık düşmanlarının elinde bulunan ve suçsuz insanların üzerine ölüm yağdıracak büyük bir savaş gemisi haline sokulmaya çalışılan Kıbrıs Adasının bir dostluk ve barış gemisi olmasına çalışınız. Bu, ancak Yunanlı emekçiler ile işbirliği yapmanızla mümkündür. Böyle hareket ederseniz Türkiye’deki faşistlerin ezmeye çalıştığı emekçi kardeşlerinize yardımcı olabilirsiniz.’

Gördüğün gibi Nazım Hikmet, Kavazoğlu’na yazdığı ilk mektubunda açıkça ‘Enosis’i destekleyin’ diye yazmasa bile bunu dolaylı şekilde telkin ettiği görülüyor. Biz Kıbrıslı Türkler için Kıbrıs’ta yaşayanlara Self Determination hakkının verilmesi ile, Enosis arasında ne fark var? Rumlar sayıca çoğunlukta oldukları için ‘kendi kaderlerini tayin etme’ oylamasının hemen ardından Kıbrısın Yunanistana ilhaki gerçekleşmeyecek mi?

Nazım Hikmet’in Kavazoğlu’na ikinci mektubu ise daha cüretkâr ve daha kötü. Kıbrıs’taki gerçek durumdan habersiz olan Nazım bu kez açık açık ‘Enosis’i destekleyiniz’ diyerek şöyle saçmalıyor:

‘Kıbrıs’ın anası Yunanistan’la birleşmesini engelleyemezsiniz. Böylece Kıbrıs savaş kundakçılarının zırhlısı haline gelmekten kurtulacaktır. İşte o zaman Ada üzerinde yaşayan Türk ve Yunan Kıbrıslılar mutlu olacaklardır’ ” (1997: 793-795).

Nâzım Hikmet’in Derviş Ali Kavazoğlu (1922/1924-1965)’na gönderdiği iki mektubun Özker Yaşın tarafından Nevzat Karagil’e bildirilişinin tarihi ilgi çekicidir. Yunanistan, 1954’te self-determinasyon için Birleşmiş Milletlere başvurur ve bu başvurusu reddedilir. 1 Nisan 1955’te ise “Yunan terör örgütü EOKA” faaliyete geçer (Çeçen, 2005: 14). Özker Yaşın’ın Lefkoşa’dan Nevzat Karagil’e yazdığı mektup ise 7 Nisan 1955 tarihlidir. Bu da Kıbrıs meselesinin alevlenmeden hemen öncesinde Nâzım Hikmet’in konuya ilgisinin arttığını gösterir.

Nâzım Hikmet’in iki mektup gönderdiği Kavazoğlu tesadüfen seçilmiş biri değildir. O, gençlik yıllarından itibaren komünist yazarları okuyarak yetişir. “Genç yaşında solcu PEO sendikasına üye” olur (Kızılyürek, 2009: 28). Aynı zamanda Kıbrıs Rum komünist partisi AKEL (Emekçi Halkın İlerici Partisi)’in mensubu olan Kavazoğlu, marangozluk yanında sendikacılık ve yazarlık yapar. Hayranı olduğu, şiirlerini okuduğu, zaman zaman mektuplaştığı Nâzım Hikmet’in görüşlerine uygun düşecek şekilde Rum ve Türk halklarının ayrılmasına, *taksime* karşıdır. Kavazoğlu, “resmi Türk tezi olan ‘taksim’ fikrine karşı çıkararak, ‘işçi sınıfının birliğini’ ve ‘Kıbrıslı Rumlarla Kıbrıslı Türklerin kardeşliğini’ savunan bir” komünisttir (Kızılyürek, 2009: 28). Diğer yandan Kıbrıs’ın bağımsızlığını istemesi, Yunanistan’a bağlanmasına karşı olmasıyla (Kızılyürek, 2009: 30-31) Nâzım Hikmet’ten ayrılır. Bu düşünceleriyle Kıbrıs Türk kesiminde hâkim görüşü

temsil eden Dr. Fazıl Küçük ve Rauf Denktaş'tan da farklı anlayışa sahiptir. Fakat o, mensubu olduğu AKEL'in ilerleyen yıllarda Kıbrıs'ı Yunanistan'a bağlama isteğinin ortaya çıkmasıyla hayal kırıklığı yaşar, yalnızlaşır.

Bu belirlemelerden sonra Özker Yaşın'ın Nâzım Hikmet'in iki mektubundan aktardığı notlar üzerinde durulabilir. "Bence Nazım Hikmet Türkçeyi en iyi kullanan büyük bir şairdir. Rusya'ya kaçmış olması büyüklüğünü azaltmaz. Kendisine Türkiye'de yaşama hakkı tanınmadığı için kaçmıştır..." diyen Özker Yaşın'ın Nâzım Hikmet'e karşı olan ilgisinin neredeyse hayranlık derecesinde olduğu sonucunu çıkarmak güç değildir. Fakat onun doğup büyüdüğü Kıbrıs konusunda Nâzım Hikmet'ten farklı düşünceye sahip olduğu da hemen görülür. Nâzım Hikmet'in " 'Kıbrıs'ın anası Yunanistan'la birleşmesini engelleyemezsiniz. Böylece Kıbrıs savaş kundakçılarının zırhlısı haline gelmekten kurtulacaktır. İşte o zaman Ada üzerinde yaşayan Türk ve Yunan Kıbrıslılar mutlu olacaklardır' " görüşünü, "Nazım Hikmet'in Kavazoğlu'na ikinci mektubu ise daha cüretkâr ve daha kötü" diyen Özker Yaşın, "Kıbrıs'taki gerçek durumdan habersiz olan Nazım bu kez açık açık 'Enosis'i destekleyiniz' diyerek şöyle saçmıyor" cümlesinden sonra onun bu konudaki üstte yer alan sözlerini kaydeder.

Nâzım Hikmet'in söz konusu mektuplarından Özker Yaşın'ın aktardığı görüşler dikkatlice ele alınırsa bu görüşlerin Kıbrıs'ı Yunanistan'a bağlamak isteyen Rumların görüşüyle birebir örtüştüğü görülür. Kıbrıslı Rumların ve Yunanistan'ın isteği adada yapılacak oylama ile Kıbrıs'ı bütünüyle Yunanistan'a bağlamak şeklinde belirir. Adanın yaklaşık yüzde seksenini oluşturan Rumlar, yapılacak oylamanın/ Self Determinasyon (kendi yazgısını belirleme)un sonucunun ne olacağını bilmektedir. Nâzım Hikmet'in Kavazoğlu üzerinden adada yaşayan Türklere tavsiyesi de bundan başka bir şey değildir. Böyle bir durumun ne gibi sonuçlara yol açabileceğini tahmin edebilen Özker Yaşın, Nâzım Hikmet için "saçmıyor" deme ihtiyacı duyar. Çünkü Rumlar, Kıbrıs Türk halkını adadan silmek niyetindedir. 1955'ten daha sonraki yıllarda, 1963-1965'te, 1970'lerin başında yaşanan da olaylar bunu göstermiştir. Kıbrıs, tam bir çıkmaza girmiş, 1974 Kıbrıs Barış Harekatı'yla Türk halkının güvenliği sağlanabilmiştir. Zaman, olgunluk çağını yaşayan romantik şair Nâzım Hikmet'i değil, onun görüşlerini eleştiren ve "saçmıyor" diyen 1955 itibarıyla yirmi üç yaşındaki genç şair Özker Yaşın'ı haklı çıkarmıştır.

Nâzım Hikmet'in Kıbrıs hakkında görüş getirdiği yazılan/kitaplaşan konuşmaları da bulunmaktadır. Almanya'dan Türkiye'ye yayın yapan, komünizm propagandasında bulunan *Bizim Radyo* konuşmalarıdır. Nâzım Hikmet, merkezi Leibzig (Doğu Almanya)'te bulunan *Bizim Radyo*'da ülkenin birçok problemini ele alıp yorumladığı gibi gündemde olan Kıbrıs hakkında da değerlendirmelerde bulunur.

Onun *Bizim Radyo*'daki konuşmalarında mektuplarına göre daha ılımlı bir dil geliştirdiği görülür. Özker Yaşın'ın aktardığı mektuplarında yer alan *Enosis*'i, adanın Yunanistan'a bağlanması düşüncesini dile getirmez. Kıbrıs Rumlarıyla Kıbrıs Türkleri arasında *kardeşlik*ten söz eder. Ona göre kardeşliği bozan Türk ve Yunan hükümetleridir. 31. 7. 1959 tarihli *Bizim Radyo* konuşmasında Türkiye Cumhuriyeti yöneticilerine seslenerek şunları söyler:

"Siz yurdumuzun, en şerefli tarih sayfalarımızın, milletimizin cellâtlarısınız, efendiler.
Bize ettikleriniz yetmiyormuş gibi sınırlarımızın dışında yaşayan soydaşlarımızın da

başlarını belâya sokuyorsunuz. Kıbrıs'ta Türklerle Rumlar yüzyıllardır kardeş kardeş yaşıyordu. Bir tek istekleri vardı: Yabancı bir devletin, her hangi bir emperyalizmin, üssü olmamak. Bir yandan siz, bir yandan Yunan hükümeti Kıbrıs'taki Türklerle Rumları birbirine düşürdünüz. Maksadınız, adanın İngiliz emperyalizmi, yani Küçük ağamızın elinde kalmasıydı. Kıbrıs halkının, (Türkünün Rumunun), kanlı bıçaklı düşman olmaları bahasına, bu maksadınıza şimdilik eriştiniz. Kına yakın! Ama bilin ki Kıbrıs Türkleriyle Rumları yine kardeş olup sizleri, efendilerinizle birlikte, cehennemin dibine yollıyacaktır" (Nâzım Hikmet, 2002: 97).

O, *Bizim Radyo* konuşmalarında ısrarla Kıbrıs'ın İngiliz sömürgesi olmaktan kurtulması gerektiğini, İngiliz ve Amerikan savaş üssüne dönüşmemesi gerektiğini tekrarlar (Nâzım Hikmet, 2002: 24, 100-101). Konuşmalarında bir propaganda dili geliştirdiği, politik bir söylemle Kurtuluş Savaşı'nı ve Atatürk'ün yaptığı yenilikleri yücelttiği, bunun karşısında İnönü dönemini ve özellikle de Demokrat Parti/Menderes yönetimini aşağıladığı görülür. Bunun altında yatan temel yönlendirici güç, soğuk savaş yıllarında ikiye bölünmüş dünyada Türkiye'nin Rusya'nın karşısında kapitalist blokta yer alması, özellikle de NATO'ya girmesi ve Amerikan yanlısı olmasıdır. Fakat burada dikkatten kaçırılmaması gereken bir paradokstan söz edilmelidir. O da Türkiye ile birlikte Yunanistan'ın da NATO'ya 1951-1952'de girmiş olması (Armaoğlu, 1992: 520) ve kapitalist blokta yer almasıdır. Onun Türkiye karşısında sosyalist bloktan Bulgaristan'ı desteklemesi kendi içerisinde anlaşılabilir, fakat Türkiye karşısında Yunanistan yanlısı politik ve siyasi argüman geliştirmesi, paradoksu içinde barındırır görünmektedir. Bu paradoksun mahiyeti ancak Kıbrıs karşısında sosyalist blokun/Sovyetler Birliği'nin amacının ne olduğunun anlaşılmasıyla çözülebilir.

II. Dünya Savaşı sonlarına doğru komünist General Markos'u destekleyerek Yunanistan'da kaos yaratan Sovyetler Birliği, bir yandan da Kıbrıs Rum komünist partisi AKEL'in kuruluşu için çalışarak Kıbrıs'tan İngilizlerin atılmasını sağlama ve Kıbrıs üzerinden Doğu Akdeniz'e sızma politikası geliştirir. "Sovyetler Birliği'nin adaya ilişkin politikası, Akdeniz ve Orta Doğu'daki İngiliz -sonraları ABD etkisini zayıflatacak her hareketi desteklemek temeli üzerine" kurulur (Sönmezoglu, 2006: 129). Böyle bir politikanın sadece İngiltere ve ABD'nin değil Türkiye'nin de Kıbrıs üzerindeki etkisinin devre dışı bırakılmasına yönelik olduğu çıkarılabilir. Nitekim konu hakkında Fahir Armaoğlu'nun belirttiği üzere:

"İlgi çeken bir nokta da, Orta Doğu üzerinde Sovyet tehlikesinin belirli bir hal aldığı, Yunanistan'da komünist Markos'cuların iç savaşı çıkardıkları bir sırada Kıbrısta da Komünistlerin, Kıbrıs'ı Yunanistan'a ilhak için faaliyetlerini arttırmalarıdır. Bu gelişmenin sebebi açıktı: Doğu Akdeniz'de stratejik bir mevkiye ve İngiltere'nin elinde bulunan Kıbrıs adasından İngiltere'nin çıkmasını sağlamak suretiyle, Doğu Akdeniz'de Batılıların durumunu zayıflatmak ve hattâ bu adayı bir komünist üssü haline getirmek" (1992: 529).

Nâzım Hikmet'in Sovyet yönetiminin izni ve Bulgaristan hükümetinin isteğiyle Bulgaristan lehine Türkiye aleyhine Bulgaristan'da yaşayan Türk köylüsüne Türkiye'ye göçmemeleri için propagandada bulunduğu düşünülürse, Kavazoğlu'na gönderdiği mektupta yer alan "Kıbrıs'ı

emperyalistlere üs olmaktan kurtarmak için çalışan Rum emekçileri ile çalışıp birleşiniz” (1997: 795) cümlesi ve *Bizim Radyo*’daki konuşmasında “Kıbrıs’ta Türklerle Rumlar yüzyıllardır kardeş kardeş yaşıyordu. Bir tek istekleri vardı: Yabancı bir devletin, her hangi bir emperyalizmin, üssü olmamak” (2002: 97) şeklindeki sözleri anlamını bulur. Onun, zaman zaman farklı politik argümanlar taşıyan Kıbrıs Komünist partisinin isteği doğrultusunda Kıbrıs’ın kapitalist dünyanın üssü, bir parçası olmasını istemediğini, ileride Komünist partinin Kıbrıs’a hâkim olmasıyla Sovyetler Birliği’nin Akdeniz’e inmesinin, Kıbrıs’ı üs olarak kullanmasının mümkün olabileceğini değerlendirdiğini çıkarmak güç değildir. Bu da İran, Türkiye ve Yunanistan üzerinde baskı kuran, Akdeniz’e inmek isteyen Sovyetlerin genel politikasıyla uygunluk taşır. Böyle olunca da düşünce kodlarını komünist ideoloji, davranış pratiklerini Sovyetler Birliği ve komünist parti üzerinden kuran (zaman zaman komünist partinin görüşlerinin dışına çıksa da) Nâzım Hikmet için Kıbrıs konusunda getirdiği görüş ve teklifler gayet tabii karşılanmalıdır. Çünkü o, komünist ideolojinin ve Sovyet politikasının yayıcısı/propagandacısı konumundadır.

Kıbrıs konusunda Komünist Parti içinde kimi aydınların Sovyetler’den ve partiden farklı düşünce taşıdığı görülür. Vartan İhmalyan, anılarında “Kıbrıs meselesinde grubumuz, parti görüşü diye sunulan görüşe katılmıyor. Proleterya enternasyonalizmine uyalım derken ENOSIS’i desteklemede Türk proleteryasının ve halkının psikolojisinin hesaba katılmadığı, önderliğin bu görüşle partiyi kitleden tecrit ettiği inancındayız” (1989: 228) cümlelerine yer verir.

Türkiye Komünist Partisi mensubu Bilal Şen ise 24 Eylül 2000 tarihinde Cumhuriyet gazetesinden Serdar Kızık’a verdiği söyleşide 1960’ların başında *Bizim Radyo*’da çalışmaya başladığı sıralarda söz konusu radyoda Zekeriya Sertel, Sabiha Sertel ve Nâzım Hikmet’in bulunduğunu; radyonun Marat (İsmail Bilen) aracılığıyla Moskova’nın talimatına bağlı olarak 27 Mayıs 1960 darbesi aleyhine ve *Enosis* lehine yayın yaptığını, kendisinin buna karşı çıktığını anlatır:

“Zeki (Baştımar) Sofya’ya geldikten sonra Berlin’e gittim ve radyoda çalışmaya başladım... Radyoda diğer yoldaşlarla konuşmaya başladım; ‘Baştan beri 27 Mayıs’ın anti propagandasını yapıyorsunuz, faşist darbe diyorsunuz. Anayasa Mussolini İtalyası’ndan kopya edilmiş diyorsunuz. Kıbrıs’ta Enosis diyorsunuz. Benim bunlara aklım ermiyor’ dedim. Bunların hepsi düzeltilmeliydi. O zaman Sofya Radyosu da, Moskova, Budapeşte Radyosu da, Bizim Radyo gibi aynı yorumları yapıyordu. Sanırım Marat’ın yaklaşımıyla, Moskova ne demişse, öyle oluyordu. ‘Bu yaklaşımları değiştirmek gerekir’ dediğimde, ki o günlerde aramızdan su sızılmıyordu, biraz tersler gibi konuştu. Şimdi biz Kıbrıs konusunda doğruyu savunursak, Yunanlı Komünistleri küstürürüz enternasyonal anlayışa uymaz, diye bir şeyler söyledi Marat. Sonuç olarak, biz bunu kendi aramızda konuşalım, ondan sonra kendi aramızda konuşalım demem işe yaramadı...

İlk önce şu Kıbrıs politikasının yeniden değerlendirilmesini istedim. Çünkü gerçekten açmazdaydık. Sovyet Yunan İngiliz ve bizim KP’nin ortaklaşa bir toplantı yapmasını önerdim. Sovyetler, Enosis’e sıcak bakıyordu” (2000: 6).

1955'te Kavazoğlu'na gönderdiği mektupta Kıbrıs Türklerinin Rumlarla anlaşarak Yunanistan'la birleşmesini isteyen, "Kıbrıs'ın anası Yunanistan'la birleşmesini engelleyemezsiniz" diyen Nâzım Hikmet'in görüşü, Başpiskopos Makarios'nun 8 Eylül 1954 tarihli görüşleriyle de uygunluk taşır:

"Bizans İmparatorluğu zamanında din düşmanı barbar akıncılar, Küçük Asya'dan kalkıp buralara akın ettikleri zaman biz Panayiamıza (Meryem Ana) sığınmıştık. Konstantinopolis'teki Ayasofya kilisesindeki ayini yarıda bırakıp çanlarımızı susturdukları zaman da yine Panayiamıza sığınmıştık. Yunan milleti, Türk esareti altında geçirdiği yıllar boyunca da Panayiadan imdat bekledi. Bu dualar boşa gitmedi. Bir gün elbet Panayiamızın yardımı ile Ayasofya'da çanlarımız yine çalacaktır.

Bugün esaret altında bulunan Kıbrısımızın hürriyete kavuşması için yine Panayiamıza sığınıyoruz. Tarih ispat etmiştir ki, Kıbrıs ezelden beri Yunanlıdır. Yunan hükümeti bizim adımıza Birleşmiş Milletlere başvurmuştur. Davamız, bütün dünya davalarının en doğrusudur, en haklısıdır. Amacımıza kavuşacağımıza zerre kadar şüphemiz yoktur. Hak ve hürriyet bayrağını elimizde taşıyacağız ve bu haklı dava uğrunda sonuna kadar mücadele edeceğiz.

Yaşasın Yunanistan, yaşasın ilhak!" (Bedevi, 1965: 181-182'den akt. Mütercimler, 2007: 97).

Anlaşılacağı üzere muhalif bir aydın ve şair olarak Nâzım Hikmet'in "Kıbrıs'ın anası Yunanistan'la birleşmesini engelleyemezsiniz" sözüyle Makarios'nun "Kıbrıs ezelden beri Yunanlıdır" sözü, Nâzım Hikmet'in Yunanistan'a bağlanın sözüyle Makarios'nun "[y]aşasın Yunanistan, yaşasın ilhak!" bağırışı arasında fark olduğu söylenemez.

Sonuç

Türkiye'nin iktidarı temsil eden siyasileri, aydınları, sanatkârları her zaman bulunacağı gibi farklı düşüncede siyasileri, aydınları ve sanatkârları da her zaman bulunacaktır. Bu, gayet tabiidir. Fakat bu noktada önemli olan siyasilerin, aydınların ve sanatkârların düşüncelerinin çağın şartlarına uygun olup olmamasıdır. Anlaşılacağı üzere muhalif bir aydın olarak Nâzım Hikmet, gerek Derviş Ali Kavazoğlu'na yazdığı iki mektupta gerek *Bizim Radyo*'daki konuşmalarında Kıbrıs konusunda Türkiye'deki baskın görüşten, iktidardan farklı düşünmektedir. Onun Kavazoğlu'na yazdığı mektuplardan Özker Yaşın'ın aldığı notlara ve Yaşın'ın açıkça belirttiğine göre o, *Enosisi* desteklemekte, Kıbrıs'ın Yunanistan'a bağlanmasını istemekte, Kıbrıslı Türklere bunu tavsiye etmektedir. *Bizim Radyo*'daki konuşmalarında ise, bu konuşmaları Türkiye'ye yönelik olduğu için olsa gerek, daha tedbirli davranmakta, açıkça *Enosisi* önermemekte, Türkiye'nin Kıbrıs politikasını eleştirmekle yetinmekte, işçi sınıfı fikrinden hareketle Kıbrıs Rumlarıyla Kıbrıs Türklerinin kardeşliği görüşü üzerinde durmakta, Kıbrıs'ın İngiliz ve Amerikan üssü olmasına karşı çıkmaktadır. Onun Kıbrıs ve diğer birçok konuda karşı görüş taşımasının, Türk kamuoyundan, devlet erkinden ve iktidardan farklı düşünmesinin altında yatan ana sebep, içinde yer aldığı sosyalist/komünist bloktan bakarak Türkiye'yi Kapitalist dünyanın/Amerika'nın sömürsü, onun bir parçası olarak görmesidir, yargısında

bulunmak doğru olacaktır. Denebilir ki Nâzım Hikmet, Sovyetlerin, TKP'nin direktif ve görüşleri doğrultusunda Rum komünist partisiyle iş birliği hâlinde içine düştüğü Kıbrıs çıkmazında zamanın akışının kendisini doğrulamayacağı düşünceler ileri sürer.

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Prawo Dostępu Do Broni Palnej A Bezpieczeństwo Publiczne

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Streszczenie

Celem artykułu jest zaprezentowanie obszaru i efektów implementacji dyrektyw unijnych do prawa polskiego w zakresie dostępu do broni palnej. Wyjaśnienie pojęć : prawo, bezpieczeństwo, bezpieczeństwo publiczne jest kluczowym elementem do rozpatrywania problematyki korelacji pomiędzy uszczegółowionymi wymogami i procedurami, których spełnienie pozwala na uzyskanie pozwolenia na posiadanie broni palnej, a wpływem opisanych procedur na stan bezpieczeństwa obywateli.

Słowa kluczowe: broń palna, prawo, bezpieczeństwo publiczne.

İlköğretim Matematik Öğretmen Adaylarının Eşitsizlikler Konusundaki Öğrenci Hata ve Yanılgılarını Gidermede Kullandıkları Öğretimsel Stratejilerin Belirlenmesi

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Öz

Bu araştırmanın temel amacı matematik öğretmen adaylarının öğrencilerin eşitsizlikler konusunda sahip oldukları hata ve kavram yanılgılarına ilişkin farkındalıklarını, bu hata ve kavram yanılgılarının çözümüne yönelik stratejilerini belirlemektir. Nitel araştırma yönteminin kullanıldığı bu çalışma, 2020-2021 eğitim öğretim yılında bir devlet üniversitesinin ortaöğretim matematik öğretmenliği ve ilköğretim matematik öğretmenliği lisans programında okumakta olan toplam 57 matematik öğretmen adayı ile yürütülmüştür. Çalışmada veri toplama aracı olarak öğretmen adaylarının eşitsizlikler konusundaki hata ve kavram yanılgılarını gidermede kullandıkları stratejileri belirleme formu kullanılmıştır. Araştırmanın sonunda matematik öğretmen adaylarının öğrencilerin eşitsizlikler konusunda sahip olduğu hata ve kavram yanılgılarını fark etme oranlarının yüksek olduğu görülmüştür. Bir başka sonuç olarak öğretmen adaylarının eşitsizlikler konusunda öğrencilerin sahip olduğu hata ve kavram yanılgılarını gidermede en çok açıklama yapma/soru sorma stratejisini kullandığı görülmüştür. Çalışmada araştırma sonuçlarına bağlı olarak bazı önerilerde bulunulmuştur.

Anahtar kelimeler: öğretmen adayları, eşitsizlikler, strateji, kavram yanılgısı

1.GİRİŞ

Okullarda yürütülen cebir öğretimi ile öğrencilere grafiksel ve sembolik ifadeleri anlamsal olarak fark etme, matematiksel ilişkileri ve sonuçları semboller yardımıyla saptayabilme, değişken kavramını anlamlandırarak problem durumlarında değişkenleri belirleyebilme, denklem ve eşitsizliklerin çözüm kümelerini saptayabilme gibi becerilerin oluşması

amaçlanmaktadır (Baki, 2008). Bu becerilerden biri olan eşitsizliklerin çözüm kümesini saptayabilmek için eşitsizlik kavramının öğrenci için anlamlı olması önemlidir. Bu durumda eşitsizlik kavramı “bir niceliğin diğer bir nicelikten daha büyük veya daha küçük olması durumunun matematiksel bir ifadesi” şeklinde tanımlanabilir (Çelik, 2019).

Eşitsizlikler, matematiğin birçok konusu ve günlük hayat ile direkt ilişkili olduğundan matematiğin bilinmesinde önemli bir konumdur. Bunun yanında eşitlik ve denklik kavramlarına ait anlamayı bütünleştirici konumda olmasından ötürü, denklem ve bu denklemlerin çözümüne ilişkin kavramsal anlamının oluşmasında eşitsizlikler konusunda ki bilginin kritik önemi olduğu belirtilmektedir.

Eşitsizlikler konusu bu kadar önemli olmasına karşın öğrenciler konu ile ilgili sorunlar yaşamaktadır. Öğrencilerin karşı karşıya kaldıkları bu sorunları ifade etmek için literatürde hata ve kavram yanlışlığı gibi sözcükler sıkça kullanılmaktadır. Eşitsizlik konusunda öğrencilerde bulunan bu hata ve kavram yanlışlarının ortadan kaldırılabilmesi için öğretmenin öncelikle hata ve kavram yanlışlarını eksiksiz olarak belirleyebilmesi ve düzeltme çalışmalarında bulunması gereklidir. Bu durumda, öğretmenin öğrenci etkinliklerini anlamlandırması önemli bir aşamadır (Kılıç, 2019).

Araştırmanın Amacı

Bu çalışmanın amacı matematik öğretmen adaylarının öğrencilerin eşitsizlikler konusunda sahip oldukları hata ve kavram yanlışlarına ilişkin farkındalıklarını, bu hata ve kavram yanlışlarının çözümüne yönelik stratejilerini belirlemektir.

2. YÖNTEM

Öğretmen adaylarının öğrencilerin sahip oldukları hata ve kavram yanlışlarını gidermeye yönelik stratejilerinin belirlenmesinin amaçlandığı bu çalışmanın verilerinin toplanması, çözümlenmesi ve yorumlanmasında nitel araştırma yönteminden yararlanılmıştır ve araştırma deseni olarak ise durum çalışması (case study) deseni kullanılmıştır (Kılıç, 2019). Bu çalışmada öğretmen adaylarının öğrencilerde bulunan hata ve kavram yanlışları gidermede kullandıkları stratejilerin veri analizine uygun hale getirilmesinde nitel yöntemlerden yararlanılarak içerik analizi tekniği kullanılmıştır. (Yavuz- Mumcu, 2017).

2.1. Araştırma Grubu

Bu araştırmanın çalışma grubunu, devlet üniversitelerinin ilköğretim matematik öğretmenliğine devam etmekte 57 öğretmen adayı oluşturmaktadır.

2.2. Verilerin Toplanması

Bu çalışmada nitel veri toplama yöntemlerinden faydalanılmıştır. Araştırma 29 matematik öğretmeni adayına araştırmacılar tarafından, 5 öğretmen adayına da internet ortamında form aracılığıyla uygulanmıştır. Uygulama öncesinde öğretmen adaylarına araştırma hakkında bilgi

verilmiş ve ölçeğin doldurulması sırasında dikkat edilmesi gereken noktalar açıklanmıştır. Ölçeğin doldurulması için yeterli süre verilmiştir.

2.2.1. Veri Toplama Araçları

Öğretmen adaylarının eşitsizlikler konusunda öğrencilerin sahip olduğu hata ve kavram yanlışlarını gidermede kullandıkları stratejilerin belirlenmesi amacıyla araştırmacılar tarafından geliştirilen “Öğretmen Adaylarının Eşitsizlikler Konusundaki Hata Ve Kavram Yanlışlarını Gidermede Kullandıkları Stratejileri Belirleme Formu” kullanılmıştır. Bu form iki bölümden oluşmaktadır. Birinci bölümde öğretmen adaylarının demografik bilgilerini sorgulayan dört adet soru yer almaktadır. Bu sorular öğretmen adaylarının okumakta oldukları üniversite, program, sınıf seviyeleri ve cinsiyetleri belirlemeye yönelik oluşturulmuştur. İkinci bölümde ise 12 adet açık uçlu soru yer almaktadır. Bu soruların her biri, a ve b olmak üzere iki alt sorudan oluşmaktadır. Her soru eşitsizlikler konusunda öğrencilere yöneltilen soruyu ve öğrencinin bu soruya verdiği yanıtı içermektedir. Öğretmen adaylarından, öğrencinin yanıtını inceleyerek iki alt soruya cevap vermesi istenmiştir. Bu alt sorulardan ilkinde öğretmen adayına öğrencinin sahip olduğu hata ve ya kavram yanılığı; ikincisinde, söz konusu hata ve ya yanılığı gidermede kullanacakları stratejilerin neler olabileceği sorulmaktadır. Formda yer alan soruların hazırlanmasında Çelik (2019) ve Aktaş - Sarpkaya (2019)’nın çalışmalarından yararlanılarak eşitsizliklerle ilgili ifade edilen hata ve kavram yanılığı türleri referans alınmıştır.

Formun geçerliği için alanında uzman iki öğretim üyesinin görüşlerinden yararlanılmıştır. Kabapınar (2003), kavram yanlışları ile ilgili olarak açık uçlu sorular şekilde hazırlanan ve nitel yönü baskın ölçeklerin geçerliğinin uzman görüşleri ile sağlandığını ifade etmektedir (Yavuz - Mumcu, 2017).

2.3. Verilerin Analizi

Öğretmen adaylarının formda yer alan yanıtların incelenmesinde içerik analizinden yararlanılmış ve öğretmen adaylarının yanıtları, hata ve kavram yanlışlarını gidermek için kullandıkları stratejilerin ve cevapların ortak noktaları esas alınarak beş bölüm altında toplanmıştır. Yavuz-Mumcu (2017), çalışmasında bu stratejileri dört başlık altında ele almıştır. Bunlar Açıklama Yapma/Soru Sorma(AA/SS), model kullanma (MK), Somut Nesne/Materyal Kullanma (SN/MK) ve Boş (B) olarak ifade edilebilir. Öğretmen adaylarının yanıtları incelendiğinde bu stratejilere ek olarak Örnek Verme (ÖV) , Fark Ettirme/ Bir Değer İçin Kontrol Etme (FE/BDKE) ve Sayı Doğrusu Kullanma (SDK) stratejileri eklenmiştir.

Öğretmen adaylarının farkında olma durumları üç başlık altında toplanmıştır. Bu başlıklar sırasıyla, hata veya kavram yanılığının farkında olup belirtme, hata veya kavram yanılığının farkında olmama ve hata veya kavram yanılığının farkında olup belirtmeme şeklindedir. İkinci aşamada ise öğretmen adaylarının cevaplarının niteliğini belirlemek için adayların yanıtları formda yer alan her bir soru için tek tek okunmuş ve benzer yanıtlar gruplandırılmıştır. Bu gruplandırma yapılırken Yavuz- Mumcu (2017)’nin çalışmasında kullanılan yöntemle benzer bir yaklaşım belirlenmiştir. Her soru için yapılan gruplandırmanın sonucunda belirlenen farklı

strateji türlerinin ortak noktaları belirlenmeye çalışılmış ve bu strateji türleri tek bir bölüm altında toplanmıştır (Yavuz-Mumcu,2017). Öğretmen adaylarının cevaplarının analiz edilmesi sonucunda bütün sorular için öğretmen adaylarının ortak kullandıkları bir yapı belirlenmiştir (Yavuz-Mumcu,2017). Bunun sonucunda formda bulunan sorularda ifade edilen hata veya kavram yanlışlarının giderilmesine yönelik öğretmen adaylarının verdikleri cevapların üç türde olduğu görülmektedir.

3.BULGULAR

3.1.Öğretmen Adaylarının Eşitsizliklerde Görülen Hata ve Kavram Yanlışlarını Gidermek Amacıyla Kullandıkları Yöntemlere İlişkin Bulgular

Bu araştırmaya katılan öğretmen adaylarının eşitsizliklerle ilgili hata ve kavram yanlışlarını gidermede kullandıkları stratejilere ilişkin sayısal veriler Tablo 1’de verilmektedir.

Tablo 1. Öğretmen adaylarının cevaplarının farklı kategorilere göre dağılımı

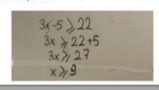
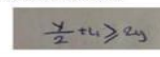
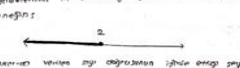
Soru Numarası	SN/MK				AY/SS				MK/SDK				ÖV				FE/BDKE				B
	G/Y	KG/YSZ	GSZ/YSZ	TOPLAM	G/Y	KG/YSZ	GSZ/YSZ	TOPLAM	G/Y	KG/YSZ	GSZ/YSZ	TOPLAM	G/Y	KG/YSZ	GSZ/YSZ	TOPLAM	G/Y	KG/YSZ	GSZ/YSZ	TOPLAM	
1.Soru	4	-	-	4	26	9	4	39	2	-	-	2	8	3	1	12	18	1	-	19	-
2.Soru	-	-	-	-	24	12	7	43	3	1	-	4	8	3	1	12	7	3	-	10	-
3.Soru	1	-	-	1	39	6	2	47	2	-	-	2	8	1	-	9	8	-	-	8	2
4.Soru	-	-	-	-	25	15	1	41	2	-	-	2	25	3	2	30	11	3	1	15	-
5.Soru	1	-	-	1	28	12	8	48	1	1	-	2	9	2	1	12	6	3	1	10	1
6.Soru	-	-	-	-	14	23	7	44	3	1	-	4	6	-	-	6	8	5	1	14	-
7.Soru	-	-	-	-	23	12	8	43	14	-	-	14	2	-	-	2	9	2	1	12	-
8.Soru	-	-	-	-	27	7	4	38	7	1	-	8	7	2	1	10	23	1	-	24	-
9.Soru	-	-	-	-	34	6	1	41	5	-	-	5	5	2	-	7	11	2	-	13	1
10.Soru	-	-	-	-	30	11	7	48	11	1	-	12	7	3	-	10	5	3	-	8	1
11.Soru	-	-	-	-	24	10	5	39	3	-	2	5	6	3	-	9	13	1	1	15	1
12.Soru	-	-	-	-	27	12	2	41	3	1	-	4	6	1	-	7	13	6	1	20	1
Ortalama				0,5				42,67				5,33				10,5				14	
Toplam	6	0	0		321	135	56		56	6	2		97	23	6		132	30	6		7

***Bazı öğretmen adayları cevaplarında birden fazla strateji kullandığı için toplam strateji sayısı öğretmen aday sayısından fazladır.**

Tablo 1’de yer alan veriler öğretmen adaylarının eşitsizliklerle ilgili hata ve kavram yanlışlarını gidermede en çok açıklama yapma/soru sorma stratejisini tercih ettiklerini göstermektedir. Bundan sonra tercih edilen stratejiler sırasıyla fark ettirme/bir değer için kontrol etme, örnek verme, model kullanma/sayı doğrusu kullanma ve somut nesne/materyal kullanma olarak ifade edilebilir. Ortalama 43 öğretmen adayı (%75,43) hata ve kavram yanlışlarını giderme noktasında açıklama yapmayı/soru sormayı, 5 öğretmen adayı (%8,78) model kullanmayı/sayı doğrusu kullanmayı, 14 öğretmen adayı (%24,57) fark ettirmeyi/bir değer için kontrol etmeyi

ve 10 öğretmen adayı (%17,55) örnek verme stratejisini kullanmayı tercih etmektedir. Burada ki sayısal veriler dikkate alındığında model kullanma/sayı doğrusu kullanma ve somut nesne/materyal kullanma stratejilerinin öğretmen adayları tarafından daha az tercih edildiği görülmektedir.

Tablo 1, çalışmada kullanılan hata ve kavram yanlışlarının çeşitlerine göre yorumlandığında, birinci soruda yer alan eşitsizlik içeren sözel ifadeyi cebirsel olarak ifade edememe hatasını gidermede 39 öğretmen adayı açıklama yapma/soru sorma stratejisini, 19 öğretmen adayı fark ettirme/bir değer için kontrol ettirme stratejisini, 12 öğretmen adayı örnek verme stratejisini, 4 öğretmen adayı somut model/materyal kullanma stratejisini, 2 öğretmen adayı model kullanma/sayı doğrusu kullanma stratejisini tercih etmiştir. Sayısal veriler göz önüne alındığında açıklama yapma/soru sorma stratejisinin öğretmen adayları tarafından daha çok tercih ettiği görülmektedir. Bu soruda farklı stratejiler içinde bulunan G/Y, KG/YSZ ve GSZ/YSZ cevaplar için örnek durumlar Şekil 1'de verilmektedir.

<p>SORU: "5 eksiğinin 3 katı, 2' den büyük ya da eşit olan gerçek sayılar" ifadesini bir eşitsizlik şeklinde yazınız.</p>  <p>b) Bu öğrencinize nasıl bir öğretimsel açıklama yapardınız? Detaylı açıklayınız. (Eğer öğrencinin cevabının hatalı veya yanlış olduğunu düşünüyorsanız, bu hata veya yanlışını düzeltmek için nasıl bir yol izlerdiniz. Detaylı açıklayınız.)</p> <p>Özellikle somut materyal üzerinde çalışma yapardım. Bir ceketün 5 eksiğini buldum daha sonra da 3 katını buldurdum. Sonrasında 3x-5 ifadesini aynı materyal üzerinden göstermesini istedim. Buradan hatayı anlayacaktır. Daha sonra da eşitsizliği tekrar yazma adımını yaptırardım.</p> <p>SN/MK-G/Y</p> <p>sayısal değerler vererek sonuçları karşılaştırmasını isterim</p> <p>öv-KG/YSZ</p> <p><small>*Sorada ona izlenmesi gereken yolun verildiğini ve bu yolu yorum katmadan ilerlemesi gerektiğini söyley bu dediğim direktifler doğrultusunda soruyu yeniden çözmesini isterdim.*</small></p> <p>AY/SS-GSZ/YSZ</p> <p>Şekil 1. Birinci soruda farklı tür cevaplar için örnek durumlar</p>	<p>SORU: "Yarısının 4 fazlası, en fazla kendisinin 2 katı olan gerçek sayılar" ifadesini bir eşitsizlik şeklinde yazınız.</p>  <p>b) Bu öğrencinize nasıl bir öğretimsel açıklama yapardınız? Detaylı açıklayınız. (Eğer öğrencinin cevabının hatalı veya yanlış olduğunu düşünüyorsanız, bu hata veya yanlışını düzeltmek için nasıl bir yol izlerdiniz. Detaylı açıklayınız.)</p> <p>Öğrenciye sayı doğrusu kullanarak büyük eşit ve küçük eşitlik ifadelerini ve en fazla olduğunu anlatırdım. Bunu bir eşitsizlik olarak yazmasını istardım.</p>  <p>"Kendisi yarısını 4 fazlası ile bir eşitlik yazmış. En fazla 2 ile 2-ede daha fazla olan sayılar arasında gelir. Bunu en fazla 2yle eşit olan sayılar olarak da ifade edebiliriz."</p> <p>Yeni bir öğrenciye veya daha sonra öğrencilerine benzer soruları sorardım.</p> <p>MK/SDK-G/Y</p> <p>41. Soru da da bir değer yerine kaçık eşit olmalı gerektirir. Tekrar düşünmesini isterim. Konularına geçerken.</p> <p>FE/BDKE-KG/YSZ</p> <p>Burada öğrenciye soruda verilen anlamı konusunda yardımcı olurum.</p> <p>AY/SS-GSZ/YSZ</p> <p>Şekil 2. İkinci soruda farklı tür yanıtlar için örnek durumlar</p>
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Şekil 1'de yer alan ilk alıntıda öğretmen adayı, soruda ona izlenmesi gereken yolun verildiğini ve bu yola yorum katmadan ilerlemesi gerektiğini söylerim ve bu dediğim direktifler doğrultusunda soruyu yeniden çözmesini isterim şeklinde hatanın nasıl giderileceğine ilişkin uygun olmayan bir açıklama kullanmıştır. Bu nedenle söz konusu yanıt AY/SS teması altında GSZ/YSZ olarak kodlanmıştır. İkinci alıntıda öğretmen adayı söz konusu hatanın nasıl giderileceğine yönelik çok

açık olmayan bir ifade kullanmıştır. Burada öğretmen adayının bir örnek vererek söz konusu durumu göstermesi gerekmektedir. Bu yüzden bu yanıt ÖV teması altında KG/YSZ olarak kodlanmıştır. Üçüncü alıntıda ise öğretmen adayı somut nesne ve materyal kullanarak hatayı nasıl giderebileceğini doğru bir şekilde ifade etmiştir. Dolayısıyla ilgili yanıt SN/MK teması altında G/Y olarak kodlanmıştır.

İkinci soruda öğrencinin sahip olduğu verilen bir sözel ifadede/durumda eşitsizliğin yönünü ters belirleme hatası için 43 öğretmen adayının açıklama yapma/soru sorma yöntemini, 4 öğretmen adayının model kullanma/sayı doğrusu kullanma stratejisini, 12 öğretmen adayının örnek verme ve 10 öğretmen adayının fark ettirme/bir değer için kontrol etme stratejisini tercih ettiği görülmektedir. Bu soruda özellikle açıklama yapma/soru sorma yönteminin diğer yöntemlere göre daha fazla tercih edildiği görülmektedir. Diğer yöntemlerden örnek verme ve fark ettirme/bir değer için kontrol etme stratejilerinin tercih edilme oranlarının hemen hemen aynı olduğu fakat model kullanma/sayı doğrusu kullanma stratejisinin daha düşük oranda kullanıldığı görülmektedir. Bu soruda farklı yöntemler içerisinde yer alan G/Y, KG/YSZ ve GSZ/YSZ yanıtlar için örnek durumlar Şekil 2'de verilmektedir.

Şekil 2'de yer alan ilk alıntıda öğretmen adayının küçük eşittir büyük eşittir sembolleri için sayı doğrusunda bir gösterim yaptığı görülmektedir. Bu sayı doğrusu modeli ile öğrenci sembolü yanlış kullandığını anlayabilecektir. Aynı zamanda öğretmen adayı sayı doğrusu modelini açıklamalarla desteklemiştir. Bu yüzden ilgili yanıt MK/SDK teması altında G/Y olarak kodlanmıştır. İkinci alıntıda öğretmen adayı bir değer vererek öğrencinin yapmış olduğu eşitsizliğin hatalı olduğunu gösterebileceğini söylemekte fakat bunu tam olarak açıklamamaktadır. Dolayısıyla söz konusu yanıt FE/BDKE teması altında KG/YSZ olarak kodlanmıştır. Üçüncü alıntıda ise öğretmen adayının öğrenciye *verilenleri anlama konusunda yardımcı olum* ifadesi hatanın giderilebilmesi için uygun olmamıştır. Çünkü öğrenci soruda verilenleri doğru bir şekilde kullanmış fakat eşitsizliğin yönü ile ilgili bir hataya düşmüştür. Bu nedenle öğretmen adayının yanıtı AY/SS teması altında GSZ/YSZ olarak kodlanmıştır.

4. SONUÇ

Araştırma sonucunda eşitsizlikler ile ilgili hata ve kavram yanlışlarını gidermek amacıyla öğretmen adaylarının genellikle açıklama yapma/soru sorma stratejisini kullanmayı tercih ettikleri görülmüştür. Öğretmen adaylarının cevapları incelendiğinde açıklama yapma/soru sorma teması içerisinde yer alan cevapların büyük çoğunluğunun geleneksel yaklaşımla oluşturulduğu, kullanılan soruların ise öğrencilerin ilişkileri ya da kavramları keşfetmesine yönelik olmadığı görülmüştür. Öğrenciyi aktif kılan ve keşfetmesine olanak sağlayan stratejileri kullanan öğretmen adaylarının sayısının az olduğu görülmüştür. Çalışmamızın bu bulguları alanyazındaki diğer çalışmaların bulgularıyla benzerlik göstermektedir (Yavuz-Mumcu, 2017).

Açıklama yapma/soru sorma stratejisinden sonra en çok kullanılan strateji fark ettirme/bir değer için kontrol etme stratejisidir. Bu stratejide öğretmen adayı yanıtlarının %78'ine yakın bir bölümü hata ve kavram yanlışlarını gidermede yeterli görülmüştür. Bu oran öğretmen

adaylarının fark ettirme/bir değer için kontrol etme stratejisini kullanma konusunda açıklama yapma/soru sorma stratejisini kullanmadan daha başarılı olduğunu göstermektedir. Öğretmen adaylarının fark ettirme/bir değer için kontrol etme stratejisini kullanmada etkili olma nedeni olarak eşitsizlikler konusunun bu stratejilere uygun olması gösterilebilir.

Izabela

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Youth NEET Situation in Albania

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Abstract

NEETs (Young People Not in Employment, Education or Training) in Albania are very heterogeneous. This is since youth unemployment and inactivity rate are at a very high level (Albania has the highest NEET rate among candidates / potential candidates' countries in the EU and EU countries). The principal objective of this paper is to examine the NEET features using official statistical data and other research sources on this subject. Secondly, the process of NEETs tracking takes place by analysing microdata from different sources focusing on best practices too. Finally, conclusions and recommendations are presented.

The high youth NEET rate derives mostly from the economic framework and the labour market structure: the difficult economic situation, weak entrepreneurial system, and labour market dysfunctions (mismatch between supply and demand) affect mostly the youth unemployment. On the other hand, Vocational and Education Training (VET) does not perform properly: lack of investment, curricula not by the labour market demand, lack of applied studies and lack of young people's interest in VET affect the number of enrolled students in VET institutions. The high rate of informal employment among young people generates a vulnerable situation. Employment is beneficial, but the informality of the employment relationship originates long-term consequences, both for the employees and the country. Inter-institutional cooperation, especially at the local level, is quite weak. Addressing NEET is a multifactorial issue and cannot be resolved by a single institution.

Considering the NEET high rate and the economic costs for the Albanian economy, the government should increase the attention, programs, and financing towards this important category of the population (the most vital part of human capital). It is recommended that in the long-term education strategies, the Albanian government should increase the education budget in general, and for VET particularly (given that education expenditure is the lowest at the regional level). In terms of the NEET issue, a special structure should be established which should take a leading role in the process of "mapping & tracking" NEETs by collaborating with several central and local stakeholders. To keep the promise of "employment or training", the employment and education agency must: a. increase its human resources capacity (full time or part-time); b. improve the VET curricula offer by labour market demand; c. cooperate with

businesses (through business subsidies too), to generate employment opportunities for young people.

Keywords: NEETs, unemployment, labor market, Albania, non-registered NEETs.

INTRODUCTION

Young people are potentially the most active part of the population for the sustainable development promotion. Despite the great importance of this demographic category, it can be noted that young people in Albania are subjected to high unemployment and inactivity, becoming a serious economic and social cost for the country. The long-term feature of youth unemployment is a negative example of the (not) sustainable development affecting confidence in the political system and the hope for the future.

At the same time, demographic developments show that young population (15-29 years old) will decline strongly over time and this drastic demographic depression will directly affect both the labour market composition and the social security system.

Considering this situation, the Government needs to take concrete and urgent measures to address this issue and specially to implement the stated youth employment policies.

The concept of youth NEET rate should be distinguished from the concept of youth unemployment rate: the NEET rate is computed as the share of young people who are not in employment, education, or training of the total population of young people. In this it differs from the youth unemployment rate, which measures the share of young people who are unemployed among the population of young people who are economically active.

$$YNEET_{rate} = \frac{Young\ People\ NEET}{Young\ People\ Population} \quad YUNEMP_{rate} = \frac{Young\ People\ Unemployed}{Young\ People\ Econ.\ Active}$$

This study deals with youth NEET issue. Firstly, the youth employment policies are analyzed considering implementation efficiency and main stakeholders' capacities in addressing the youth employment problem. The NEET features are then identified using official statistical data and other research sources on this subject and finally conclusions and recommendations are presented.

YOUTH NEET IN ALBANIA

Before recording statistical data on NEETs in Albania, the category "youth" in terms of Life Year Quantity must be defined. In ILO studies, "young people" include the age group 15-24 years (ILO, 2005). However, different countries use other standards, based on young people educational characteristics and economic, social and cultural development, e.g. in the United Kingdom it was decided that the concept of "young" should include young people aged 18 - 24 years; in Italy the concept of "young" varies from north (15 - 29 years) to south (15 - 32 years) (O'Higgins, 2001). In European Union statistics, "young" (for calculating purpose) include the age group 20 - 34 years, as young people aged 15 - 20 are mostly attending the school¹. In Albania during the period 2000 - 2012, in the category "young" are included people aged 15 - 24 years (INSTAT, 2010) and after 2011, people aged 15 - 30 years (INSTAT, 2011). Various studies include in this category young people aged 15 - 30 years (Kume, 2012) or 15 - 29 years (EMA, 2012). Currently INSTAT offers statistics for both the age groups². After the 1990s, the Albanian population has started to age, causing the constant contraction of young population (0-29 years old). According to INSTAT demographic data, the young population has decreased from 2001 to 2020 by 31%, while the population aged 15 - 29 for the same period has decreased by 11% (see Fig. 1). As a result, in the current conditions and according to international demographic projections, the population aged 15-29 will contract even more in the coming years.

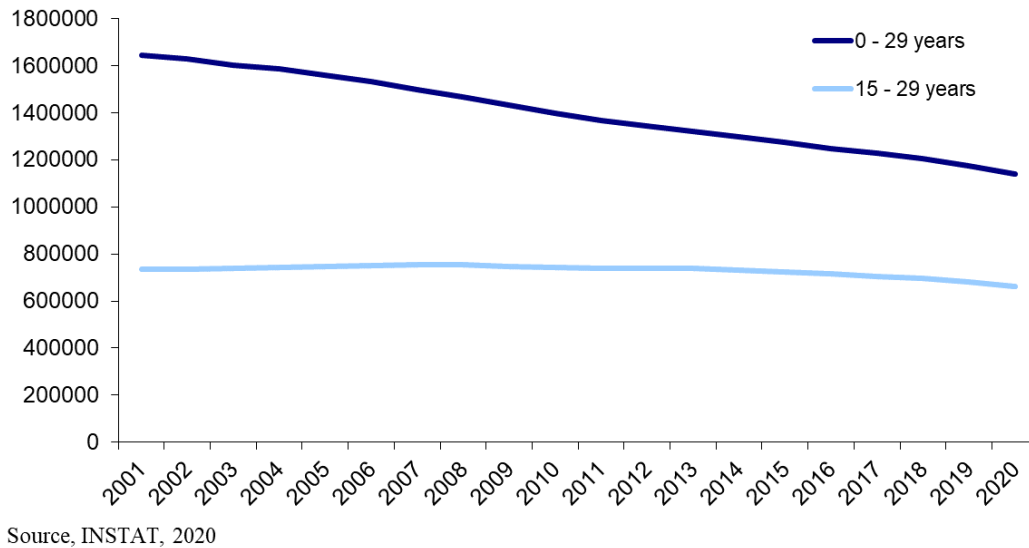
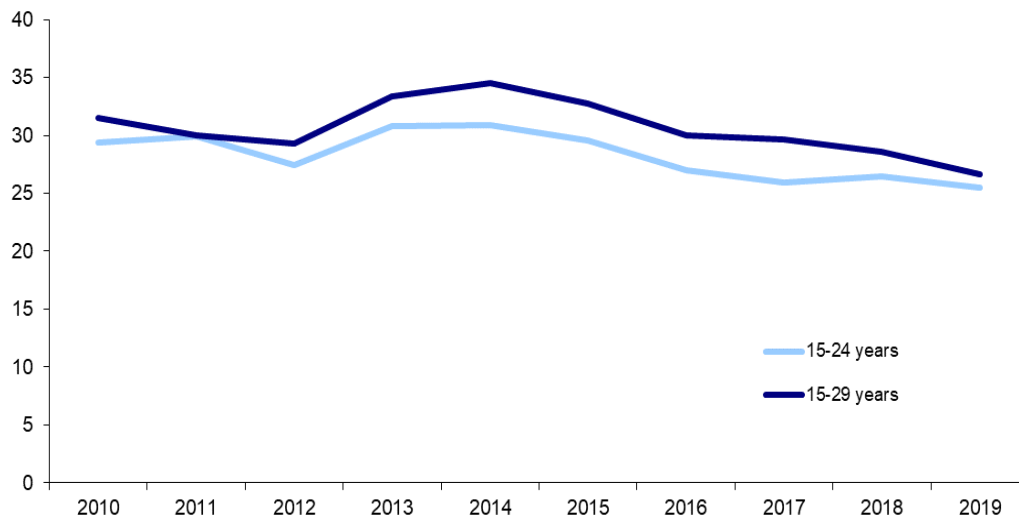


Fig. 1 Young Population in Albania (as age group)

² Eurostat database

² Referring to various studies and considering the characteristics of Albanian society, in this study the category "young people" is the population aged 15 - 29 years.

Referring to official sources (INSTAT, 2020) it results that the NEET rate in Albania has experienced a slight decline from 2010 (31%) to 2019 (26%), being still far from the EU countries standards (EU NEET rate average 16%).



Source: INSTAT, 2020

Fig. 2 NEET rate in Albania (2010 - 2019)

There is a small difference between NEET rate (15-24) and NEET (15-29) because young people aged 15-24 have a higher probability of attending higher education than young people aged 15-29 years. The NEET unemployment is not a short-term issue (as it should be in fact). Youth unemployment and especially NEET unemployment in Albania has the forms of a long-term phenomenon, turning into a significant social cost (INSTAT, 2020; Cela, 2019).

In terms of gender, can be noted that the difference between men and women is greater: this is because women in Albania leave the labour market faster than men even though the attending school rate for women is higher than that of men.

Based on INSTAT data, it can be noted that the education level has a positive effect on men, while it does not seem that education has an impact on women in terms of employment. From 2010 to 2019 there is a significant decrease in the number of young men categorized as NEET (-8%), while this decrease is less evident in women (-5%). Always referring to gender, Men NEET rate with primary education level is almost 10% lower than Women NEET rate with the same level of education.

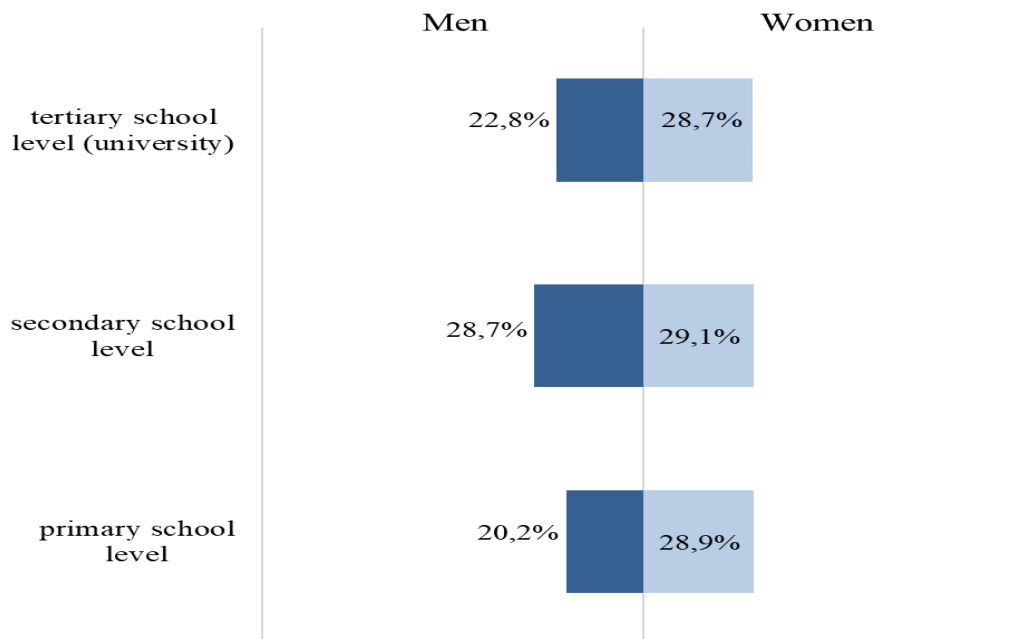


Fig. 3 NEET rate, by gender and education (2019)

In 2018, nearly 42 per cent of all NEETs had achieved upper secondary educational attainment, 36 per cent had lower secondary education or less, and less than a quarter (22,9 per cent) had university level education (Fig. 3). Young men are more likely than young women to have low - medium skills, since 84.5 per cent of all unemployed men and 71.2 per cent for young women had upper secondary education or less. Young women with university - level education represent about 30 per cent of all NEETs women (28.8 per cent), while among NEETs men only 15.5 per cent had tertiary educational attainment.

Referring to the available resources¹, it is estimated that at regional level, Tirana occupies about 50% of NEET young people in Albania. Then come Durrës, Fieri, Vlora, Korça, etc. Analyzing the NEET situation at the local level, it can be pointed out that Kukës has a relatively larger number of NEETs. This is because: 1. the population aged 15 - 29 years in Kukës is relatively higher than in other regions (except Tirana), 2. employment rate is low and 3. the number of young people attending education or training is very low. As a result, about half of the population aged 15-29 in Kukës is NEET.

¹ INSTAT, Vjetari Statistikor Rajonal 2019, pp. 43 – 51, 65 - 76, Tirane 2020; Reforma Administrative – territoriale (Analiza e treguesve sociale sipas qarqeve – Aneks III), Prill 2014, www.portavendore.al; www.instat.gov.al

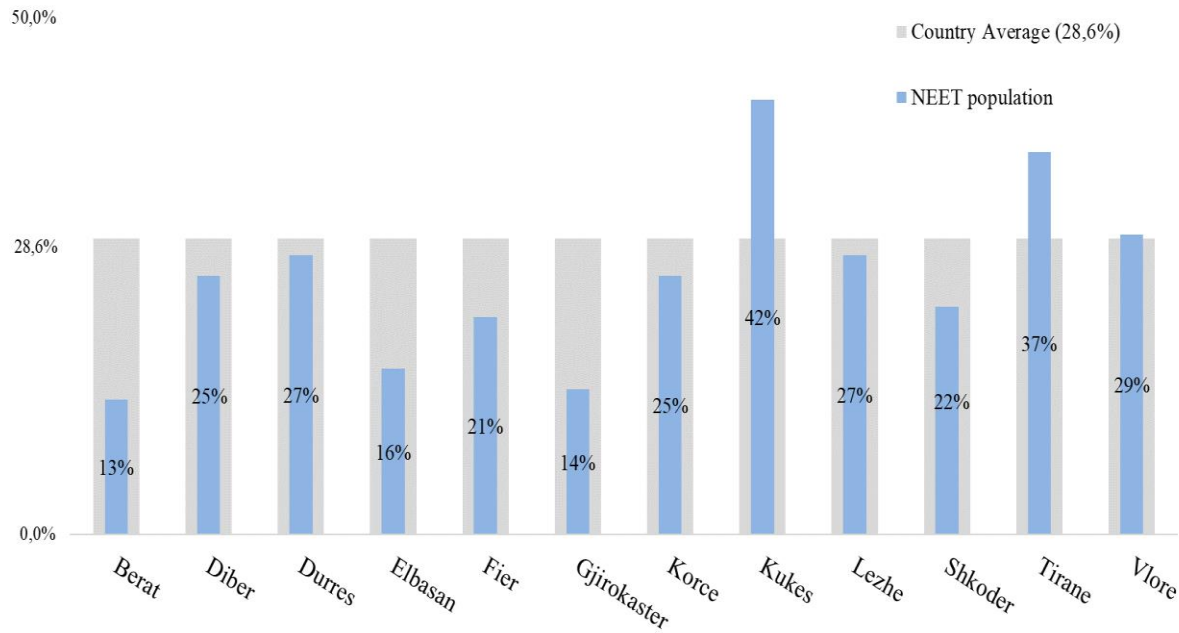


Fig. 4 NEET rate, by region (2018)

Referring to different studies, it can be noted that ethnic and cultural minorities (Egyptians, Roma, Slavs, Greeks, Macedonians, etc.) are more at risk of leaving the labour market, education or training. According to a study by the European Training Foundation, the NEET rate among minorities is almost double than the NEET rate for non-minorities (Bardak et al, 2015).

Table 1. Heterogeneity of NEETs (2018)

Reasons	Total	Male	Female
Unemployed	36,6	50,4	25,7
Other Inactive	29,6	31,0	28,5
Family care	22,0	2,2	37,9
Discouraged	11,8	16,4	7,9

Among the reasons of being NEET, the unemployment is the main reason for men, while for women the main reason is the family responsibility and inactivity for other reasons (INSTAT, 2018). Summarizing: a. If at national level the NEETs constitute a serious problem, at the regional level it can be seen that there are areas where the problem is even greater: Tirana has the largest number of NEET youth at the national level (51% of the total) followed by Durres, Fieri, Vlora, Elbasan and Korca; b. There are some marginalized regions, such as Kukes, where over 40% of the local population aged 15-29 is NEET; c. The NEET unemployment in Albania is a long-term problem, thus turning into a significant social cost; d. The women are more at risk of being categorized NEET because of social, cultural and economic reasons; e. Young People

attending High School, women and men, are more at risk of being transformed into NEET because the choice of the secondary level of education (general or vocational) greatly affects the initial employment; f. Young people with a university degree suffer, like their colleagues with lower educational level (maybe even more) as a result of the unemployment that characterizes them in the age of 24 - 29 years, due to demand - supply mismatch in the labour market; g. The probability of being NEET is five time higher for minorities and disabled than for others (Patrick et al., 2015).

TRACKING NEETs IN ALBANIA

The process of NEETs tracking takes place analyzing micro data from different sources. It should be fulfilled after having clearly mapped the characteristics of NEET people (location, social, demographic, gender, ethnic, etc.). The clearer the mapping process, the better can be accomplished the tracking process. The characteristics identified in the mapping process help to structure human and material resources for the tracking process implementation, e.g., considering the geographical distribution of the NEET population, it can be observed that 80% of NEET population is concentrated in 6 regions (where of course Tirana occupies the largest part of the distribution), while 20% in 6 other regions. This indicator can help government agencies at central and local level to structure intervention policies. Piloted interventions can be planned in the case of the Kukes region (where 43% of the population aged 15-29 is NEET).

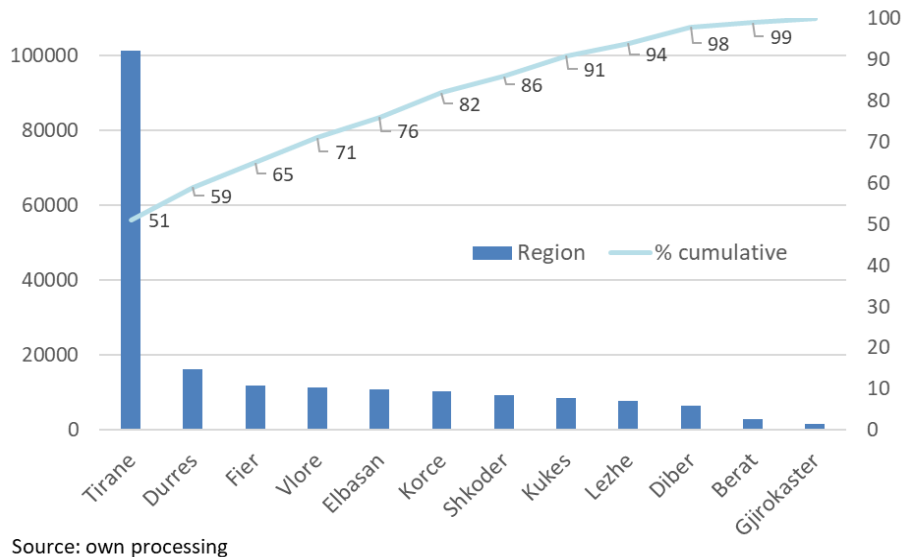
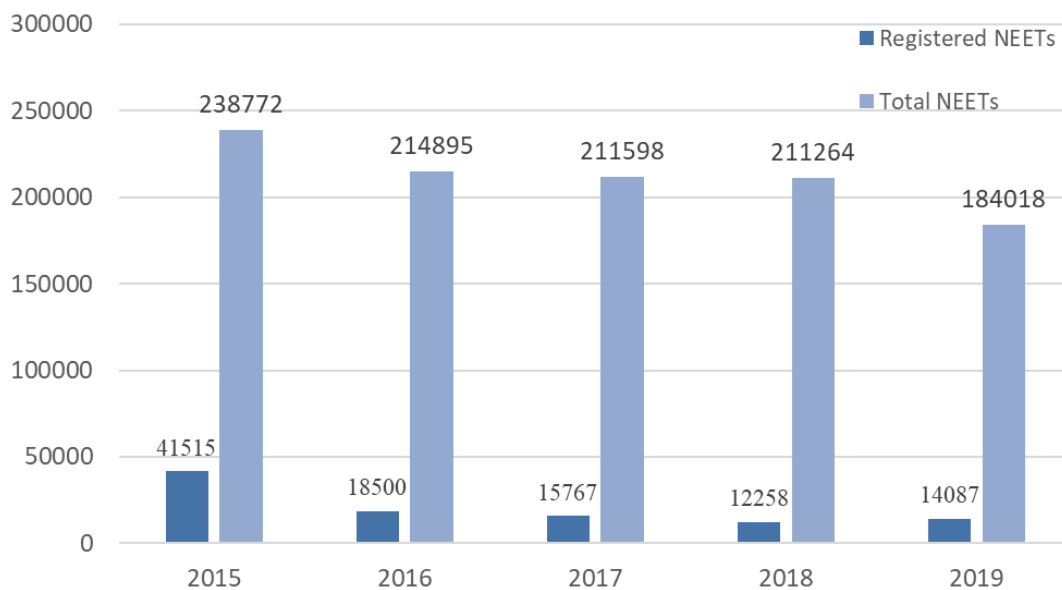


Fig. 5 NEET cumulative, by region (2018)

The tracking process should start by considering the quantitative and qualitative dimensions of the phenomenon (at the absolute level), e.g. in 2018, young people aged 15-29 were 695826 of whom 199006 were non-registered NEET: 228873 were employed; 12258 were unemployed

jobseekers and the rest, 255689 attended secondary (general or vocational) education or the university (INSTAT, 2020). Considering that in 2018 only 6% of the NEET population (MoFE, 2019) was registered with the National Employment Service, it can be noted that over 90% of young people aged 15-29 remain out of employment or education schemes returning to a great cost for themselves and for the society at a time when the demographic situation shows that the dependency ratio in the future will be higher (Sela, 2016). For these reasons, the implementation of NEETs integration policies by the Albanian government is a big challenge that needs to be carefully addressed (UNESCO, 2017; FES 2022).



Source: INSTAT, NASE - 2020

Fig. 6 Registered NEETs vs Total NEETs (2015 - 2019)

In order to enable the young people registration with public institutions, it must be firstly created and developed the belief that the registration process will bring employment advantages for young people. This is essential for the process continuity towards young people employment (or education). The low number of young people registered with NAES (National Agency for Employment and Skills) is one of the indicators of the lack of trust in public institutions (Hackaj, 2015).

Secondly, registration data should be used exclusively for the purpose of young people integration into work or school (in order to protect the individual's privacy).

Thirdly, the funds must be enough to engage human, material and organizational resources in tracking the NEET population.

Analyzing the EU practices addressing the NEETs issues, it can be concluded that trust, privacy and funding are the three basic conditions for mapping and tracking NEETs (ILO, 2017; World

Bank and WIWW, 2018). If trust is a long-term and step-by-step process, the privacy must be ensured by the signing of agreements between the responsible institution and the cooperating institutions through the information exchange. The central institution in identifying and assisting the non-registered NEETs it is recommended to be NAES which should cooperate with governmental institutions, municipalities, non-governmental organizations, youth organizations and businesses (ACIT, 2019) in order to achieve three goals: 1. NEET population mapping; 2. NEET population tracking; 3. Integration of the NEET population.

To better address and focus the attention on identifying and assisting NEETs in a dedicated place, it is recommended to establish special offices at central and regional level for informing and advising NEET youth (Training and Employment Information Office, ZIPP) equipped with the necessary infrastructure and specialized staff. The main role of ZIPP is recommended to be the tracking of non-registered NEETs informing them about existing employment (or training) opportunities. While NAES should have the role of directing young people towards vocational education or entering the labour market through apprenticeship, training or employment opportunity (SADC, 2020). The tracking process of non-registered NEETs should be done using the database of other institutions (Ministry of Finance and Economy, Ministry of Education, Sport and Youth, Municipalities, State Labour Inspectorate, Social Insurance Institute, INSTAT). NAES is recommended to enter into agreements with these institutions and to cooperate with the National Agency of Information Society (NAIS)¹ and the Agency for the Delivery of Integrated Services Albania (ADISA)². NAIS manages the online portal e-albania³, while ADISA is an Agency which offers one stop shop services throughout the country. Given that NAIS manages the database of most state institutions (including the NAES database), this would be a very efficient way to track non-registered NEETs. As mentioned above, this process must be done in compliance with the personal data law. Data collection and online data processing should be a dynamic process in order to check the NEETs employment or education status on an ongoing basis. This is the task of the ZIPP structure, which should use mechanisms and cooperate with various institutions for tracking non - registered NEETs: a. High Schools (general or vocational); b. Youth organizations; c. NGOs; d. Municipalities; e. Social networks; f. Direct communication.

NEETs, who decide to engage into an integration program, should see the outcome within a reasonable period, which should not exceed six months (Kluve 2010; Kluve et al, 2014). This means that after a certain period the NEETs must be promised and offered a job (apprenticeship,

¹ NAIS (National Agency of Information Society) as a central public institution under the Prime Minister, exercises its activity based on the Decision of the Council of Ministers no. 673, dated 22.11.2017. According to this DCM, NAIS has as main competence the administration of e-Gov infrastructure as well as the information and communication technology (ICT) infrastructure for the institutions and bodies of budget administration bodies under the responsibility of the Council of Ministers, as well as the non-budgetary institutions for which service fees are used, www.akshi.gov.al

² ADISA (Agency for the Delivery of Integrated Services Albania) has the mission to provide public services through the establishment and administration of citizens desk receptions (front office) and integrated centers (one stop shop), www.adisa.gov.al

³ E-Albania is the portal managed by NAIS and offers services through the database of more than 44 state institutions, including the database of institutions directly related to the NEETs, <https://akshi.gov.al/wp-content/uploads/2019/08/raport-vjetor-AKSHI-2018.pdf>

training, employment opportunity) or an educational perspective. This costly process must be controlled by the NAES in such a way that the young person can efficiently benefit from this six-month integration program. Therefore, it is recommended to use legal mechanisms (such as contracts) in the case that NEETs are involved in a certain training program (Corbanese, 2017). In this regard, NAES needs to work closely with business (and other job providers) in order to study the job market and constantly update the job vacancy portfolio: trust cannot exist if stated opportunities do not match with offered opportunities.

CONCLUSION

The youth NEET in Albania is very heterogeneous. This is since unemployment and inactivity of this population category is at a very high rate (Albania has the highest youth NEET rate among EU countries and those candidate / potential candidate countries). In this heterogeneity, there are NEETs more vulnerable than others, such as: young women, young people from disconnected areas, people with disabilities. In addition, the high economic costs must also be considered¹. The high youth NEET rate derives mostly from the economic framework and the labour market structure: the difficult economic situation, weak entrepreneurial system, labour market dysfunctions (mismatch between supply and demand) affect mostly the youth unemployment (Sattinger, 2012). On the other hand, VET does not perform properly: lack of investment, curricula not in accordance with the labour market demand, lack of applied studies and lack of young people interest in VET affect the number of enrolled students in VET institutions. The high rate of informal employment among young people generates vulnerability situation. Employment is beneficial, but the informality of the employment relationship originates long-term consequences, both for the employees and for the country (Miheš et al, 2010). The legislation on youth (un)employment is in line with economic developments and the requirements of the European Union (harmonization of legislation). Its implementation remains a problem, as many of the objectives of the long-term youth employment (or training) strategy haven't advanced (CRCA, 2018; Dragoshi et al., 2015; UNDP, 2018). Albanian youth don't trust the institutional bodies, which deal specifically with the employment and training issue. It turns out that less than 10% of young people are registered with PES in Albania. Consequently, informal employment channels are considered more effective than formal employment.

Recommendations

Considering the NEET high rate and the economic costs for the Albanian economy, the government should increase the attention, programs and financing towards this important

¹ studies on the inactive NEETs economic costs in Albania are lacking. If we refer to the existing sources regarding calculations at micro and macro level for other countries, it can be estimated that the economic costs for Albania are about 3.5% of GDP (or 3000 euros per year for each NEET), see MASCHERINI M., MATTEI A., The economic cost of the young people not in employment, education, or training (NEETs), https://www.gesis.org/fileadmin/upload/dienstleistung/daten/amtl_mikrodaten/europ_microdata/Abstracts_2013/Mascherini_Mattei.pdf.

category of population (the most vital part of human capital). It is recommended that in the long-term education strategies, the Albanian government should increase the education budget in general, and for VET particularly (given that education expenditure is the lowest at regional level). In terms of NEET issue, a special structure should be established within the NAES, which should take a leading role in the process of "mapping & tracking" of NEETs by collaborating with a number of central and local stakeholders.

To keep the promise of "employment or training within 6 months" promise, NAES must increase its human resources capacity (full time or part time); improve the VET curricula offer in accordance with labour market demand; cooperate with businesses (through business subsidies too), in order to generate employment opportunities for young people; conclude individual agreements with NEET registered with NAES in order to ensure the financial support efficiency (voucher, coupons, bonus, etc.); promote individualized programs for vulnerable people involving professional advisers: social workers, psychologists, etc. (Merxhan, 2019; Peci et al, 2020) continuously profile and identify NEETs sub-groups in order to set priorities intervention.

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Elementy Statystyki w Badaniu Drganiovym Obiektów Logistyki Transportu

Elements of Statistics in the Vibration Test of Transport Logistics Objects

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Abstract

Presented considerations of this work includes selected issues around statistical procedures use in vibration measures study and modal analysis methods to assess the machines state. The indicated statistical procedures are particularly important in vibration and modal research, where the multidimensionality of diagnostic signals requires a wide application of various statistical procedures at the stage of processing and decision-making. This paper presents the MATLAB program for determination of the Symptoms matrix, software tools for reading and exporting files to the unv format, the OPTIMUM computer algorithm, the Singular Values Decomposition (SVD) computer algorithm and the state matrix analysis program using the MAC theory.

Keywords: statistical methods, exploitation, diagnostics, redundancy, product life cycle.

Streszczenie

Przedstawione rozważania tej pracy obejmują wybrane zagadnienia z obszaru wykorzystania procedur statystycznych w badaniu miar drganiowych oraz metod analizy modalnej do oceny stanu zużycia maszyn. Wskazane procedury statystyczne są szczególnie istotne w badaniach drganiowych i modalnych, gdzie wielowymiarowość sygnałów diagnostycznych wymaga szerokiego stosowania różnych procedur statystycznych na etapie przetwarzania oraz podejmowania decyzji. W tej pracy przedstawiono program MATLAB do wyznaczania macierzy symptomów, narzędzia programowe do odczytu i eksportu plików do formatu unv, algorytm komputerowy OPTIMUM, algorytmu komputerowej analizy rozkładu (SVD) i programu do analizy macierzy stanu z wykorzystaniem teorii MAC.

Słowa kluczowe: metody statystyczne, eksploatacja, diagnostyka, redundancja, cykl życia produktu.

1. Introduction

The technical systems state analysis is compound for a set of mathematical procedures that they can be related to each other to develop analysis of superior order and to find the achievements presented in this work are a result from the implementation of many studies related to the description and statistical verification of the vibrational energy distribution usefulness in the state degradation assessment. Both the developed field of vibration diagnostics and applied modal analysis methods are based on the vibration process and use in the research as basic - different vibration estimators. The physical aspects of the vibration process are described in terms of time, frequency, and amplitudes, giving in practice many measures (often in excess) of the energy distribution containing a lot of information about the processes studied (objects). This forces the need for widespread use of statistical methods when developing research results for making rational decisions.

Diagnostic experiments should enable quantitative assessment and in-depth analysis of destructive processes occurring in constructions and machines, mainly at the stage of use and maintenance. An in-depth analysis of the results of the experiment, which is the basis for the operational decisions to be taken, should each time contain answers to users' questions [5,8]:

- how to successfully recognize the technical condition of a structure, in general?
- how long and under what load can the system operate for the next technical support?
- how to change or shape the system load for maintaining task ability?
- what are the most advantageous ways and means of renewing the system?
- how to protect the system against the destructive effects of external factors?

Only a comprehensive application of diagnostics and effective diagnostic procedures for the state, distinguished in dedicated diagnostic experiments, guarantee the reliable operation of technical systems in the adopted structures of exploitation [1,9].

Modern technical diagnostics very widely uses the possibilities offered by such a universal tool as virtual engineering. For a more effective use of these possibilities, there is a need to constantly search for new, more effective tools supporting the diagnostic process, as well as modeling phenomena whose characteristic parameters allow monitoring the increasing number of available symptoms [10]. Authors of many studies assessing the correctness of diagnostic procedures most often use single-criterion indicators, which do not consider in detail the impact of operating conditions of technical means (the changing model of destruction) on the quality of formulated decisions (diagnoses and forecasts) [2,3]. This is due to fact that the status recognition procedures are very sensitive to the complexity of the system structure and the randomly variable wear process. There is, therefore, a need to conduct sensitivity tests of these

procedures depending on factors characteristic of the actual conditions of existence in service [6,7].

In modern technical systems, considering technological advances as well as developed and available possibilities for signal acquisition and processing, it is possible to obtain a large amount of information from signals registered in various system states. This information must be processed and interpreted by the available procedures for the statistical processing of results, which is often used by technical staff to determine the status [4,8]. Recognition of the degradation status of a complex system is based on a multidimensional analysis, for which it is possible to assess the relations between variables whose values have changed because of the developing damage [2,11]. More and more often, dynamic state identification tests used to assess changes in the state of degradation, damage development and location of causes of the condition were the basis for the development of a specialized statistical software system. It enables acquisition and processing of measurement data, creation of many measures of diagnostic signals, testing their diagnostic sensitivity, statistical analysis of results and diagnostic inference [2,9].

The subject of this work includes selected fragments of important research issues in the following areas:

- statistical procedures in the measurement of vibration energy flow measurements (acquisition, ordering, redundancy, modeling and presentation of results from tests and measurements);
- estimators of vibration diagnostics in studies of degradation of the condition of structures and construction machines (identification of needs and formulating requirements for measures, processes, products and constructions);
- rules for the use of modal analysis methods in the examination of structures and construction machines (rules and procedures for practical applications);
- maintaining the fitness of structures and technical facilities (shaping technical readiness and safety in the operation of facilities, introduction of new technologies and technical solutions, design, construction, and rational use).

Studies of energy distribution measures (in vibration diagnostics and modal analysis methods) are used in many fields because of displacement, velocity, or deformation measurements. Indirectly they serve to quantify the characteristics of material properties, e.g. functional properties, the state of destruction of the structure or the load-bearing capacity of old buildings in the field of cultural heritage. They can also be used in structural quality tests to detect damage affecting the fatigue properties of a structure. Vibration assessments of engineering structures degradation also enable assessment of the degradation status of materials, elements and structures, assessment, or delamination of composite panels used in industry. Measurements of energy distribution used in the studies use various estimators of vibration diagnostics and

modal analysis, the usefulness of which in indicated areas should be assessed by dedicated and specialized statistical procedures.

2. Statistical research space

All studied mass phenomena are characterized by certain regularities, which are difficult to study and not all are detected and investigated. Statistical assessments used for this characterize the quantitative side of the studied phenomena in an inseparable connection with their qualitative side. It should be remembered that in nature there are no numbers used by statistics, but only things and processes [2,11].

Statistical methods using a numerical description make it possible to make the necessary generalizations of a large amount of detailed information. By using generalized statistical methods to make the necessary generalizations in the statistical description, order is introduced in the apparent chaos of random events. This allows detection of regularity in the form of cause-and-effect relationships occurring in the studied phenomena [2,11].

The massiveness of the data requires the use of computer-aided research in the field of methods and means of modeling, acquisition, processing, inference, visualization, dissemination, and storage of information. The current development of science requires from engineers the use of modern computer applications, thanks to which it becomes possible to make complex calculations and to analyze the obtained results in a short time [5].

In general, the proposed methodology for studying the consumption state includes detailed procedures for the development of a data acquisition system and their processing and statistical inference - repetitive in many different issues of testing many measures of signals.

The control tools of the considerations are the proposed statistical procedures that make up the measurement system of vibration energy propagation (acquisition, ordering, redundancy, modeling, and presentation of results from tests and measurements) [1,3,6].

The obtained research data (uncertain, incomplete, random) are subjected to analysis and assessment of regularity in the field of mass phenomena. To highlighting the main components of the observation matrix, the obtained results are combined into control charts, which are subjected to painstaking research in the scope of:

a) data presentation:

- statistical series: detailed, distributive, temporary;
- statistical plots: linear, bar, point;
- statistical tables: working - raw statistical material subjected to further processing.

b) use statistical tools to describe the structure of the community:

- arithmetic mean - average value,
- geometric mean - used to examine relative changes a given feature,

- dominant - the value of which is the most probable,
- range - difference between the maximum value and the minimum value of a given feature,
- standard deviation - of the value of a given feature from its arithmetic mean,
- variance - the arithmetic means of the square deviations the feature from its arithmetic mean,
- coefficient of variation - determines the degree of diversification of a given feature in the whole population,
- asymmetry coefficient - determines the direction and strength of asymmetry,
- concentration factor (kurtosis).

These analyzes determine the initial and justified selection of qualitative measures, further processed to highlight the components to the main model. Statistical analysis of the acquired data is also the basis for many interesting description and trends of the events studied. Basic statistical surveys use many methods for qualitative and quantitative analysis of the data obtained. These include analysis of variance, correlation analysis, regression analysis, factor analysis, discriminant analysis, time series analysis, canonical analysis, others, generally available in various informational statistical procedures [11].

The MATLAB program is used for basic engineering applications used in the analysis of results. This program is used for computer calculations, combining data logging and processing, specialized calculations, visualization, and an easy-to-use programming environment [1,7]. The program contains the following applications:

- mathematical algorithms and their calculation,
- the creating own calculation algorithms,
- modeling and simulation algorithms,
- data analysis and visualization,
- engineering graphics applications,
- application for creating own programs, creating their interface and graphical data analysis.

Depending on the application, the program includes specialized packages of calculation procedures from any areas of knowledge called toolboxes, for example: SIMULINK, Signal Processing Toolbox, STATGRAF, STATISTICA and others. Such packages make it possible to obtain basic knowledge a given scope and apply this knowledge to solve problems [2,10]. Statistical procedures in studies of vibration energy propagation measures supports the conducted experiments and have been verified in many publications describing vibration tests, modal analyzes and ex-test systems. To accomplish the objectives of the above tasks, an engineering application was developed: State Examination Procedures (PBS) - enabling the

generation of dedicated sets of variables of independent symptoms of the degradation status of the tested structures and machines.

3. Main elements of a vibration-specific statistical procedure

Identification tests of structures and machines used to assess changes in the condition, damage development and location of causes of the existing condition constitute the basis for creating a specialized software system for statistical procedures. Modules of the developed system enable acquisition and processing of measurement data, creation of many signal measures, testing their sensitivity, statistical elaboration, and inference. The program modules correspond to the subsequent stages of the statistical survey of technical objects [2,3,4]. The processing of vibration processes to obtain the values of the vibration signal (estimators) allows you to generate own and mutual measures of the vibration signal that are used in various applications.

The ideal point method - OPTIMUM

Measured signals represent the space of observation, and indirectly the development of damages in the structure or construction machine. Using optimization, you can characterize the sensitivity of measured symptoms to state changes based on distance measurements from the ideal point [9,10]. The algorithm presented below enables statistical evaluation of individually elaborated symptoms, resulting in the final qualitative ranking list of their sensitivity and usefulness. The next steps of this procedure and its result are shown in Fig. 1.

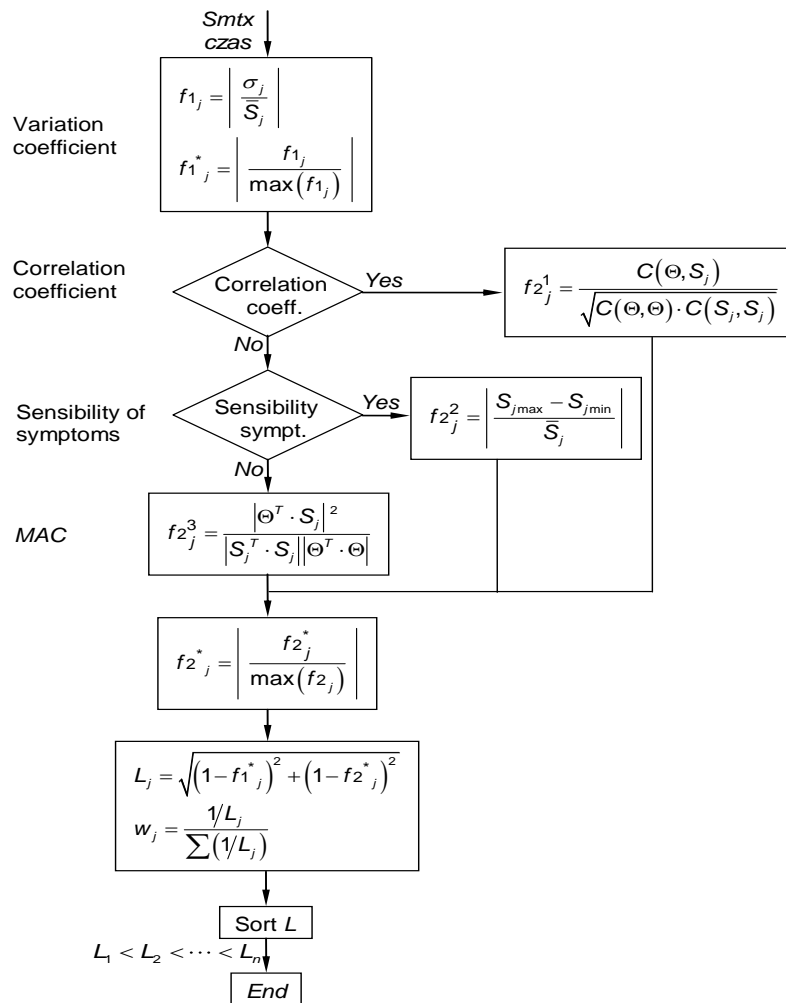


Fig. 1. OPTIMUM procedure algorithm and an example of its result [2,11]

Having statistically significant good symptoms, it is possible to build cause and effect models on the state conclusion stage. However, the quality of the model depends on the number of measures taken, which can be indirectly estimated in the simplest regression models with the R^2 coefficient [2, 9].

Multidimensional system observation - SVD

SVD (Singular Value Decomposition) is a numerical procedure for multivariate tracking of changes in an object's degradation state. The procedure uses all measured signals to assess changes in the state of the technical system under study, without losing any information possible to obtain. The algorithm of the method and an exemplary result of the applied procedure are presented in Fig.2.

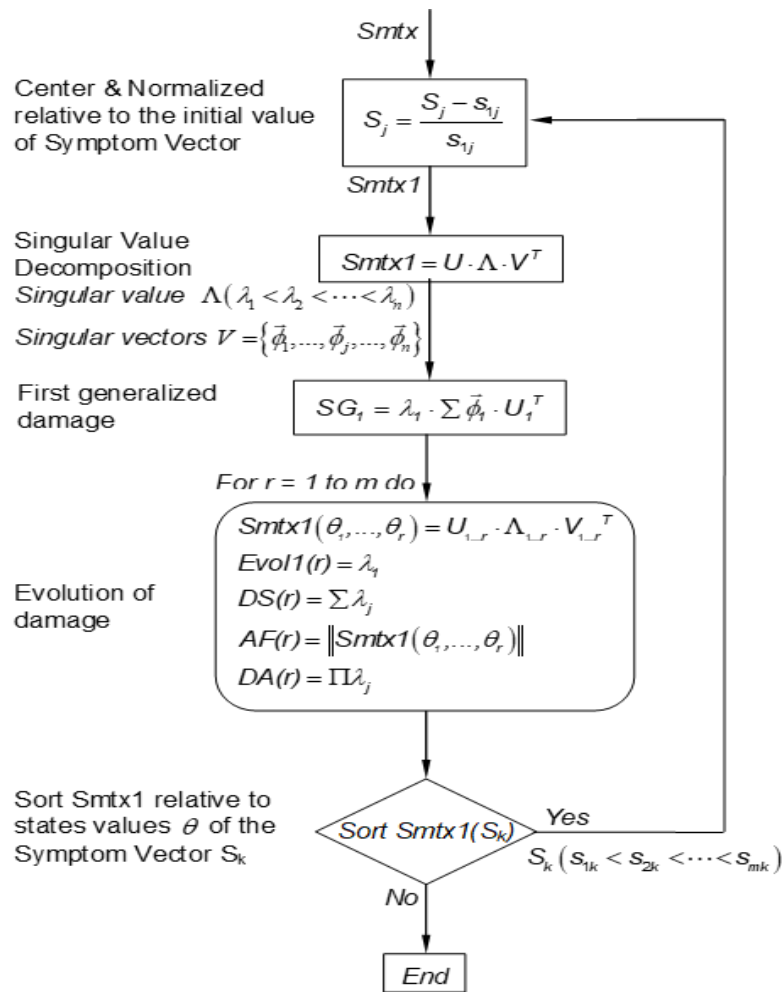


Fig. 2. The algorithm of the SVD procedure and an exemplary result of its operation [2,10]

The SVD procedure in the newer software implementations is modular (base) and allows further development of the algorithm, automatically searching for unnecessary measurement symptoms for a given research topic.

Information system for degradation studies

The degradation status identification tests of various technical facilities are increasingly the basis for the creation of a specialized software system. This program includes software for the needs of vibration acquisition, processing, statistical inference, and visualization. It enables the acquisition and processing of measurement data, the creation of many measures of diagnostic signals, their testing of sensitivity, statistical elaboration, and diagnostic inference. The presented procedures of statistical surveys are the sum of experience from theoretical and experimental research of the field of vibration and modal testing, supported by statistical

procedures [1,2,9]. The program structure is a modular structure composed of the following modules (fig. 3):

A. Read unv module that allows processing from UNV format to XLS format.

B. Symptoms module that allows defining, determining, and creating a matrix of many measures of vibration processes.

Modules **A** and **B** form part of the software responsible for acquiring and processing vibration processes to obtain a matrix of observations of vibration estimates.

C. The Optimum module uses the ideal point method for individual assessment of the qualitative sensitivity of the measured symptoms of vibration processes.

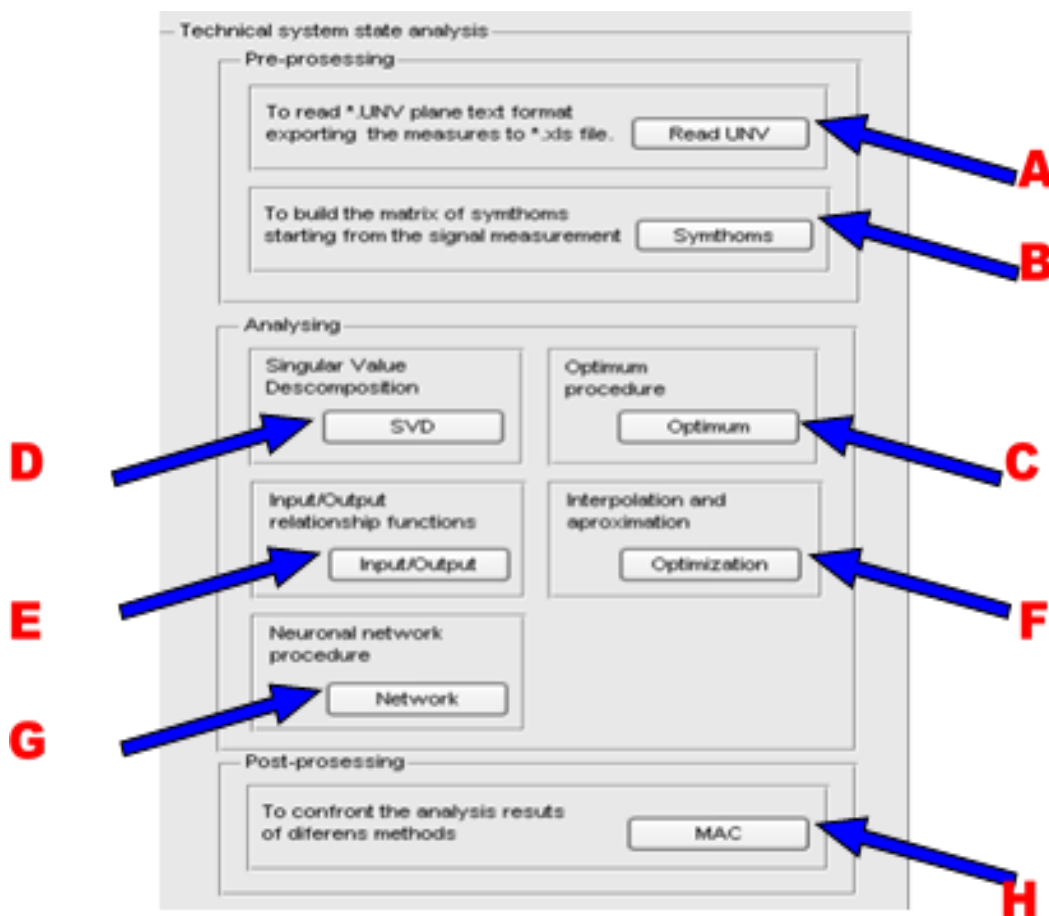


Fig. 3. Main dialog window of the proposed statistical survey system

D. SVD module (multidimensional description of the state of the tested object) used to quantify the generalized damage measures and to assess the damage development.

E. Input / Output module used to analyze the similarity of vibration processes and to determine

various operational measures of the tested object.

F. Optimization module used to develop models and data in genesis (methods of approximation and interpolation), diagnosing and forecasting states.

G. Network module using neural networks to classify states based on the obtained results in the form of series.

Modules **C, D, E, F, G** are elements of statistical inference and evaluation of cause-and-effect relations and serve to visualize the results obtained.

H. The MAC module is a procedure allowing the comparison of different vectors treated as a measure on the entry and exit of a system.

The exemplification of the developed solutions was carried out in the operational tests of selected objects (railway transport system, construction elements and constructions, internal combustion engines, gears, bearings) in which verification of modeling procedures and degradation status was carried out the basis of actual signal measurements.

4. Summary

More and more frequently conducted technical systems identification tests, also used to assess changes in this condition, damage development and location of the existing condition, constitute the basis for the creation of a specialized statistical survey system.

It enables the acquisition and processing of measurement data, the creation of many measures of diagnostic signals, their testing of diagnostic sensitivity, statistical elaboration, and diagnostic inference. The content of this study is the sum of experience from theoretical and experimental research in the field of vibration and modal research of various objects, supported by statistical procedures.

The implementation of the above assumptions required the use of the most modern specialized measuring equipment and programs enabling the execution of defined tasks at the required level, characterized by optimal technological, price and quality efficiency.

The proposed procedures have been verified in many studies (compact studies and publications), indicating their original capabilities useful in many applications [2,4,10,11].

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Impact of grapevine on human health

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Abstract

Polyphenols, classified as secondary plant metabolites, constitute a diverse and extensive group of compounds. They show a number of health-promoting activities.

The 'French paradox' refers to the population of south-western France. Their diet is characterized by fatty foods and smoking addiction is quite common. However, Toulouse residents have one of the lowest rates of coronary artery disease in the world and rank immediately after Japan and South Korea. This was explained by the consumption of local wines, especially from old strains, rich in procyanidins. The polyphenol content of red wines is several times higher than that of white wines. The production of red wine involves the free passage of polyphenols from grape peel to grape must.

A significant role in the beneficial health effects of red wine is attributed to resveratrol. It is a natural polyphenolic compound with a structure of stilbene. Resveratrol has shown an unusually broad physiological and biochemical spectrum of activities in animal studies, including antioxidant, anti-inflammatory, antiplatelet, anticoagulant, antidiabetic and others. Please note that wine contains ethyl alcohol. In the right amounts, it works for us pro-health – reducing the risk of cardiovascular diseases, among others.

Funkcjonowanie dziecka wychowującego się w instytucjonalnej pieczy zastępczej w środowisku szkolnym

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Funkcjonowanie w szkole uczniów wychowujących się w instytucjonalnej pieczy zastępczej



Do placówek opiekuńczo-wychowawczych trafiają dzieci „w wyniku ograniczenia, zawieszenia bądź pozbawienia władzy rodzicielskiej rodziców (...) Kodeks rodzinny i opiekuńczy dokładnie określa, kiedy sąd może odebrać dziecko rodzicom.”

E. Geras, D. Olejniczak, A. Kielan, uwarunkowania zdrowia i choroby u dzieci z domów dziecka, s. 97,



FORMY INSTYTUCJONALNEJ PIECZY ZASTĘPCZEJ

Instytucjonalna piecza zastępcza jest sprawowana w formie:

- 1) placówki opiekuńczo-wychowawczej;
- 2) regionalnej placówki opiekuńczo-terapeutycznej;
- 3) interwencyjnego ośrodka preadopcyjnego.

USTAWA z dnia 9 czerwca 2011 r. o wspieraniu rodziny i systemie pieczy zastępczej (Dz.U.2022.447 t.j.)

Placówka opiekuńczo-wychowawcza jest prowadzona jako placówka typu:

1. socjalizacyjnego,
2. interwencyjnego,
3. specjalistyczno-terapeutycznego,
4. rodzinnego.

USTAWA z dnia 9 czerwca 2011 r. o wspieraniu rodziny i systemie pieczy zastępczej (Dz.U.2022.447 t.j.)



FUNKCJE PLACÓWEK OPIEKUŃCZO-WYCHOWAWCZYCH

Placówka opiekuńczo-wychowawcza:

- 1) zapewnia dziecku całodobową opiekę i wychowanie oraz zaspokaja jego niezbędne potrzeby, w szczególności emocjonalne, rozwojowe, zdrowotne, bytowe, społeczne i religijne;
- 2) realizuje przygotowany we współpracy z asystentem rodziny plan pomocy dziecku;
- 3) umożliwia kontakt dziecka z rodzicami i innymi osobami bliskimi, chyba że sąd postanowi inaczej;



FUNKCJE PLACÓWEK
OPIEKUŃCZO-WYCHOWAWCZYCH

- 4) podejmuje działania w celu powrotu dziecka do rodziny;
- 5) zapewnia dziecku dostęp do kształcenia dostosowanego do jego wieku i możliwości rozwojowych;
- 6) obejmuje dziecko działaniami terapeutycznymi;
- 7) zapewnia korzystanie z przysługujących świadczeń zdrowotnych.

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Prezentacja i analiza wyników badań

Celem badań było określenie poziomu funkcjonowania uczniów wychowujących się w instytucjonalnej pieczy zastępczej, poznanie sposobów działania na rzecz tej grupy społecznej, poznanie zaangażowania w sprawy ucznia wychowawców placówek oraz biologicznych rodziców, wspieranie rozwoju tej grupy uczniów.



Problemy badawcze

1. Jaką pozycję społeczną w klasie szkolnej zajmują uczniowie wychowujący się w instytucjonalnej pieczy zastępczej w opinii nauczycieli?
2. Jaki stosunek mają uczniowie wychowujący się w instytucjonalnej pieczy zastępczej do nauczycieli?
3. Jakie przejawy trudności wychowawczych w szkole wykazują uczniowie wychowujący się w instytucjonalnej pieczy zastępczej w opinii nauczycieli?
4. Jaki jest udział uczniów wychowujących się w instytucjonalnej pieczy zastępczej w życiu społeczno-kulturalnym szkoły w opinii nauczycieli?
5. Jakie szczególne zalety uczniów wychowujących się w instytucjonalnej pieczy zastępczej dostrzegają nauczyciele?
6. Jakie działania pomocowe są podejmowane w stosunku do uczniów wychowujących się w instytucjonalnej pieczy zastępczej?
7. Jak wygląda zaangażowanie wychowawców pracujących w placówkach opiekuńczo-wychowawczych, w których przebywają uczniowie (czy interesują się wystarczająco ich sytuacją szkolną? (chodzą na zebrania, kontaktują się w sytuacji pogorszenia zachowania, ocen, dbają, aby dziecko miało odrobione lekcje)).
8. Czy biologiczni rodzice, którzy nie są pozbawieni praw rodzicielskich, interesują się sytuacją szkolną swoich dzieci i wykazują zainteresowanie?

Mając na uwadze obszar zainteresowań, w pracy posłużono się techniką wywiadu.

Dobór próby badawczej został dokonany w sposób celowy. Z uwagi na podejmowaną problematykę, populację badawczą stanowiło dziesięciu nauczycieli uczących w różnych typach szkół na terenie miasta Bydgoszcz.

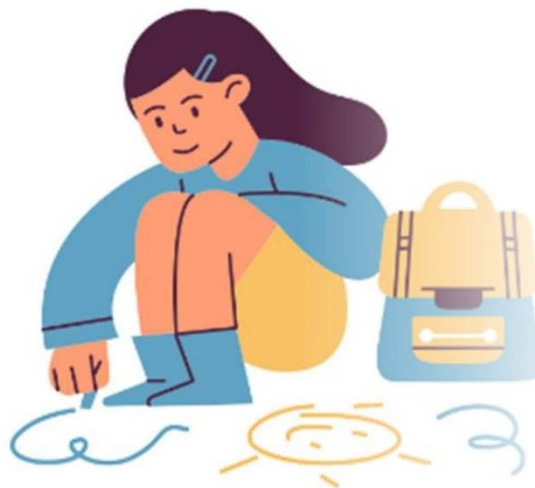




Wyniki badań

Jaką pozycję społeczną w klasie szkolnej zajmują uczniowie wychowujący się w instytucjonalnej pieczy zastępczej w opinii nauczycieli?

Trzech nauczycieli wskazało, że tacy uczniowie zazwyczaj odpowiadają za konflikty w klasie, spory i wszelkiego rodzaju problemy. Dwóch respondentów podkreśliło, że uczniowie wychowujący się w instytucjonalnej pieczy zastępczej zajmują pozycje klasowego „błazna”, pięciu wskazało, że uczniowie raczej nie wychylają się poza szereg, podporządkowują się grupie.



Analiza wyników badań

Jaki stosunek mają uczniowie wychowujący się w instytucjonalnej pieczy zastępczej do nauczycieli?

Sześciu nauczycieli podkreśliło, że uczniowie zazwyczaj zwracają się do nich z kulturą, mówią dzień dobry, do widzenia, są grzeczni, pomocni, jednak zdarzają im się zachowania nieakceptowalne, podnoszą głos na nauczycieli (w sytuacjach otrzymania złej oceny). Trzech opowiadało się za brakiem szacunku i obojętnością ze strony tych uczniów zarówno do nauczycieli, jak i obowiązków szkolnych.



Analiza wyników badań

Jakie przejawy trudności wychowawczych w szkole wykazują uczniowie wychowujący się w instytucjonalnej pieczy zastępczej w opinii nauczycieli?

- Zachowania agresywne, wchodzenie w konflikty, zaczepianie i dokuczanie słabszym
- Palenie papierosów
- Obojętny stosunek do obowiązków szkolnych, nieodrabianie lekcji, niestosowanie się do zasad panujących w klasie, przeszkadzanie na zajęciach
- Opuszczanie zajęć, wagary
- Częste nieprzygotowanie do sprawdzianów, kartkówek, odpowiedzi ustnych
- Kłamstwa, manipulacje



Analiza wyników badań

Jaki jest udział uczniów wychowujących się w instytucjonalnej pieczy zastępczej w życiu społeczno-kulturalnym szkoły w opinii nauczycieli?

Tylko dwóch nauczycieli wskazało, że mają uczniów, którzy chętnie udzielają się w życiu społeczno-kulturalnym szkoły, biorą udział w konkursach, uczestniczą w zbiórkach, pomocy na rzecz innych osób, biorą czynny udział w ważnych wydarzeniach szkolnych. Ośmiu nauczycieli nie potrafiło udzielić odpowiedzi na zadane pytanie.



Analiza wyników badań

Jakie szczególne zalety uczniów wychowujących się w instytucjonalnej pieczy zastępczej dostrzegają nauczyciele?

Żaden z nauczycieli nie zauważył żadnych szczególnych zalet, które wyróżniałyby się na tle innych uczniów



Analiza wyników badań

Jakie działania pomocowe są podejmowane w stosunku do uczniów wychowujących się w instytucjonalnej pieczy zastępczej?

Żadna szkoła nie oferuje działań pomocowych w stosunku do tych uczniów. Wskazywali wyłącznie na spotkania z pedagogiem, psychologiem szkolnym, oraz zajęcia rewalidacyjne, korekcyjno-kompensacyjne, jednakże te są kierowane dla wszystkich uczniów szkoły.



Analiza wyników badań

Jak wygląda zaangażowanie wychowawców pracujących w placówkach opiekuńczo-wychowawczych, w których przebywają uczniowie (czy interesują się wystarczająco ich sytuacją szkolną? (chodzą na zebrania, kontaktują się w sytuacji pogorszenia zachowania, ocen, dbają, aby dziecko miało odrobione lekcje)).

Rzadko się zdarza, aby wychowawcy angażowali się szczególnie w problemy uczniów. Odpisują na maile, odprowadzają uczniów szybko do szkoły i idą dalej, zdarza się, że pedagog/psycholog placówki pojawia się na zebraniach w szkołach, podejście do nauczyciela, dzwoni, gdy widzi poważniejszą uwagę w dzienniku, bądź kończy się semestr i są wystawiane negatywne oceny.



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Analiza wyników badań

Czy biologiczni rodzice, którzy nie są pozbawieni praw rodzicielskich, interesują się sytuacją szkolną swoich dzieci i wykazują zainteresowanie?

9 Z 10 NAUCZYCIELI, Z KTÓRYMI PRZEPROWADZAŁAM WYWIADY, NIGDY NIE WIDZIAŁO BIOLOGICZNEGO RODZICA UCZNIA NA OCZY. TYLKO JEDEN PODKREŚLIŁ, ŻE RAZ DO UCZNIA PRZYSZŁA MAMA Z OKAZJI WYSTĘPU NA DZIEŃ MATKI I OJCA.



Dziękuję za uwagę
mgr Żaneta Glogowska

Investigating Opinions of Secondary School Teachers on Distance Education During Pandemic

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Abstract

This study investigates secondary school teachers' opinions towards distance education during pandemic. For this purpose, the study was conducted in phenomenological design. The participants of the study consisted of 15 secondary school teachers of different branches. Open-ended question form was used to obtain data. The form was sent to teachers via "google form" due to the pandemic process. The data were collected during the fall semester of 2020-2021 academic year. Content analysis was used in the analysis of the data. According to the findings of the study, it is evident that opinions of teachers participated in the study about distance education are positive in general. However, teachers stated their negative experiences such as internet problems, difficulty in following students' academic progress, unwillingness of students, insufficient feedback, time limitation, motivation problems and lack of family support. Lastly, perceptions of teachers participated in the study about technology integration in teaching and learning process are positive in general.

Keywords: Distance education, secondary school teachers, pandemic, education.

Introduction

Education is a process that has an important place in keeping society up to date and should be continued without interruption. Changes can be carried out in education activities due to some

problems experienced by societies. In this context, the COVID-19 epidemic started to spread from Wuhan city of Hubei province of China in December 2019 and WHO declared it as a "pandemic" on March 11 (WHO, 2020).

Social concerns have started to increase in many countries with the rapidly spreading number of COVID-19 cases worldwide (Lin, 2020). Transitions from face-to-face education to distance education are considered as a solution to the pandemic problem that negatively affects education sector as in every field. Most of the states have started to continue the education process by initiating emergency prevention packages that adopt the use of digital technologies (Agnoletto & Queiroz, 2020). The formation of an effective educational environment in this field depends on the establishment of an effective distance education system.

Distance learning refers to an education system which is based on contemporary, innovative, rational education approach in which students and teachers can continue their lessons in a virtual environment independent of place and time by using computer technologies, without having to be at school, and the participants can access the documents and images related to the courses whenever they need (İşman, 2011; Kaya, 2002; Uşun, 2006).

It is thought that this study will contribute to the related field by including the opinions and experiences of teachers. The aim of this study is to investigate secondary school teachers' opinions on distance education during pandemic. The following research questions were addressed to guide the present study:

1. What are the teachers' opinions about distance education platforms during pandemic?
2. What are the problems faced by teachers during distance education process?
3. How did the pandemic process affect teachers' opinions on the use of technology in education?

Method

In the study, phenomenological design, one of the qualitative research methods, was used. Phenomenology is a method that focuses on evaluating experiences (Jasper, 1994). The purpose of the phenomenological design is to reveal a more general understanding of the phenomenon or situation by examining the participants' personal experiences about a phenomenon or situation (Yıldırım & Şimşek, 2013). Within the scope of this study, it was aimed to examine teachers' experiences in distance education during pandemic in depth.

Participants

In this study, convenience sampling, one of the non-random sampling methods, was used. When using this sample, prospective participants are asked whether they are voluntary to participate in the study, or a group of participants who are voluntary to participate is formed (Christensen, Johnson, & Turner, 2015). The study group consisted of 15 secondary school teachers working in Elazığ. Of the participants, 4 were math teachers, 3 were Turkish teachers, 3 were science

teachers, 3 were social science teachers and 2 were English teachers. 8 female and 7 male participants were included in the research process

Data Collection Tools

Within the scope of the research, the data were obtained with an open-ended interview form. The interview form was created by the researcher. Later, this interview form was finalized in line with the opinions of three experts in the field of educational sciences. The interview form consists of two parts. The first part includes demographic information about the participants. In the second part, questions about the opinions and experiences of the teachers regarding the distance education process were included.

Data Collection Process

The research data were collected in the fall semester of the 2020-2021 academic year. The interview form was sent to the teachers via "Google Form" and the data was collected in this way.

Data Analysis

Content analysis method was used in the analysis of the data. Content analysis is an analysis that aims to reach concepts and themes that can explain the collected data, collect similar data within the framework of certain concepts and themes, and present it in a way that the reader can understand (Yıldırım & Şimşek, 2013). Themes were determined according to the research questions. The answers obtained were grouped according to their similarities and differences and codes were created. Teachers are defined as T1, T2, ...

Validity and Reliability

In order to ensure the validity of the study, the expressions of the participants were presented with direct quotations. The reliability formula of Miles and Huberman was used for the reliability of this study. In order to calculate the consistency rates of the codes produced in the current study, the obtained data were coded separately by the researchers and two experts in the field of educational sciences. According to Miles and Huberman, (2015), the percentage of fit must be 70% or more. In this study, the percentage of agreement was calculated as .91, which shows that the coding made in the research has a high reliability.

Findings

The findings obtained are presented in tables below.

Teachers' Opinions on Distance Education Platforms During Pandemic

Participants were asked about their views on distance education platforms during pandemic, and the themes and codes related to this sub-problem are presented in Table 1.

Table 1. Teachers' opinions on distance education platforms during pandemic

Themes	Codes	<i>f</i>
Contribution to learning process	Indispensable dimension of the education process	8
	Supporting students	5
	Supporting students	3
Continuous education	Easy access to education	9
	Ensuring the continuity of education	7
	Being motivating	5
	Providing a desire to learn	4
	Supporting personal development	2

When Table 1 was examined, the data obtained were collected under the theme of 'contribution to learning process'. Some of the codes under this theme are 'indispensable dimension of the education process' (f = 8) and 'supporting students' (f =5). For example T4; "Distance education platforms have an important place as an indispensable part of the education process in the pandemic process." T15 stated that "distance education platforms support students and provide them with various facilities".

"Continuous education" has been determined as the second theme. Some of the codes under this theme are "easy access to education" (f=9) and 'ensuring the continuity of education' (f=7). For example, T11; "It is very beneficial to provide flexible access to the educational environment independent of time and place thanks to distance education platforms." On the other hand, T13 stated that "it is very important to ensure the continuity of education thanks to distance education platforms."

Problems Teachers Face during Distance Education Process

Participants were asked about the problems they faced in the distance education process, and the themes and codes related to this sub-problem are presented in Table 2.

Table 2. Problems teachers face in the distance education process

Themes	Codes	<i>f</i>
Problems in the learning process	Internet problems	12
	Difficulty in following academic development	9
	Reluctance of students	6
	Insufficient feedback	5
	Time limitations	5
	Motivational problems	4
	Lack of family support	4

When Table 2 is examined, the data obtained are gathered under the theme of "problems in the learning process". Some of the codes under this theme are "internet problems" ($f = 12$) and "difficulty in following academic development" ($f = 9$). For example, T4 stated that "students living in rural areas cannot follow the lessons regularly because they cannot connect to the internet". On the other hand, T7 stated that "I have difficulty in following the academic development of the students after distance education process as a teacher".

Teachers' Opinions on the Use of Technology in Education During Pandemic

Participants were asked how the pandemic process affected teachers' opinions on the use of technology in education, and the themes and codes related to this sub-problem are presented in Table 3.

Table 3. Teachers' opinions on the use of technology in education during pandemic

Themes	Codes	<i>f</i>
Awareness	Understanding the importance of technology	9
	Specializing in technology	8
	Exploring different educational environments	4
Having the same perspective	Ineffectiveness of technology	2
	Priority of face-to-face education	2

When Table 3 was examined, the data obtained were gathered under the theme of "awareness". Some of the codes under this theme are "understanding the importance of technology (f=9) and" specializing in technology "(f=8). For example, T14 expressed his opinion as "I understood the importance of technology as a result of the facilities and possibilities offered by technology". On the other hand, T3 stated that "I have learned to use technology more effectively and have specialized in this field."

As the second theme, "having the same perspective" was determined. Some of the codes under this theme are "ineffectiveness of technology" (f=2) and "priority of face-to-face education" (f=2). For example, T9 stated that "no matter how advanced the technology progresses, it will be ineffective." On the other hand, T1 stated that "Nothing can be as effective as face-to-face education, the priority should be face-to-face education".

Conclusion

In this section, the results obtained in line with the problems of the research are discussed. As a result of the findings obtained within the scope of the research, it was determined that teachers generally have a positive attitude towards the distance education process. When the findings of the first sub-problem of the study were examined, it was determined that the participants had positive opinions about the distance education platforms. In the context of these results, they stated that the platforms that teachers use in the distance education process contribute to the learning process and provide an uninterrupted education environment. In this context, it is stated in the literature that the integration of active technology tools into the educational environment can contribute to encouraging student participation and improving the learning process by helping students in the process (Chan et al., 2016; Daniel & Tivener, 2016; Park, 2014).

When the findings related to the second sub-problem of the study were examined, the participants expressed opinions about the problems experienced in the distance education process such as the lack of internet connection, the difficulty of following the academic development of the students, unwillingness of students, insufficient feedback and time limitation. In parallel with these results, it was determined in the study conducted by Bakioğlu and Çevik (2020) that one of the problems faced by teachers was internet connection. Similarly, it is stated in the literature that the problem of accessing technological learning environments is one of the important obstacles to online learning (Francom, 2020; Önalın & Kurt, 2020).

According to the findings of the third sub-problem of the study which investigate teachers' opinions on the use of technology in education during the pandemic process, it is seen that the pandemic process mostly affects the use of educational technologies in their professional lives positively. Participants' discovery of the importance of technology and their specialization in

technology are the findings that show their positive attitudes towards technology. In this context, Zhao (2007) stated that teachers' views on technology integration in education affect their use of technology in the teaching process. When the literature is examined, it is stated that teachers have to use many technological equipment and software for distance education during pandemic (Mulenga & Marban, 2020; UNESCO, 2020). On the other hand, this attitude of the participants who have negative views on the use of technology may have resulted from their failure to perceive technology as an important factor that shapes the learning process.

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The medical staff changes due to COVID-19 pandemic

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Introduction: According to OECD data on the availability of doctors and nurses, Poland is at the very end in Europe with the result of 2.4 doctors per 1000 inhabitants. According to calculations, in 2019, before pandemic, in Poland was just over 175,000 doctors and dentists and only 260,000 of nurses.

In the era of the pandemic, the number of sick people increased significantly, hence the entire healthcare system staff had increased job burden, from nurses, paramedics to doctors, residents and volunteers. Both hospitals and clinics are burdened with the number of patients not only suffering from COVID-19, but also patients whose coronavirus contributed to the disclosure of other diseases.

As the consequence of pandemic and increases work burden, significant staff shortages caused by quarantines and a general deterioration of the emotional and mental state of many people belonging to medical staff the shortages of medical staff can worsen significantly in the next few years.

The aim: One of the aims of our research was to determine whether the pandemic influenced the future professional plans of medical staff.

Methods: In the study took part 559 doctors, nurses and paramedics working in the city of Bydgoszcz during pandemic outbreak. The data was collected with the own questionnaire containing 30 questions about psychological aspects of work during pandemic.

Results: The study personnel answered that 11% almost all the time is thinking to change the job and 41% is frequently thinking to change their job. Only 15% of medical personnel does not want to change their job.

Conclusion: Significant number of medical personnel is considering leaving their job as the consequence of pandemic. It is especially important to take care of mental health of medical staff in order to avoid their leaving from job. The frequent evaluation of number of medical staff should be maintained.

Learning to speak as one of the most important stages for the development of speaking

Të mësuarit e të folurit si një nga fazat më të rëndësishme për zhvillimin e të folurit

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Abstract

“Albanian language is the only means of enlightenment and progress” - Holger Pedersen

Despite the different methods of interpretation, each child has his own developmental path, which is quite visible in children. One of them is speaking and thinking. This paper aims to highlight the methods or ways through which children develop their speech development path. The development of speech and thinking depends on the possession of provisions, namely, the possession and correct functioning of the anatomical-physiological structures of the central nervous system, centers, nerve pathways and organs of speech and hearing, from the individual's activity and the influence of the social environment on his development.

All these development factors are interconnected, function and act in the learning process and thanks to learning, in particular, thanks to the learning of the Albanian language, as a complex learning of contents, activities and interpersonal influences, the development of dispositions in certain skills is accelerated, respectively, it is helped the development of these two attributes of man, speaking and thinking.

Speech and language play multiple roles and functions in human life and in the development of human society in general and the nation in particular. Speech and language make it possible to manifest and display the state of mind, individual and collective desires and needs.

Keywords: Development, discourse, speech, impact, method, etc.

Abstrakt

“Gjuha shqipe është i vetmi mjet i ndriçimit dhe i përparimit” - Holger Pedersen

Pavarësisht metodave të ndryshme të interpretimit, çdo fëmijë ka rrugëtimin e vet të zhvillimit, i cili është mjaft i dukshëm te fëmijët. Një ndër to kemi atë të folurit dhe të menduarit. Ky punim synon të vë në pah metodat apo rrugët përmes të cilave fëmijët zhvillojnë rrugën e tyre të zhvillimit të folurit. Zhvillimi i folurit dhe i menduarit varet nga posedimi i dispozitave, përkatësisht, nga posedimi dhe nga funksionimi i drejtë i strukturave anatomiko-fiziologjike të sistemit nervor qendror, të qendrave, të rrugëve nervore dhe të organeve të folurit dhe të dëgjuarit, nga aktiviteti i individit dhe nga ndikimi i mjedisit social në zhvillimin e tij.

Të gjithë këta faktorë zhvillimi ndërlihen, funksionojnë dhe veprojnë në procesin mësimor dhe fal mësimin, në mënyrë të veçantë, fal mësimin të gjuhës shqipe, si mësim kompleks përmbajtjesh, aktiviteteve dhe ndikimesh ndërnjerëzore, përshpejtohet zhvillimi i dispozitave në aftësi të caktuara, përkatësisht, ndihmohet zhvillimi i këtyre dy veçorive attributeve të njeriut, të folurit dhe të menduarit.

Të folurit dhe gjuha luajnë rol dhe funksione të shumëfishta në jetën e njeriut dhe në zhvillimin e shoqërisë njerëzore në përgjithësi dhe të kombit në veçanti. Të folurit dhe gjuha bëjnë të mundshëm edhe manifestimin dhe shfaqjen e gjendjes shpirtërore, të dëshirave dhe të nevojave individuale dhe kolektive.

Fjalët çelës: Zhvillim, ligjeratë, e folur, ndikim, metodë etj.

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Streszczenie

Celem artykułu jest wykazanie, iż inwestycje w rozwój pracowników są konieczne i wyznaczają standardy nowoczesnych organizacji, które z pełną świadomością dbają o kapitał intelektualny. Autorka przeprowadziła badanie ankietowe wśród grupy respondentów, aby zbadać, czy współczesne organizacje inwestują w swoich pracowników oraz czy pracodawcy, w opinii pracowników rzeczywiście kierują się dobrem pracownika. Wiedza jest tym, czego nikt nikomu odebrać nie może. Posiadając efektywnego pracownika, pracodawca powinien dołożyć wszelkich starań, aby podnosić jego kwalifikacje, dając poczucie, że organizacja jest dla niego przestrzenią do rozwoju i samorealizacji. Nieumiejętne zarządzanie wiedzą, w tym brak inwestycji w rozwój pracowników doprowadza często do sytuacji, które wpływają negatywnie nie tylko na otoczenie wewnętrzne przedsiębiorstwa, ale także na każdy obszar jego zewnętrznej działalności, w tym relacje z klientami czy partnerami biznesowymi.

Słowa kluczowe: kapitał intelektualny, zasób ludzki, inwestycja, zarządzanie wiedzą

Wstęp

Kapitał intelektualny jest zasobem, który odpowiada za funkcjonowanie wszystkich istniejących organizacji. Współczesne i nowoczesne przedsiębiorstwa coraz bardziej skupiają się na zasobie ludzkim, ponieważ istnieje wartościowe przekonanie, że ludzie są podstawą firmy. Kapitał intelektualny nabiera wartości w sytuacjach, gdzie rozwój technologiczny, unowocześnienie

oraz rozwój społeczeństwa pod względem informacyjnym powodują, że organizacje potrzebują do zwiększenia efektywności, nie aktywów materialnych, a zasobów niematerialnych, które stają się kluczem do sukcesu i przewagi na rynku. Umiejętne zarządzanie w tym zakresie jest obecnie wyzwaniem dla firm, gdyż dotyczy trudnych do uchwycenia segmentów.

Rola kapitału intelektualnego w zarządzaniu

Peter Drucker uważa, że nie ma złych firm, są tylko firmy źle zarządzane. Z tego powodu przedsiębiorstwa, które są oparte na wiedzy w momencie, gdy wzrasta rola kapitału intelektualnego, poszukują nowych rozwiązań, metod w zakresie organizacji i zarządzania biznesem. Przedsiębiorstwa, które nie próbują zarządzać swoim kapitałem intelektualnym, nie rozumieją jego istoty i znaczenia we współczesnej gospodarce, w dłuższej perspektywie są skazane na porażkę¹.

Pojęcie kapitału intelektualnego wyłoniło się w pod koniec lat 60 ubiegłego wieku, natomiast zaczęło zyskiwać zainteresowanie dopiero na początku lat 80. XX wieku². Wtedy to menedżerowie, kierownicy zaczęli zwracać uwagę na najważniejszy zasób organizacji – ludzi. Kapitał intelektualny często zastępowany jest określeniami „aktywa intelektualne”, „aktywa wiedzy” czy „własność intelektualna”. W. J. Hudson uznał kapitał intelektualny jako osobisty zasób każdego człowieka i jest on kombinacją następujących elementów: genetycznych uwarunkowań, edukacji, doświadczeń, postaw wobec życia i biznesu. Składniki kapitału intelektualnego to psychologiczne możliwości człowieka, wiedza i postawy ukształtowane w procesie nauczania i wychowania, umiejętności, wybitne uzdolnienia będące talentami.

Warto podkreślić, iż L.Edvinssona i M.S Malone kapitał intelektualny uznał, że to wiedza, doświadczenie, technologia organizacyjna, dobre stosunki z klientami oraz umiejętności zawodowe³. Według tych badaczy kapitał intelektualny posiada formę zobowiązań, a nie aktywów. Natomiast zdaniem G. Urbanka, „kapitał intelektualny stanowi niewidzialny zasób przedsiębiorstwa, który tworzy widzialne efekty”⁴.

Zaprezentowane definicje różnią się od siebie, jednak mają wspólne cechy określające kapitał intelektualny, mianowicie :

- kapitał intelektualny jest oparty na wiedzy,
- obejmuje wszystkie efekty, których nie sposób zmierzyć, a które kształtują różnicę między całkowitą wartością przedsiębiorstwa, a jej wartością finansową,
- nie pasuje do tradycyjnego modelu rachunkowości, gdyż próbuje wyceniać działania takie jak kompetencje pracowników czy lojalność klientów, które przez wiele lat mogą nie posiadać wpływu na zysk przedsiębiorstwa,

¹ S. Kasiewicz, W. Rogowski, M. Kicińska, Kapitał intelektualny: spojrzenie z perspektywy interesariuszy, Oficyna Ekonomiczna, Kraków 2006 , s. 80-81.

² K. Turowski, Model kapitału intelektualnego, Studia i prace wydziału nauk ekonomicznych i zarządzania, Wydział Nauk Ekonomicznych i Zarządzania, Uniwersytet Szczeciński, nr.37, t.2., Szczecin 2014, s.171.

³ E.Gross Gołacka B.Jefmański i, P.Spalek Kapitał intelektualny przedsiębiorstw w Polsce - wybrane aspekty teoretyczne i praktyczne, Polskie Wydawnictwo Ekonomiczne, Warszawa 2019, s.16.

⁴ G. Urbanek , Wycena aktywów niematerialnych przedsiębiorstwa, PWE , Warszawa 2008, s.31.

- właściwe wykorzystanie kapitału intelektualnego zapewnia przedsiębiorstwu szansę na uzyskanie przewagi konkurencyjnej na rynku.

Początkowo kapitał intelektualny składał się z dwóch komponentów: informacje wraz z kapitałem wiedzy oraz kapitał strukturalny. Kapitał strukturalny pełnił rolę zbierania, przechowywania i ponownego odzyskiwania informacji, by następnie przekazywać je w postaci wiedzy¹.

Klasyfikacja L.Edvinssona wyodrębniła dwie formy kapitału intelektualnego: kapitał ludzki i kapitał strukturalny². Kapitał ludzki to zasób wiedzy, umiejętności, zdrowia i energii witalnej zawarty w każdym człowieku i w społeczeństwie jako całości, określający zdolności do pracy, do adaptacji do zmian w otoczeniu oraz możliwości kreacji nowych rozwiązań. Natomiast kapitał strukturalny to organizacyjne zdolności firmy do spełniania wymagań rynku. Obejmuje on zachodzące procesy w organizacji, bazy danych, kulturę organizacyjną oraz infrastrukturę techniczną.

Profesor Elżbieta Skrzypek wyróżnia trzy elementy kapitału intelektualnego³:

- pracowniczy, który obejmuje wiedzę indywidualnych pracowników,
- strukturalny,
- rynkowy dotyczący relacji z klientem.

Kapitał intelektualny, którym dysponuje przedsiębiorstwo, nazywany również aktywami niematerialnymi, w znacznej mierze generuje wartość rynkową firmy oraz poziom jej konkurencyjności na rynku. Kapitał intelektualny często sprowadzany jest do pojęcia wiedzy, jednak nie tylko ona składa się na ten zasób, ponieważ do kapitału intelektualnego zalicza się szereg elementów, często trudnych do uchwycenia jak na przykład motywacja pracowników, ich kultura, atmosfera panująca w przedsiębiorstwie, a nawet jego otoczenie. Wszystko to składa się na kapitał intelektualny, który jest fundamentem organizacji rozwijającej się.

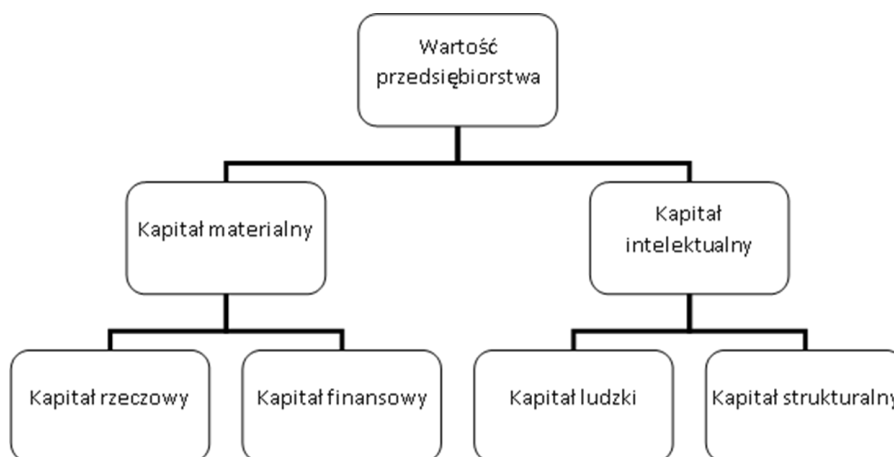
Kapitał intelektualny jest coraz bardziej doceniany przez przedsiębiorstwa, które większą uwagę przykuwają do kapitału ludzkiego, kapitału wiedzy niż do materialnych zasobów. Kapitał intelektualny należy traktować z taką samą uwagą jak kapitał materialny. Na rysunku 1 przedstawiono strukturę wartości przedsiębiorstwa. Aby poprawnie określić istotę kapitału intelektualnego należy skupić się na jego składnikach, które są kluczowe w efektywnym zarządzaniu kapitałem intelektualnym. Dla potrzeb niniejszego opracowania przyjęto

¹ A. Ujwary Gil, Kapitał intelektualny- problem interpretacji kluczowych terminów, Organizacja i Kierowanie Nr 2/2010 (140), s.93.

² L. Edvinsson M.S.Malone, Kapitał intelektualny. Poznaj prawdziwą wartość swojego przedsiębiorstwa, odnajdując jego ukrytą wartość, PWN, Warszawa 2001, s.34.

³ E. Skrzypek, Wpływ zarządzania wiedzą na jakość, Problem Jakości Nr 11/1999, s.5.

klasyfikację kapitału intelektualnego, którą zaproponował Paul Hegedahl, dzieląc kapitał intelektualny na kapitał ludzki, strukturalny oraz relacyjny¹.



Rysunek 1. Struktura wartości przedsiębiorstwa

Źródło: J. Rzempała, Kapitał intelektualny jako źródło przewagi konkurencyjnej przedsiębiorstwa, Zeszyty Naukowe Uniwersytetu Szczecińskiego, Ekonomiczne Problemy Usług Nr 8/2007, s. 223.

Kapitał ludzki stanowi połączenie wiedzy, zasobów intelektualnych, zdolności, umiejętności i kompetencji każdego pracownika. W jego skład wchodzi również kwestie zdrowotne, motywacja, wartości czy wykształcenie zawodowe. Wszystkie te elementy są kształtowane w relacjach między zatrudnionymi. Leif Edvinsson opisuje kapitał strukturalny jako „wcielenie, upewnienie i wspierająca infrastruktura kapitału ludzkiego. Jest to również zdolność organizacyjna, włączając fizyczne systemy stosowane do przesyłania i przechowywania materiału intelektualnego. Występuje mnóstwo zróżnicowanych składników. Jednym ze sposobów uporządkowania ich jest postrzeganie kapitału strukturalnego jako złożonego z trzech rodzajów kapitału: organizacyjnego, innowacyjnego i procesów”².

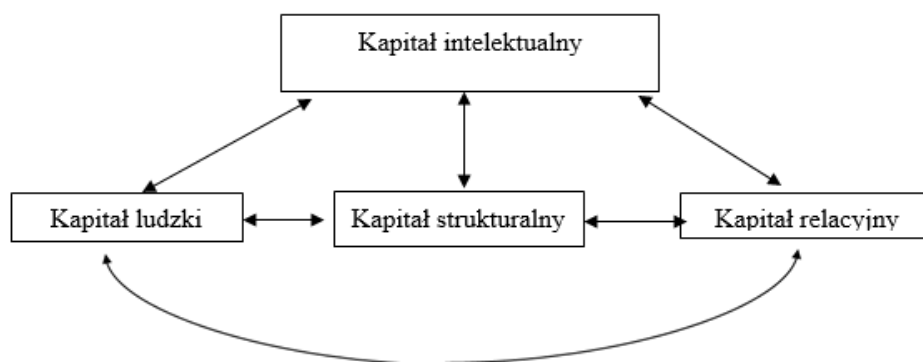
Kapitał relacyjny można określić jako szczególny rodzaj wzajemnego zaufania, szacunku i przyjaźni istniejącej na poziomie indywidualnych osób pomiędzy powiązаныmi przedsiębiorstwami. Tego typu stosunki rodzą się między pracownikami zaangażowanymi w sieć relacji, w wyniku wzajemnych kontaktów osobistych, kontynuowanych w ciągu lat

¹ K. Ziolo, Wykorzystanie kapitału intelektualnego w działalności innowacyjnej organizacji, Rynek Społeczeństwo Kultura Nr 2(6), s. 26.

² L. Edvinsson, Kapitał intelektualny... op.cit., s.34.

współpracy, a ich fundamentem jest zaufanie wywodzące się z osobistych przekonań i norm etycznych pracowników”¹.

Elementy składowe kapitału intelektualnego są ze sobą ściśle powiązane „Geniusz pracujący w samotności i pozbawiony możliwości przekazania swojej wiedzy innym, nie przyniesie pożytku - czyli kapitał ludzki potrzebuje kapitału strukturalnego”². Z drugiej strony bazy danych, systemy komputerowe przyczyniają się do zwiększenia kompetencji pracowników, czyli kapitał strukturalny przyczynia się do rozwoju kapitału ludzkiego. Zależność ta ma charakter sprzężenia zwrotnego. Jeśli pracownicy przestaną się rozwijać, a produkt będzie nie postępowy, organizacja nie ma szans na osiągnięcie długoterminowego sukcesu. Na rysunku 2 przedstawiono relacje między elementami składowymi kapitału intelektualnego przedsiębiorstwa.



Rysunek 2. Relacje między elementami składowymi kapitału intelektualnego

Źródło: K.Beyer, Proces zarządzania kapitałem intelektualnym jako wyzwanie dla przedsiębiorstw, Studia i Prace Wydziału Nauk Ekonomicznych i Zarządzania Nr 28/2012 , s.13.

Kapitał intelektualny pozwala na tworzenie kultury innowacyjnej, która sprzyja wymianie wiedzy, pomysłów oraz umiejętności między pracownikami. Rezultatem tego jest tworzenie nowych procesów, dóbr i usług, a co za tym idzie zapewnienie przewagi konkurencyjnej na współczesnym zmiennym i nieprzewidywalnym rynku.

Współczesne przedsiębiorstwa muszą być innowacyjne i efektywne - to warunki konieczne dla bycia konkurencyjnym. Zdolne do szybkich zmian oraz posiadać zasoby intelektualne, które w dużej mierze wpływają na świadome budowanie przewagi konkurencyjnej na wymagającym

¹ R .Oczkowska, G. Śmigielska, Innowacyjność we współczesnych organizacjach, Akademia Ekonomiczna w Krakowie, Kraków 2005, s.86.

² E. Bombiak, Istota i pomiar kapitału intelektualnego przedsiębiorstwa, Zeszyty Naukowe Uniwersytetu Przyrodniczo Humanistycznego w Siedlcach , Seria Administracja i Zarządzanie Nr. 88/2011, s. 86.

rynku, bowiem „organizacje inteligentne, oparte na wiedzy, zarządzają w znacznej mierze informacją i wiedzą, zdobywając w ten sposób przewagę konkurencyjną”¹.

Wiedza jest jednym z głównych zasobów kapitału ludzkiego, który jest komponentem kapitału intelektualnego. Wiedza bardzo silnie wiąże się z takimi elementami zarządzania, jak: kultura organizacyjna, style kierowania, procedury działania, warunki pracy, kwalifikacje pracowników. Wiedzę można zaliczyć do „miękkich” zasobów firmy, ponieważ są to zasoby tworzone z tkanki społecznej i społecznych relacji z otoczeniem. Dlatego też „miękkie” zasoby są płynne i zmienne. Zmiany, którym podlegają, nie są w pełni przewidywalne i nie są przez nikogo, łącznie z kierownictwem firmy w pełni kontrolowane².

Wiedza jest podstawą istnienia poszczególnych kompetencji, a te natomiast mają fundamentalne znaczenie dla budowania przewagi konkurencyjnej, która z kolei wiąże się bezpośrednio z wykorzystywaniem kapitału intelektualnego w organizacji. By skutecznie i efektywnie zarządzać należy w pierwszej kolejności zrozumieć potrzebę zarządzania i widzieć w nim sens. Sukces współczesnego przedsiębiorstwa w gospodarce opartej na wiedzy, wymaga podjęcia odpowiednich działań w zakresie zarządzania kapitałem intelektualnym.

Proces zarządzania kapitałem intelektualnym obejmuje definiowanie, klasyfikację, rozpoznanie, pomiar i zaprezentowanie kapitału intelektualnego wewnątrz firmy. W tym procesie wykorzystywane są modele kapitału intelektualnego które w większości przypadków zapewniają zintegrowane i wystandardyzowane podejście do pozyskiwania informacji o³:

- poszczególnych kategoriach kapitału,
- sposobach wyrażania poszczególnych kategorii kapitału intelektualnego,
- sposobach pomiaru kapitału intelektualnego,
- standardach prezentowania kapitału intelektualnego.

Sposób zarządzania kapitałem intelektualnym uzależniony jest od charakteru przedsiębiorstwa, jego misji, strategii czy możliwości finansowych. Cały proces zarządzania kapitałem intelektualnym musi być dostosowany do potrzeb i potencjału organizacji. Należy jednak mieć na uwadze, że niewłaściwe dysponowanie kapitałem intelektualnym prowadzić będzie do utraty składników dobitku firmy, a co się z tym wiąże spadkiem jej wartości.

Kapitał intelektualny jest ściśle zintegrowany z pracownikiem i stanowi on źródło wiedzy w przedsiębiorstwie. Ważne jest, by zarządzając kapitałem intelektualnym skupić się na działaniach kształtujących i rozwijających kapitał ludzki. Do działań można zaliczyć metody, które zwiększą zaangażowanie pracowników w pracę na rzecz przedsiębiorstwa. Jest to zarządzanie kompetencjami, talentami, rozwojem, przez motywowanie oraz partycypację.

¹ A. Stosik, M. Kowalewski, Wykorzystanie kapitału intelektualnego w zarządzaniu współczesnym przedsiębiorstwem, Prace naukowe Uniwersytetu Ekonomicznego we Wrocławiu Nr 218, s. 254.

² A. Koźmiński, Zarządzanie w warunkach niepewności, PWN, Warszawa 2004, s.93.

³ W. Rogowski Kapitał intelektu lny jako generator nowych czynników konkurencyjności, Oficyna Ekonomiczna, Kraków 2006, s.72.

Zarządzanie kapitałem strukturalnym ma za zadanie zapewnić odpowiednio opracowane systemy i procedury, aby dać pracownikom szansę na przekształcenie swojego potencjału intelektualnego, swojej wiedzy w efektywne i wartościowe działania.

Zarządzanie kapitałem relacyjnym dotyka kilku sfer. Po pierwsze polega na zarządzaniu relacjami z klientami, dostawcami czy inwestorami. Natomiast z drugiej strony dotyczy kształtowania niematerialnych aktywów takich jak marka, reputacja czy wizerunek przedsiębiorstwa.

Annie Brooking podaje cztery etapy procesu zarządzania kapitałem intelektualnym¹:

1. Formułowanie strategii rynkowej - opracowanie strategii rynkowej, która stanowi bazę zarządzania tymi aktywami, decydującymi o przewadze rynkowej firmy i umożliwiającej osiągnięcie zysków.
2. Zarządzanie własnością intelektualną – działania, których celem jest prawna ochrona własności intelektualnej, jaką dysponuje organizacja.
3. Dobór instrumentów kształtowania organizacji.
4. Zarządzanie wiedzą - ochrona i rozwijanie wiedzy, jaką dysponują jednostki organizacji oraz przekształcają ją w formę zrozumiałą dla wszystkich pracowników.

Tradycyjne organizacje jak i metody zarządzania coraz bardziej wypierane są przez nowoczesne typy: organizacja oparta na wiedzy, organizacja ucząca się, turkusowa czy zarządzanie zintegrowane - wszystkie te modele opierają swój sukces na kapitale intelektualnym, gdyż wszystkie procesy, odpowiedzialne za wzrost w tych nowoczesnych formach przedsiębiorstwa dzieją się z udziałem zasobów ludzkich.

Korzyści z inwestowania w rozwój kapitału intelektualnego i wiedzę organizacyjną

Z analiz przeprowadzonych w 2016 roku wśród spółek notowanych na Giełdzie Papierów Wartościowych wynikało, że wartości niematerialne stanowią 67% wartości rynkowej kapitalizacji². Wynik ten oznacza, że to właśnie pracownicy, czyli podstawa kapitału intelektualnego, są najważniejszą wartością firmy i dzięki nim i ich kompetencjom, firmy nieprzerwanie się rozwijają a ich wartość materialna i niematerialna wzrasta.

Inwestowanie w kapitał intelektualny może posiadać różne wymiary. Współcześni pracodawcy ponoszą koszty związane z organizacją szkoleń, przekwalifikowywaniem ich na nowe stanowiska, a nawet w kwestii podnoszenia poziomu ich zdrowia, czyli zapewnienia pełnowymiarowej opieki medycznej czy dostępu do psychologa, który zaopiekuje się zdrowiem mentalnym pracowników. Sami pracownicy również mają świadomość konieczności

¹ K. Beyer, Proces zarządzania kapitałem intelektualnym jako wyzwanie dla przedsiębiorstw, Studia i Prace Wydziału Nauk Ekonomicznych i Zarządzania Nr 28 /2012 s.14.

² <https://analizafinansowa.pl/wycena-przedsiębiorstw/upewnij-sie-czym-jest-kapitał-intelektualny-i-jakie-ma-znaczenie-dla-wartosci-firmy-3754.html> / dostęp z dnia 13.12.2021.

inwestowania w swój kapitał intelektualny. Chęć zdobywania wykształcenia, podnoszenia swojego poziomu kompetencji, uczestnictwo w szkoleniach, nawet tych nie związanych z ich branżą zawodową czy czynny udział w kulturze - wszystko to składa się na inwestycje w rozwój kapitału intelektualnego.

Korzyści z inwestowania w kapitał intelektualny jest wiele. Przedsiębiorstwa nastawione na pracownika i posiadające wiedzę, jak poprawnie wykorzystać jego kwalifikacje i umiejętności już tym podnoszą swoją konkurencyjność na wolnym rynku. Świadomi pracownicy poprzez szkolenia, doskonalenie, osobisty rozwój podnoszą naturalnie poziom wiedzy, kompetencji i kształtują pożądane postawy zawodowe oparte na wartościach. Takie efekty są znaczącą korzyścią dla życia organizacyjnego i biznesowego, które ma szansę transformowania wiedzy w zyski. W takim przypadku zachodzi tak zwana rekombinacja zasobów, „czyli połączenie wykorzystania różnych zasobów celem maksymalizacji ich efektywności i zwiększenia rezultatów dla przedsiębiorstwa”¹.

Natomiast Anna Pobrotyn przedstawia korzyści sprawnego zarządzania kapitałem intelektualnym i wiedzą, wskazując na najważniejsze²:

- zwiększenie wartości kapitału intelektualnego,
- określenie wymagań wiedzy, doświadczenia i kwalifikacji na podstawie przyjętej strategii,
- wyeliminowanie możliwości popełnienia ponownie tych samych błędów,
- zachęcanie do innowacyjności,
- wykorzystywanie dotychczas zgromadzonej wiedzy,
- promowanie tworzenia wiedzy oraz wprowadzanie innowacji przez każdego pracownika,
- stosowanie wiedzy do planowania oraz realizacji celów i zadań.

Inwestowanie w kapitał wiedzy, czyli pracowników, pozwala na zatrzymanie ich w organizacji na dłużej, gdyż mają oni poczucie, że pracodawca pragnie dla nich ciągłego rozwoju, co wiąże się z ich efektywnością zawodową. „Inwestowanie w pracowników zwiększa ich przywiązanie do przedsiębiorstwa, może być traktowane jako wyróżnienie. Stworzenie firmowego planu szkoleń i kursów daje szansę na długofalowe rozwiązywanie problemów związanych ze zmianami kadrowymi. Ponadto szkolenia wpływają również korzystnie na poprawę efektywności komunikacji interpersonalnej. Doszkalanie pracowników zarówno z zakresu kompetencji miękkich, jak i twardych daje możliwość lepszego poznania się i nawiązania dojrzałych relacji zawodowych będących cechą nowoczesnego zarządzania.

¹ J. Rzempała, A. Rzempała, Kapitał intelektualny jako element wartości przedsiębiorstwa, *Zeszyty Naukowe Uniwersytetu Szczecińskiego* nr 803, *Finanse, Rynki Finansowe, Ubezpieczenia* nr 66 (2014), s.690-691.

² A.Pobrotyn, Znaczenie kapitału intelektualnego w zarządzaniu przedsiębiorstwem, *Acta Scientifica Academiae Ostroviensis. Sectio A, Nauki Humanistyczne, Społeczne i Techniczne* Nr 1/2012, s.126.

Inwestowanie w rozwój pracowników – wyniki badań własnych

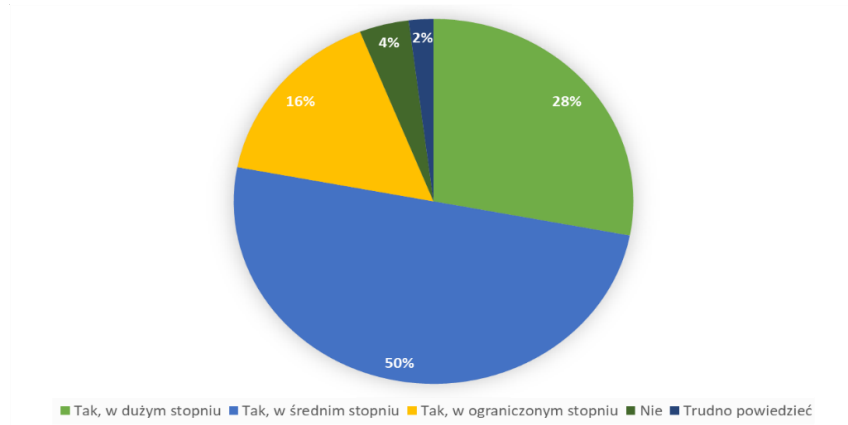
Przeprowadzone autorskie badanie ankietowe w czerwcu 2022 roku miało na celu wykazanie, iż inwestowanie w rozwój pracowników jest absolutną koniecznością współczesnych, nowoczesnych firm.

Przyjęto następujące hipotezy badawcze:

1. Przedsiębiorstwa inwestują w rozwój swoich pracowników w niedostatecznym stopniu.
2. Pracodawcy wykorzystują wiedzę i umiejętności swoich pracowników.

Aby zweryfikować postawione hipotezy przeprowadzono badanie wśród pracowników różnych organizacji – publicznych i prywatnych. W ankiecie wzięło udział łącznie 50 respondentów. Wyniki badań wykazały, że 78% pracodawców inwestuje w rozwój swoich pracowników, w tym 50% inwestuje w podnoszenie kwalifikacji w stopniu średnim a 28% badanych uważa, że przedsiębiorstwo inwestuje w znacznym stopniu w swoich pracowników. Dokładne wyniki wraz z odpowiedziami zaprezentowane zostały na wykresie numer 1.

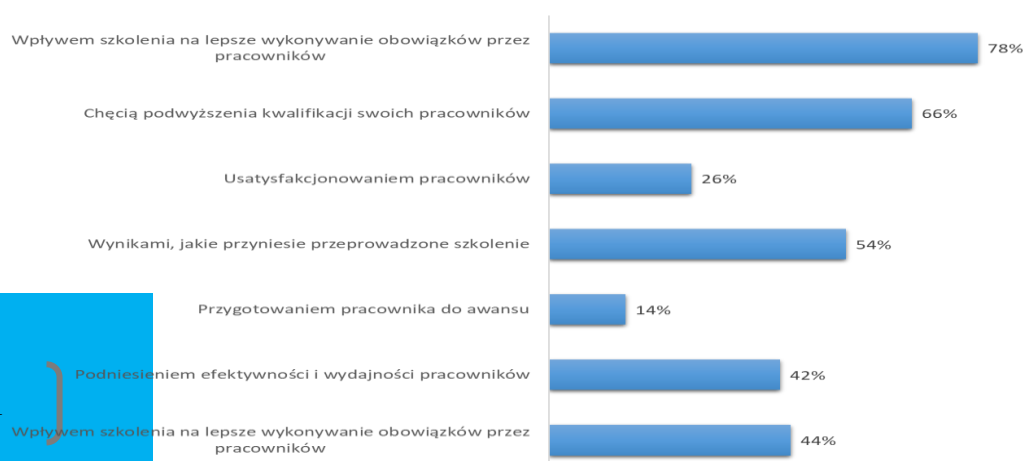
Wykres 1. Poziom inwestycji w pracowników badanych organizacji



Źródło: badanie własne.

Pojawiły się również opinie, że 4% pracodawców wcale nie inwestuje w rozwój swoich pracowników a 16% respondentów oceniło, że inwestycje te są dość ograniczone zatem nie spełniające oczekiwań respondentów. Natomiast wykres 2 prezentuje odpowiedzi ankietowanych, na pytanie, czym kieruje się ich pracodawca organizując szkolenia dla podwładnych.

Wykres 2. Motywacja pracodawcy organizującego szkolenia dla pracowników

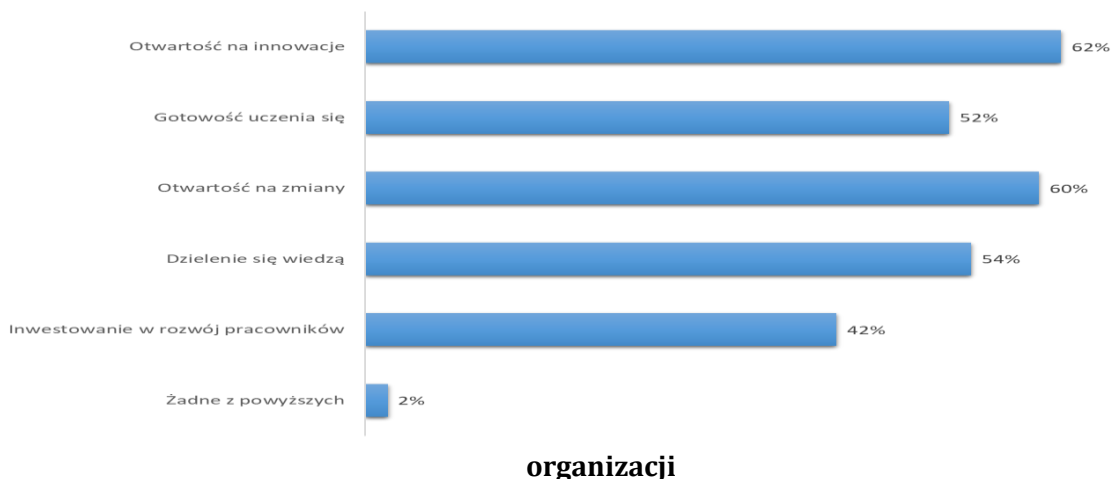


Źródło: badanie własne.

78% ankietowanych jest zdania, że głównym motywatorem pracodawcy jest wpływ szkolenia na lepsze wykonywanie obowiązków przez pracowników. 66% uważa, że pracodawca, dzięki szkoleniom, pragnie podwyższyć kwalifikacje swoich pracowników, natomiast za odpowiedź, że motywacją pracodawcy są przyszłe wyniki, które przyniesie szkolenie, opowiedziało się 54% ankietowanych. Tylko 14% badanych jest zdania, że pracodawca, za pomocą szkoleń chce przygotować pracownika do awansu.

Według respondentów 88% pracodawców organizuje szkolenia zawodowe, 10% niestety nie wysyła swoich podwładnych na szkolenia. Respondenci wskazali również najważniejsze czynniki sprzyjające rozwojowi kapitału intelektualnego organizacji, na wykresie 3 przedstawiono odpowiedzi respondentów.

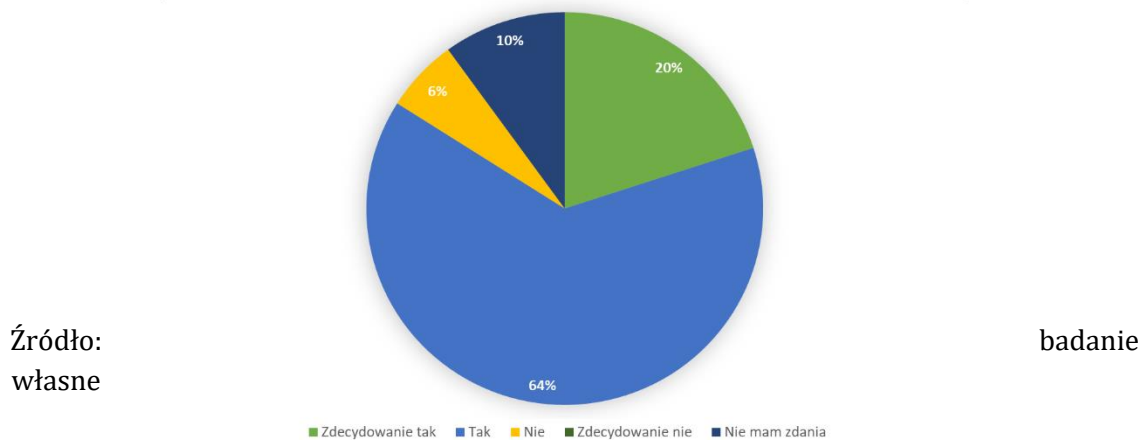
Wykres 3. Najważniejsze czynniki sprzyjające rozwojowi kapitału intelektualnego



Źródło: badanie własne

62% ankietowanych uważa, że otwartość na innowacje jest czynnikiem najbardziej sprzyjającym rozwojowi kapitału intelektualnego, 60% uznało, że otwartość na zmiany, 54% za najważniejszy czynnik wskazało dzielenie się wiedzą a 42% badanych jest zdania, że to inwestowanie w rozwój pracowników. Wykres 4 prezentuje opinie respondentów na temat wykorzystywania ich umiejętności i wiedzy przez pracodawców.

Wykres 4. Wykorzystywanie umiejętności i wiedzy pracowników



84% ankietowanych ma poczucie ich prawidłowego wykorzystywania w toku zadań zawodowych, w tym 20% twierdzi, że ich pracodawca zdecydowanie wykorzystuje ich umiejętności i wiedzę. 10% ankietowanych nie wyrobiło sobie opinii na ten temat, natomiast 6% respondentów twierdzi, że ich pracodawca nie wykorzystuje wiedzy i umiejętności swoich pracowników, co powoduje marnotrawstwo potencjału rozwojowego kapitału intelektualnego.

Zakończenie

Poruszone w niniejszym artykule tematy i wyniki badań wskazują na następujące wnioski wynikające z podjętych rozważań:

1. Pracodawcy inwestują w swoich podwładnych, jednak tylko w średnim stopniu. Zatem pracodawcy nie tworzą z pełnym zaangażowaniem środowiska sprzyjającego rozwojowi kapitału intelektualnego.
2. Najważniejszymi czynnikami sprzyjającymi rozwojowi kapitału intelektualnego organizacji respondenci uznali otwartość na innowacje i zmiany oraz dzielenie się wiedzą.
3. Głównym motywatorem pracodawcy do organizacji szkoleń jest lepsze wykonywanie obowiązków przez pracownika. Ankietowani mogą wychodzić z założenia iż pracodawca myśli głównie o własnych potrzebach bowiem lepsze wykonywanie obowiązków równa się lepszym ekonomicznym wynikom firmy. Jednocześnie niestety w niewielkim stopniu szkolenia są wykorzystywane do przygotowania pracowników do awansu zawodowego.
4. Pracownicy mają poczucie właściwego wykorzystywania przez pracodawców ich umiejętności i wiedzy w trakcie wykonywania obowiązków zawodowych. Takie poczucie sensu wykonywanych zadań sprzyja zaangażowaniu kadry.

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INVESTMENTS IN THE DEVELOPMENT OF EMPLOYEES AS A MEAN OF CARE FOR THE INTELLECTUAL CAPITAL OF A MODERN ORGANIZATION

Summary: The aim of the article is to show that investments in employee development are necessary and set the standards of modern organizations that consciously care for intellectual capital. The author conducted a survey among a group of respondents to investigate whether contemporary organizations invest in their employees and whether employers, in the opinion of employees, are actually guided by the good of the employee. Knowledge is what no one can take from anyone. Having an effective employee, the employer should make every effort to improve his qualifications, giving him the feeling that the organization is a space for development and self-fulfillment. Incompetent knowledge management, including the lack of investment in employee development, often leads to situations that negatively affect not only the internal environment of the company, but also every area of its external activity, including relations with customers or business partners.

Keywords: intellectual capital, human resource, investment, knowledge management

Sosyo Politik Olayların Gençlerin Değer Öncelikleri Üzerine Yansımaları: Kürt Meselesi Örneği¹

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Öz

Bireylerin siyasal pratiklerini gerçekleştirme şekilleri kadar onları bu pratiklere yönlendiren değerlerin bilinmesi seçmen davranışının anlaşılması adına elzem görülmektedir. Çünkü bireylerin sahip oldukları değerler ve siyasal pratikleri arasında kuvvetli bir bağ vardır. Bu noktada, yaşanan il/bölge veya makro ve mikro gelişmeler bireylerin sahip oldukları değerler üzerinde kuvvetli bir etkiye sahiptir ve sayılan bu aktörler seçmen davranışlarının belirlenmesinde de etkili olmaktadır.

Bu çalışma, değerler ve siyasal davranışlar arasındaki ilişkiden hareketle katılımcıların Kürt meselesine ilişkin konularda nasıl farklılaştıkları üzerine inşa edilmiştir. Araştırmada, Kürt meselesinin yoğun yaşandığı bölgeler—Diyarbakır ve Van—ile Türk milliyetçiliğin yoğun olduğu— Trabzon ve Kayseri— illerinde yaşayıp AK PARTİ'ye oy vermiş 18-30 yaş aralığındaki gençlerin Kürt meselesine ilişkin—anadilde eğitim, Kürt meselesinin çözüm yöntemleri vb.— konularda farklı değerlere sahip olup olmadıkları sorgulanmıştır. Çalışmada ilk önce “değer” ve “siyasal tercihler ve değerler arasındaki ilişki” başlıkları ele alınmış, devamında 2019 yılında yapılan saha araştırmasındaki veriler² analiz edilmiştir. Basit rastsal ve amaçsal yöntemlerle yüz yüze yapılan anketlerden elde edilen bulgular; sayılan illerde AK PARTİ'ye oy vermiş gençler arasında anadilde eğitim ve Kürt meselesine ilişkin konularda istatistiksel olarak belirgin bir farkın olduğunu ortaya koymaktadır.

Abstract

¹ Bu çalışma Türkiye’de Gençlerin Siyasal Değerleri başlıklı doktora tezinden türetilmiştir.

² Araştırmada kullanılan veriler Türkiye’de Gençlerin Siyasal Değerleri başlıklı doktora tezinden alınmıştır.

In order to understand the voter behavior, it is essential to know the values that direct individuals to these practices as well as the way they realize their political practices. Because there is a strong connection between individuals' values and their political practice. At this point, the province/region lived in and macro and micro developments experienced have a strong impact on the values of individuals, and these actors are also effective in determining voter behavior.

This study is based on the relationship between values and political behaviors and how participants differ on issues related to the Kurdish issue. In the research, it was questioned whether the young people between the ages of 18-30 who lived in the provinces where the Kurdish issue is active— Diyarbakır and Van— and Turkish nationalism is intense—Trabzon ve Kayseri— voted for the AK PARTI, have different values on the related to the Kurdish issue. In the study, firstly, the titles "value" and "the relationship between political preferences and values" were discussed, and then the data from the field research conducted in 2019 were analyzed. Findings obtained from face-to-face surveys with simple random and purposeful methods reveal statistically evident differences on the issue about education in the mother tongue and on the Kurdish issue among the young people who voted for the AK PARTI in the provinces listed above.

GİRİŞ

Seçmen davranışları seçmenin sergilediği veya sergilemediği siyasal pratiklerin tümü olarak tanımlanabilir. Örneğin; oy kullanmak siyasal bir eylem olduğu kadar oy kullanmamak da yeri geldiğinde bu adı alabilir. Burada önemli olan, siyasal bir eyleme niyet edilmesidir. Peki, bu niyeti belirleyen veya kişiyi bu niyete sevk eden şey(ler) ne(ler)dir. Bu noktada, bireyin siyasal davranışını mantık zincirine bağlama gayretinde olan çalışmalara bakmak da gerekir. Örneğin; bireylerin rasyonel olduğu varsayımından hareketle, bireylerin politik eylemlerinde de rasyonel olacakları ifade edilmiştir. Başka bir varsayımda ise sosyolojik faktörlerin, bireylerin siyasal davranışları üzerinde etkili olduğu savunulmuştur.

Ancak tüm bunlar bir arada değerlendirildiğinde ve özellikle 1960 sonrası siyaset biliminde yapılan araştırmalar göz önünde bulundurulduğunda; bireylerin sahip oldukları değerler ile sergiledikleri siyasal pratikler arasında kuvvetli bir bağ olduğu düşüncesi hâkim olmuştur. Bu doğrultuda yapılan araştırmalar— özellikle de Dünya Değerler Araştırması (*World Value Survey-WVS*)— bu düşünceyi desteklemiştir.

Bireylerin sahip oldukları değerlerin oluşması, doğum ve ölüm arasındaki tüm zamanı ve bu süreçte yaşanan tüm olay ve faktörleri kapsamaktadır. Ancak tüm zaman sınırını ve bütün faktörleri bir arada değerlendirmek imkânsız olacağından, bu noktada bir sınırın oluşturulması gerekmektedir. Bu çalışmada bu sınırın iki temel ögesi vardır; bunlardan ilki yaşanan bölge, ikincisi ise Kürt meselesidir. Bireylerin yaşadıkları bölge ve onları doğrudan veya dolaylı olarak

etkileyen makro veya mikro gelişmeler/olaylar, onların değer edinim ve değişim sürecinde etkili olmaktadır.

Türkiye siyasal tarihi bu bağlamda irdelendiğinde; Kürt meselesi ister doğrudan ister dolaylı olarak olsun, bireylerin siyasal değerleri üzerinde kuvvetli bir etkiye sahiptir. Bu noktadan hareketle bu çalışmada, Kürt meselesi bağlamında farklı siyasal değerlerin hâkim olduğu bölgelerde yaşayıp, 18-30 yaş aralığında olup, aynı siyasal partinin seçmeni olan —2018 genel seçimlerinde AK PARTİ'ye oy verenler—gençler arasında Kürt meselesi üzerinden bir farklılaşmanın olup olmadığı sorgulanmıştır.

Değer

En basit haliyle de istekler, ihtiyaçlar, tercihler, arzular, vazife, ahlaki yükümlülükler ve diğer birçok tercihsel ve seçici yönelim bildiren anlamlara karşılık gelir (Pepper, 1970, s. 7). Yapılan çalışmalarda değer terimini karşılayan çok sayıda tanım var olması nedeniyle terime atanan ve araştırmacılar için tatmin edici ortak bir tanım bulmanın imkânsız olabileceği savunulmuştur (Albert, 1968, s. 288).

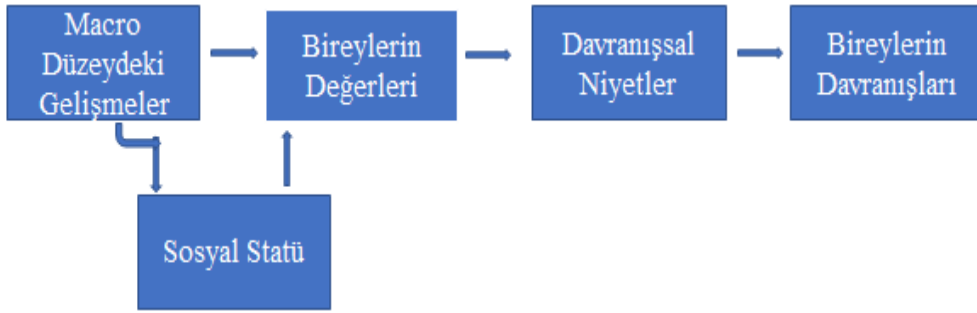
Bu nedenle, Schwartz ve Bilsky (1987, s. 551) değer terimini daha açık bir şekilde ifade edebilmek amacıyla terimi açıklayan tanımlar içerisindeki ortak özellikleri bir araya getirmiştir. (a) Değerler, inançlardır. (b) Değerler, bireyin amaçlarıyla (eşitlik gibi) ve bu amaçlara ulaşmada etkili olan davranış biçimleriyle (hak bilirlilik, yardımseverlik) ilgilidir. (c) Değerler, özgül eylem ve durumların üzerindedir. (d) Değerler, davranışların ve olayların seçilmesini ya da değişmesini yönlendiren standartlar olarak işlev görürler. (e) Değerler, sahip oldukları öneme göre kendi aralarında sıralanırlar.

Siyaset bilimi alanında değer konusunu ele alan çalışmalara bakıldığında, değerlerin teknik anlamından ziyade asıl önemli olan şey; değerlerin davranışlar üzerindeki etkisi olmuştur. Değerler ile ilgili asıl önemli olan şey, değerlerin ne tür işlevlere sahip olduklarıdır. Bu noktada değerler ile ilgili yapılan açıklamalara bakıldığında, Rokeach'a (1973, s.13) göre değerler; devam eden faaliyetlere rehberlik eden standartlar, çatışmaları çözmek ve karar vermek için kullanılan genel planlar olarak düşünülmektedir.

Değerler, yaşam içinde gelişen olaylara karşı alacağımız kararlara rehberlik ederler; siyasal, dini veya ideolojik görüşümüzün belirlenmesinde etkili olurlar. Bununla birlikte değerler neyin iyi veya kötü, doğru veya yanlış olduğu ile ilgili rehber görevi görürler (Gandal vd., 2004). Higgins, bir şeyin nasıl veya niçin "önemli olduğu" ve "istenildiği" ile ilgili temel mananın insanların sahip olduğu değerler ile ilişkili olduğunu savunmuştur (Higgins, 2016, s. 43). Benzer şekilde Allport'a göre de, değer önceliği kişilerin hayatında egemen güç konumundadır ve kişinin tüm eylemlerinin amacı bu değeri gerçekleştirmeye yönelik olmuştur (Allport, 1961, s. 543).

Söylemsel açıklamaların aksine Van Deth ve Scarborough, oluşturdukları şema üzerinden, değer ve davranış arasındaki ilişkinin daha anlaşılır olmasını sağladılar. Van Deth ve Scarborough'a göre, davranış ve değerler arasındaki ilişki sürecini anlatan "E → P → R (Environment → Predisposition → Response) modeli uzun zamandır sosyal araştırmalarda bir başlangıç noktası olarak kullanılmaktadır. İki varsayıma dayandırılarak hazırlanan bu şemanın ilk varsayımına

göre, birey davranışlarının belirlenmesinin ilk aşamasında makro gelişmeler etkili olmaktadır. Makro gelişmelerin etkilediği bireysel değerler bu gelişmelerin etkisiyle bir niyet/karar sürecine girer ve bu sürecin sonunda da davranış son şeklini alır. Yalnız bu son şekil doğrudan bir eylem olmayabilir. Bir karar alma veya tercihte bulunmada bir davranış olarak kabul edilebilir.



Kaynak: Jan W. van Deth ve Elinor Scarborough “ The Impact Of Values”, 1995, s.6

İkinci varsayımda ise insanların sahip oldukları değerlerin sosyal çevreden ve kişinin o çevredeki sosyal konumlarından oldukça etkilendiği ileri sürülmüştür. Örneğin; olası bir savaş durumunda toplumun çoğunluğu otoriter eğilimli liderleri tercih ederken yüksek eğitim seviyesindekilerin tersi yönde hareket edebileceği ifade edilmiştir (Van Deth ve Scarborough, 1995, s. 6).

Siyasal Tercihler ve Değerler Arasındaki İlişki

Rokeach değerlerin belirli alanlarda sınıflandırılabilceğini savunmuştur Rokeach (1973, 24-25). Bu alana geçildiğinde, değerler bu alanlardaki işlevleri üzerinden ifade edilirler. Bu alanlardan biri de siyaset bilimidir ve artık burada değerler, “siyasal değerler” olarak daha dar ve özgün olarak ele alınmaktadır. Ancak bilinmelidir ki insanların bu alanlardaki değerleri, sahip oldukları bireysel değerlerden bağımsız değildir. Temel kişisel değerler, temel siyasi değerleri düzenler ve bunlara tutarlılık kazandırır. Bu yönüyle temel değerler, insanları toplumsal bağlamda kendilerine faydalı olabilecek ideolojileri veya politikaları tercih etmeye yönlendirir. Yapılan araştırmalarda, güvenlik ve güç değerlerine yüksek öncelik atfeden bireylerin, milliyetçi politikaları tercih etme eğiliminde olduğu sonucuna ulaşılmıştır (Schwartz, Caprara ve Vecchione, 2010, s. 6).

Değer ve değer araştırmalarının günümüzde, siyaset bilimi alanında sağlam bir yer edinmesi iki aşamalı olmuştur. İlk aşama, siyasal davranış araştırmalarının hız kazanmasıdır. Bu yöndeki ilk süreç siyasal kültür üzerinden açıklanmaya çalışılmıştır. Almond ve Verba'nın (1963) *Civic Culture* adlı çalışması bu alandaki öncü çalışmalardan biridir ve ampirik değer araştırmalarının siyaset bilimi alanında hızlıca yer edinmesinde bir mihenk taşı olmuştur. Bu çalışmalardan önce siyasal sistem ve kurumların kamu politikaları üzerindeki etkisi tartışılırken bireylerin siyasal

yönelim ve davranışlarını inceleyen araştırmalar ile birey faktörünün siyasal sistem üzerindeki etkisi ortaya çıkarılmış oldu.

Değer araştırmalarının, siyaset bilimi alanında sağlam yer edinmesinde etkili olan ikinci gelişme ise; ikinci dünya savaşı sonrasında siyasal tutum ve davranışlarda yaşanan değişimlerdir. Savaş sırasında özellikle Batı Avrupa'da öncelikli görülen ekonomik ve güvenlik konularındaki ihtiyaçların yerini cinsiyet eşitliği, çevre hakları ve iklim değişikliği gibi daha bireysel ihtiyaçlara bırakmasına bağlı olarak siyasal davranış ve tutumlarda meydana gelen değişim, toplumları siyasal değişimlere zorlamıştır. Dolayısıyla değer öncelikleri arasında yaşanan bu değişim, değer konusunun siyaset bilimi alanındaki popülerliğini de artırmıştır. Inglehart'ın "Sessiz Devrim" olarak tanımladığı bu değişim süreci, yapılan zaman serisi araştırmalarla ayrıca ampirik olarak ölçülmüştür (Inglehart, 1971).

Yöntem ve sınırlılıklar

Bu çalışmada sosyo politik gelişmelerin, gençlerin sahip oldukları değerler üzerindeki etkisi ele alındığından araştırmanın çalışma evrenin belirlenmesindeki önemli gerekçeler; seçilen illerin Kürt meselesi noktasında zıt değerlere sahip olması olmuştur. Bu noktadan hareketle, Diyarbakır ve Van illeri siyasal tercihleri itibariyle Kürt milliyetçisi ve Trabzon ili ise Türk milliyetçisi olmasından dolayı bu araştırmanın çalışma evreni olarak belirlenmiştir. Araştırmanın yapılaş biçiminde bireylerin sahip oldukları değerlerin nasıl tespit edileceği görüşü hâkim olmuştur. Değer araştırmalarıyla ilgili literatür incelendiğinde, değer araştırmalarında nitel, nicel ve bu iki yöntemin bir arada kullanıldığı karma modellerin tercih edildiği anlaşılmaktadır. Bu doğrultuda bu çalışmada da nicel yöntemin tercih edilerek 2019 yılında "basit rastsal ve amaçsal" örnekleme yöntemi ile bu illerdeki sokaklarda ve iş yerlerinde yüz yüze anketler uygulandı.

Tablo 1: Anket Uygulanan Şehirler

	Sayı (N)	Yüzde (%)
Trabzon	34	28,6
Diyarbakır	19	16,0
Van	12	10,1
Kayseri	54	45,4
Toplam	119	100,0

Araştırmanın yapıldığı iller ve bu illerde gerçekleştirilen anket sayıları tablo 1'de verilmektedir. İlgili tablo bakıldığında Trabzon ve Kayseri illerindeki araştırmaya dâhil edilen katılımcı sayısı kısmi olarak Diyarbakır ve Van illerinden daha fazla olmuştur.

Tablo 2: Bugün seçim yapılsa oyunuzu hangi partiye verirsiniz?

	Trabzon	Diyarbakır	Van	Kayseri
AKP	64,7	100,0	66,7	85,2
CHP	0,0	0,0	0,0	0,0
HDP	0,0	0,0	0,0	0,0
MHP	2,9	0,0	8,3	1,9
İYİ Parti	5,9	0,0	0,0	3,7
Kararsız	8,8	0,0	8,3	1,9
Diğer	0,0	0,0	0,0	3,7
Kullanmam	17,6	0,0	16,7	3,7
Toplam	100	100	100	100

Araştırmada 2018 genel seçimlerinde AK PARTİ'ye oy vermiş gençler hedef kitlesi olarak belirlenmiştir. Bu kitlenin AK PARTİ ile arasındaki bağın sorgulanabilmesi adına "bu gün seçim olsa hangi partiye oy verirsiniz?" sorusu yöneltilmiş ve verilen cevaplar istatistiksel olarak tablo 2'ye yansıtılmıştır. İlgili tabloya bakıldığında; 2018 genel seçimlerinde AK PARTİ'ye oy verdiğini ifade eden gençlerin büyük çoğunluğu bir sonraki seçimde de bu partiye oy vereceğini ifade etmiştir. Buradan hareketle, katılımcıların bu parti ile aralarında kuvvetli bir bağın olduğu söylenebilir.

Tablo 3: Neden bu partiye oy vermeyi tercih ediyorsunuz?

	Trabzon	Diyarbakır	Van	Kayseri
Partinin Lideri	48,4	73,7	50,0	38,5
Partinin Kadrosu	0,0	0,0	0,0	1,9
Partinin Programı	6,5	0,0	10,0	7,7
Partinin İcraatları	38,7	21,1	20,0	38,5
Partinin İdeolojisi	0,0	5,3	10,0	3,8

Duygusal Sebepler	6,5	0,0	10,0	7,7
Diğer	0,0	0,0	0,0	1,9

Katılımcıları AK PARTİ'ye iten sebeplerin sorgulandığı Tablo 3'e bakıldığında Diyarbakır ve Van illeri için partinin lideri bu partinin tercih edilmesindeki öncelikli neden olmuştur. Diğer taraftan Trabzon ve Kayseri illerindeki gençlerin bu partiyi tercih nedenleri arasında partinin lideri öncelikli olmakla birlikte partinin bu illerdeki icraatları da önemli bulunmaktadır.

Bulgular

Katılımcıların destekledikleri partiler ile aralarındaki bağın anlaşılması için seçmenin sahip oldukları siyasal değerler ve oy verdikleri partinin savunduğu değerler arasında bir uyum veya bir benzerliğin olması beklenir. Bu bağlamdan hareketle, AK PARTİ'nin seçmen profili değerlendirildiğinde; muhafazakâr kimliğinin yanında milliyetçi-vatansever çizgiye doğru bir kaymanın olduğu söylenebilir. Zaten MHP ile kurulan ittifak üzerinden bu yönde varsayım da bulunulabilir.

Tablo 4: Bir savaş çıkması durumunda savaşa katılmak ile ilgili ne düşünüyorsunuz?

	Trabzon	Diyarbakır	Van	Kayseri
İstemem	5,9	5,3	8,3	1,9
Ne isterim ne istemem	2,9	31,6	8,3	7,4
İsterim	91,2	63,2	75,0	90,7
Müslüman veya Kürtler dışında evet	0,0	0,0	8,3	0,0

Bireylerin savundukları değerlerin açığa çıkması veya bu değerleri ifade şekilleri araştırmacılar için kişilerin sahip oldukları değeri saptamak adına çok önemlidir. Bu noktada katılımcıların milliyetçi-vatansever kimliğin daha çok tercih edeceği varsayılan "Bir savaş çıkması durumunda savaşa katılmak ile ilgili ne düşünüyorsunuz?" sorusu yöneltmiştir. Tablo 4'e yansıyan istatistiksel verilere bakıldığında; bu konuda Trabzon ve Kayseri illerindeki gençlerin diğer illere göre daha gönüllü oldukları anlaşılmaktadır. Diyarbakır'daki katılımcıların yaklaşık üçte biri bu konuda kararsız kalmıştır. Şüphesiz bu konuda kesin varsayımlarda bulunmak zor olsa da Devlet-PKK arasındaki çatışmaların bu bölgede yoğun olarak yaşanmasının bu sonuç üzerinde etkisi olduğu söylenebilir.

Katılımcıların Kürt sorununun çözüm yöntemlerine yaklaşımları da ülke adına savaşa katılma isteğinde olduğu gibi katılımcıların sahip oldukları değerler ile ilişkili olmaktadır. AK PARTİ

döneminde denenen çözüm süreci ve bunun bir neticeye erdirilememiş olması kamuoyunu ve diğer tüm paydaşları meselesin nasıl çözüleceğine yönelik sorulara cevap bulmaya itmektedir.

Tablo 5: Sizce Kürt sorununun çözümünde ekonomik çözümler etkili olur mu?

	Trabzon	Diyarbakır	Van	Kayseri
Etkili olmaz	24,2	5,3	25,0	27,8
Kararsız	21,2	0,0	33,3	13,0
Etkili olur	54,5	94,7	41,7	59,3

Tablo 5'te Kürt sorununun çözümünde sıklıkla dile getirilen ekonomik çözümler ele alınmıştır. Kürt meselesiyle ilişkin çözüm yöntemleri ile ilgili açıklamalara bakıldığında; bu konunun ekonomik gelişmişlik ile ilişkili olduğu, dolayısıyla yatırımlar ve iş gücünün bu meselenin çözümünde etkili olacağı görüşü hâkimdir (Yeğen, Tol, & Çalışkan, 2016). Bu düşünceden hareketle; Tablo 5'te katılımcıların bu yönetime yönelik yaklaşımları ele alınmaktadır. İlgili tabloya bakıldığında oransal olarak bu iller arasında belirgin bir farkın olduğu anlaşılmaktadır. Diyarbakır'daki gençler bu yöntemin etkili olacağına yönelik en yüksek kanaate sahip olurken, Kürt meselesinin yoğun yaşandığı bölgelerden biri olan Van ilindeki gençlerin bu yönetime yaklaşımları temkinli olmuştur. Diğer tarafta Trabzon ve Kayseri'deki katılımcıların yarısından fazlası bu yöntemin etkili olacağı görüşünde olmuştur

Tablo 6: Sizce Kürt sorununun çözümünde kültürel-sosyal politikalar etkili olur mu?

	Trabzon	Diyarbakır	Van	Kayseri
Etkili olmaz	15,2	5,6	36,4	25,9
Kararsız	27,3	5,6	9,1	13,0
Etkili olur	57,6	88,9	54,5	61,1

Tablo 6'da kültürel ve sosyal politikaların Kürt sorununun çözümünde ne derece etkili olacağı sorusu üzerinde durulmuştur. İlgili tabloya bakıldığında oransal olarak verilen illerdeki gençler arasında bir farkın olduğu görülmektedir. Diyarbakır'daki katılımcıların bu yöntemin Kürt sorununun çözümünde etkili olacağına yönelik inançları diğer illerden oldukça yüksektir. Van, Kayseri ve Trabzon'daki katılımcıların bu konuya yaklaşımları benzer ve Diyarbakır'daki gençlerden daha düşük olmuştur.

Tablo 7: Sizce Kürt sorununun çözümünde siyasal yöntem etkili olur mu?

	Trabzon	Diyarbakır	Van	Kayseri

Etkili olmaz	14,7	5,3	33,3	25,9
Kararsız	26,5	10,5	8,3	14,8
Etkili olur	58,8	84,2	58,3	59,3

Siyasal yöntem, Kürt meselesi üzerinden uzun bir geçmişe sahiptir. Konunun siyasal yöntemler ile çözülebileceği olan inanç çözüm sürecinden sonra askıya alınmış olsa da bu yönetime olan inancın hala devam ettiğini söyleyebiliriz. Tablo 7’de katılımcıların siyasal yönetime yaklaşımları istatistiksel olarak verilmektedir. İlgili tabloya bakıldığında, yukarıda verilen yöntemlerde olduğu gibi Diyarbakır’daki katılımcıların bu yönetime olan inançları diğerlerine oranla daha yüksek olmuştur.

Tablo 8: Sizce Kürt sorununun çözümünde ana dilde eğitim etkili olur mu?

	Trabzon	Diyarbakır	Van	Kayseri
Etkili olmaz	50,0	61,1	33,3	57,4
Kararsız	14,7	5,6	0,0	11,1
Etkili olur	35,3	33,3	66,7	31,5

Anadilde eğitim konusu Kürt meselesinin çıkış nedenlerinden bir olarak kabul edilmektedir. Özellikle 1980 sonrası Kürtçe’nin neredeyse tamamen yasaklanmasına varacak uygulamaların hayata geçirilmesi bu konuda toplumsal ayrışmalara neden olmuştur. Dolayısıyla katılımcıların bu konuya yaklaşımları, onların sahip oldukları siyasal değerler ile neredeyse doğrudan bağlantılı olmaktadır. Tablo 8’e yansıyan veriler bu noktada şaşırtıcı bilgiler içermektedir. İlgili tabloya bakıldığında; yukarıda verilen diğer yöntemlere kıyasla daha siyasal ve Kürt meselesiyle daha ilişkili bir konu olan ana dilde eğitim konusunda Diyarbakır, Trabzon ve Kayseri’deki katılımcıların benzer görüşlere sahip olduğu görülmektedir. Diğer tarafta Kürt meselesinin yoğun olarak yaşandığı bölgelerden biri olan Van’daki katılımcıların bu konuya yaklaşımı Diyarbakır’dakilerden çok farklı olmuş ve üçte biri bu yöntemin faydalı olacağı kanaatinde olmuştur.

Tablo 9: Sizce Kürt sorununun çözümünde askeri yöntem etkili olur mu?

	Trabzon	Diyarbakır	Van	Kayseri
Etkili olmaz	20,6	16,7	50,0	25,9
Kararsız	17,6	5,6	8,3	9,3
Etkili olur	61,8	77,8	41,7	64,8

Askeri yöntem Kürt meselesinin neredeyse ortaya çıktığı günden beri denenilen bir yöntemdir. Ancak bu sorunun hala devam ediyor olması dolayısıyla bu yöntemin etkinliğini tartışma konusu haline getirmektedir. Tablo 9'a yansıyan veriler, ana dilde eğitimde olduğu gibi askeri yöntemin de başarılı olacağına inanç, Diyarbakır, Trabzon ve Kayseri illerindeki katılımcılardan fazla olurken, Van ilindeki katılımcıların yarısı bu konuda karşı fikri savunmakta ve yaklaşık yüzde 8'i ise kararsız kalmaktadır. Kürt meselesi konusunda benzer sorunlara muhatap olan Van ve Diyarbakır'daki gençler arasındaki bu farklılığın ayrıca incelenmesi gerekmektedir.

Tablo 10: Farklı etnik kökenden vatandaşların ana dilde eğitim almasını nasıl karşılırsınız?

	Trabzon	Diyarbakır	Van	Kayseri
Desteklemem	20,6	26,3	25,0	40,7
Kararsız	26,5	21,1	0,0	24,1
Desteklerim	52,9	52,6	75,0	35,2

Tablo 10'a yansıyan veriler, ana dilde eğitim konusunun Kürt meselesinin çözümünden bağımsız olarak değerlendirdiğinde ortaya çıkan durumu yansıtmaktadır. İlgili tabloya bakıldığında ve Kürt sorununun çözümünden bağımsız değerlendirildiğinde; katılımcılar, farklı kimlikten kişilerin ana dillerinde eğitim almalarını genel olarak desteklemektedir. Bu konuda sadece Kayseri'deki katılımcılar ayrı görüşe sahip olmaktadır. Trabzon ve Diyarbakır'daki katılımcıların yarısından fazlası ve Van'daki katılımcıların ise dörtte üçü bu konuda olumlu yaklaşım sergilemektedir.

SONUÇ

Siyasal değerler, bireylerin siyasal konularındaki DNA'larıdır ve bireylerin sahip oldukları değerler anlaşılmadan siyasal davranışları ile ilgili varsayımlarda bulunmak noksanlık içermektedir. Dolayısıyla bu konuda güçlü varsayımlarda bulunmak için değerler yol gösterici olmaktadır. Farklı siyasal kültürlerin hâkim olduğu bölgelerde aynı siyasal partinin seçmeni olan katılımcıların Kürt meselesiyle ilgili yaklaşımlarının sorgulandığı bu çalışmada, bireylerin siyasal tercihleri ve sahip oldukları siyasal değerler arasındaki ilişki net bir şekilde ortaya konulmaktadır. Ancak bununla birlikte farklı bölgelerde hâkim olan sosyo politik gelişmelerin de bu konuda etkili olduğu göze çarpmaktadır. Dolayısıyla tüm bunlar bir araya değerlendirildiğinde; bireylerin siyasal davranışlarını belirleyen tek veya baskın bir değerden söz edilemeyeceği, aksine bireylerin siyasal davranışlarının arkasında çalışan çok elemanlı bir değerler kümesi olduğu söylenebilir.

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The economic relations between Russia and Germany

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- Trade and economic cooperation between Russia and Germany is not only traditionally one of the most advanced areas of bilateral relations. Over the past two decades, it has played a positive role in stimulating transformational processes in the Russian economy. Within the framework of bilateral cooperation, there are flows of goods, direct investments, credit and financial resources, transport and logistics, construction, consulting services and market know-how in both directions, as well as the exchange of labor and high technologies.



- During the post-war period, both German states were the main trading partners of the USSR - the FRG among the Western countries, and the GDR among the socialist countries. Their total share was about one-fifth of the Soviet foreign trade turnover. West Germany became a pioneer among the capitalist countries that, in the 1970s of the last century, took the risk of developing large-scale equal and mutually beneficial economic cooperation with the Soviet Union.
- In 1981, Ruhrgas AG and Soyuzgazexport entered into an agreement on the supply of 40 billion cubic meters of gas over 25 years to Germany (10.5 billion cubic meters) and to six other European countries.



- The emerging "ice age" in mutual political, and then trade and economic relations between the European Union, Germany and Russia creates a new geopolitical and geo-economic reality in Eurasia.
- After 1991, "special relations" were established between Germany and Russia. The mutual complementarity of the economies of Germany and Russia, which was feared by the "Atlantists" at the beginning of the 20th century, and then in the 1930s, was actually realized only in the mid-1990s-2000s.

- During Vladimir Putin's visit to Berlin in June 2000, four declarations of cooperation were signed between German energy companies and Gazprom. A Strategic Working Group was also established to work on deepening economic cooperation between the two countries.



A serious problem that slows down and burdens trade and economic ties with Germany is the current commercial debt of \$0.5 billion. Germany is Russia's largest creditor. The credit debt of Russia to Germany is regulated within the framework of the Paris and London clubs of creditor countries. The preferred debt repayment terms for the German side include the signing of an agreement on debt restructuring, the issuance of promissory notes, the exchange of debts for shares of Russian enterprises, as well as direct debt repayment. At the same time, for Russia, among the tasks for the effective use of German loans are: careful selection of cooperation projects, setting priorities from the point of view of national interests, finding bottlenecks in resolving advance payments, improving foreign economic legislation that improves the investment climate in Russia.

The main organizational tool for economic cooperation between Russia and Germany is the Permanent Consultative Council for Economic, Scientific and Technical Cooperation, the purpose of which is to promote the development of trade and economic relations between the two countries at the government level. Economic ties between Russia and Germany to a certain extent acquire a regional character: economic ties are expanding between individual subjects of the Russian Federation and the lands of Germany, especially North Rhine-Westphalia, Brandenburg, Bavaria, Baden-Württemberg. On the other hand, the German Federal Office for Special Tasks concluded at one time frame credit and trade agreements with the administrations of the Perm, Tyumen, Chelyabinsk, Orenburg, Sverdlovsk regions, Tataria, Bashkortostan and Komi. These agreements are based on a scheme for financing German exports guaranteed by Hermes on the basis of barter. Cooperation programs also include investment projects. A number of large regions of Russia have developed promising cooperation programs with German partners. Individual constituent entities of the Russian Federation held presentations of their regions and projects for cooperation in Germany.

- The Ukrainian crisis and anti-Russian sanctions of the West had a negative impact on bilateral trade and economic ties. In the first half of 2014, the volume of mutual trade decreased by 6.3% compared to the same period last year and amounted to 35.5 billion euros (37.9 billion euros in 2013). The fall affected, first of all, German exports to Russia - from January to June 2014, their volume decreased by 15.5% and amounted to 15.3 billion euros compared to 18.06 billion euros in the same period in 2013. At the same time, imports from Russia to Germany in the first half of 2014 increased by 2.1% and reached 20.3 billion euros compared to 19.8 billion euros in the same period last year.
- The share of Russia in the foreign trade turnover of Germany as of 2013 amounted to 3.8%, incl. in exports - 3.3%, in imports - 4.5%. In terms of trade turnover, Russia ranks 11th among Germany's leading trading partners. At the same time, in terms of imports to Germany, Russia is in 7th place, and in terms of exports from Germany - in 11th place. It should be assumed that by the end of 2014 these rating indicators will worsen.
- Energy plays a decisive role in the structure of Germany's imports from the Russian Federation. In 2013, it accounted for 46.1% of German-Russian turnover and 86.7% of German imports from Russia. In 2013, natural gas imports to Germany from Russia amounted to 38% of total consumption, oil imports - 34%.

NORD STREAM

A breakthrough event in German-Russian gas cooperation was the decision to build the Nord Stream gas pipeline. The gas pipeline connecting the two countries has strengthened mutual ties and interdependence. On November 8, 2011, its first branch was officially launched, with a capacity of 27.5 bcm of gas per year.



TRASA GAZOCIĄGU NORD STREAM



- In 2011, the OPAL gas pipeline with a capacity of 35 billion m³ (German: Ostsee-Pipeline Anbindungsleitung) was commissioned, connecting the entry point of the Nord Stream gas pipeline in Greifswald with the STEGAL gas pipeline and the Czech transmission pipeline system, and in 2012, the NEL gas pipeline with a capacity of 20 billion m³ of gas per year was commissioned (German: Nordeuropäische Erdgasleitung), which connects Greifswald with the Rehden warehouse and the MIDAL gas pipeline.



- On September 4, 2015, during the Economic Forum in Vladivostok, Gazprom signed an agreement to expand Nord Stream by two more lines. The agreement on the expansion of Nord Stream was signed despite the economic sanctions that the European Union imposed on Russia in connection with its aggression in Ukraine and the annexation of Crimea.



- Germany is Russia's most important trading partner, accounting for 13.6 percent of all Russian foreign trade. Russia for Germany, based on absolute financial indicators, is the 10th most important trading partner and trade with it is about 3% of the total figure. However, the import of Russian energy carriers is of a strategic nature for Germany. Already today, Germany imports more than 30% of natural gas and 20% of oil from Russia, and according to experts, this share will increase even more in the future.

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Perspectives of digital money functioning in the economy

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The aim of presentation is an attempt to find the answer for **what are the determinants of implementanion of Central bank Digital Currency?** Central Bank Digital Currency (CBDC), also known as fiat digital currencies, is a form of digital money issued by government central banks for public and business use. CBDCs are not meant to replace cash, but to coexist as an additional payment method.

CBDC is a new form of central bank money, different from cash and money available to selected entities (mainly banks) on accounts maintained with the central bank. CBDC may be introduced for retail CBDC and wholesale CBDC payments, both within one jurisdiction and for the purposes of cross-border cash flow (multiple CBDC). The real change can be made by making CBDC available to individuals and companies. Like cash, this type of CBDC is intended to be widely available and acceptable for retail payments; it is intended primarily as a medium of exchange and, to a lesser extent, as a store of value. It differs from cash not only in its digital form, but also in the possibility of programming, thanks to the use of automatic execution of transactions after the fulfillment of given conditions (smart contracts).

There has been a long history of work around the world to bring digital money into circulation. However, this requires more effort than originally assumed. The digital currency of the central bank can significantly change the traditional payment system, but a poorly carried out process can contribute to the economic consequences. What are the expected consequences of the introduction of CBDC?

Economic

- the decline in banks' position as intermediaries;
- decrease in the costs of issuing traditional money with a simultaneous increase in costs related to the introduction of CBDC;
- Efficient fight with inflation.

Political

- decreasing the importance of traditional currencies - the political power of these countries;
- promoting financial inclusion and simplifying the implementation of monetary and fiscal policy;
- CBDC as a new strategic asset

Social

- distrust of digitization and uncertainty in the security of the funds stored in this form;
- the risk of cyber attacks;
- abandoning the need to use ATMs

The introduction of CBDC has serious consequences, including for the functioning of the banking system, financial stability, monetary policy or for the entire payment system. Central bank digital currencies are the future of the current financial system. Although it will probably involve many complications, it will eventually allow you to give up cash in favor of the convenience and speed of transactions. In addition, resignation from services provided by financial institutions, and reliance on the services of the central bank will reduce the risk of the service provider's bankruptcy.

Historia gospodarcza Chin z okresu Wojen Opiumowych

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Streszczenie

Celem artykułu jest przedstawienie w historii gospodarczej Chin okresu Wojen Opiumowych wraz z uwarunkowaniami ich wybuchu oraz konsekwencjami dla kraju. Ukazano procesy wpływające na zmiany w gospodarce chińskiej i w życiu społeczno politycznym. Zwrócono uwagę na międzynarodową pozycję Chin w tamtym czasie. Metodą badawczą zastosowana w pracy jest analiza literatury przedmiotu. Sformułowane w tekście wnioski wskazują na istotny regres gospodarki chińskiej, jaki dokonał się pod wpływem działań światowych mocarstw po przegranym przez Chiny konflikcie, u którego podłoża znalazł się handel opium inspirowany przez Imperium Brytyjskie.

Słowa kluczowe: Chiny, historia gospodarcza, wojny opiumowe.

WSTĘP

Chiny są jedną z cywilizacji świata o najdłuższej historii. Dzieje tego kraju obfitują w szereg różnych okresów, są w nich czasy wzniosłe, czasy konfliktów zbrojnych czy mroczne lata upadku.¹ Państwo to budowało swoją pozycję gospodarczą i militarną przez kilka tysięcy lat.² Do XV stulecia chińska gospodarka stała wyżej od pozostałych regionów cywilizowanego świata.³ Później nastąpił regres. Celem niniejszego opracowania jest przedstawienie w historii gospodarczej Chin okresu Wojen Opiumowych wraz z uwarunkowaniami ich wybuchu oraz konsekwencjami dla kondycji kraju. W pierwszej części tekstu przedstawiono procesy wpływające na szereg istotnych przyczyn dokonujących się zmian w gospodarce chińskiej i w życiu społeczno politycznym, w dalszej zwrócono uwagę na kontekst międzynarodowy chińskich relacji ze światem. Ograniczony charakter opracowania wymusza na autorze jedynie zasygnalizowanie problemów badawczych dotyczących przedstawionego tematu. Metodą

¹ J.C.H. Chai, *An Economic History of Modern China*, Massachusetts 2011, s. 7.

² Ewa Cieślak, *Historia gospodarcza Chin okresu przedkomunistycznego. Przekształcenia wewnętrzne i międzynarodowe stosunki gospodarcze*, „Gdańskie Studia Azji Wschodniej”, 2016/10, s. 96.

³ Tamże.

badawczą zastosowaną w pracy jest analiza literatury przedmiotu. Sformułowane w tekście wnioski wskazują na istotny regres gospodarki chińskiej, jaki dokonał się pod wpływem działań światowych mocarstw po przegranym przez Chiny konflikcie, u którego podłoża znalazł się handel opium inspirowany przez Imperium Brytyjskie.

Symbolem Chin jest Chiński Mur, budowla obserwowana dzisiaj nawet z kosmosu. Jest coś niezwykle wymownego w tym wielkim chińskim dziele budowlanym. Jego rozmach i funkcje ukazują wagę przywiązywaną do zachowania własnej tożsamości przez państwo środka. Długa historia państwa chińskiego obfituje w cały szereg znaczących osiągnięć technicznych, liczne wynalazki przewyższały to, na co stać było w owym czasie inne kraje.¹ Od XVI w. Chiny zaczęły się izolować od świata zewnętrznego. W gronie prominentnych osób z kręgów decyzyjnych toczył się spór o wybór strategii rozwoju kraju. Izolacjoniści stanowili siłę dominującą i w końcu zwyciężyli w sporze, doprowadzając do zamknięcia się na kontakty z zagranicą i wymianę handlową z resztą świata. Walka polityczna dotycząca wyboru strategii była długa i wyczerpująca. Doprowadziła do tego, iż przestano traktować kontakty z otoczeniem zewnętrznym jako istotny element rozwoju Chin. Gospodarkę państwa uzależniono od decyzji politycznych wąskiego grona osób decyzyjnych w kraju. Chiny dążyły do zaspokajania swoich potrzeb we własnym zakresie. Taka postawa tkwiła głęboko w osobowości i postawie Chińczyków. Byli skoncentrowani na sobie, świat zewnętrzny nie był dla nich atrakcyjny i godny uwagi, toteż kontakty z innymi państwami stały się ograniczone.

W XVII stuleciu klimat wymiany gospodarczej z zagranicą systematycznie ulegał w Chinach destrukcji. Bezwzględna polityka kolonialna potęg europejskich prowadziła do coraz większego zamykania się Chin, broniących się przed eksploatacją. Chiny podjęły decyzję o tym aby chronić swoje państwo i swój rynek wewnętrzny. To zamknięcie się po pewnym czasie ukazało ogromną różnicę w rozwoju cesarstwa w stosunku do rozwiniętych państw Zachodu. Różnice stawały się znaczące, na niekorzyść Chin, które ukazywały się jako państwo zacofane gospodarczo, militarnie i ogólnie cywilizacyjnie. Wielkie państwa europejskie, które uprzednio czerpały pełnymi garściami z dobrodziejstw chińskiego obszaru gospodarczego, starały się zmusić Chiny do ponownego otwarcia się na intratne kontakty handlowe. Eksploatacja Chin była bardzo opłacalna.²

Początkowo państwa europejskie starały się wpłynąć na cesarstwo chińskie łagodną perswazją do otwarcia się na kontakty gospodarcze, jednak gdy ta metoda nie poskutkowała postanowiono rozprawić się z nim siłą. W konsekwencji doprowadzono do odblokowania niekorzystnej dla Chin wymiany handlowej. Państwo zostało podzielone na strefy wpływów światowych potęg kolonialnych.

¹ R. Cameron, L. Neal, *Historia gospodarcza świata. Od paleolitu do czasów najnowszych*, Warszawa 2004, s. 92.

² Ewa Cieślak, *Historia gospodarcza Chin okresu przedkomunistycznego. Przekształcenia wewnętrzne i międzynarodowe stosunki gospodarcze*, „Gdańskie Studia Azji Wschodniej”, 2016/10, s. 107.

XIX stulecie przyniosło Chinom okres wojen opiumowych wywołanych przez Wielką Brytanię w latach 1839-1842. Po pierwszej nastąpiły dwie kolejne, których inicjatorami były Wielka Brytania i Francja. Opium znane było w Chinach mniej więcej od XV wieku. Produkowano je i stosowano początkowo w celach leczniczych. Chińskie władze zorientowały się z czasem, że oprócz walorów zdrowotnych opium niesie ze sobą liczne niebezpieczeństwa. Postanowiono wprowadzić zakaz sprzedaży i używania tej substancji pod rygorem kary śmierci lub deportacji z kraju. Stało się to w 1729 roku. Już wtedy władze zdały sobie sprawę ze szkodliwości powszechnego dostępu do tej substancji.

W początkach XIX stulecia Wielka Brytania za panowania królowej Wiktorii stała się potęgą w handlu opium. Na tle handlu opium Wielka Brytania i Francja prowadziły przeciwko Chinom dwie wojny pomiędzy 1856 a 1860 rokiem. Celem wywołanych wojen była ekspansja terytorialna mocarstw i gospodarcze podporządkowanie cesarstwa. Pretekstem do wybuchu konfliktu zbrojnego stało się zniszczenie przez chińskie władze brytyjskiego transportu opium.

Zyski czerpane przez Imperium Brytyjskie z handlu opium były kluczowym elementem finansowania brytyjskiego imperializmu ekonomicznego.¹ Przeważającą ilość opium produkowano w tym czasie w Indiach brytyjskich. Sprzyjało to rozprzestrzenieniu się handlu na rejon Azji. Proceder ten był niezwykle opłacalny. Wielka Brytania robiło wszystko by handel kwitł i rozwijał się, co było w sprzeczności z interesami władz chińskich widzących jego destrukcyjny wpływ społeczny i gospodarczy. W XIX w. sprawująca w Chinach władzę dynastia mandżurska wprowadziła poważne ograniczenia w handlu zagranicznym, doprowadzając do istnienia jedynie kilku organizacji handlowych mocno nadzorowanych. Mocarstwa europejskie ponosiły z tego powodu liczne straty gospodarcze. Tracąc dochody Europejczycy stawali się coraz bardziej agresywni w prowadzeniu handlu. Interesujące jest to, że Chińczycy nie akceptowali handlu w formie barteru, towar za towar. Kupcy z zewnątrz zmuszeni byli więc do płacenia srebrem za dobra wywożone z Chin. Brytyjczycy wpadli więc na pomysł użycia opium jako swego rodzaju waluty. Miało to zrównoważyć bilans handlowy na korzyść Brytyjczyków. Zaczęli na ogromną skalę sprowadzać ogromne ilości opium z Indii będących brytyjską kolonią. W Indiach znajdowały się największe plantacje opium w owym czasie.

Opium stało się najważniejszym środkiem płatniczym w transakcjach sprzedaży chińskich towarów. Niemal cały wielki kraj stał się rynkiem konsumpcji narkotyku, którym jest opium. Dokonywała się degeneracja społeczeństwa oraz elit uzależnionych od narkotyku. Wpływ obfitej obecności opium w obszarze gospodarczym Chin miał bardzo negatywne konsekwencje społeczne i gospodarcze. Stanowiło to impuls do działań grup przestępczych – tzw. Triad, które dostarczały Brytyjczyków szereg cennych produktów. Ich działalność doprowadziła w 1839 r. do zdarzeń na terenie Guangzhou, które zainicjowały pierwszą wojnę opiumową. Incydent związany był z konfiskatą i zniszczeniem 20 tys. skrzyń wypełnionych przez opium. Dokonano

¹ Agata Kielanowska, *Wojna opiumowa*, „QUALITY MAGAZINE”, Nr 3 2017, s.24, ISSN 2450-4297.

tego na rozkaz cesarza Chin.¹ Stało się to początkiem poważnych działań wojennych rozpoczętych przez wojska Wielkiej Brytanii.

Przewaga militarna nowoczesnej armii brytyjskiej oraz jej dobre zaopatrzenie sprawiły, że Brytyjczycy już na wstępie osiągnęli znaczne sukcesy, zajęli większość terytoriów kantonu Guangzhou oraz pozostałe miasta usytuowane na wybrzeżu. Chińczycy zmuszeni zostali do poddania się przeważającym siłom wroga. Zwieńczeniem wojny stało się podpisanie traktatu nankińskiego, który poważnie ułatwiał drogę ekonomicznego podboju Chin przez Wielką Brytanię. Przede wszystkim ograniczono cła importowe do 5 proc., otwarto pięć portów, w których przyjmowane były europejskie statki, Chiny oddały część terytorium pod inną jurysdykcję, gdyż Brytyjczykom przyznano prawa eksterytorialne. Korzyści z owego traktatu obejmowały nie tylko Wielką Brytanię, lecz także Francję i Stany Zjednoczone, z którymi zostały podpisane podobne porozumienia. Francuzi ponadto otrzymali prawo do prowadzenia katolickiej działalności misyjnej.

Konsekwencje I wojny opiumowej były poważniejsze niż fakt miała podpisanie niekorzystnego traktatu nankińskiego. Po przyznaniu przezeń wielu praw handlowych zarówno Wielkiej Brytanii jak i Francji oraz USA zaczęła się lawina wielu problemów, z którymi musiały zmagać się osłabione Chiny po 3 latach I wojny.² Brytyjczycy zaczęli sprowadzać swoje tkaniny na tereny Chin i rozpoczął się intensywny handel nimi, doprowadziło to do krachu wśród wielu drobnych chińskich przedsiębiorstw tkackich. Wzrósł także kurs srebrnego pieniądza zagranicznego, który stanowił środek płatniczy regulujący handel towarami importowanymi, natomiast kurs miedzaków stanowiących wewnątrzpaństwową walutę gwałtownie spadał. Pauperyzacja ludności była nieunikniona w takiej sytuacji, co skutkowało wszczęciem dziesiątek buntów głównie chłopów z południa kraju, gdyż ów region najbardziej ucierpiał wskutek brytyjskich działań. W powstaniu Tajpingów w latach 1851 - 1860 zginęło ok. 20 mln ludzi.

Było to jedna z kilku przyczyn wybuchu kolejnych wojen, podłoże stanowiły też żądania wprowadzenia przez Chiny nieograniczonego handlu. Anglicy żądali głównie pozwolenia na nieograniczony handel opium brytyjskim. Żądania zostały odrzucone przez władze Państwa Środka.

Statek, którego właścicielem był Chińczyk wpłynął do portu na terenie kantonu Guangzhou wraz z kilkunastoosobową załogą, którą stanowili obywatele Chin. Zarejestrowany w Hongkongu znajdującym się pod jurysdykcją brytyjską pływał pod angielską banderą. „Arrow” zostaje zatrzymany pod zarzutem przemytu i handlu nielegalnym opium. Załoga została aresztowana. Ten incydent nagłośniony przez propagandę Wielkiej Brytanii stał się pretekstem do wywołania kolejnej wojny opiumowej.

Część badaczy uważa II i III wojnę opiumową za jedną, podzieloną na dwa etapy, pierwszy ma swoje miejsce w latach 1856 – 1858, natomiast drugi w latach 1859 – 1860. Pierwszy został

¹ J. Chinnery, *Rola państwa [w:] Chiny. Kraj Niebiańskiego Smoka*, red. E.L. Shaughnessy, Warszawa 2006, s. 44-45

² Agata Kielanowska, *Wojna opiumowa*, „QUALITY MAGAZINE”, Nr 3 2017, s.24, ISSN 2450-4297.

zapoczątkowany incydem z statkiem „Arrow” i pociągnął za sobą szereg działań militarnych, między innymi doszło do zbombardowania i zajęcia przez okręty brytyjskie i amerykańskie fortów nadbrzeżnych Kantonu na rzece Xijiang.

W międzyczasie wybuchło w Indiach powstanie Sipajów, z którym musiały poradzić sobie militarne władze brytyjskie, w wyniku czego Anglicy przez ok. rok prowadzili działania przeciwko Chinom atakując jedynie flotę chińską.

Francja i Wielka Brytania wysunęły przeciwko władzom Kantonu żądania w sprawie kolejnych ustępstw na tle handlowym oraz rekompensaty za spalenie wielu placówek towarowych. Ultimatum zostało odrzucone i połączone wojska brytyjsko-francuskie ostrzelały miasto. Dalsze działania wojenne oraz zdobycie twierdzy Taku umożliwiły dojście do Pekinu, jednak wojska obu kolonizujących państw były zbyt słabe by zaatakować stolicę. Mimo to władze cesarskie w głównej mierze z leku przed inwazją zgodziły się na warunki stawiane przez Francję i Wielką Brytanię.

Porozumienie podpisano w Tianjinie. Umożliwiło ono otwarcie znacznej ilości chińskich portów dla zagranicznych kupców oraz zalegalizowało handel opium.¹

Drugi etap działań wojennych (1859 – 1860) koncentrował się wokół umocnienia przez Chińczyków fortów twierdzy Taku u ujścia rzeki Peiho. W 1859 roku Brytyjczycy spotkali się z odmową pozwolenia na wkroczenie do Tjanjinu, co skutkowało natychmiastową reakcją Imperium, które z morza zaatakowało forty. Brytyjczycy rozpoczęli zmasowany atak, jednak nie byli w stanie przełamać obrony na rzece, co zmusiło ich do odwrotu. Burza jaka powstała po tej informacji zarówno we Francji jak i w Wielkiej Brytanii stanowiła pożywkę dla propagandowych wieści, w wyniku których zgromadzono ok. 19 tysięcy żołnierzy z tzw. oddziałów ekspedycyjnych. W dość krótkim czasie zajęte zostały wyspy Chouschan i znaczący port Czyfu, umożliwiło to prowadzenie kolejnych ataków. Zdobyto twierdzę Taku, Tjanjin i w końcu brytyjsko-francuska ekspedycja dotarła do samego Pekinu, z którego władze cesarskie ewakuowały się.

Otwarcie na handel z Wielką Brytanią i Francją to nie jedyne postanowienia pokoju z Pekinu, straty poniesione przez Chiny były o wiele większe, został zalegalizowany handel opium, ponadto zadziwiający jest fakt, że Rosja nieangażująca się w działania wojenne została uwzględniona jako kraj roszczeniowy wobec Chin i otrzymała terytoria dotychczas sporne na terenach lewego brzegu Amuru. Dodatkowo także Rosja i USA zostały obdarowane przywilejami w handlu z Państwem Środka. Osłabione finansowo Chiny po wyczerpujących budżet wojnach zostały obciążone kontrybucją. Otwarcie ambasad państw, które zwyciężyły oraz nadanie praw do własności chrześcijanom prowadzącym misje oraz propagowanie wiary chrześcijańskiej zamknęło opiumową ekspansję.²

¹ Agata Kielanowska, *Wojna opiumowa*, „QUALITY MAGAZINE”, Nr 3 2017, s.25, ISSN 2450-4297.

² D.S. Landes, *Bogactwo i nędza narodów*, Warszawa 2000, s. 72– 77.

Chiny, które do tej pory stanowiły względnie silnie niezależny obszar pod względem politycznym, handlowym oraz terytorialnym poniosły ogromne straty i zostały zmuszone do ograniczenia swojej autonomii w każdej z wymienionych sfer życia państwa.

Opium to jedna z najstarszych substancji psychoaktywnych znanych człowiekowi, początkowo była wykorzystywana w celach rytualnych oraz leczniczych, jako produkt przeciwbólowy oraz środek znieczulający. Substancje wydobywane są z maku lekarskiego, z którego soku wyodrębnia się morfinę, z niej z kolei powstaje heroina – najsilniejszy powszechnie znany narkotyk.

ZAKOŃCZENIE

Przegrana Wojna Opiumowa (1840–1842) poskutkowała podpisaniem układu w Nankinie w 1842 r., na mocy którego Chiny oddały Wielkiej Brytanii Hongkong, otworzyły 5 portów dla handlu zagranicznego pod nadzorem konsularnym, wprowadziły pięcioprocentowe cło importowe ad valorem oraz zapłaciły wysoką kontrybucję. Inne państwa Zachodu (Niemcy, Francja, Rosja) i Japonia poszły za przykładem Wielkiej Brytanii, także wymuszając na kraju niekorzystne warunki wymiany handlowej. Rozpoczął się okres półkolonializmu. Klęska Chińczyków w drugiej Wojnie Opiumowej (1858–1860) umocniła pozycję cudzoziemców i poskutkowała kolejnymi niekorzystnymi dla Chin ustępstwami handlowymi oraz otwarciem następnych portów traktatowych (tzw. Treaty Ports). W okresie między sygnowaniem porozumień z Nankinu i Shimonseki w 1895 r. siły traktatowe uzyskały w Chinach liczne przywileje: podlegały eksterytorialnym prawom i jurysdykcji własnych konsulatów. Obcokrajowcy zostali zwolnieni z podatków. Handlowano koncesjami i porozumieniami, a rozwojowi obrotu sprzyjały bardzo niskie cła importowe i brak opodatkowania wymiany handlowej. Wiele instytucji (np. urzędy celne) nadzorowali obcokrajowcy. Sytuacja poskutkowała wysokim deficytem handlowym Chin. Po podpisaniu traktatu Shimonseki Japonia uzyskała pozwolenie na zakładanie w portach fabryk. Z czasem identyczną zgodę wymusiły pozostałe siły traktatowe. Chiny stawały się stopniowo terenem pewnego rodzaju okupacji. Niemcy zajęły Jiaozhou na półwyspie Shandong, Rosjanie – Liaodong i Dalnyj, Brytyjczycy – półwysep Kowloon (przylegający do Hongkongu) i Weihaiwei w zatoce Bohai, Francuzi – Guangzhouwan, Rosjanie przejęli kontrolę nad Mandżurią, Niemcy – nad Shandongiem, Wielka Brytania – nad Yangzi, a Francja miała decydujący głos w Yunnanie. Między 1842 a 1917 r. otwarto 92 porty traktatowe. Do końca XVIII w. opium oraz bawełna i jej produkty stanowiły 1/3 importu Chin. Natomiast 80% eksportu generowały herbata wraz z jedwabiem. Większość dziewiętnastowiecznych obrotów handlowych z Chinami kontrolowali Brytyjczycy przez Kompanię Wschodnioindyjską. Z końcem XIX w. chiński wywóz towarów za granicę stanowił niespełna 0,6% PKB kraju, a głównymi eksportowanymi produktami były: herbata, surowy jedwab i wyroby z niego oraz bawełna.

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Title: THE OPIUM WARS IN CHINA. CHINESE ECONOMY

Summary:

The article presents the economic history of China during the Opium Wars along with the conditions of their outbreak and the consequences for the country. The processes influencing changes in the Chinese economy and in social and political life are shown. Attention was drawn to China's international position at the time.

Key words: China, Opium Wars, economy.

Türk Çini ve Minyatür Sanatında Kullanılan Fantastik Yaratıklardan Örnekler

Examples of Fantastic Creatures Used in Turkish Tile and Miniature Art

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Öz

Hayvan üslubu çerçevesinde değerlendirilen fantastik yaratıkların Türk sanatı ve kültüründe ortaya çıkış kökeni Orta Asya'da göçebe hayatı süren Türklere kadar gitmektedir. Fantastik, efsanevi veya mitolojik gibi çeşitli isimlerle adlandırılan bu yaratıklar eski çağlardan beri farklı kültürlerde hayat buldukları gibi Türk sanatı ve kültüründe de kendine yer bulmuştur. Türk sanatının farklı alanlarında ortaya çıkmalarının yanı sıra, Türk çini ve minyatür sanatında da severek işlenen fantastik yaratıklar, tarihin derinliklerinden gelen bir inanışla onların sihirli, büyülü ve olağanüstü güçlere sahip oldukları düşünülerek insanları düşmanlardan, kötülük ve hastalık gibi olumsuzluklardan koruyacağına inanılmaktaydı. Bunlar arasında en çok karşılaşılan örneklerin başında sfenks, ejder, siren-harpi, grifon ve çift başlı kartal gibi örnekler gelmektedir. Gerek minyatürlerde gerekse de çinili eserlerde karşılaşılan bu yaratıklar, kimi zaman yırtıcı görünüş ve bakışlarıyla portre gibi tasvir edilmiştir. Türk sanatı içinde işlenen bu yaratıklar, esas itibarıyla birer süsleme ögesi olarak ön planda oldukları görülse de ait oldukları dönemde yaşayan insanların inanç ve duygularının dışa vurmuş oldukları da yadsınamaz. Bu yaratıklar dini inanışlara bağlı olarak ortaya çıktığı gibi insanların korku, korunma gibi içgüdüsel duygularına bağlı olarak hayal gücüyle de ortaya çıktığı düşünülmektedir. Sanatın pek çok alanında işlenen fantastik yaratıklar, özellikle Türk çini ve minyatür sanatında benzer şekilde konu edilmeleri açısından dikkat çekicidir. Türk minyatür sanatında hikâye ve masal gibi edebi konulu el yazmalarında işlenen bu yaratıklar, çini sanatında Anadolu Selçukluları saraylarını süsleyen birer unsur olarak karşımıza çıkmaktadır. Bu çalışmadaki amaç Türk minyatür sanatında işlenen fantastik yaratıkların Türk çini sanatında işlenen örnekleriyle benzer ve farklı yönlerini çeşitli açılardan ele almaktır.

Anahtar Kelimeler: Türk Sanatı, Çini, Minyatür, Fantastik Yaratık.

Abstract

The emergence of fantastic creatures' origin, evaluated within the framework of animal style, in Turkish art and culture dates back to the Turks living a nomadic life in Central Asia. These creatures, called by various names such as fantastic, legendary or mythological, have found their place in Turkish art and culture, as they have had their places in different cultures since ancient times. In addition to their emergence in different fields of Turkish art, fantastic creatures, fondly processed in Turkish tile and miniature art, with a belief coming from the depths of history, were thought to have magical and extraordinary powers, and it was believed that they would protect people from enemies, negativities such as evil and disease. Among these, the most common examples are sphinx, dragon, siren-harpy, griffin and double-headed eagle. These creatures, encountered both in miniatures and in tiled works, are sometimes depicted as portraits with their predatory looks. Although these creatures, processed in Turkish art, seem to be at the forefront as ornamental elements, it is undeniable that they were the expressions of the beliefs and feelings of the people living in the period to which these creatures belonged. It is thought that these creatures emerged out of religious beliefs, as well as imagination, and the instinctive feelings of people such as fear and protection. The fantastic creatures, which are used in many fields of art, are particularly striking in that they are similarly discussed in Turkish tile and miniature art. These creatures, which are processed in manuscripts with literary themes such as stories and fairy tales in Turkish miniature art, appear as an element that adorns the Anatolian Seljuk Palaces in the art of tiles. The aim of this study is to examine the similar and different aspects of the fantastic creatures in Turkish miniature art with the examples in Turkish tile art from various perspectives.

Keywords: Turkish Art, Tile, Miniature, Fantastic Creature

Exchange rate factors in the FOREX market in the light of the COVID-19 pandemic and geopolitical change in Central Eastern Europe in 2022

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Abstract

The functioning of the market is based on exchanges between buyers and sellers. One of the segments of the financial market is the foreign exchange market, the foreign exchange market, where large volumes of foreign exchange purchases and sales take place on a daily basis, as well as speculation about future exchange rates. The purpose of this article is to examine the factors influencing the demand and supply of certain currencies, and it is decided to test the hypothesis: the COVID-19 pandemic and the geopolitical changes in 2022 had an impact on exchange rate developments. Literature and market analysis platforms were used to investigate this phenomenon.

INTRODUCTION

The exchange of all goods and services on the markets has always been confronted with certain factors which have affected market participants. In many cases there have been speculative effects in which certain actors have taken measures to raise prices. There are many such activities on the markets. From raw materials, raw materials and services markets to financial markets. The columns of this article cover a related topic with the functioning of the Forex market and the evolution of the level of exchange rates that express the price of a given currency. The period of analysis and investigation covers the period from the first quarter of 2020, the outbreak of the COVID pandemic, from the 19th to the second quarter of 2022, when Central and Eastern Europe is experiencing the biggest armed conflict between Russia and Ukraine since the Second World War. These events have undeniable implications for the functioning of the world economy, including the foreign exchange market where foreign exchange trading takes place. It was therefore decided to test the following hypothesis: The

COVID-19 pandemic 2020-22 and the geopolitical changes 2022 had an impact on exchange rate developments. The analysis data were extracted from currency exchange websites.

1. The peculiarities of the foreign exchange market

From a microeconomic point of view, the market is the place of the sellers (representing supply) and the buyer (representing demand). As a result of the efforts of these market participants, a price is set which tells sellers whether the sale is profitable for them and buyers how much they can buy. In local, regional, national and international economies, there are different markets in which goods and services are traded. Visible (goods) and invisible (e. g. asset rights) transactions are made on these markets. Among these markets there is the financial market, which is defined as the place where the buying and selling of different forms of money capital takes place at different times on the basis of financial instruments¹.

The financial market is the place where the purchase or sale of a particular commodity, i. e. a financial instrument, takes place. As a result this action change the contract participants by reciprocally

built, though often unconsciously about dependencies. Most commonly found in literature

Two to four financial markets are mentioned:

- Money and capital markets – supplemented by foreign exchange and instruments markets
Derivatives (forward market)².

Bień, on the other hand, considers the financial market as the totality of transactions relating to the transfer of money capital³.

Samborski defines the financial market as a group of capital trading institutions⁴.

Dębski claims that there are subjects on the financial market that have surplus funds and companies that report a shortage of funds. Some companies will look for investment opportunities to make effective use of their accumulated capital. Other units will endeavour to find funding for their activities. Therefore, in addition to consumption flows, there are also those aimed at investment⁵.

For Wypych the financial market is the place where transactions are made, financial capital in the broad sense⁶.

¹ https://www.gpw.pl/pub/GPW/files/Rynek_finansowy_w_Polsce.pdf [dostęp: 03.08.2022]

² Banaszczak-Soroka, U. (2014). Rynki finansowe. *Organizacja, instytucje, uczestnicy*, CH Beck, Warszawa, p. 14

³ W. Bień, Rynek papierów wartościowych, Warszawa 2004, Difin, s. 183

⁴ A. Samborski, Rynki papierów wartościowych w krajach Unii Europejskiej, Katowice 2004, s. 9.

⁵ W. Dębski, „Rynek finansowy i jego mechanizmy. Podstawy teorii i praktyki”, Wydawnictwo Naukowe PWN, Warszawa 2005, s. 15

⁶ M. Wypych, „Finanse i instrumenty finansowe”, Absolwent, Łódź 2001, s. 114

The joint monograph by Pietrzak, Polanski and Wozniak defines financial markets as those in which financial instruments are traded¹.

Jajuga notes that the financial market is the place where financial instruments are traded. The financial market is the third most important segment of the market economy, alongside the goods and services market and the labour market. As regards financial instruments traded on the financial market, Jajuga considers that there is an agreement between the two parties governing the financial dependence between them. These financial instruments include:

- debt instruments where one party lends capital to the other party and the capital is repaid after a specified period of time;
- equity instruments where one party sells ownership of an economic unit (company) to another party and the other party pays for that right by providing capital;
- Derivatives for which future payments between the two parties are determined².

The primary and secondary markets are also classified as financial markets. When a financial instrument is first issued and subsequently sold, it is referred to as a primary market. This is the case when companies (issuers) raise new capital through the issuance of financial instruments which they can use to develop their business activities. On the secondary market, financial instruments are sold to other (subsequent) buyers. This is usually the case if, for example, the owner has bought securities from an issuer and resells them to other third parties. The issuer does not acquire new capital as a result of this transaction³.

As Granger and Huang Poon point out, the financial market is volatile and this is an important element influencing investment, the valuation of options and the regulation of the financial market⁴.

According to the definitions of the financial market, it is a space in which different types of financial transactions take place, which are bought, sold and sometimes bartered. As a result of the transactions, funds flow from those who own them to those who need them. It should be emphasised that financial markets are not limited in time or space. At this point, it is worth

¹ B. Pietrzak, Z. Polański, B. Woźniak (red.) „System finansowy w Polsce”, , tom 1, Wydawnictwo Naukowe PWN, Warszawa 2008, s. 25

² http://wiedzainfo.ue.wroc.pl/wyklady/140/rynek_finansowy_wspolczesne_kariery_i_tendencje.html [dostęp 04.08.2022]

³ P.P. Drake, F.J. Fabozzi, „The Basics of Finance. The Introduction to Financial Markets, Business Finance and Portfolio Management”, John Wiley & Sons, Inc., New Jersey 2010, s. 30

⁴ Granger, Clive W. J. and Poon, Ser-Huang, Forecasting Financial Market Volatility: A Review (June 11, 2001), p. 2-4, <http://dx.doi.org/10.2139/ssrn.268866>, access 04.08.2022

mentioning one of the segments of the financial market, namely the foreign exchange market, which helps to exchange different currencies. There are different definitions of the foreign exchange market in the literature. Mizula wrote his article on financial instruments in the financial market and presented the terms of the foreign exchange market according to different authors. Details are shown in the following table

p	Author	Definition
	R. Rapacki	It is an international market where one national currency can be exchanged for another.
	D. Begg	It is an international market where currency flows between countries take place. The price at which these two currencies are exchanged is called the exchange rate.
	J. Czekaj	It is a market where you can exchange the currency of one country for the currency of another country. Currency is another term for money (we are talking about the national currency and foreign currencies).
	J. Kudła	Applies to foreign currency transactions with the highest liquidity; may include instruments belonging to any of the three markets mentioned above.
	I. Miciuła	Applies to foreign currency transactions with the highest liquidity; may include instruments belonging to any of the three markets mentioned above.

Source: Miciuła, I. (2014). Instrumenty finansowe na rynku walutowym oraz znaczenie ich innowacyjności dla gospodarki międzynarodowej. *Studia i Prace WNEIZ US*, (37/1), p. 155

A prominent element of the foreign exchange market is the Forex market, which includes foreign exchange trading. Forex is an unregulated and over-the-counter market. Such terms mean that the market does not have uniform, centralised supervision and that transactions are conducted directly between market participants. The Forex Market is the largest form of exchange for global decentralized trading of international currencies¹.

¹ Nassimi, M., SazmandAsfaranjan, Y., Keshvarsima, A., & Baradari, F. (2014). Trading in the foreign exchange market (Forex): a study on purchase intention. *International Journal of Scientific and Research Publications*, 4(3), p. 1-10.

The Forex market was founded in 1981 and is the most liquid part of the financial market. The daily turnover is trillions of dollars. Currencies are sold in pairs¹. The market is very transparent and offers openness around the clock. For Polish retailers, it is available 5 days a week and 24 hours a day, i. e. Sundays from 11:00 p. m. and is available to retailers without interruption until 10:00 p. m. on Fridays.² The functioning of the Forex market in the world is based on sessions based on the operation of the largest financial centers corresponding to a particular region of the world. Therefore, Forex sessions can be divided into the following cities: Sydney, Tokyo, London, New York. If a Forex session is about to close, another trading session is opened. Sessions are characterized by different trading activity³. Forex session times change slightly as summer time changes to winter time and vice versa. The exception is Japan, which stays at the same time throughout the year. Below you will find the local trading hours taking into account the time in Poland.

The following tables show local trading times and the corresponding time for Poland. Tabela 1.

Trading Hours on the Forex Market during Summer Time

Session	Session times in summer time	Time in Poland
Sydney	07:00 - 16:00	23:00 - 08:00
Tokio	09:00 - 18:00	02:00 - 11:00
London	08:00 - 16:00	09:00 - 17:00
New York	08:00 - 17:00	14:00 - 23:00

Źródło: <https://admiralmarkets.com/pl/education/articles/forex-basics/forex-godziny-handlu> {access 04.08.2022}

Table 2. Trading Hours on the Forex Market during Summer Time

Session	Session times in summer time	Time in Poland
Sydney	07:00 - 16:00	22:00 - 07:00
Tokio	09:00 - 18:00	02:00 - 11:00
London	08:00 - 16:00	10:00 - 18:00
New York	08:00 - 17:00	15:00 - 00:00

¹ Cristian-Paul, M., & Genoveva-Mihaela, I. (2018). Characteristics of forex market and trading strategies based on technical analysis. *Young Economists Journal/Revista Tinerilor Economisti*, 15(30), p. 27

² <https://www.xtb.com/pl/edukacja/godziny-handlu> [access 04.08.2022]

³ <https://admiralmarkets.com/pl/education/articles/forex-basics/forex-godziny-handlu> [access 04.08.2022]

Źródło: <https://admiralmarkets.com/pl/education/articles/forex-basics/forex-godziny-handlu> {access 04.08.2022}

If you are in active trading mode, you need to consider the above sessions. Foreign exchange trading takes place in real time and exchange rates are ongoing. Trading takes place via currency pairs, e. g. EUR/USD. It is one of the most important currency pairs on the Forex market. As the example shows, this pair consists of the euro and the US dollar. The first currency of the currency pair is the base currency, while the second currency of the currency pair is the exchange rate currency. Trading in the described market is done through a broker who serves the trader through the account through which the investments are made.

2. Factors influencing exchange rates

According to the Management Encyclopedia, the exchange rate is the money price of a country or group of countries, expressed in money of another country or group of countries. The level of the exchange rate affects both the economy and everyday life. One example is the US dollar, whose exchange rate affects the global economy. Since the exchange rate is an element of the foreign exchange markets, it can be observed that it is subject to large fluctuations in the event of unexpected news and events. Speculative foreign exchange attacks are described in the literature as a special form of speculation. This procedure has the following scheme::

- a) The speculator finds a State with questionable macroeconomic or political situation; this situation affects the devaluation of the currency issued;
- b) The speculator lends this currency one after the other and then sells it on the market;
- c) other investors who fear the risk of a fall also sell the currency, resulting in a sharp fall,
- d) The speculator takes advantage of the fall in the exchange rate of the currency and repurchases it at a lower price so as to be able to repay the loan earlier;
- e) The difference from the operation carried out is the profit of the speculator.

A detailed analysis of this phenomenon was carried out by Dębowski¹.

Economists stress that exchange rates are primarily influenced by macroeconomic factors related to a country's political and economic situation². Frenkel notes that the development of

¹ DĘBOWSKI T., *Spekulacja w warunkach kryzysu*. [w:] *Finanse publiczne w warunkach międzynarodowego kryzysu finansowego*, red. nauk. Marzanna Poniatowicz. Wydawnictwo Uniwersytetu w Białymstoku, 2012. p. 90-110.

² Tarczyński W. (1997), *Rynki kapitałowe*, Agencja Wydawnicza Placet, Warszawa, p. 332

exchange rates on the global market is linked to the country's monetary policy¹. Ravenna argues in one of his publications that the currencies of economies considered to be stronger have a strong influence on the exchange rates of less developed economies. This may be the case, for example, for countries which:

Member States of the European Union and not of the euro area. The exchange rates of their currencies are likely to be subordinated to the European currency².

In Poland, the factors causing exchange rate fluctuations have been studied by Zakota and Lisowska. They recognized that the relationship between the exchange rate and the exchange rate was

The exchange of goods does not have a simple form of correlation dependence. In addition, Causality dependence commodity exchange – exchange rate is bilateral³. These factors, which influence the development of exchange rates, do not exhaust the whole catalogue. There are other important economic, social, etc. aspects which have a direct impact on the price of currencies. What these factors are – it is worthwhile to examine what will happen in the next section on the basis of practical examples.

3. Effects of the Covid 19 Pandemic on the Forex Market

At the end of 2019, a pandemic began in Wuhan, China, caused by a new variant of coronavirus. Covid-19 spread rapidly, increasing the number of confirmed cases worldwide. The progressing epidemic and related health protection measures have also put pressure on economies around the world⁴. Trade and supply chains have been curtailed, businesses, entertainment and cultural centres have been temporarily closed and many events have been cancelled. Restrictions and restrictions on contact through quarantine measures for citizens have affected the profits of the industry, which has often been forced to make use of state aid packages or, in extreme cases, to close down their activities. From an economic point of view, the pandemic was two-pronged: on the one hand, tourism, catering, entertainment and transport industries suffered from the decline in demand for these services, on the other hand, e-commerce flourished and people's online activity, including interest in financial markets, increased. This can be deduced from data published by the Polish Financial Supervisory Commission (KNF) or the Czech National Bank (CNB). According to KNF analysis, the number of active Forex customers by the end of 2019 was 21,188 people, and in 2020 there were already 39,226 Polish Forex customers⁵. On a quarterly basis, the CNB analyses the average daily foreign exchange turnover in January, April, July and

¹ J. Frenkel, A Monetary Approach to the Exchange Rate: Doctrinal Aspects and Empirical Evidence, Scandinavian Journal of Economics, 1978, Vol. 78, No. 2, p. 219-220.

² F. Ravenna, The European Monetary Union as a Commitment Device for New EU Member States, European Central Bank, Working Paper No. 516, Frankfurt/Main 2005, p. 26.

³ Przekota G., Lisowska A. (2013). Powiązania kursu walutowego i wymiany handlowej Polski, Zeszyty Naukowe Uniwersytetu Przyrodniczo-Humanistycznego w Siedlcach, Seria: Administracja i Zarządzanie, Nr 99/2013, p. 201 -202

⁴ <https://www.medicover.pl/o-zdrowiu/pandemia-koronawirusa-na-swiecie-i-w-polsce-kalendarium,7252,n,192>

⁵ https://www.knf.gov.pl/knf/pl/komponenty/img/Wyniki_Forex_2020.pdf

October. According to a study conducted from January 13-17, 2020, average daily revenue increased by USD 2427. 4 million (49. 8%) to USD 7,305. 0 million compared to October 2019¹. It is worth noting that there has been a strong rise in trades on the spot market (the spot market), which is the most in the Forex market².

There are many different factors that influence the foreign exchange market and foreign exchange trading. The following are their most popular parts along with examples that cause movements in the price charts of the currency pairs:

- a) Country policy, e. g. elections or referendums. Investors are more cautious when political, legal or political systems may change.
- b) Monetary policy (particularly interest rates). As interest rates rise, investment in local currency becomes more attractive, while at the same time the cost of raising capital increases, i. e. more expensive loans and loans. Interest rate increases also affect the appreciation (strengthening) of the national currency.
- c) gross domestic product (GDP), which represents the general economic situation on the basis of a measure of the output produced domestically by the factors of production. Higher GDP encourages foreign investors to invest in the currency of a strong country.
- d) Non Farm Payrolls (NFP), the number of jobs in the non-agricultural sector. Indicator with a similar use to the unemployment rate.
- e) Unemployment rate An indicator indicating the ratio between the unemployed and the employed. For the investor, it is similar to NFP information about the strength of the economy and its development, based on the number of people employed in a given country.
- f) Consumer Price Index (CPI), i. e. the price index for goods and services purchased by an average household. This indicator can be used to determine whether the monetary value of a given economy is increasing or decreasing. With a high CPI, the monetary policy board can raise interest rates and at the same time increase the return on the investment (point b).
- g) Inflation. When inflation rises, the value of money decreases and consequently savings fall. Many investors are trying to protect their capital by investing in more stable instruments than in the foreign exchange market, such as real estate, but inflation is often linked to the above-mentioned rate hike, which can still open up opportunities for profitable foreign exchange transactions. Excessive inflation points to a loss of purchasing power of the currency. For example, an inflation of 10% means that for things for which 90 PLN are paid today, 100 PLN per year must be paid. This is the decline in the purchasing power of a currency. Hyperinflation is

¹ <https://www.cnb.cz/en/cnb-news/press-releases/Turnovers-on-the-foreign-exchange-market-in-the-week-of-13-17-January-2020/>, (access: 12.08.2022)

² Surdel P., (2008), Podstawy Gieldy Walutowej, Internetowe Wydawnictwo „Złote Myśli”, Gliwice

dangerous, and in extreme situations it can lead to the complete destruction of the currency¹.

h) unforeseen global events such as natural disasters, pandemics or wars.

Most of these indicators are regularly published in the media, on the Internet and in the press. Investors also use economic calendars to facilitate fundamental analysis by summarizing current events and information in one place that can influence the movements of the currency charts of the respective countries. They are important from an investor's point of view, as any factor can be reflected in the market and determine the profitability of an investment.

Among these indicators, the gross domestic product is the example of Poland following the Covid 19 pandemic, when the first coronavirus case was confirmed in March 2020 and the GDP fell by - 8. 20% a month later, reaching its lowest level in five years². Another indicator that changed rapidly after the outbreak of the pandemic was the unemployment rate. The University of Warsaw carried out a study on the rise in unemployment in the wake of the pandemic, according to which the unemployment rate at the end of April was 5. 8% according to the authorities and 6. 1% according to survey data. Further conclusions showed that the number of registered unemployed in April 2020 was 14. 9% higher than in the fourth quarter of 2019, and that the number of unemployed has increased to around 1. 5 million (from 848,000 in the fourth quarter of 2019), of which around 900,000 are actively looking for work. The CIS also carried out studies in this area, including a survey – BAEL (Survey on Economic Activity of the Population) which recorded a higher unemployment rate than the employment offices, indicating an unusual situation on the labour market compared to the realities before the pandemic. Of all these factors, including those that do not provide detailed information, it has not been possible to identify which have had the greatest impact on investment decisions, but they have changed significantly during the pandemic. It should be noted that since the outbreak of the pandemic, the euro and the US dollar have been stable currencies that investors usually choose to invest their capital. While the initial phase of the pandemic saw a slight decline of the euro against the dollar, the EUR/USD quickly stabilised. In the case of EUR/PLN, a strong weakening occurred in March 2020 when the first coronavirus case in Poland was confirmed³. The same was true of the USD/PLN pair, when the US dollar rose against the US dollar, again demonstrating that the dollar and the euro are rightly regarded as “safe harbours” for foreign exchange investments⁴.

4. Response of correlative currency pairs to the outbreak of the conflict in Ukraine

The global economy, which has not yet recovered from the social and economic consequences of the Sars CoV-2 pandemic, was unprepared for such intense geopolitical events. Vladimir Putin at the head of the Russian Federation prepared for an armed action against Ukraine, finally the

¹ <https://www.forex.pl/edukacja/analiza-fundamentalna/inflacja/>

² <https://www.bankier.pl/gospodarka/wskazniki-makroekonomiczne/pkb-rdr-pol>, (access: 12.08.2022)

³ <https://pl.tradingview.com/chart/dpRfbMO7/?symbol=OANDA%3AEURPLN>, (access: 12.08.2022)

⁴ <https://pl.tradingview.com/chart/dpRfbMO7/?symbol=OANDA%3AUDSPLN>, (access: 12.08.2022)

attack took place on February 24, 2022. As the world’s largest distributor of oil, gas, coal and petroleum products, Russia’s attack on Ukraine has upset the world’s economic equilibrium. The sanctions imposed on the Russian Federation were immediately reflected in the financial markets. The sanctions package against the Kremlin, the Russian economy and Russia’s political elite included a sharp restriction on trade, a foreclosure of the SWIFT system and a withdrawal of the world’s biggest brands from the Russian market. The Forex market has also shown a strong response to the country’s volatile geopolitical situation, as reflected in the exchange rates of currencies, particularly the Euro, the Russian ruble, the US dollar and the Polish zloty. Poland, as a neighbour of Ukraine and a country in solidarity with the aggressor Belarus, was considered potentially at risk, especially as the largest number of war refugees flew to Poland from outside the Ukrainian border. As a result, foreign exchange investors have shifted money from euros to currencies that represent a safer investment.

Geopolitical changes affected the US dollar, which cost a record PLN 4. 62 on March 7, 2022. With the achievement of this price, the resistance has been exceeded at the level of 4. 31PLN since 2017. The situation was quite similar for EUR/PLN. On 7 March 2022, the euro reached a record level of PLN 5. 00 against the zloty. The most critical price level was the Russian ruble, as it fell against the US dollar at a price of 154 rubles per dollar (pic. 1).



Pictrue 1. Price chart of US DOLLAR/RUSSIAN RUBEL with the time interval candle 1 day.

Source: TradingView platform, own development.

This is understandable, as Russia acted as an aggressor in the current conflict and sanctions against Russia further deterred potential investors. When Vladimir Putin saw the extreme weakening of the Russian currency, he decided to take measures to artificially generate demand for the ruble. Measures to strengthen the ruble included the introduction of capital controls, a decree to pay only rubles for hydrocarbons to “hostile countries” (especially EU countries), and limiting the exchange of rubles to a minimum¹. This was successful in that the ruble returned to its pre-war level and for a short time even reached a lower level (64 rubles for 1 dollar on 05. 05. 2022). The currency that is also affected is the Polish zloty, because Poland borders on occupied Ukraine. The Polish currency lost 20% of its value for the first time in history. As a result, the National Bank of Poland (NBP) decided to raise interest rates to encourage the purchase of the sold-out Polish zloty. This decision was good news for investors, but among borrowers a difficult period of increased credit rates began². Another obstacle for Poland is the steadily rising inflation, which stood at 15. 5% in July 2022³.

5. Summary

The Covid 19 pandemic and the outbreak of war in Ukraine are two extreme examples of specific world events affecting the entire economy, including the financial markets, including the foreign exchange market. These events, which took place almost at the same time, have gone down in history forever and have brought about irreversible changes in society and the economy. Analysis of the factors that influenced the foreign exchange market in these extreme situations allowed to positively test the hypothesis originally formulated, while confirming that the armed conflict in Ukraine and the coronavirus pandemic had a strong impact on the Forex market. These developments have led to price volatility similar to the major global financial crises and have demonstrated the strength of currencies such as the euro and the US dollar, which are always the safest place for investors to shift capital from weaker currencies. It should also be pointed out that global economies will require an unimaginable amount of time and work to stabilise, even if, to sum it up, the most dramatic element of these events is human losses that cannot be rectified.

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Factors Influencing Students' Non- Participation During Efl Classes, The Effects of These Factors - Challenges and Solutions

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Abstract

The goal of this qualitative study is to investigate the reasons and factors that can demotivate university EFL students from participating in class. Also, the effects that these factors cause, and what causes these factors, solutions and challenges faced until the solution.

Learning to converse in the target language encompasses more than having the knowledge and skill of its grammatical rules, syntactic structure and semantic knowledge. It needs the aptitude to use the knowledge of language suitably in socio-cultural and pragmatic communications. The main point of foreign language learning and teaching is to inspire the learners to use English for expressive and operative communication, but these speaking activities can become unsuccessful due to a number of very real problems in second language classrooms. In order to assist the learners in overpowering their difficulties in speaking proficiently, it is obligatory to find out the contributing factors that disturb their verbal communication and interaction.

As a method of the research, has been used the qualitative approach to explore, seek to understand and describe, so far, uncharted nature of this phenomenon. As a tool, the study has used semi-structured interviews with students and teachers, and reflexive photography followed by photo-elicitation at focus groups. Photo-elicitation focus groups, reveal unconscious perceptions individuals hold about their social and psychological environment, that enables us to have rich data and deep analysis.

The findings of many researchers indicate various causes of students' classroom silence, but the special feature of this study is that it will compare and analyze personal and impersonal causes, linguistic and psychological factors, connecting with teachers' methodology, lesson contents, and class cooperation. Which means that with the theoretical discussion, the empirical evidence revealed by this study can help applied linguistics practitioners and teachers gain more heightened awareness and deeper understanding of students' silent behavior.

Keywords: non- participation, factors, classroom silence, solutions

Resurgence of Nationalism as a Security Threat

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Abstract

This study focuses on nationalism, which is resurging and prone to new conflicts and wars. The main reasons for the resurgence are assumed as the insufficiency of liberalism, migration, and the rivalry between 'haves' and 'have nots'. This research suggests several other factors causing malicious nationalism that has the potential to be a security problem. First, the principle of self-determination does not refer to all factions that has potential for secession, meaning that some groups are not included to the 'self'. Second, the study argues that the absence of supranational and international organizations also ignite nationalism. Whereas it has been witnessed that such organizations can impede the rise of nationalism. Third, the reluctance of those countries affected by mass migration to intervene the influx in the emigrated location also causes nationalism. Fourth, external groups that fund local far-right factions lead to xenophobia through artificial reasons and conspiracy theories.

Keywords; Nationalism, Security, Conflict, International Organizations, Self-Determination

INTRODUCTION

There is a common belief that nationalism is on the rise and indeed statistics support this idea. Nationalism, which is defined as a primal and ancient political ideology that was born in the 19th century, is still a potent force in today's world (Harrison and Boyd, 2018: 155). It has been the driving force behind conflicts and wars in the last two centuries. Although it remained generally passive in some epochs, there was always a nationalistic/ethnic conflict somewhere on the earth. We are in the first quarter of the 21st century, and there are sound signs about the resurgence of nationalism, triggering security risk. On the other hand, the reasons for the rise of nationalism have more diversified. Particularly, the deficiency of liberal order, globalism, migration and some other salient reasons are accentuated by scholars. Whatever reasons are, nations have become more self-centered and distant from multi-national cooperation in recent times. Besides threatening intra-state, inter-state and international peace, it also challenges

international organizations, economic cooperation, and alliances, for which huge resources and time has been spent to build such international mechanism. Moreover, as a result of rising nationalistic waves, populist parties get more percentage of votes, white supremacist terrorism has increased manifold, minorities have become targets of deadly attacks, and so on.

This study aims to discuss basic reasons for new waves of nationalism and tries to suggest some specific factors inflaming it. As the world witnessed two world wars stemming from nationalism in the early 20th century, nationalistic movements must be studied in detail so that they can be dealt with seriously as sometimes it becomes quite dangerous. Former US President Donald Trump's 'America First' policy, successes of populist parties in Europe, migration, statist policies, and many other developments cannot be reduced to domestic politics and left as they are. This study argues that the root causes are far more complex and malicious. For example, Trump's white supremacist policies had a direct impact on polarization in America, which eventually led to the Capitol Hill attack on January 6, 2021. On the other hand, in case of populist parties coming to power in Europe, they might not only threaten the European Union but also abandon pax-Europa. Also, the rise of security issues is proportional to the rise in the number of authoritarian leaders. On the other hand, this study argues that nationalism is rising because, first, there are no longer political blocs or transnational ideologies such as the Western camp or the Soviet bloc. Thus, it is not a coincidence that ethnic conflicts increased after the end of the Cold War. In fact, supra-national organizations like the EU can suppress nationalism but they are not wielded efficiently. Second, the principle of self-determination is not clear as to whom it entitles to have the right to establish their states. In other words, whether it is an ethnic or religious group that should determine its future is not exactly clear and this controversy questions the legitimacy of both existing states and secessionist movements. Third, while the migration is triggering populism in Europe, Europeans' indifference to conflicts that lead to refugee influx culminate in more xenophobia in the Union. Further to migration, solidarity and cooperation between populist parties and their support by external groups increase nationalism.

Regarding methodology, a literature review was done to write this chapter. Readers should notice that ethnicity and nationalism might be used interchangeably below as these terms sometimes overlap each other. The chapter will continue with the definition and discussion of nationalism and its correlation with conflict. Afterwards, it will focus on factors that cause the resurgence of nationalism in recent years and its potential effects on security politics. Finally, it will discuss the future threats of nationalism.

NATIONALISM

There are various definitions of nation, which are more or less similar to each other. Yet, opinions about what constitutes a nation are different. According to Mearsheimer (2011:7), a nation is a community that shares the same culture and history and has common bonds. Mearsheimer agrees with Benedict Anderson and claims that a nation is an imagined community with a shared history, practices, symbols and destiny. However, not all scholars agree that a

nation is made up of its members. In other words, they oppose the idea that a nation is an imaginary concept. Other scholars asserts that the nation is based on ethnicity, race, language, and religion. Since a person is a member of a nation by biological features like genes, blood, skin, etc., his identity will not change regardless of where and when he lives.

The ideology of the nation, which is called nationalism, is also based on the above two opposite approaches concerning the nation. The first one, ethnic nationalism, presumes a nation with members that have the same race, culture and genetic similarities. It does not accept the mixture of people carrying different bloods. The community must be homogenous and the ethnic group should have its sovereign state. For example, German nationalism fits is in this category. But according to Kinnvall (2004:761), such race-based nationalism has changed. For him, the new modern nationalism does not refer to biological differences but ideology and religion. For instance, when right-wing leaders insult migrants, they make the difference between race and religion. If a migrant is already white, let's say from East Europe, their reaction is not so loud. However, if the migrant is a white Muslim, the attitude changes since his/her religion is seen as a threat to the Western civilization. On the other hand, anti-immigrant groups do not complain about Western European migrants, who are well educated and have higher living standards. Therefore, it is rare to see that a French will be xenophobic to a Dutch. Regarding civic nationalism, it does not see ethnicity as essential for the nation. If people have a common history and are loyal to the same ideals in the same state, then, they become civic nationals. American and British nationalisms are seen as the two examples of civic nationalism. While civic nationalism is inclusive, ethnic nationalism is exclusive (Duara, 2018). According to Gans (2003:7), in statist (ethnic) nationalism, common culture is a means for the state's goals. On the contrary, in cultural (civic) nationalism, the state is a means for national culture. However, originating a nation from either ethnicity or commonalities is too simplistic (Calhoun, 1993:211). Sometimes both are intertwined and help each other to create a nation-state. Conversely, they may also have damaging aspects for the perpetuity of the nation-state. In addition, nationalism might have different forms and wear different masks as there are religious, Marxist, liberal, socialist and even regional nationalisms. What disturbs European far-right concerning Muslim immigrants, for example, is not their ethnicity or being citizens of another country but their religion, namely Islam. Moreover, Russians were the first among equals in the Soviet Union. China, a socialist state, also has not ensured equality among its citizens. As for religions, all assume people with the same faith as brothers and discriminate against other people from different faiths. However, religions and ideologies should be seen as supra-nations as they encompass different ethnic and civic nations. Likewise, there are sub-nations such as tribes.

A nation is an innocent human group regardless of the reasons that unite individuals. But when it turns into an ideology (nationalism), it may be evil, at least for the adversary. Ethnically, there are so many nations across the world but not all of them have a state. For an ethnic nation to emerge, there must be one more nation so that it can compare itself with the other(s). If it sees deprivation, inequality or suppression from others, nationalistic feelings will come up among group members and they will begin to unite to defend themselves. When feelings are at a high

level in the heart of each member, they begin to act together and strive for creating their nation-state. If the goal is not possible to be realized by peaceful means, they will then fight to have their state. On the other hand, even if nations may be happy to be under the rule of another country, they may still try to preserve their nationhood. If their national rights are given by the state, they will not attempt to secede. If not, struggle for their independent state will be inevitable. Meanwhile, having a nation-state is not the sole aim of a nation. A state may want to annex lands of the neighboring state where its nationals live, which is called irredentism. Also, there may not be fellow nationals but the state may still want to occupy other lands to enlarge its territories and control natural resources. In some cases, other factors such as economic crises and migration may boost nationalism. Besides, even leaders may use nationalism by spreading pessimism and fear among people for their political goals (Greven, 2017: 3).

NATIONALISM AND CONFLICT

According to Bieber (2018: 519), "Like air, nationalism is both ubiquitous and elusive". It has a revolutionary character that threatens the status quo, causes inter-state and civil wars and/or conflicts, changes borders, and creates/destroys states. Nationalism is regarded as a cause of internal and international conflicts, ranging from Napoleonic Wars to the US invasion of Iraq (Bertoli, 2017:1). It has the potential to create enmity, cut relations, and wage war between nations. It is assumed as a creation of the West but it always existed in the East as well (Anderson, 2001:31). Gabrielsson (2017:1) thinks that some nationalism is necessary as it can help to strengthen bonds of the community. On the other hand, nationalism and security are intertwined. Greeks used the term *ethnos* and Romans the term *gens* to classify other groups in a security context (Neumann, 2017:349). According to Mearsheimer (2011:28), nationalism has a great effect on the likelihood of war in two ways. First, the need for an independent state has provoked ethnic groups to create their own countries from the French Revolution onwards. In the 19th century, so many minorities revolted and founded independent states, e.g. Serbs and Greeks. On the other hand, the decolonization process after the Second World War culminated in the creation of new states in Asia and Africa. Second, states may pursue irredentist policies to unify territories where their nationals live. Germans tried to realize their unification in this way in the 19th and 20th centuries. Besides, as Kodmani-Darwish (1991: 49) states, a third way is that there is a dividing line between 'haves' and 'have nots' in terms of economic development, natural resources, and scientific advancement.

The third way was more conspicuous than others as it led to two world wars. When Germany completed its unification, it challenged the British and the French and tried to become a colonial power. Despite being one of the strongest countries, Germany had a small territory, insufficient resources, and a small market to sell its goods. The state capacity and capabilities were too small when compared to its power. Therefore, it messed with other powers and supported nationalistic conflicts in other regions as per its nationalistic goals. Eventually, thanks to salient and strong nationalism both in Germany and in the Balkans, the South Slav question led to the

eruption of the First World War (O’Leary and Sambanis, 2018:4). Two empires (Austro-Hungarian and Ottoman) collapsed at the end of the war. The effect of nationalism was so destructive on the Ottoman Empire that more than twenty states were established on it. It was nationalism that motivated and provoked nations under the Ottoman rule to revolt. Nationalist sentiments were so strong that even Arabs living under the rule of Caliph sided with the Allied Powers to found their sovereign state. While nationalism caused the collapse of the Ottoman Empire, the new Turkish Republic founded from the ruins of the Empire was also a nation-state. Besides the Ottoman Empire, the Austro-Hungarian Empire was also dismembered by nationalistic movements, and led to the emergence of new states. It can be argued that the First World War might look like a war of empires but their defeat was due to the nationalist uprisings of their communities.

On the other hand, when Germany faced humiliation after the First World War, German people’s fury against other European powers led Hitler’s rise to power. Italian fascists and the Japanese empire were also fighting to glorify their nations and occupy new territories. These three countries challenged the world for their nationalistic and imperialistic goals and caused finally the Second World War. Nationalist states were defeated at the end of the war but victorious countries were not in a position to enjoy the victory. Almost whole Europe was ruined. British and French empires incurred to another wave of nationalism (the process of decolonization), and eventually, colonialism ended. In addition, there were two new superpowers now; the United States and the Soviet Union. Moreover, Western and Soviet blocs led by the two superpowers commenced the Cold War. Except for decolonization, the world was relieved of nationalistic movements during the Cold War. Thanks to the rivalry between the US-led bloc and the Soviet-led bloc, nationalistic sentiments were restrained due to the cold fight between liberal democracy and communism. Some scholars even believed in the 1980s that nationalism died but that was not the case.

As soon as the Cold War ended, scholars like Fukuyama claimed that history came to an end, meaning that there will be a liberal order all over the world without any ideological challenges. Indeed, old communist states of Eastern Europe embraced liberal democracy against dictatorships and autocracies and later joined the European Union (Mammone, 2019). Therefore, it was believed that globalization would unite the world against nationalistic movements and the globe would look like a single nation (see below). However, the transition was not so easy for all countries. As soon as the Cold War ended, regional conflicts increased. Particularly, fragmentation of the Soviet Union, Yugoslavia and Czechoslovakia, and other conflicts threatened the stability of the region and affected neighboring countries. The wars that took place after the Cold War era resulted in the death of millions of people and the emergence of new nation-states. Also, as a result, the belief that liberal world order, interdependence, and globalization would halt the ethnic-based conflicts began to erode over time.

RESURGENCE OF NATIONALISM

Many scholars, analysts, and surveys have concluded that nationalism has risen in recent years, particularly from 2010 onwards. While nationalistic movements emerged to gain independence from colonial powers in the Third World (the South) after the Second World War, the new wave of nationalism hit the North and the goal is not to change geo-political borders. The contention is inside or among developed countries in the global North. All countries where nationalism is on the rise are already independent and there is no apparent threat to their sovereignty. Besides, communities, regardless of being called imagined or ethnic, are not only separated as nation-states but there are also divisions within a single nation. More literally, far-right groups discriminate between their nationals while at the same time their hatred against immigrants has reached a threatening level. Unfortunately, provocations and insults have culminated in deadly attacks. The rise of populist groups and parties also threaten the structure of states, unions, and international organizations. It is not a coincidence that all nationalist groups are Eurosceptic.

When we go through literature, we see that scholars suggest two factors for the rise of nationalism: globalization and migration. A third factor is also conspicuous: the race for interests. Regarding globalization, it is claimed it started with the collapse of the Soviet Union (Harrison and Boyd, 2018:162). What globalization brought was multiculturalism to the world. Through the flow of people, different communities were expected to know each other so that the likelihood of wars would decline. In addition, the flow of goods and capital was assumed to make the world more interdependent. In other words, the world would evolve as a peaceful planet thanks to liberal democracy. However, liberal democracy could not kill nationalism. According to Sofuoglu (2019) and many other experts, excessive globalization has caused an identity crisis that resulted in the rise of nationalist sentiments and movements. Even Fukuyama, who declared the end of history when the Cold War ended, now thinks that liberal democracy could not meet all the needs of people. He argues that besides peace and prosperity, people are looking for a sense of belonging to a group, through which they can identify themselves (Menand, 2018). Fukuyama was wrong when suggesting prophecies about history but his new idea that “Liberal democracies do not even try to define what a good life is, it is left up to individuals, who feel alienated, without purpose... (Ibid)” may be a correct opposition to liberalism’s pure individualistic ideology, which excludes community. In addition, Russian leader Vladimir Putin went too far to say that liberalism has become obsolete, claiming that it reached its limits (Barber, Foy and Barker, 2019). Former British Prime Minister David Cameron also argued that globalization and multiculturalism caused the recruitment of terrorists among educated people in liberal democracies (Camacho, 2017:429). On the other hand, Haidt (2016:46) says that globalization increased prosperity across the world but led working classes in Western countries to lose their jobs as migrants work with lower salaries. Umbrasas (2017:35) also blames globalization and argues that the rise of nationalism stems from the negative economic impact of globalization. According to statistics he gives, a non-college educated ordinary American worker loses \$1.800 annually due to international trade. Perhaps, this is why the working class supported Donald Trump, who is a rich businessman.

Globalization indeed causes rise of nationalism but it can hardly be regarded as a matter of security. Yet, migration does. For nationalists, immigrants threaten their national identity, cause

loss of their jobs, and degenerate their culture. Such beliefs are debatable but the result is the rise in xenophobia and racism in destined countries. Perhaps, not beliefs but their culmination in the rise of populist parties and leaders are direct threats to the future of countries. Their rhetoric that immigrants are invading their homeland is accepted by both politicians and ordinary people (Becker, 2019). It is correct that the number of immigrants has increased in recent years. Only in 2015, Europe, the main destination for immigrants and refugees, received more than one million immigrants. The EU members did not accept refugee quotas imposed on them by the Union and they even suspended Schengen agreement (Taoushiani, 2017:25). While some countries threatened to exit the EU, migration problem was seen as one of the reasons for Brexit. Besides the UK, Angela Merkel, who accepted almost one million refugees escaping from the Syrian civil war, lost votes and resigned from party presidency, thereby, she will not run for the chancellor in the next elections.

Consequently, the increasing number of immigrants has been securitized and seen as a national security issue in recent years. According to Koser (2011), there were 214 million international migrants in 2010, 30-50 millions of whom were illegal migrants. It is either far-right or far-left parties or groups rather than states that see migrants as a security problem. They claim that terrorists may infiltrate into migrants but few evidence and incidents are supporting this view. Actually, Turkey's case, as an exception, supports this idea. When Turkey opened its doors to Syrian refugees, many ISIS suicide bombers and assassins came to Turkey as refugees and caused death of almost 300 civilians in more than ten attacks. However, since Europe has no open-door policy for migrants, it is not fair to say that migration brings terrorism.

On the other hand, international terrorism is an absolute provocation for nationalist sentiments. At the beginning of the millennium, September 11 attacks, blasts in London, Madrid and in a few other cities caused fury against foreign nationals. Such attacks attributed to Al Qaeda militant group did not only result in the invasion of Iraq and Afghanistan but also led to the emergence of prejudices against Muslims. Eventually, with the emergence of ISIS, terrorism became the biggest threat to Western countries, and nationalists started to link Islam with terrorism. What is worse, white nationalist terrorism became apparent and increased in the West thanks to the provocation of far-right groups, disgruntled individuals and prominent figures (Hoffman, 2019). From 2011 to 2019, 175 people were killed by white supremacists in 16 high-profile attacks (Beckett, 2019). It should be noted that most of these attacks took place in last two years, and the last ones were deadly. Such attacks should be worrying because the radicalization of white supremacists is increasing day by day.

In the same vein, populist parties that get support from moderate and radical nationalists have taken more votes in elections. According to BBC (2019), some populist parties in European countries and their votes in last elections are as follow: Hungary, Fidesz 49% and Jobbik 19%; Austria, Freedom Party 26%; Switzerland, Swiss People's Party 25.8%; Denmark, Danish People's Party 21%; Belgium, New Flemish Alliance 20.4%; Sweden, Sweden Democrats 17.6%; Italy, The League 17.4%; Spain, Vox 15%; France, National Rally 13%, and Germany, Alternative For Germany 12.6%. Data suggests nationalists are already in power in Italy, Austria, Hungary,

and Poland. In other countries, they are key for coalition government and potential ruling parties. Moreover, besides solidarity among each other and collective action, they get fiscal help from foreign white supremacist groups. For example, the New York Times revealed that Swedish far-right groups received financial support from Russian and American companies and NGOs, e.g. Gatestone Institute, which was once chaired by John Bolton, Trump's former national security adviser (Becker, 2019). In addition, the Dutch Freedom Party (PVV) got fiscal support from American NGOs such as David Horowitz Center and Middle East Forum (Karatas, 2019: 36). Therefore, it is evident some non-Europe based far-right circles are deliberately nourishing nationalism in Europe. This is a serious problem as the people here are already facing scourge of racism. Such fiscal aid will not only exacerbate the situation but also trigger more provocation and turmoil. Thus, the nature of politics and social life might negatively change due to fabricated nationalism.

OTHER FACTORS TRIGGERING NATIONALISM

There are also a few more but not much mentioned factors that ignite nationalism. This study suggests more factors causing the rise of nationalism. First, this research argues that the principle of self-determination is one of the sources of nationalism. The legitimization process of self-determination of nations became conspicuous with US President Woodrow Wilson's fourteen principles. It was officially recognized by the international community when Article 1(2) of Chapter I of United Nations stated: "(The Purposes of the United Nations are) To develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples (United Nations, 1945)". The United Nations thus legitimizes separatist movements and justifies that its members illegitimately rule other nations (ethnic groups), which legally (as per above UN article) have the right to create an autonomous or independent state. Therefore, when Catalans, Kurds, Northern Irishmen, Turks, Russians, and Albanians decide to secede from Spain, Turkey, Great Britain, Bulgaria, Ukraine, and North Macedonia respectively, they will be legally right. Perhaps, theoretically, it sounds fair but practically it ends up with civil wars. Besides, for example, since some ethnic groups spread all over a country, a likely autonomy or independence may keep some nationals out of the new state. Turkey may be a good example of that. While Kurds were predominantly living in Southeast of the country in the past, now most of them have shifted towards western cities inside the borders. In case, a state named Kurdistan is founded, almost two-thirds of Kurds will be left out of their state. Should Kurds of Istanbul voting in favor of a state or be expelled to Kurdistan then?

On the other hand, the populations are not distributed only according to ethnicities. There are also other factors, e.g. religion. For example, if Indian Muslims want to leave India, will they be entitled to have their state? Another example, if Rohingya Muslim decide to secede from Myanmar, will their demand be seen illegal? Therefore, the United Nations should define who the 'self' is (Wilson, 1988:59). This article needs more deliberation and explanation because almost all arguments about self-determination revolving around are personal views, and there is

no limit in interpretation. For example, Epps (1997:443) goes far to say that "The right to secede will be recognized as attaching to any self-declared group (provided it has claims to the territory) even though it may have full political and other participatory rights". Hence, as a solution, the principle of self-determination can be broadened to include other 'selves' and factors that necessitate secession while as well as narrowed by putting conditions for legitimacy. For instance, oppression, deprivation from basic rights, the size and spread of the ethnic population, official denial of the ethnic or religious groups, and ban on religious freedom might be some but not least stipulations. Yet, even if the definition is broadened, there is no mechanism to implement self-determination. Therefore, re-definition of the term may not be a solution at all. On the other hand, from another perspective, the presence of the term self-determination in the UN agreements contradicts with the nature of the organization. While the UN recognizes sovereignty of its members, conversely, it also legitimizes partition of them. Consequently, since re-defining the 'selves' is not a satisfactory solution, the removal of the term from the UN agreement and leaving the issue to states can be an option.

The second factor triggering the nationalist threat to states and international security is the lack of supra-national organizations, alliances or ideologies. During the Cold War, the Western camp and the Soviet bloc did not allow nationalist movements for the sake of the ideological contention as any conflict in either bloc would weaken it against the opposite bloc. Therefore, nationalism (seen as a secondary ideology) was assuaged for communism and liberalism, which were supra-ideologies of the time. When the Cold War ended, the frozen Eastern glacier (communist ideology) melted and nationalism re-emerged (Kodmani-Darwish, 1991:43). However, although there was no struggle for transnational ideologies, the Western glacier remained frozen as there was American superpower, NATO and the European Union. Therefore, nationalist movements in the West are less likely to be successful as a superpower, a super alliance and a supra-national union can suppress it. For instance, the EU supports self-determination everywhere but it opposes an independent Catalonia in Spain. There are hypocrisy and injustice in EU policy but, from their perspective, if it wants to maintain its existence and see Spain as its member, it has no other choice. The EU indeed coats nationalist movements through economic welfare, free flow of people and capital, rule of law, collective politics, etc. What far-right is trying to do is to remove that coat without being aware of the turmoil their countries may incur. The EU not only prevented a war in Europe and provided collective security against its adversaries but also boosted the wealth and the comfort of Europeans. The alternative to the Union will not probably be independent rich states living in peace. This argument is true for the dissolution of NATO, too. The trans-Atlantic countries are not in a position to defend themselves against external threats. What happened to Ukraine (annexation of Crimea and eastern provinces) could happen to other Eastern countries as well, had there not been NATO. Thus, leaving no choice for Europeans to embrace the EU and NATO for their security.

The third factor for rising nationalism is the reluctance to eradicate the source of the problem rather finding temporary solutions. Some international actors do not take much action to mediate or intervene in a conflict that affects them directly. The most vivid case was/is during

the Syrian Civil War. Despite more than one million Syrians seeking refuge in Europe, the EU did not get involved in Syria even diplomatically. There were no EU delegates in high-level meetings. When millions of people tried to cross the Mediterranean Sea, the EU was about to collapse since member states did not accept refugee quotas. In 2015, the EU and Turkey signed an agreement for the repatriation of refugees. According to the agreement, Turkey would accept repatriated refugees and receive a €3 billion aid from the EU every year. Instead, Europeans could have pursued active diplomacy, pressed on the Assad regime and worked together with Turkey and other actors. Yet, the EU either watched, criticized, remained concerned or panicked. Besides Syria, the EU failed to contribute to a diplomatic solution to the Libyan civil war. Contrary to the EU, the US, Russia, Iran and even China got involved in conflicts for their own security and interests.

IS TODAY'S NATIONALISM TOMORROW'S THREAT TO THE WORLD SECURITY?

Willy Wimmer, former German foreign minister, said in November 2019 that Anglo-Saxon policy does not allow cooperation in the European continent, and warned that "What is happening now is some kind of Anglo-Saxon policy that was created even before WWI. We are on the path of war again (Russia Today, 2019)". His views may be regarded as a conspiracy theory or too exaggerated but current world politics is more addicted to nationalism than ever. For instance, Trump's 'America First' policy that punished even its allies with custom taxes was worrying because the American administration was exaggerating ordinary issues so much that they declared the import of steel as a national security problem. Trump administration's economic war on China concerned the world as well. His threats to withdraw from NATO were more worrying as the demise of NATO meant a defenseless Europe. Besides being vulnerable to external threats, there was no guarantee that Europeans would fight each other as they did during the two world wars. Imagine AfD came to power in Germany. Is there a guarantee that their government will not pursue a more aggressive policy in Europe? Once a Turkish military officer had said Germany may not have nuclear weapons but it has the capacity to produce an atomic bomb within 7 hours while the Japanese can produce it within one hour. Trump has been replaced by Joe Biden but Trumpism, which is a brand new far-right movement, is rising in America. Trump seems to have further radicalized white supremacists since they dared to raid the US Congress. Probably, white supremacists will cause more headache for the Biden administration, compelling the latter to deal with domestic problems rather than the US interests abroad. In case it happens, the biggest security threat America faces might be nationalism itself.

On the other hand, NATO contradictorily deploys more soldiers and weapons to Russian borders. Whereas, when the Soviet Union collapsed, the NATO announced that Russia was no longer the enemy. It is true that Russia has re-emerged as a super military power and tries to make its influence felt again. Russia is active in Syria, aided war-lord Haftar in Libya through mercenaries, sold advanced air-defense weapons to Turkey and has a similar deal with, thus re-

gaining influence across continents. However, it may not be a good idea to contain Russia through military measurements only. At least, we know that peaceful methods to attract Russia have not been tried. Such behavior is shown against China as well. The rivalry is understood in military terms rather than peaceful competition. Regarding the European Union, the migration crisis was about to divide it but the problem was solved by the last-minute repatriation agreement made with Turkey. In Asia, North Korea is still a threat. India is ruled by Narendra Modi, who is a Hindu-nationalist leader, whose party draws inspiration from Nazism. Modi re-annexed on August 05, 2019 which cemented tensions with Pakistan and the Kashmiri people. A new Indo-Pak war is more likely to happen now. Furthermore, Myanmar still tortures and kills Rohingya Muslims. In Latin America, Americans failed to topple down Maduro of Venezuela but they could remove Evo Morales of Bolivia from power. All in all, nationalism is on the rise everywhere in the world and is either triggering or about to trigger clashes. Current world politics stemming from nationalism reminds us a bit of pre-World War I conditions. The situation may not be very critical for now but it can be argued that the next phase may be quite crucial for world peace.

CONCLUSION

Nationalism is on the rise again. It has shaped geopolitics of the world and affected all ideologies since the French Revolution. It sometimes hid inside other movements or was pacified by more dominant ideologies. When it came to the scene effectively in the 19th century, it both shook empires and led to the emergence of new strong states like Germany. Then, it caused two world wars. The Cold War stopped its influence for about forty years but as soon as it ended, hot wars in regions resumed again since there were no superior ideals or goals that could suppress nationalistic wars except for the Western camp. Yet, the West did not stand firm as it did during the Cold War, either. In addition, terrorism, deficiencies in liberal democracy, migration and the rivalry between 'haves' and 'have nots' led to the resurgence of nationalism. This study has first analyzed available factors that trigger nationalism such as globalization and migration. It then discusses rarely mentioned factors such as the principle of self-determination, the lack of a superior organization or alliance, and the indifference of countries to intervene in original locations to eliminate factors that boost nationalism, e.g. migration, conflicts. The study argued that the principle of self-determination is uncertain, and requires further deliberations and explanations or removal from the UN system. It emphasized how significant are supra-national organizations, alliances or ideologies as they restrict rise of nationalism. The EU and NATO are model organizations that keep Western countries together and pressurize nationalistic movements. The study also points out that the parties suffering from nationalism do not get involved in conflicts at least through mediation since curing the problem at its source will help getting rid of factors igniting nationalism. Finally, it underlines external actors that inflame nationalism.

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**Coping with stress among medical personel working
during COVID-19 pandemic**

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Coping with stress among
medical personel working
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Stress among medical staff

- The burden of stress is one of the serious occupational hazards among the medical personnel. The COVID-19 pandemic has additionally presented many new challenges and responsibilities to healthcare professionals, which may result in greater psychological burdens.

Stress related to COVID-19

The value of perceived stress during COVID-19 is high and is very high intensity. The perceived risk of COVID-19 strongly correlates with the stressors associated with the COVID-19 pandemic. Increasing stress is accompanied by an intensification of psychopathological symptoms including insomnia, anxiety, depression, increasing alcohol and cigarette use.

Coping with stress

- A natural reaction to the occurrence of stress is a defensive reaction that limits its action by the "coping mechanism". According to Lazarus, coping with stress is undertaking constantly changing efforts aimed at mastering the requirements set for an individual, considered by them as overburdening or exceeding their capabilities. The "coping mechanism" is assigned an instrumental function of restoring the natural relationship between an individual and the environment and regulating emotions.

The aim

- The aim of the study was to assess the coping strategies among medical personnel (physicians, nurses, paramedics) working during COVID-19 pandemic

Study design

- In the study took part 559 physicians, nurses and paramedics working in the city of Bydgoszcz during pandemic outbreak. The data was collected with the own questionnaire containing 30 questions about psychological aspects of work during pandemic.

Results

- *Work experience and age affecting stress at work, Spearman's rho rank correlation coefficients (N = 556)*

	work experience	age
• Stress at work (domain 1)	-0,105*	-0,092*
• Stress at work (domain 2)	-0,042	-0,036

* $p < 0,05$; ** $p < 0,01$

Financial risk management (on the example of selected entities from the clothing industry) - financial and accounting approach

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**FINANCIAL RISK MANAGEMENT
(ON THE EXAMPLE OF SELECTED
ENTITIES FROM THE CLOTHING
INDUSTRY) - FINANCIAL AND
ACCOUNTING APPROACH**

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W WARSZAWIE

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Research objective:

- The aim is to identify and describe the characteristic types of financial risk - identified in companies operating in the **clothing sector** (on the example of 6 listed companies on the Warsaw Stock Exchange) in connection with their **financial costs** and **financial results** (operating and gross) in 2019-2021. Thus, financial risk management will be presented in terms of financial (risk identification and management methods) and accounting (financial costs, financial results, hedging derivatives - on the basis of financial statements).
- The basic thesis is: companies from the clothing sector (listed on the stock exchange) during the pandemic COVID-19 and changes in the global economy (including: a result of the energy crisis caused by the war in Ukraine and climate changes), among various types of financial risk, were mainly exposed to credit and currency risks, amplifying the decline in their gross financial results (the impact of interest and exchange rate differences), especially in 2020.



Research methods:

- *method of analysis and criticism of literature* (getting to know about a financial risk, financial costs, financial results, hedging derivatives),
- *document research* (getting to know the goals of enterprises based on examples),
- *calculation and comparative analysis.*



A Risk ...

It's the unpredictability of what can happen with „the value“ (eg. financial result), but it's the statistical probability of a random event occurring (as opposed to *uncertainty*)

Each risk management process consists of four successive stages:

- 1) risk identification,
- 2) risk measurement (assessment),
- 3) risk control
- 4) risk monitoring and report.

Risk management....

It's making decisions and carrying out actions leading to the entity achieving an *acceptable level of risk*. In practice, risk management is equated with the processes of diagnosis and risk control, the purpose of which is to intentionally ensure stable financial results and create conditions for further development.



A financial risk...

This is an example of a systematic risk resulting from the use of financial instruments. As the term suggests is the risk that involves financial loss to companies. Financial risk generally arises due to instability and losses in the financial market caused by movements in stock prices, currencies, interest rates and more.

A financial risk management ...

is making decisions and carrying out actions leading to the entity achieving an *acceptable level of risk*. The aim is to minimize the negative impact of various factors on the results and financial situation of the company. It's possible, among others as a result of using derivatives...

A financial risk includes:

- market risk, esp.: *foreign exchange risk and interest rate risk,*
- *credit risk,*
- *liquidity risk.*

Financial risks can be avoided by keeping debt to a minimum... Is it true?



<https://github.com/Anveshdeo/Financial-Risk-Management-using-ML> (12.08.2022)

Market Risk:

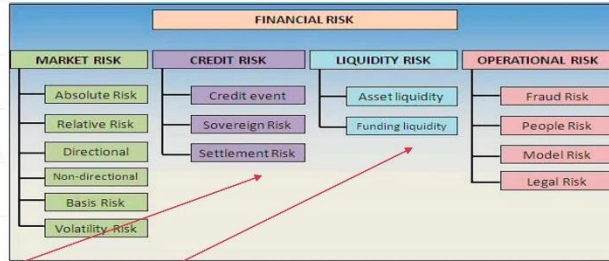
This type of risk arises due to the movement in prices of financial instrument. Market risk can be classified as Directional Risk and Non-Directional Risk. Directional risk is caused due to movement in stock price, interest rates and more. Non-Directional risk, on the other hand, can be volatility risks.

Credit Risk:

This type of risk arises when one fails to fulfill their obligations towards their counterparties. Credit risk can be classified into Sovereign Risk and Settlement Risk. Sovereign risk usually arises due to difficult foreign exchange policies. Settlement risk, on the other hand, arises when one party makes the payment while the other party fails to fulfill the obligations.

Liquidity Risk:

This type of risk arises out of an inability to execute transactions. Liquidity risk can be classified into Asset Liquidity Risk and Funding Liquidity Risk. Asset Liquidity risk arises either due to insufficient buyers or insufficient sellers against sell orders and buys orders respectively.



<https://www.simplilearn.com/financial-risk-and-types-rar131-article> (10.08.2022)

Table 1. Financial risk (defined in financial statements) in the analyzed stock exchange companies from the clothing sector

Company (from the clothing and footwear sector) / financial risk	Market risk		Liquidity risk	Credit risk	Another financial risk
	Foreign Exchange risk	Interest rate risk			
CCC SPÓŁKA AKCYJNA (CCC)	X	X	X	X	X
CDRL SPÓŁKA AKCYJNA (CDL)	X	X	X	X	
ESOTIQ & HENDERSON SPÓŁKA AKCYJNA (EAH)	X	X	X	X	
INTERSPORT POLSKA SPÓŁKA AKCYJNA	X	X	X	X	
LPP SPÓŁKA AKCYJNA (LPP)	X	X	X	X	
LUBAWA SPÓŁKA AKCYJNA (LBW)	X	X	X	X	

Business risk is important for the growth of a company. Financial risk also helps a company to grow. Moreover, taking on debt helps maximize returns by creating a tax shield. Since interest on debt is an expense, it reduces income and thus income tax.

The business risk may increase due to changes in market conditions, demand, customer requirements, government rules and regulations, etc. On the other hand, financial risk arises due to changes in financial assets, currency exchange rates, interest rate changes, and more.



BUSINESS RISK vs FINANCIAL RISK

Basis	BUSINESS RISK	FINANCIAL RISK
Meaning	Inability of company to generate enough revenue to cover operating expenses	Inability of company to generate enough cash flows to meet debt commitments.
How to avoid?	By making operations efficient and keeping cost low.	Keep indebtedness as low as possible or by taking no debt.
Duration	As long as business continues.	As long as the company has debt.
Role	Important for growth of company.	Create a tax shield.
Factors	Market condition changes, demand, government rules & regulations, etc.	Changes in financial assets, currency exchange rates, and more
Expenses	Operating expenses such as wages, production costs, rent, electricity, etc.	Loan interest, principal payment and more.
Evaluation	Through EBIT.	Debt-to-asset, debt-to-equity ratio, etc.
Decisions	Operational and pricing decisions.	How much debt and equity to take on.
Income	Affect operating income.	Affect net income.

Source: <https://efinancemanagement.com/investment-decisions/business-vs-financial-risk> (15.08.2022)

Financial costs:

is the cost, interest, and other charges involved in the borrowing of money to build or purchase assets. The total expenses associated with securing funds for a project or business arrangement may include interest payments, financing fees charged by intermediary financial institution, and fees or salaries of any personnel required to complete the financing process. This cost includes interest on loans, overdraft charges, etc. (Table 2).

Table 2. An example of financial costs (LPP Group)

Financial costs (in PLN thousand)	For 12 months ended 31.03.2020	For 12 months ended 31.03.2019 (unaudited)	For 12 months ended 31.03.2018
Costs of interest - bank loans	19,475	16,048	17,136
Costs of interest - bonds	6,438	714	734
Costs of interest - state budget and other	215	231	228
Costs of interest - lease liabilities	152,388	114,420	109,616
Other, including: - balance of foreign exchange differences	184,307	26,482	13,583
Total financial costs	341,046	152,897	151,396

Table 3. An example of Income Statement

Revenue	
Net Sales	\$144,000
Cost of Goods Sold	43,200
Gross Profit (Loss)	\$100,800
Expenses	
Advertising	3,400
Bad Debt Expense	700
Bank Charges	600
Insurance	2,400
Payroll Taxes	5,883
Rent	26,880
Supplies	900
Wages	42,480
Total Operating Expenses	83,243
Net Operating Income	\$17,557
Other Income	
Repair Revenue	2,400
Total Other Income	2,400
Other Expenses	
Interest Expense	(1,800)
Total Other Expenses	(1,800)
Net Income (Loss) Before Taxes	18,157
Less: Income Taxes	(2,874)
Net Income	\$15,283

<https://www.practicalecommerce.com/How-to-Read-a-Financial-Statement> (12.08.2022)

Gross financial result (Pre-tax profit/ loss):

- is calculated as the difference of total revenues and total costs – in case of surplus of total costs over total revenues, the financial result is recorded with the sign (-) (see: Table 3)
- Gross loss** - the measure of negative gross financial result expressed in terms of value (in monetary units), reflecting generally the shortage of income in relation to costs, accounting for variable and nonrecurring events.
- Gross profit** - the measure of positive gross financial result expressed in terms of value (in monetary units), reflecting generally the surplus of income in relation to costs, accounting for variable and nonrecurring events.

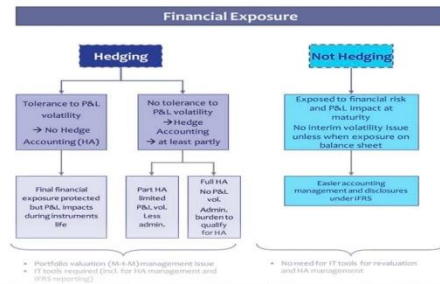
Table 4. Selected data from Income Statements of analyzed stock exchange companies from the clothing sector (2019-2021)

Company (from the clothing and footwear sector)	Cost of goods sold			Operating profit (loss)			Financial costs (write-offs) / reversals of write-offs for expected credit losses: write-downs on loans granted)			(Profit/loss) gross financial result (Pre-tax profit/loss)		
	(2)			(3)			(4)			(5)		
(1)	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
CCC SPÓŁKA AKCYJNA (CCC)	2 956 100	3 182 100	4 016 400	133 100	-626 700	3 900	231 300	278 400	200 900 (130 200)	27 600	-968 300	-153 900
CDRL SPÓŁKA AKCYJNA (CDL)	487 753	384 522	404 675	24 303	-3 115	44 290	11 214	40 738 (2 315)	6 114 (107)	14 962	-45 468	41 815
ESOTIQ & HENDERSON SPÓŁKA AKCYJNA (EAH)	68 991	66 356	72 140	8 784	7 815	22 731	2 900	2 579	2 095	5 917	5 878	20 702
INTERSPORT POLSKA SPÓŁKA AKCYJNA	120 956	137 113	112 840	-5 331	-5 752	-26 544	3 880	974	1 000	-6 783	-6 666	-27 112
LPP SPÓŁKA AKCYJNA (LPP)	4 127 639	4 753 528	3 764 140	688 249	805 672	153 024	40 683	151 396	341 046	656 813	665 190 656 813	-116 514
LUBAWA SPÓŁKA AKCYJNA (LBW)	193 283	158 436	186 784	22 848	41 789	30 405	3 448	3 937	1 787	25 506	38 487	29 430

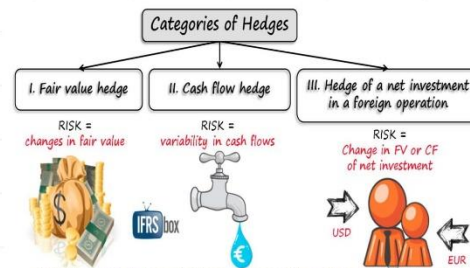


Hedge Accounting:

- It includes a set of principles for recognition, valuation, presentation of specific business operations (operations that protect an economic entity from the effects of the risk to which it's exposed as a party to a concluded financial instrument)
- It is accounting that describes specific groups of operations that allow to reflect the activities carried out by the entity in order to reduce the risk related to the asset held (protection of this asset against the risk of an adverse change in its value) - using, inter alia, derivatives.



<https://treasury-management.com/articles/deciding-to-hedge/> (13.08.2022)



<https://www.whatech.com/og/markets-research/financial-services/613291-global-cash-flow-hedge-market-research-illuminated-by-new-report> (10.08.2022)

Basic concepts:

- Item (value) protected (hedged)** - an asset / liability (expected income / costs) exposed to a specific risk, in relation to it, the entity undertakes a protection strategy
- A hedging (hedging) item** - a derivative or other financial asset or financial liability, its *fair value* or the resulting cash flows are expected to compensate for changes in the fair value or cash flows of an item at risk (a hedged item)



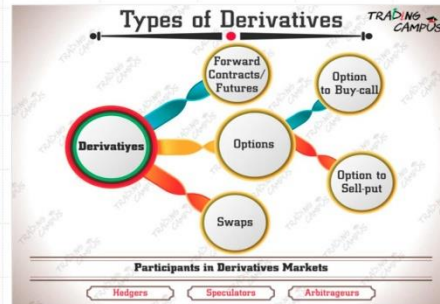
TYPES OF DERIVATIVES INSTRUMENTS	
FORWARD CONTRACT <ul style="list-style-type: none"> Agreement to buy underlying asset at a specific rate & specific date in future. More flexibility than other derivatives. Contracts are customizable. Over the counter trading Higher counterparty credit risk. 	FUTURES <ul style="list-style-type: none"> Similar to forward contracts. Trade on established exchanges Parties to contract can't tailor the contractual points. Fix format, size and expiration. Follow daily settlement procedure.
OPTIONS <ul style="list-style-type: none"> Gives holder a right & not obligation to buy or sell the underlying asset at a specific rate and date. Right is only available to the buyer. For seller, options are an obligation. 2 types: call option & put option. 	SWAPS <ul style="list-style-type: none"> Most intricate derivative tools. Most involve exchange of fixed cash flow for a floating cash flow. Similar to other type of derivative, swaps can be of commodity, currency, interest rate or more.

<https://financemanagement.com/derivatives/types-of-instruments> (10.08.2022)

Derivatives are financial instruments, their price (rate) depend on the price of the base (underlying) instrument

A base (underlying) instrument may be:

- ✓ a product (on a commodity exchange, e.g. grain, copper, silver, oil) or
- ✓ a share, bond, bill, currency, interest rate, stock index, etc. (on the stock exchange).



<https://www.tradingcampus.in/derivatives/> (12.08.2022)

Since the main cost for the Parent Company is purchases of trade commodities, made mainly in USD, LPP SA started using for this currency hedging derivative instruments (forward contracts) and USD deposits to hedge the risk involved in exchange rate fluctuations. By taking such action, LPP SA is capable of adjusting, to a major extent, foreign exchange losses adversely affecting the Group's result. As at 31 January 2021, a positive

mark-to-market of forward contracts amounted to PLN 12,863 thousand (2019: PLN 4,509 thousand - a positive mark-to-market value) and was shown as other financial assets (note 17).

Table 5. An example of using derivatives – FX risk management in LPP Group 2020-2021

Negative mark-to-market of forward contracts (in PLN thousand)	As at 31.01.2021	As at 31.01.2020
Velocity	12,863	0
Total	12,863	0

Positive mark-to-market of forward contracts (in PLN thousand)	As at 31.01.2021	As at 31.01.2020
Citi Bank Handlowy	0	153
Bank Pekao SA	0	283
Velocity	0	4,073
Total	0	4,509

Conclusions:

Based on the comparative analysis, it can be seen that:

- a full financial risk is indicated by all audited companies,
- credit and currency risks (which are typical examples of financial risk) additionally affected the decline in gross financial results of most companies in the clothing and footwear sector (based on the example of 6 companies listed on the Warsaw Stock Exchange in Poland) through increases in interest and exchange rate differences (especially in 2020). That was due to the extraordinary situation of the COVID-19 pandemic and related lockdowns happened several times,
- none of the companies applied hedge accounting, although some of them used derivative instruments to hedge (forward contracts and sometimes currency options) against currency risk (eg LPP, Esotiq & Henderson S.A., CCC SA, Coccodrillo SA).



Application:

- During the COVID-19 pandemic, the energy crisis (initiated by the armed conflict in Ukraine) or the climate crisis, awareness of the impact of credit and currency risks requires a comprehensive approach to risk management. It's connected with the necessity of constant monitoring of the situation on the financial market. However, it may be associated with the possibility of using *the hedge accounting*, which, despite the knowledge about it, was not introduced in any of the audited companies.



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Teaching Challenges of Malaysian Automobile Company's Lecturers

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Abstract

Useful knowledge is able to change the attitude of individuals, especially students. However, the knowledge will only be beneficial if it is able to be understood by students through effective teaching methods. Therefore, this study aims to examine the teaching challenges of a national automobile company called Produa. To answer the purpose of this study, a qualitative study was carried out. A total of 630 Produa service staff were participated in giving their perceptions of their lecturers' teaching. Data were collected using an open-ended questionnaire instrument. The data were analyzed using thematic analysis method. This study found nine main challenges, which are (a) students do not understand the lecturer's presentation language, (b) less harmonious relationship between lecturers and students, (c) less appropriate teaching methods, (d) less reference materials, (e) less time management efficient, (f) teaching facilities are not sufficient, (g) lecturers' attitude is not liked, (h) teaching content is not suitable with the scope of work and (i) less use of teaching aids. The findings of this study are able to create an awareness among the front line staff of the company to identify three main aspects that can hinder the effectiveness of teaching and learning. The three aspects are (a) educational institutions such as facilities, (b) lecturers such as teaching methods and (c) students such as their attitudes.

Keywords: Teaching, Challenges, Malaysian Automobile Company, Lecturers

Zaangażowanie social media marketingu w budowanie wizerunku przywódcy politycznego

Involvement of social media marketing in building the image of a political leader

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Przeniesienie codziennego funkcjonowania człowieka w sferę Internetu nie należy do przyszłości. Jest to fakt. Zarówno realizowanie się jednostek w sferze zawodowej, jak i prywatnej z wykorzystaniem łączności elektronicznych nie dziwi już nikogo. Wpływ na ten stan rzeczy miał naturalny i bardzo szybki rozwój technologii, jak i wybuch pandemii koronawirusa. Obszarem, na którym spotyka się większość ludzkiej e-aktywności są media społecznościowe. Traktować je można jako doskonały sposób komunikowania się międzyludzkiego, biznesowego, ale także jako obszar prowadzenia polityki. I to tej zarówno lokalnej, jak i międzynarodowej. Politycy bardzo chętnie korzystają z mediów społecznościowych, skrupulatnie starając się budować swój pozytywny, polityczny wizerunek. Tak oto świat polityki zaczął korzystać z instrumentów social media marketingu, czyli marketingu prowadzonego w obszarze i za pośrednictwem społecznościowych portali. Celem artykułu jest określenie zarówno roli mediów społecznościowych w budowaniu wizerunku polityków, jak i zaprezentowanie przykładów takiego działania.

Słowa kluczowe: e-marketing, social media marketing, wizerunek, polityk

Abstract

The transfer of everyday human functioning into the Internet sphere does not belong to the future. It is a fact. Both the realization of individuals in the professional and private spheres with the use of the Internet is no longer surprising. This state of affairs was influenced by the natural and very rapid development of technology, as well as the outbreak of the coronavirus pandemic. The area where most human e-activity occurs is social media. They can be treated as an excellent way of interpersonal and business communication, but also as an area of policy. Both local and international. Politicians are very eager to use social media, scrupulously trying to build their positive, political image. Thus, the world of politics began to use the instruments of social media marketing, i.e. marketing carried out in the area and via social networks. The aim of the article is

to define both the role of social media in building the image of politicians and to present examples of such activities.

Keywords: e-marketing, social media marketing, image, politician

Wprowadzenie

Przeniesienie codziennego funkcjonowania człowieka w sferę Internetu nie należy do przyszłości. Jest to fakt. Zarówno realizowanie się jednostek w sferze zawodowej, jak i prywatnej z wykorzystaniem łączy elektronicznych nie dziwi już nikogo. Wpływ na ten stan rzeczy miał naturalny i bardzo szybki rozwój technologii, jak i wybuch pandemii koronawirusa.

Obszarem, na którym spotyka się większość ludzkiej e-aktywności są **media społecznościowe**.

1. Internet – instrument komunikacji

O potęgze Internetu świadczyć może liczba jego użytkowników. Według aktualnych danych ich liczba oscyluje w granicach prawie 4,9 mld, a wraz z przyśpieszoną przez pandemię koronawirusa cyfryzacją, liczba ta stale wzrasta. Jest to potężna siła, biorąc pod uwagę, że na świecie jest prawie 8 mld ludzi.

Spostrzec należy, że z dokładnym oszacowaniem liczby ludności świata jest problem, który wynika z faktu błędów szacunkowych regionów mało scyfryzowanych. Dlatego szacuje się, że odchylenia od oficjalnych danych można określić na poziomie 2-3%.

Internet – instrument komunikacji

Również liczba użytkowników mediów społecznościowych jest potwierdzeniem trendu wzrostu popularności komunikowania się w Internecie. Ich liczba szacowana jest na 5 mld osób.

2. Social media marketing

W najprostszym ujęciu media społecznościowe są platformami traktowanymi jako internetowe formy przekazu. Ich użytkownicy mogą się między sobą komunikować, zamieszczać informacje, zdjęcia i filmy, co sprzyja nie tylko przepływowi informacji, ale też zacieśnianiu więzi. Możliwość tworzenia tematycznych grup dyskusyjnych również jest zaletą mediów społecznościowych. To swobodne komunikowanie się jest impulsem do współdziałania międzyludzkiego.

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Social media marketing

Uznać można, że globalny zasięg, łatwość w poruszaniu się oraz stale rosnąca liczba użytkowników sprawiają, że media społecznościowe stanęły w centrum zainteresowania szeroko rozumianego marketingu.

Mariaż potęgi mediów społecznościowych z potrzebami współczesnego marketingu zaowocował powstaniem social marketingu.

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Tabela. 1. Charakterystyka najpopularniejszych na świecie pięciu mediów społecznościowych – sierpień 2022 r.

Nazwa medium społecznościowego	Cechy
1. Facebook	Facebook - aktualnie posiada prawie 3 mld aktywnych kont.
2. YouTube	Aktualnie w każdym miesiącu portal ten odwiedza ponad 1,9 miliarda zalogowanych użytkowników, którzy codziennie oglądają ponad miliard godzin filmów generując miliardy wyświetleń.
3. WhatsApp	Aplikacja ta należy do Facebooka. Korzysta z niej miesięcznie ponad 1,5 mld użytkowników pochodnych z ponad 180 krajów.
4. WeChat	Platforma bardzo popularna w Chinach. W ciągu miesiąca korzysta z niej miliard użytkowników.
5. Instagram	Medium umożliwiające publikowanie zdjęć, bardzo krótkich filmów. Aktualnie posiada ponad miliard użytkowników.

Tabela 2. Liczba krajowych użytkowników mediów społecznościowych z podziałem na płeć

Medium społecznościowe	Liczba użytkowników	Podział na płeć
YouTube	25,9 mln	50,2% kobiet i 49,8% mężczyzn
Facebook	18 mln	53,3% kobiet i 46,7% mężczyzn
Instagram	9,20 mln	59,1% kobiet i 40,9% mężczyzn
Twitter	1,35 mln	79,9% mężczyzn i 28,1% kobiet
LinkedIn	4,10 mln	51,4% to mężczyzn i 48,6% kobiet

3. Media społecznościowe – instrument marketingu politycznego

Wykorzystanie Internetu, w tym mediów społecznościowych w celu komunikowania się z elektoratem (lub potencjalnym elektoratem) jest czymś oczywistym.

Obszar mediów społecznościowych umożliwia politykom na rozpowszechnianie, bez angażowania dużych środków finansowych, informacji skierowanych zarówno do grupy docelowej, jak i do całej globalnej społeczności.

Zaangażowanie mediów społecznościowych w marketing polityczny pozwala na zbudowanie skupionej wokół polityka (partii) społeczności, która będąc jego orędownikami (zwolennikami, ambasadorami) rozpowszechniają – wykorzystując zasady marketingu szeptanego – informacje. Mogą to być, co jest istotne informacje pochlebne, ale też informacje niekorzystne dotyczące np. polityka opozycji (memy, fake newsy).

Media społecznościowe – instrument marketingu politycznego

Dobitym przykładem znaczenia zaangażowania mediów społecznościowych w życie polityczne, w obliczu aktualnie trwającej w ich kraju wojny, są konta społecznościowego ambasady Ukrainy w Warszawie. To właśnie media społecznościowe stały się optymalnym źródłem informacyjnym.

Media społecznościowe – instrument marketingu politycznego

Przykładem budowania wizerunku polityka, ze szczególnym uwzględnieniem wartości, jaką jest informacja, jest korzystanie z mediów społecznościowych przez Prezydenta Ukrainy Wołodymyra Zelenskiego. Jego konta na Facebooku, Instagramie, czy Twitterze są łącznikiem informacyjnym niszczonej przez wojnę Ukrainy ze światem zewnętrznym. Dodatkowo, publikowane tam wpisy, posty, fotografie i filmy stały się istną siłą dopingującą naród ukraiński i ukraińskich żołnierzy do bohaterskiej obrony ich kraju.

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Kilka słów na koniec

Media społecznościowe traktować należy jako doskonały sposób komunikowania się międzyludzkiego, biznesowego, ale także jako obszar prowadzenia polityki. I to tej zarówno lokalnej, jak i międzynarodowej. Politycy bardzo chętnie korzystają z mediów społecznościowych, skrupulatnie starając się budować swój pozytywny, polityczny wizerunek. Tak oto świat polityki zaczął korzystać z instrumentów social media marketingu, czyli marketingu prowadzonego w obszarze i za pośrednictwem społecznościowych portali. Celem artykułu jest określenie zarówno roli mediów społecznościowych w budowaniu wizerunku polityków, jak i zaprezentowanie przykładów takiego działania.

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Kimya Öğretmenlerinin Doğa ve Kimya Ünitesinde Kullandıkları Stratejilerin Belirlenmesi

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Öz

Öğretmenler öğrencilerinin daha kolay öğrenmeleri ve öğrendikleri bilgilerin kalıcı olması için çeşitli öğrenme ve öğretme stratejilerinden faydalanırlar. Zaten şuan ülkemizde uygulamada olan öğretim programları da bireylerin bilgi ve yetenekler açısından birbirlerinden farklı olduklarını ve bu yüzden de öğrenme-öğretme sürecinde farklı yöntem ve tekniklere yer verilmesi gerektiğini savunan yapılandırmacı anlayışı benimsemektedir. Bu bağlamda, yapılan bu çalışmanın amacı kimya öğretmenlerinin “Doğa ve Kimya” ünitesinde kullandıkları farklı öğrenme ve öğretme stratejilerini (örgütlenme, anlamlandırma, kodlama, analogi vb.) belirlemektir. Bu araştırma nitel araştırma desenlerinden biri olan durum çalışması yöntemi ile yürütülmüştür. Araştırmanın örneklemini farklı okul türlerinde görev yapan 55 öğretmen (39 kadın, 16 erkek) oluşturmaktadır. Çalışmanın verileri açık uçlu tek sorudan oluşan bir anket formu kullanılarak toplanmıştır. Bu formda kimya öğretmenlerinden “Doğa ve Kimya” ünitesini öğretirken kullandıkları farklı öğrenme ve öğretme stratejilerini detaylı bir şekilde ifade etmeleri istenmektedir. Google formlar platformu üzerinden toplanan veriler betimsel analiz

yöntemi ile analiz edilmiştir. Katılımcı yanıtları benzerlik ve farklılıklarına göre kategorilendirilmiştir. Ayrıca öğretmen ifadelerini tam olarak okuyucuya yansıtılabilmek amacıyla katılımcı cevaplarından doğrudan alıntılar sunulmuştur. Elde edilen bulgulara bakıldığında öğretmenlerin “Doğa ve Kimya” ünitesinde örnek olaylardan ve analogilerden sıkça yararlandıkları görülmektedir. Bu üniteye analogilerin genellikle günlük yaşamda karşılaşılan olaylardan ortaya çıktığı sonucuna ulaşılmıştır. Çalışma sonucunda deneyimli kimya öğretmenleri tarafından kullanıldıkları ortam konulan farklı öğrenme stratejilerinin, diğer öğretmenler ve kimya öğretmen adaylarıyla da paylaşılması ve derslerinde kullanmaları önerilmektedir.

Anahtar kelimeler: Kimya öğretimi, doğa ve kimya, öğrenme stratejileri, iyi uygulama örnekleri

Abstract

Teachers benefit from a variety of learning and teaching strategies to help their pupils learn more quickly and retain the knowledge they learn. In fact, the curriculum currently in use in our nation follows the constructivist approach, which argues that because individuals differ in terms of knowledge and abilities, alternative methods and strategies should be included in the learning-teaching process. The purpose of this research is to identify the many learning and teaching strategies (organization, interpretation, coding, analogy, and so on) employed by chemistry teachers in the "Nature and Chemistry" unit. This study used the case study approach, which is one of the qualitative research designs. The study's sample consists of 55 teachers (39 females and 16 males) from various school types. The study's data were gathered via a questionnaire with one open-ended question. Chemistry teachers are required to discuss in detail the various learning and teaching strategies they employ when teaching the "Nature and Chemistry" subject on this form. The descriptive analysis method was used to analyze the data collected through the Google Forms platform. The responses of participants were classified based on their similarities and differences. Furthermore, direct quotations from the participants' responses were presented in order to represent the teacher's statements to the reader. When the findings are evaluated, it is clear that case studies and analogies in the "Nature and Chemistry" course assist teachers regularly. It has been determined that the analogies in this section generally come from everyday situations. As a consequence of the study, it is recommended that various learning methodologies discovered to be employed by experienced chemistry teachers be shared with other teachers and chemistry teacher candidates and implemented in their lessons.

Keywords: Chemistry teaching, nature and chemistry, learning strategies, good practice examples

GİRİŞ

Günlük yaşamın her alanında karşımıza çıkan bilim dallarından biri de kimyadır (Bilir , Karaçam, & Danişman, 2021). Yaşamımızdaki rutinler ile kimya arasında uzun ve büyük bir bağlantı bulunmaktadır (Heng & Karpudewan, 2015). Böyle bir bağlantı olması öğrencilerin kimya kavramları ile olan ilişkilerini de artırmaktadır (Heng & Karpudewan, 2015)

Öğrencilerin, günlük yaşamda her ne kadar kimya kavramları ile ilgili etkileşimleri fazla olsa da öğrencilerin zihinlerinde yer alan “kimya soyut bir bilim dalıdır” algısı değişmemektedir (Bilir , Karaçam, & Danişman, 2021). Öğrencilerde meydana gelen bu algıyı yıkmak için öğretmenlerin, derslerde farklı öğrenme tekniklerini kullanması gerekmektedir. Bu sayede öğrencilerin günlük yaşam ile ilişki kurması daha mümkün olacak ve kimya dersi zor bir ders grubundan çıkabilecektir (Kösece, 2020).

Öğretmenlerin ders sürecinde kullanabilecekleri bazı informal öğretim teknikleri bu sorunu ortadan kaldırmaktadır (Yavuz & Büyükeşçi, 2016). Bu tür tekniklerden bazıları, özellikle doğa ve kimya ünitesi için kullanıldığında öğrencilerin yaşamlarının merkezi olan çevre ve kimya ilişkisini daha iyi kavrayabilmelerini sağlamaktadır (Yazar & Nakiboğlu, 2021). Analogiler, atasözleri, hikayeler, beyin fırtınası, balık kılıcı, vızıltı grupları, eğitsel videolar, takım-oyun-turnuva, münazara, araştırma-soru ve cevap, sunuş-buluş, rol oynama vb. bazı informal öğrenme teknikleridir. Bu farklı teknikler sayesinde öğrencilerin, çevresini inceleyerek, durumlar ve olaylar karşısında doğru kararlar verebileceği düşünülmektedir (Türkmen, 2015). Bu sayede öğrenciler objektif düşünme ve doğru kararlar verme alışkanlığı kazanacağından çevresine daha çok yararlı hale gelebilecektir (Türkmen, 2015).

Çevre sorunlarının meydana gelmesinin en önemli nedenlerinden biri insanların bilinçsiz olmalarıdır (Yazar & Nakiboğlu, 2021). İnsanların bilinçli ya da bilinçsiz yaptıkları faaliyetler sorunları da beraberinde getirmektedir. Çevre ile ilgili sorunların azaltılması için insanların bilinçlendirilmesi gerekmektedir. Bu bilincin kazandırılması açısından kimya dersinde yer alan “doğa ve kimya” ünitesi öğrencilerin ortaöğretim düzeyinde çevre ve çevreye yönelik sorunların kaynağının neler olduğunu öğretildiği bir ünedir (Yazar & Nakiboğlu, 2021). Ortaöğretim düzeyinde bu dersin temellerini oluşturan özel bir dersin olmaması doğa ve kimya ünitesinin öğretimini biraz güç hale getirmektedir. Bu yüzden öğretmenler farklı teknikler kullanarak doğa ve kimya ünitesini öğretme çabası içerisine girmişlerdir (Ağtaş, Bektaş & Güneri, 2019). Öğretmenlerin, biraz daha günlük yaşam konularına örnek olabileceğini düşündükleri için daha çok konu ile ilgili eğitsel videoları kullandıkları görülmüştür. Bu yüzden doğa ve kimya ünitesi için özellikle eğitsel içerikli videoların kullanımı önem kazanmaktadır. Eğitsel içerikli videoların yanında öğretmenlerin en çok kullandıkları tekniklerin, münazara ve örnek olay olduğu görülmektedir. Tüm bu teknikler, öğrenmeyi kolaylaştırıcı stratejiler olarak kabul edilmektedir. Özellikle doğa ve kimya ünitesinin öğretilmesinde öğretmenlerin ne tür stratejiler kullandıklarının belirlenmesinin, bu konu alanında yapılan çalışmalar için kaynak teşkil edeceği düşünülmektedir.

YÖNTEM

Bu çalışma, durum çalışması yöntemi türlerinden biri olan bütüncül çoklu durum deseni ile yürütülmüştür. Çoklu durum çalışmaları birden fazla durumun çalışıldığı araştırmalardır (Yin, 1984). Bütüncül çoklu durum deseninde birden fazla durum kendi içerisinde bütüncül olarak ele alınıp karşılaştırılmaktadır. Bu da konunun derinlemesine anlaşılmasına yardımcı olmaktadır. Çoklu durum çalışmalarında her bir durumu incelemek için aynı alandan çok geniş bilgi toplanması çalışmayı güçlü kılmaktadır (Cohen, Manion & Morrison, 2000).

Trabzon ili öncelikli olmak üzere farklı illerde görev yapan ve mesleki deneyim yılları 3 ile 33 yıl arasında değişiklik gösteren 39 kadın ve 19 erkek kimya öğretmeni (n=58) çalışmanın örneklemini oluşturmaktadır. Çalışmaya katılan öğretmenlerin sadece farklı illerden değil aynı zamanda farklı okul türlerinde görev yapıyor olmalarına ve gönüllü olarak çalışmaya katılmalarına da dikkat edilmiştir.

Bu çalışmada, kimya öğretmenlerinin “Doğa ve Kimya” ünitesine ait konu başlıklarını sunarken kendileriyle özleşmiş öğretim stratejilerini belirlemek için amacıyla araştırmacılar tarafından hazırlanan ve tek bir açık uçlu sorudan oluşan anket formu veri toplama aracı olarak kullanılmıştır. Bu formda kimya öğretmenlerine; *“Doğa ve Kimya ünitesinin öğretiminde kullanmış olduğunuz kendinize özgü bir uygulamanız var mı? Bunu örneklerle açıklar mısınız?”* sorusu yöneltilmiştir. Çalışmaya katılan öğretmenlerle veri toplama süreci öncesinde görüşülüp çalışmanın amacından bahsedilmiş sonrasında da hazırlanan anket formu çevrimiçi olarak uygulanmıştır. Formu yanıtlamaları için yeterince süre verilmiştir. Çalışma için yeterli veriye ulaşıldığı belirlendiğinde veri toplama süreci sonlandırılmıştır.

Araştırma kapsamında “Doğa ve Kimya” ünitesine yönelik hazırlanan anket formuna verilen yanıtlar betimsel analiz tekniğiyle analiz edilmiştir. Elde edilen verilerin okuyucuya aktarılmasında, öğretmen görüşlerinden aktarılan doğrudan alıntılar da kullanılmıştır. Alıntılar yapılırken de katılımcı öğretmenlerin isimleri kullanılmayıp “Kadın Öğretmen 2” (Ö2K), “Erkek Öğretmen 5” (Ö5E) şeklinde kısaltılarak kodlanmıştır. Öğretmenlerin sorulara verdiği yanıtlar araştırmacılar ile farklı bir kimya eğitimi uzmanı tarafından ayrı ayrı incelenerek kodlanmış ve tablolara son hali verilmiştir.

BULGULAR

Araştırmanın bu kısmında öğretmenlerin anket formunda yer alan açık uçlu soruya verdikleri yanıtlardan elde edilen bulgular paylaşılmıştır. Öğretmenlere ait yanıtlar analogi, günlük hayatla ilişkilendirme, bellek destekleyici ipuçları gibi temalar altında sunulmuş ve tablo halinde verilmiştir.

Tablo 1. Öğretmenlerin “Doğa ve Kimya” ünitesinde kullandıkları öğretim stratejileri örnekleri

Türü	İfade Eden Öğretmenler	Öğretmenlerin Verdikleri Cevaplardan Alıntılar
Günlük hayattan örnekler sunmak	Ö4K, Ö5E, Ö8K, Ö13K, Ö23E	(1)Örnek olay ve güncel örnekler üzerinden dersi anlatıyorum. “Ö4K” (2)Plastikler konusunda etrafımızdaki her şeyin petrol kaynaklı olduğunu belirtirim. Her şey çok hızlı yanar. “Ö2E” (3)Yapabileceği deneyler yaptırmak doğadan örnekler vererek gerçekleşen kimyasal olayları videolarda göstermek “Ö13K”
Oyunlaştırma	Ö12K, Ö15K, Ö28E, Ö35K	(1)Etkileşimli grup çalışmaları adı altında oyunlar, yarışmalar ile farklı anlatım teknikleri hazırlamalarını istiyorum öğrencilerden (monopol, tabu gibi oyunları konuya uyarlıyorlar genelde). “Ö35K”
Anlatım	Ö3E, Ö6K, Ö24K, Ö32K, Ö17E, Ö21E	(1)Anlatım yöntemi ile anlatırım “Ö3E”
İşbirlikli öğrenme teknikleri	Ö5E, Ö8E, Ö11K	(1)İş birliği, istasyon kese kâğıdı sandviç “Ö5E”
Proje ödevi hazırlama	Ö1K, Ö27K	(1) Çevreyi korumakla ilgili ağaç hazırlamalarını ve her dala yapılacak şeyleri yazmalarını isterim. “Ö1K”
Teknoloji destekli öğretim	Ö31K, Ö18E, ÖK36	(1)Çevre ile ilgili videolar izlettiriyorum. “Ö31K” (2)Çevre ve kimya arasındaki ilişkiyi ortaya koyan görsel içerikleri öğrenciler ile paylaşıyorum. Bu sayede problem durumlarını daha iyi içselleştirmelerini sağladığımı düşünüyorum.”Ö18E”
Okul dışı öğrenme ortamlarına gezi düzenleme	Ö2K	(1)Öğrencilerimi bu konu kapsamında ilimizde yer alan ve konu ile ilişkili olan mekanlara götürmeye çalışıyorum. Çevre sorunlarını ve bu sorunlara getirilebilecek çözüm önerilerini bu ortamlarda tartışıyoruz ve uzman kişilerden bilgi alıyoruz.”Ö2K”

Tablo 1'e göre, çalışmaya katılan öğretmenlerin 24'ü "Doğa ve Kimya" ünitesinin öğretiminde farklı öğretim stratejilerini kullanmaktadır. Öğretmenler tarafından sıklıkla tercih edilen stratejilerin başında günlük hayattan örnekler sunmak, sınıf içi oyun etkinlikleri düzenleme, anlatımı kullanmak gibi teknikler gelmektedir. Bu öğretim uygulamalarının dışında işbirlikli öğrenme teknikleri, proje ödevi hazırlama, teknoloji destekli öğretim uygulamaları ve okul dışı öğrenme ortamlarına gezi düzenleme şeklindeki uygulamalar da yer almaktadır. Çalışmaya katılan 34 öğretmen ise bu konunun öğretimine yönelik özel bir öğretim uygulamalarının olmadığını belirtmiştir.

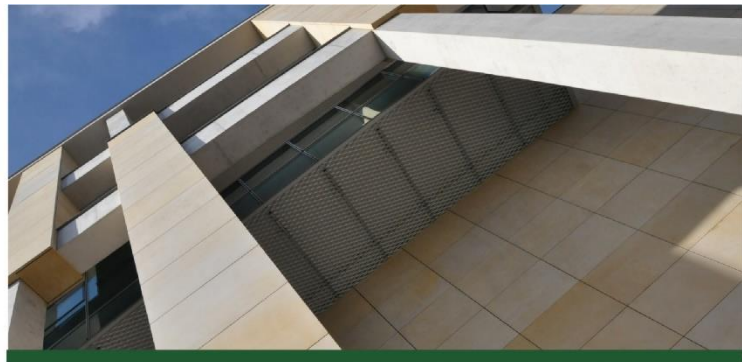
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The impact of management control systems on decision-making quality

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The impact of management control systems on decision-making quality

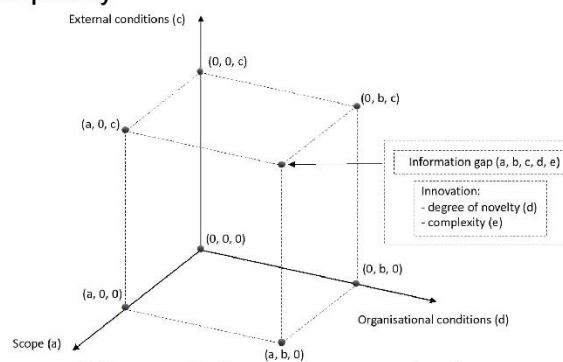
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Plan

1. Introduction
2. Theoretical background
3. Research methods
4. Results and discussion
5. Conclusions
6. Bibliography

Introduction

1. Low-quality information overflow and high-quality information scarcity.
2. Little to none comparative data.
3. Info-gap: scope, organisational conditions, external conditions, degree of novelty and complexity



4. The main purpose of the study is to measure the impact of decision-making quality on innovation process efficiency.

Research methods

1. Time frame 2019 - 2021.
2. Companies operating in European Union and the UK.
3. No sampling procedure was applied, as the entire population was studied.
4. Data was gathered for a total of 405 companies (response rate 12.77%).
5. The respondents represented senior management, management, CFOs, innovation managers, and project leaders.
6. Data was collected by means of a computer-assigned telephone interviewing survey technique by a specialized agency.
7. The survey consisted of 41 questions.
8. In order to analyze the dependencies structural equation modelling was employed

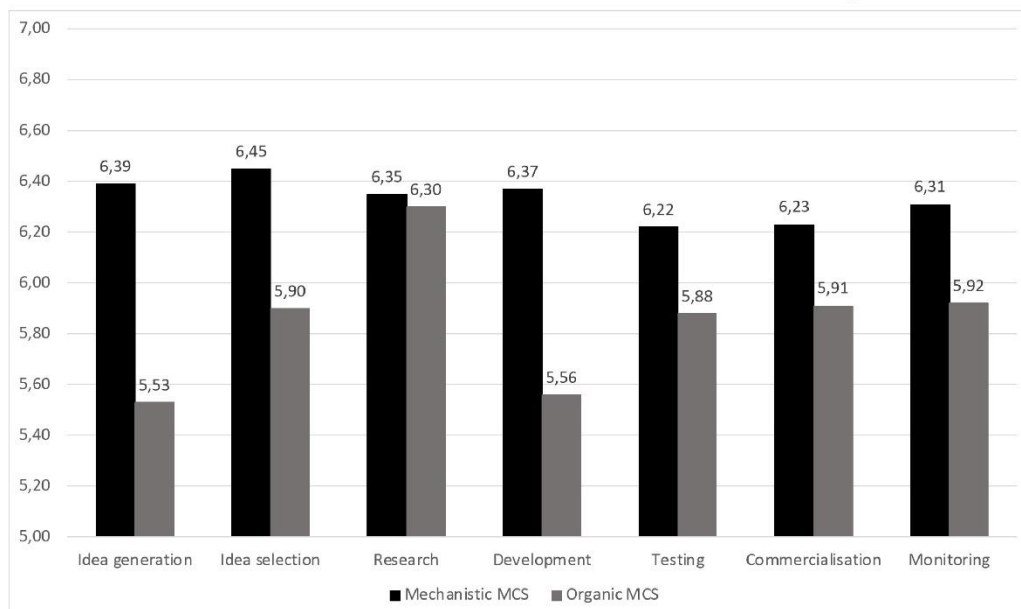
Results of literature studies

Attributes	Descriptions
Regulation level	The regulation level attribute represents a high level of bureaucratisation in mechanistic systems, manifested in strong specialisation, standardisation, and formalisation. Procedures are likely to be developed and followed in a wide range of corporate actions.
Scope of control	The scope of control attribute includes a comprehensive set of controlled elements in mechanistic systems, ranging from control over processes as totalities to control over the execution of individual tasks. This means that detailed forms of control penetrate to all hierarchical levels.
Information used	Information used represents the nature of information exploited within mechanistic systems as a basis for decision-making. Such information is mainly quantitative and precisely predetermined.
Reporting requirement	Reporting requirement signals that reports to top management are indispensable to control in mechanistic systems. The precise organisation of feedback ensures that decision-makers have timely and appropriate information at their disposal and may formulate instructions accordingly.

Results of literature studies

Attributes	Descriptions
Decision-making location	The decision-making location attribute signals that, in organic systems, decision power is distributed among organisation members. This means that different workers remain relatively independent in their own areas of expertise.
Informal communication	The informal communication attribute corresponds to the communication channels used. In organic systems, both formal and informal communication channels are exploited. The distinctive feature here is that the latter play a considerable role. From the company's perspective, these communication channels are not only accepted, but systematically supported.
Free flow of information	The free flow of information attribute indicates that in organic structures, the unrestricted flow of information is widely supported. Such information flow is comprehensive, exhaustive, all-embracing, and covers an unlimited variety of topics.

Results of empirical analyses



Conclusions

1. The effects of mechanistic and organic MCSs on decision-making quality were alike in functional areas involving functions of a similar nature.
2. Functional areas relying strongly on staff's creativity benefited most from the organic MCS, while the mechanistic type seemed to impede decision-making quality there
3. In analytical areas, the MCS played a greater role, as both of its types supported decision-making. Decision-making efficiency in technical areas was decomposed into resource and time efficiency



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Türkiye’de Kavram Karikatürü Üzerine Lisansüstü Tezlerin İçerik Analizi

Content Analysis of Postgraduate Theses on Concept Cartoons in Turkey

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Öz

Bu araştırma, Türkiye’de yükseköğretim kurumlarında kavram karikatürü konusunda yazılmış yayınlanma izni olan lisansüstü tezleri incelemek amacıyla gerçekleştirilmiştir. Bu amaç doğrultusunda 12 alt amaç belirlenip, tezleri inceleme kriterleri belirlenmiş ve tez inceleme formu oluşturulmuştur. Tezler; yayın yılına, yayın diline, tez türüne, tezleri yöneten danışman unvanına, üniversiteye, enstitüye, ana bilim dalına, temel konu alanına, matematik konu alanına, tezlerde kullanılan araştırma yöntemine, araştırma desenine ve örneklem grubuna göre incelenmiştir. Bu çalışmada, nitel araştırma türü olarak doküman inceleme tekniği kullanılmıştır. İncelenecek tezleri belirlemek için, Yükseköğretim Kurulu Ulusal Tez Merkezi veri tabanında “kavram karikatürü”, “concept cartoon” ve “concept caricature” anahtar kelimeleri kullanılarak tarama yapılmış ve 110 teze ulaşılmıştır. Tezler betimsel içerik analiz yöntemi kullanılarak analiz edilerek, bulgular frekans ve yüzde değerleri kullanılarak sunulmuştur. Analiz sonuçlarına göre kavram karikatürü konusunda yapılan ulusal lisansüstü tezlerin en çok 2019 yılında Manisa Celal Bayar Üniversitesi’nde, Eğitim Bilimleri Enstitüsünde, İlköğretim Ana Bilim Dalında, Eğitim ve Öğretim temel konu alanında ve yüksek lisans türünde yayınlandığı belirlenmiştir. Farklı unvanlara sahip öğretim üyelerinin yönettikleri tez sayılarında en fazla doktor öğretim üyesiyle çalışıldığı tespit edilmiştir. Yapılan çalışmaların en çok nicel ve karma araştırma yönteminde ve yarı deneysel araştırma deseninde gerçekleştirildiği görülmüştür. Araştırma ile kavram karikatürü konusunda ulusal lisansüstü tez çalışmalarının eğilimleri belirlenmiştir. Kavram karikatürü konusunda yapılan makale ve bildiri çalışmalarının içerik analizlerinin de yapılmasının alan yazına faydasının olacağı belirtilebilir.

Anahtar Kelimeler: Kavram karikatürü, İçerik analizi, Lisansüstü Tez.

Abstract

This research was carried out in order to examine the postgraduate theses with permission to be published on concept cartoons in higher education institutions in Turkey. In line with this purpose, 12 sub-objectives were determined, thesis examination criteria were determined and the thesis examination form was created. Theses; year, publication language, thesis type, the title of the advisor who directed the theses, university, institute, department, basic subject area, mathematics subject area, research method used in the theses, research design and sample group. In this study, document analysis technique was used as a qualitative research type. In order to determine the theses to be examined, the database of the National Thesis Center of the Council of Higher Education was searched using the keywords "concept cartoon" and "concept caricature" and 110 theses were reached. Theses were analyzed using the descriptive content analysis method, and the findings were presented using frequency and percentage values. According to the results of the analysis, it was determined that the national postgraduate theses on concept cartoons were mostly published in Manisa Celal Bayar University, Institute of Educational Sciences, Primary Education Department, Education and Teaching basic subject area and master's type in 2019. It has been determined that the highest number of doctoral faculty members are studied in the number of theses directed by faculty members with different titles. It was observed that the studies were mostly carried out in quantitative and mixed research method and quasi-experimental research design. With the research, the tendencies of national postgraduate thesis studies on concept cartoons were determined. It can be stated that the content analysis of articles and papers on concept cartoons will be beneficial for the literature.

Keywords: Concept cartoon, Content analysis, Graduate Thesis.

GİRİŞ

İçinde bulunduğumuz çağda yaşanan gelişme ve değişimler, toplum hayatıyla birlikte eğitim-öğretim anlayışını da etkilemiştir. Öğrencilerin üst bilişsel becerilerini geliştirmek, çağın yeterliliklerini kazanmalarına destek olmak, dikkatlerini çekecek yeni yöntem ve tekniklerle onları tanıştırmak kalıcı öğrenmelerini sağlamak, eğitim sistemimizin amacı olmuştur.

Türkiye’de 2004 yılında öncelikle ilköğretim programlarında daha sonra ortaöğretim programlarında değişikliğe gidilmiştir. İlköğretim programları yapılandırmacı yaklaşımı temel alarak yenilenmiştir (MEB, 2005). Yapılandırıcılık öğrenenlerin bilgiyi doğrudan almanın aksine nasıl yapılandıklarını esas alan bir yaklaşımdır (Özden, 2005). Yapılandırmacı anlayışta öğrenme, yaşam boyu devam etmektedir. Birey, çevresinde olup biten her şeye bir anlam yüklemektedir. Kavram karikatürleri de öğrenciyi aktif kılan bir tekniktir (Göksu ve Köksal, 2016).

Kavram karikatürleri, her bir karikatür karakterinin günlük yaşamdaki bir olaya yönelik farklı görüş sunduğu ilgi çekici ve merak uyandıran karikatür biçimindeki çizimlerdir (Keogh ve

Naylor, 1999; Martinez, 2004). Birçok derste kalıcı ve etkin öğrenmeler sağlamak amacıyla kavram karikatürlerinin etkili olabileceği düşünülmektedir. Aynı zamanda kavram karikatürleri öğrencileri eğlendirerek bilgilerini sorgulatmak amacıyla da kullanılmaktadır (Keogh ve Naylor, 1999).

Yapılan bu çalışmayla ülkemizde kavram karikatürü ile ilgili yapılan lisansüstü tezlerin yayın yılına, yayın diline, tez türüne, tezleri yöneten danışman unvanına, üniversiteye, enstitüye, ana bilim dalına, temel konu alanına, matematik konu alanına, tezlerde kullanılan araştırma yöntemine, araştırma desenine ve örneklem grubuna göre dağılımları değerlendirilmiştir.

YÖNTEM

Kavram karikatürü ile ilgili yapılan makalelerin incelendiği bu araştırma içerik analizi yöntemi ile incelenmiştir. İçerik analizi, daha önceden yayınlanmış eserlerin belirli ölçütler çerçevesinde sistematik bir şekilde incelendiği bilimsel bir yöntemdir. İçerik analizleri genel olarak meta-analiz, meta-sentez ve betimsel içerik analizi olmak üzere üç başlık altında ifade edilebilir. Betimsel tarama modelinde bilimin gözlem, kaydetme, olaylar arasındaki ilişkileri tespit etme ve kontrol edilen değişmez ilkeler üzerinde genellemelere varma nitelikleri söz konusudur. Yani bilimin tasvir fonksiyonu ön plandadır (Yıldırım ve Şimşek, 2008).

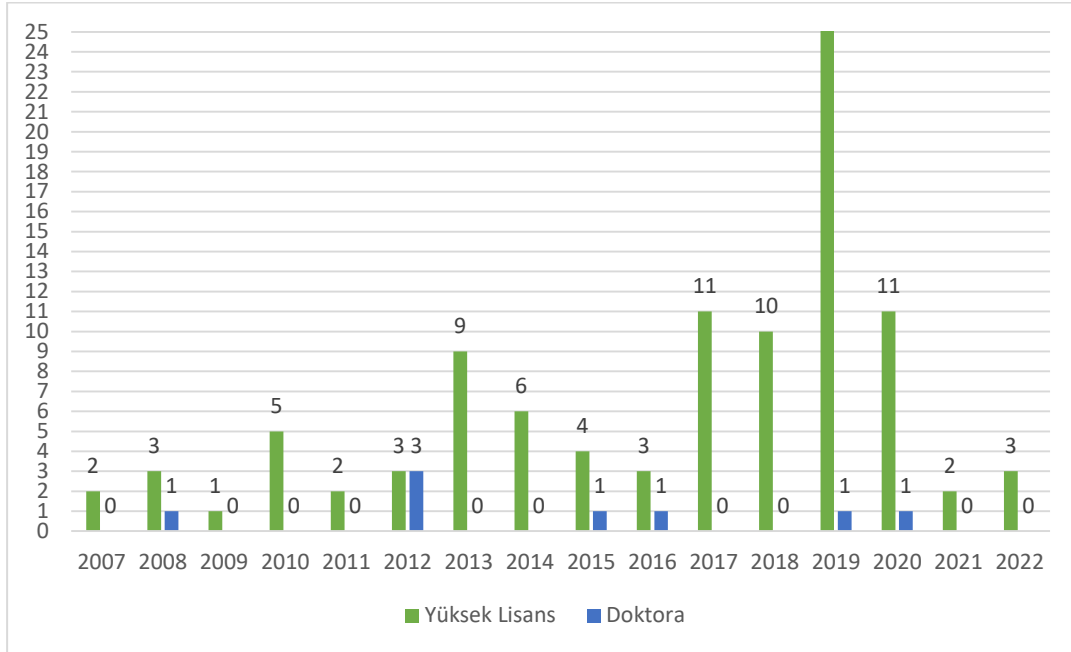
Yükseköğretim Kurulu Ulusal Tez Merkezi veri tabanında “kavram karikatürü”, “concept cartoon” ve “concept caricature” anahtar kelimeleri kullanılarak tarama yapılmış ve 110 teze ulaşılmıştır.

BULGULAR

Çalışmanın bu kısmında, araştırmanın temel amacı çerçevesinde belirlenen alt amaçlarına ilişkin yapılan analizler sonucu elde edilen bulgular tablolar ve grafikler aracılığı ile sunulmaktadır.

1. Tezlerin yapıldıkları yıllara göre dağılımı

Araştırmanın “Tezlerin yapıldıkları göre dağılımı nasıldır?” sorusuna ilişkin bulgular Şekil 1’de verilmiştir.



Şekil 1. Türkiye’de yükseköğretimde kavram karikatürüne yönelik yapılan çalışmaların yıllara göre dağılımı

Şekil 1’deki verilere göre yükseköğretimde kavram karikatürüne yönelik fazla çalışmanın 2019 yılında 28, 2020 yılında 12 çalışma ve 2017 yılında 11 çalışmanın yapıldığı görülmektedir. Yükseköğretimde kavram karikatürüne yönelik en az çalışmanın yapıldığı yıl ise 1 adet çalışmayla 2009 yılında yapılmış olduğu görülmektedir. 2007 yılı öncesinde yapılmış herhangi bir çalışmaya rastlanılmamıştır.

2. Tezlerin yayın diline göre dağılımı

Araştırmanın “Tezlerin yayın diline göre dağılımı nasıldır?” sorusuna ilişkin bulgular aşağıdaki gibidir.

Tablo 1: Tezlerin yayın diline göre dağılımı

Tezin dili	n	%
Türkçe	108	98.18
İngilizce	2	1.82
<i>Toplam</i>	<i>110</i>	<i>100</i>

Tablo 1'e göre kavram karikatürü konusunda yapılan tezlerin Türkçe ve İngilizce dillerinde yazıldığı görülmektedir. Tezlerin %98,18 'i (n=108) Türkçe yazılırken, %1,82'si (n=2) İngilizce olarak hazırlanmıştır. İncelenen alanda tezlerin Türkçe ve İngilizce dili dışında başka bir dilde yazılmadığı belirlenmiştir. Tezlerin büyük bir kısmı Türkçe dilinde yazılmış olduğu görülmektedir.

3. Tezlerin türlerine göre dağılımı

Araştırmanın "Tezlerin türlerine göre dağılımı nasıldır?" sorusuna ilişkin bulgular Tablo 3'te sunulmuştur.

Tablo 2: Tezlerin türlerine göre dağılımı

Tür	n	%
Yüksek Lisans	102	92,72
Doktora	8	7,28
<i>Toplam</i>	<i>110</i>	<i>100</i>

Tezlerin türlere göre dağılımı incelendiğinde büyük bir kısmının (yüksek lisans %92,72, doktora %7,28) yüksek lisans tezi olarak yazıldığı belirlenmiştir. Kavram karikatürü konusunun daha çok yüksek lisans tez çalışmalarında tercih edilmesi, yüksek lisans adaylarının konuya ilişkin daha ilgili olduğunu gösterebilir.

4. Tezlerin danışman unvanlarına göre dağılımı

Araştırmanın "Tezlerin danışman unvanlarına göre dağılımı nasıldır?" sorusuna ilişkin bulgular Tablo 3'te verilmiştir.

Tablo 3: Tezlerin danışman unvanlarına göre dağılımı

Danışman Unvanı	n	%
Doktor Öğretim Üyesi	38	34,55
Doçent	32	29,09
Yardımcı Doçent	11	10
Profesör	29	26,36
<i>Toplam</i>	<i>110</i>	<i>100</i>

Tablo 3'e göre, çalışma kapsamında incelenen 110 tezin profesör (n=29), doçent (n=32), doktor öğretim üyesi (n=38) ve yardımcı doçent (n=11) unvanlı danışmanlarla hazırlandığı görülmektedir. Kavram karikatürü konusunda farklı unvanlara sahip akademisyenlerden doktor öğretim üyesinin daha fazla sayıda tez yönettiği ve kavram karikatürü konusunda daha çok ilgiye sahip oldukları söylenebilir.

5. Tezlerin hazırlandıkları üniversitelere göre dağılımı

Araştırmanın "Tezlerin hazırlandıkları üniversitelere göre dağılımı nasıldır?" sorusuna ilişkin bulgular Tablo 4'te verilmiştir.

Tablo 4: Tezlerin hazırlandıkları üniversitelere göre dağılımı

ÜNİVERSİTELER	Tez Sayısı (f)	Yüzdesi (%)
Manisa Celal Bayar Üniversitesi	9	8,18
Dokuz Eylül Üniversitesi	8	7,27
Marmara Üniversitesi, Necmettin Erbakan Üniversitesi, Gazi Üniversitesi	7	6,36
Karadeniz Teknik Üniversitesi, Recep Tayyip Erdoğan Üniversitesi	4	3,64
Balıkesir Üniversitesi, Bartın Üniversitesi, Hacettepe Üniversitesi, Kırıkkale Üniversitesi, Erciyes Üniversitesi, Trabzon Üniversitesi	3	2,73
Abant İzzet Baysal Üniversitesi, Adıyaman Üniversitesi, Adnan Menderes Üniversitesi, Afyon Kocatepe Üniversitesi, Atatürk Üniversitesi, Düzce Üniversitesi, Giresun Üniversitesi, Hatay Mustafa Kemal Üniversitesi, Mehmet Akif Ersoy Üniversitesi, Ordu Üniversitesi, Sakarya Üniversitesi, Süleyman Demirel Üniversitesi	2	1,82
Akdeniz Üniversitesi, Amasya Üniversitesi, Cumhuriyet Üniversitesi, Dicle Üniversitesi, Ege Üniversitesi, Gaziosmanpaşa Üniversitesi, Kahramanmaraş Sütçü İmam Üniversitesi, Kırşehir Ahi Evran Üniversitesi, Kilis 7 Aralık Üniversitesi, Mersin Üniversitesi, Muğla Üniversitesi, Muğla Sıtkı Koçman Üniversitesi, Niğde Üniversitesi, On Dokuz Mayıs Üniversitesi, Pamukkale Üniversitesi, Rize Üniversitesi, Sinop Üniversitesi, Uludağ Üniversitesi, Van Yüzüncü Yıl Üniversitesi, Yıldız Teknik Üniversitesi, Zonguldak Bülent Ecevit Üniversitesi, Zonguldak Karaelmas Üniversitesi	1	0,91

İncelenen yüksek lisans ve doktora tezlerinin ülke genelinde 47 farklı üniversitede hazırlandığı belirlenmiştir. Kavram karikatürü konusunda çalışan lisansüstü adaylarının en çok tercih ettiği üniversiteler Manisa Celal Bayar Üniversitesi (n=9) ve Dokuz Eylül Üniversitesi (n=8) şeklindedir.

6. Tezlerin yapıldığı enstitüye göre dağılımı

Araştırmanın “Tezlerin yapıldığı enstitüye göre dağılımı nasıldır?” sorusuna ilişkin bulgular Tablo 5’de verilmiştir.

Tablo 5: Tezlerin yapıldığı enstitüye göre dağılımı

Enstitü bilgisi	n	%
Eğitim Bilimleri Enstitüsü	54	49,09
Fen Bilimleri Enstitüsü	32	29,09
Sosyal Bilimler Enstitüsü	19	17,27
Diğer	5	4,55
<i>Toplam</i>	<i>110</i>	<i>100</i>

Tablo 5’te verilen kavram karikatürüne yönelik yapılan tezlerin enstitülerine göre dağılımlarına bakıldığında; 54’ünün (% 49,09) Eğitim Bilimleri, 32’sinin (%29,09) Fen Bilimleri, 19’unun (% 17,27) Sosyal Bilimler, 5’inin (%4,55) diğer enstitüler (lisansüstü enstitüsü) tarafından yazıldığı görülmektedir.

7. Tezlerin yapıldıkları ana bilim dalına göre dağılımı

Araştırmanın “Tezlerin yapıldığı ana bilim dalına göre dağılımı nasıldır?” sorusuna ilişkin bulgular aşağıdaki gibidir.

Tablo 6: Tezlerin yapıldığı ana bilim dalına göre dağılımı

Ana Bilim Dalı (ABD)	n	%
Bilgisayar ve Öğretim Teknolojileri ABD	2	1,82
Eğitim Bilimleri ABD	8	7,27
Eğitim Programları ABD	1	0,91
Fen Bilimleri Eğitimi ABD	11	10
İlköğretim ABD	40	36,36
İlköğretim Fen ve Matematik Alanları Eğitimi ABD	1	0,91
Matematik Eğitimi ABD	1	0,91

Matematik ve Fen Bilimleri Eğitimi ABD	24	21,82
Ortaöğretim Fen ve Matematik Alanları Eğitimi ABD	5	4,55
Ortaöğretim Sosyal Alanlar Eğitimi ABD	2	1,82
Resim-İş Eğitimi ABD	1	0,91
Sınıf Eğitimi ABD	1	0,91
Sınıf Öğretmenliği ABD	3	2,73
Temel Eğitim ABD	4	3,64
Türkçe ve Sosyal Bilimler Eğitimi ABD	6	5,45
<i>Toplam</i>	<i>110</i>	<i>100</i>

Tablo 6'ya göre, kavram karikatürü konulu lisansüstü tez çalışmalarının farklı 15 ana bilim dalında yapıldığı belirlenmiştir. Analiz verilerine göre tezlerin en fazla İlköğretim Ana Bilim Dalı (n=40) ve Matematik ve Fen Bilimleri Eğitimi Ana Bilim Dalı'nda (n=24) yapıldığı görülmektedir. Bu durum, İlköğretim Ana Bilim Dalı lisansüstü tez çalışmalarında kavram karikatürü konusuna önem verildiğini ortaya koymaktadır.

8. Tezlerin temel konu alanına göre dağılımı

Araştırmanın "Tezlerin temel konu alanına göre dağılımı nasıldır?" sorusuna ilişkin bulgular Tablo 7'de sunulmuştur.

Tablo 7: Tezlerin temel konu alanına göre dağılımları

Temel Konu Dağılımı	n	%
Biyoloji ve Eğitim	2	1,82
Coğrafya ve Eğitim	1	0,91
Dilbilim	1	0,91
Eğitim ve Öğretim	101	91,82
Fizik ve Fizik Mühendisliği	1	0,91
Kimya ve Eğitim	1	0,91
Matematik	3	2,73
<i>Toplam</i>	<i>110</i>	<i>100</i>

Tablo 7 incelendiğinde, kavram karikatürü konusunun 7 farklı temel konu alanında çalışıldığı görülmektedir. Veri analiz sonuçlarına göre, kavram karikatürü konusunda yapılan tezlerin

büyük bir kısmının Eğitim ve Öğretim (n=101), Matematik (n=3) ve Biyoloji (2) temel konu alanlarında yapıldığı belirlenmiştir. Coğrafya, Dilbilim, Fizik ve Fizik Mühendisliği ve Kimya temel konu alanlarında yalnızca 1'er çalışma yapıldığı görülmektedir. Bu temel konu alanlarının Tablo 7'de görülen diğer konu alanlarına göre kavram karikatürü konusuyla daha az ilgili olduğu belirtilebilir.

9. Tezlerin matematik konu alanına göre dağılımı

Araştırmanın "Tezlerin matematik konu alanına göre dağılımı nasıldır?" sorusuna ilişkin bulgular Tablo 8'de sunulmuştur.

Matematik Konu Dağılımı	n	%
Doğrular ve Açılar	1	0,91
Dönüşüm Geometrisi	2	1,82
Dörtgenler ve Çokgenler	2	1,82
Geometrik Cisimler	1	0,91
Mutlak Değer	1	0,91
Ondalık Gösterim	2	1,82
Oran ve Orantı	2	1,82
Rasyonel Sayılar	1	0,91
Sayı Kümeleri	1	0,91
Tam Sayılar	1	0,91
Temel Geometrik Kavramlar	2	1,82
Üçgenler	3	2,73
Üslü ve Köklü İfadeler	2	1,82
Veri Analizi	1	0,91
Yüzdeler	1	0,91

Tablo 8: Tezlerin matematik konu alanına göre dağılımları

Tablo 8 incelendiğinde, kavram karikatürü konusunun 15 farklı matematik konu alanında çalışıldığı görülmektedir. Veri analiz sonuçlarına göre, kavram karikatürü konusunda yapılan tezlerin en fazla Üçgenler (n=3), Dönüşüm Geometrisi, Dörtgenler ve Çokgenler, Ondalık Gösterim, Oran ve Orantı ve Temel Geometrik Kavramlar (n=2) matematik konu alanlarında yapıldığı belirlenmiştir.

10. Tezlerin kullanılan araştırma yöntemine göre dağılımı

Araştırmanın “Tezlerin kullanılan araştırma yöntemine göre dağılımı nasıldır?” sorusuna ilişkin bulgular aşağıdaki gibidir.

Tablo 9: Tezlerin kullanılan araştırma yöntemine göre dağılımı

Araştırma Yöntemi	n	%
Nicel	36	32,73
Nitel	23	20,91
Karma	36	32,73
Belirtilmemiş	15	13,64
<i>Toplam</i>	<i>110</i>	<i>100</i>

Tablo 9’da tezlerin kullanılan araştırma yöntemine göre dağılımı incelenmiş ve büyük bir kısmında (n=36) nicel araştırma ve karma araştırma yönteminin tercih edildiği belirlenmiştir. Araştırmalarda nitel yöntemin kullanılma oranının %20,91 şeklinde ve %13,64 oranında yöntemin belirtilmemiş olduğu bulunmuştur. Bu bulguya göre, çalışmalarda en fazla nicel ve karma yöntem araştırmaları yapıldığı görülmektedir.

11. Tezlerin kullanılan araştırma desenine göre dağılımı

Araştırmanın “Tezlerin kullanılan araştırma desenine göre dağılımı nasıldır?” sorusuna ilişkin bulgular Tablo 10’de verilmiştir.

Tablo 10: Tezlerin kullanılan araştırma desenine göre dağılımı

Araştırma Deseni	n	%
Aksiyon Araştırması	2	1,82
Deneysel Araştırma	83	75,45
Doküman İncelemesi	1	0,91
Durum Çalışması	10	9,09
Eylem Araştırması	8	7,27
Sıralı Açıklayıcı Tasarım	3	2,73
Tarama Araştırması	2	1,82
Tasarım Temelli Araştırma	1	0,91
<i>Toplam</i>	<i>110</i>	<i>100</i>

İncelenen tezlerin yarısından fazlasında (%75,45, n=83) deneysel araştırma kullanıldığı görülmektedir. Çalışmalarda kullanılan diğer araştırma desenlerinin ise, durum çalışması (n=10), eylem araştırması (n=8), sıralı açıklayıcı tasarım (n=3), aksiyon araştırması (n=2), tarama araştırması (n=2), doküman incelemesi (n=1) ve tasarım temelli araştırma (n=1) olduğu belirlenmiştir.

12. Tezlerin örnekleme göre dağılımı

Araştırmanın “Tezlerin örnekleme göre dağılımı nasıldır?” sorusuna ilişkin bulgular Tablo 12’de sunulmuştur.

Tablo 12: Tezlerin örnekleme göre dağılımı

Örneklem	n	%
İlkokul Öğrencisi	16	14,55
Ortaokul Öğrencisi	77	70
Ortaöğretim Öğrencisi	9	8,18
Öğretmen	3	2,73
Öğretmen Adayı	5	4,55
<i>Toplam</i>	<i>110</i>	<i>100</i>

İncelenen tezlerin çoğunda (n=77) ortaokul öğrencileri ile çalışılmıştır.

SONUÇ ve ÖNERİLER

Bu çalışmada Türkiye’de yükseköğretim kurumlarında kavram karikatürü konusunda yazılmış yayınlanma izni olan lisansüstü tezler incelenmiştir. Tezlerin yıllara göre dağılımına baktığımızda en fazla 2019 yılında Manisa Celal Bayar Üniversitesi’nde tez yazılmıştır. Tezlerin örneklem sınıfında en çok ortaokul öğrencileri ile çalışıldığı görülmüştür. Tezlerin çoğunda nicel ve karma yöntem ile çalışılmıştır. Nicel yaklaşım benimsendiğinden araştırma desenleri genellikle yarı deneyseldir.

Tezler incelendiğinde genellikle matematik konularından en çok üçgenler ile ilgili kavram karikatürü incelendiği görülmektedir. Bunun sebebi üçgenler konusunun karikatür oluşturmaya daha elverişli olması olabilir. Çeşitli matematik konu alanlarında daha çok kavram karikatürüne yer verilebilir. Öğrenciler için kavram karikatürlerinin dersi anlamalarına, derse karşı ilgilerinin artmasına yardımcı olduğu belirtilebilir.

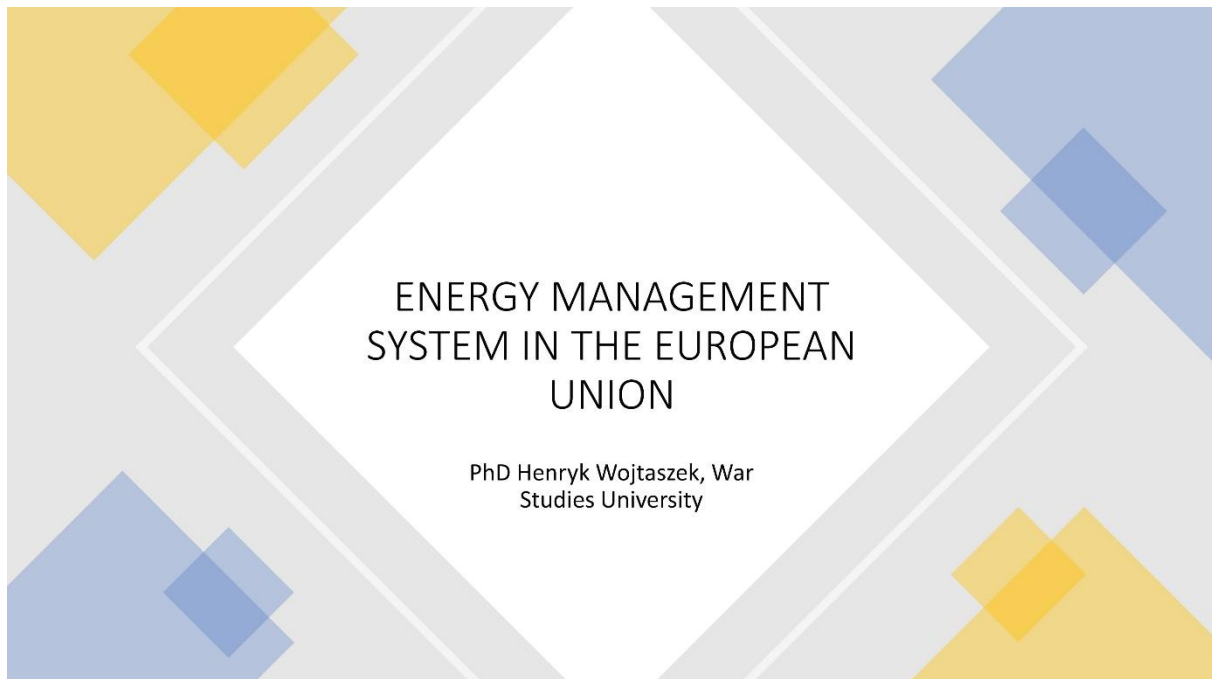
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Energy Management System in the European Union

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Management
responsibility

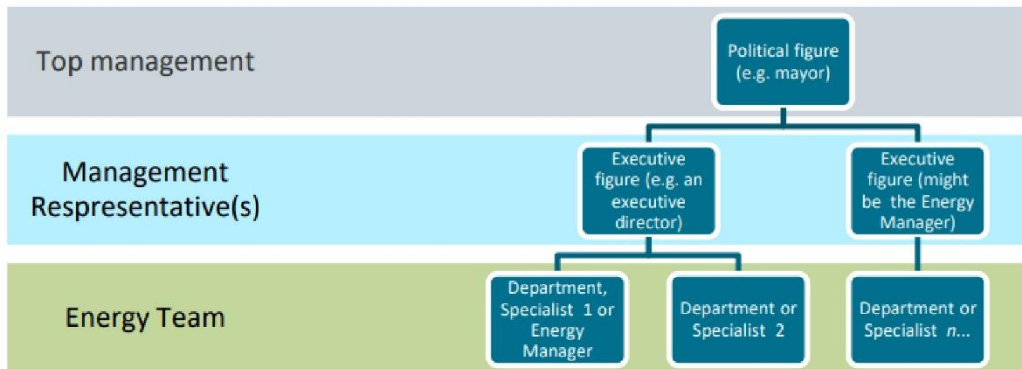
ISO 50001 (SECTIONS 4.2.1 AND
4.2.2) DEFINES THAT:

The roles, commitment and duties
of the LA's top management and
management representative(s)
should be clearly defined.

WHAT DOES
IT MEAN IN
A PRACTICAL
SENSE FOR
LAS?

- LAs should understand who among their staff will be involved, and assign clear tasks in the implementation of the EnMS at three levels. The LA should delegate clear responsibilities and define them in the local decisions and/or ordinances.

Figure 4. Organizational diagram for how a possible EnMS management structure.



- The LA is free to select and assign roles, and/or use existing structures. For example, if it has already appointed an Energy Team, then the ordinances should be updated specifically to integrate their(new) tasks in relation to the EnMS. However, the LA should be clear about the responsibilities and capacity for each involved member, and report on that appropriately (e.g. in an official decision of the Council or an ordinance of the top manager)

- Initial descriptions can be included in the manual – though this is not mandatory, it does simplify things for others to understand better who is involved and how their responsibilities are assigned. On the other hand, including such information in relevant Council decisions and/or ordinances is mandatory.

SOME IDEAS AND SUGGESTIONS WHERE TO START:

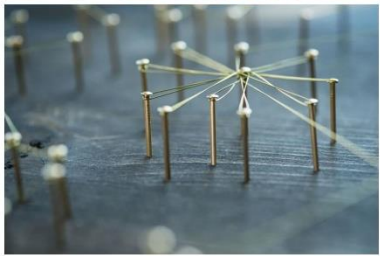
- You should ensure your LA's political commitment. For example, you could make a short presentation for the Mayor and/or other relevant (top) management representatives about the benefits of the EnMS for your LA.
- Thereafter, it's recommended to prepare official documentation appointing Management Representative(s), Energy Team Coordinator/Manager and Energy Team members, being sure to identify staff with appropriate, complementary skills in order to create a capable and effective energy management group within scope and boundaries of the EnMS.
- Once this group has been established, it's important to define clear internal roles, responsibilities and targets within EnMS development and implementation.



- Top management should first define, establish, approve and implement the LA's Energy Policy.
- It also should appoint one or more Management Representatives and approve the formation of the Energy Team, and ensure the provision of the resources needed to establish, implement, maintain and improve the EnMS within the identified scope and boundaries.
- Top management should support in communicating the importance of the EnMS to those in the organization, as well as ensuring and approving energy objectives and targets, and evaluating their implementation results by conducting the Management Review.



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- It also should appoint one or more Management Representatives and approve the formation of the Energy Team, and ensure the provision of the resources needed to establish, implement, maintain and improve the EnMS within the identified scope and boundaries.
- Top management should support in communicating the importance of the EnMS to those in the organization, as well as ensuring and approving energy objectives and targets, and evaluating their implementation results by conducting the Management Review.



Past experience from LAs has shown that the appointment of a qualified Energy Manager significantly facilitates the development and implementation of an EnMS. In an EnMS context, the Energy Manager can take on the role of a Management Representative and/or Energy Team Coordinator. In the case of an organisation as complex as a LA, the Energy Manager would preferably already be a manager heading a group of predominantly technical staff.

- Despite a preference towards technical skills, EnMS tasks must also be adequately supported by organizational and communication abilities, management and coordination within the Energy Team, as well as analytical skills in terms of planning and verification of the results achieved.



- All sectors and personnel which do or can influence the energy performance of the LA should be involved. This would typically include people who work for or on behalf of the LA and who manage services, processes, purchases, O&M and facilities related to energy uses.
- In a LA, departments frequently involved in EnMS usually include the following: Public Works, O&M, Procurement, Accountants, Urban Planning, Development and any working with external suppliers of energy goods and services.



-
- The Energy Policy should state the LA's commitment to achieving energy performance improvement. Top Management should define the Energy Policy and ensure that it corresponds to the 8 objectives of ISO 50001 (e.g. that it is appropriate to the nature and scale of the organization's energy use and consumption).



- Practically speaking, the Energy Policy need be no more than a one-page commitment signed by the
- Mayor of the LA committing it to:
- Continuously improve its energy performance and reduce its energy consumption in its most
- important sectors, among which the main ones tend to be buildings, public lighting and
- transport;
- Ensure adequate information flows and the necessary resources in order to achieve the
- objectives and targets set by the management system;
- Comply with applicable legislative and other requirements relevant to energy efficiency and
- the use/consumption of energy;
- Activate those actions necessary so that all those operating within the LA's administration are
- required to abide by the Policy in the adoption of official decisions and choices, in their
- implementation and in the general performance of their work.



The Energy Policy can be a separate document and/or it can also be a part of the manual. In some LAs, Top management finds it effective to even have the Energy Policy signed and prominently posted (as a reminder to all staff).



In order to get inspiration for how to develop an actionable Energy Policy, it is recommended to look at prime examples from other LAs and organisations (in your area).



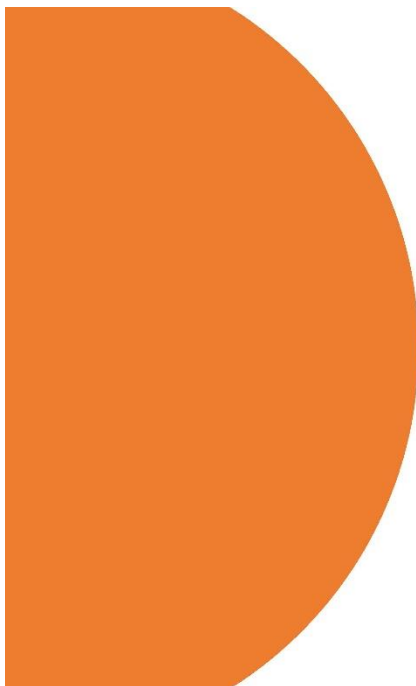
It can be particularly useful to find out if your LA has its own SEAP, EEA or a similar kind of energy planning document and discover if it's possible to be inspired by and/or update some form of energy policy already to be found there.



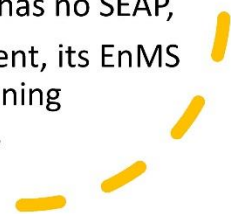
- The Energy Policy is a document (usually not more than one page) in which the LA officially and publicly declares its commitment to reducing its own energy consumption and related environmental impacts. In effect, it is the first milestone of an EnMS, in which its commitments, objectives and expected results are officially declared and approved by the highest governing body of the LA: its City Council.



- The Energy Policy traces the guidelines of the administration in terms of energy management of the LA. This document has internal value in outlining clear objectives and expected results, but also external value as credible proof of sustainable practices for the citizens, as the final beneficiary of the services provided by the LA.
- The LA should describe the energy planning process. The main purpose of energy planning is to ensure continuous improvement of the energy performance within the LA. In order to achieve that, the LA should cover all aspects that influence energy performance.



- If an LA has approved already its Sustainable Energy Action Plan (SEAP) and/or European Energy Award (EEA), the implementation of the EnMS is closely linked to its implementation of its own SEAP/EEA.
- The objectives set in the energy management and the energy planning process ought to be linked directly to appropriate aspects of the SEAP and/or EEA it already has in place. If the LA has no SEAP,
- EEA or any other similar document, its EnMS should describe the energy planning processes that it does/will have.



SOME IDEAS
AND
SUGGESTIONS
WHERE TO
START:

- Find out if your LA has a SEAP, EEA or any other kind of energy planning document already developed and/or approved. ☑ If yes, go through it and estimate its relevance to EnMS. ☑ If not, start working on an energy review and take notes about the process. Look for help in "How to develop a Sustainable Energy Action Plan integrated with an Energy Management System based on ISO 50001:2011 - Technical Guidelines".



-
- The difference between energy planning in SE(C)AP and EnMS is that under SE(C)AP the LAs do not control but only influence territorial energy planning whereas under EnMS the LA has to plan energy actions / uses / targets / etc. onto its own assets (i.e. controlled by the LA). It is the ISO 50001 methodology that can be used in SECAP energy planning and review because it gives a methodology and structure to be expanded onto territorial energy policies.

- There are new legal norms related to energy use, consumption and efficiency which are approved from time to time at the local, national and international levels. For example, these can include energy efficiency standards in public buildings or green procurement requirements for appliances or any other acts applicable for an LA. In respect to EnMS, the LA should define the procedure explaining how it actually gets to know about new/updated legal norms (e.g. how often), estimate their impact on the LA (i.e. what are the requirements and consequences to the LA) and who does what in these regards (i.e. define clear responsibilities).



- In the manual, a brief description of a current practice could be included and a reference to a procedure and/or database (i.e. a registry) of legal documents given. Procedures should describe in more detail clear responsibilities, methodology, access to the registry, etc. However, a registry is a tool (e.g. even a straightforward table in Word, Excel or in any other system) with requirements already set out within the ISO 50001.



- Legal requirements are usually defined within laws, regulations and orders. The LA should set up the scope and boundaries of the EnMS (e.g. the O&M of all public buildings in LA). Relevant legal requirements in this case would include all legal acts about the use of public buildings, including energy use, efficiency levels, energy audits, use of electric equipment, etc.

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Public management based on values

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WSTĘP

Wśród stanowisk menedżerów publicznych wyróżnić można trzy kategorie, tj. zatrudnionych w służbie cywilnej, w samorządach oraz menedżerów kontraktowych. Menedżerowie publiczni mogą być zatrudniani także na podstawie kontraktu na ściśle określony czas. Na przykład w Irlandii dla członków lokalnych władz publicznych przewidziane są okresy siedmioletnie. W Wielkiej Brytanii stosuje się podobny system. Są nim objęci wszyscy dyrektorzy agencji publicznych oraz starsi rangą urzędnicy, a także menedżerowie przedsiębiorstw publicznych i organizacji samorządu lokalnego, z tym że po upływie wskazanych okresów kontrakty mogą być zawierane na nowo. W Polsce, chociaż istnieją podstawy prawne zatrudniania menedżerów publicznych na kontraktach, ta forma prowadzenia spraw publicznych była i jest wykorzystywana rzadko¹.

Zarządzanie powinno charakteryzować skuteczność w długim okresie czasu. Skuteczne zarządzanie podnosi zysk właścicielom i dobre prace pracownikom. Skuteczne zarządzanie to dążenie do przetrwania firmy i utrzymanie jej w odpowiedniej kondycji finansowej. W firmie ważne są przede wszystkim pieniądze i klienci. Pieniądze dlatego, że bez nich firma nie może funkcjonować. Klienci są głównym motorem funkcjonowania firmy. Pieniądze i klienci tworzą dwie funkcje zarządzania, tj. finansów i rachunkowości oraz marketingu. Warto podkreślić, że skuteczna polityka personalna jest najbardziej istotna z punktu widzenia zarządzania w biznesie. Dalej są metody i techniki stosowane w procesie podejmowania decyzji. Menedżerowie kierują pracą innych osób i za nią odpowiadają, realizują produkcję oraz usługi, a także wykonują zadania, nauczają, udzielają wskazówek. Jest to metoda, która pozwala na rozwijanie umiejętności pracowników. Menedżerowie zajmują różne stanowiska.

Manager (kierownik) a lider

Manager jest określany jako planista, organizator, przywódca, kontroler danej organizacji. Jest politykiem reprezentującym zespół, trenerem motywującym i pomagającym zespołowi rozwinąć

¹ *Zarządzanie publiczne oparte na wartościach*, oprac. B. Kożuch, K. Sienkiewicz-Małyjurek, Ł. Sułkowski, Łódź-Warszawa 2021.

skrzydła, strategiem oraz administratorem umożliwiającym zespołowi pracę¹. Przez kierowanie rozumiemy wpływ przez pobudzenie i koordynację działalności zespołowej, zmierzającej do realizacji stojących przed zespołem celów. Pojęcie koordynacji, kierowania jest tu rozumiane szeroko - jako spełnianie funkcji obejmowanych w teorii organizacji mianem planowania, organizowania, motywowania i kontrolowania. Wpływ kierownika na swoich rośnie wówczas, gdy jej jego próby oddziaływania przynoszą obopólne korzyści. Praca podwładnych kierownika w najszerszym rozumieniu polega na wywieraniu przez niego wpływu na innych pracowników, aby w jak największym stopniu udoskonalić ich pracę, i tym samym poprawić funkcjonowanie danego przedsiębiorstwa. Aby dobrze zobrazować pracę oraz obowiązki kierownika w danym przedsiębiorstwie, można posłużyć się podstawowymi umiejętnościami, które każdy kierownik powinien posiadać²:

1. Analizowanie sytuacji
2. Ustalenie celu możliwego do osiągnięcia
3. Wybór odpowiednich zachowań
4. Panowanie nad swoim zachowaniem
5. Kształtowanie zachowań innych ludzi
6. Bieżące sprawdzanie zachowań własnych i cudzych
7. Pracują z ludźmi i przez ludzi.
8. Są odpowiedzialni i ponoszą odpowiedzialność
9. Mają do dyspozycji podwładnych i inne zasoby
10. Doprowadzają do równowagi między konkurencyjnymi celami i ustalają priorytety
11. Ustalają kto ma wykonać określone zadanie
12. Przydzielają określone zadania podwładnym według kwalifikacji
13. Muszą myśleć analitycznie i syntetycznie
14. Są rozjemcami
15. Są politykami
16. Są dyplomatami.

Lider jest to osoba, która ma za zadanie zarządzanie, przewodzenie pewną grupą ludzi. Inaczej nazywany jest często przywódcą, wodzem, decydem. Ma on prawo do dominowania nad

¹ <https://mfiles.pl/pl/index.php/Kierownik> (dostęp 25.07.2022)

² R.W. Griffin, *Podstawy zarządzania organizacjami*, Warszawa 2004, s. 19-22; K. Grzesik, *Kierownik projektu – menedżer czy przywódca?* „Zeszyty Naukowe Wyższej Szkoły Bankowej we Wrocławiu” 36(2013), s. 97-114; S. Tokarski, *Kierownik w organizacji*, Warszawa 2006, s. 71-77; J.A. Stoner, C. Wankel, *Kierowanie*, Warszawa 1994, s. 26-28.

podwładnymi, oceniania ich, a także ustalania składu zespołów którymi zarządza. Lider w zespole powinien być doświadczony i wykazywać się mądrością¹. Do zadań lidera należą także motywowanie, inspirowanie oraz wyzwalamie energii w innych ludziach. Jedną w umiejętności takiego przywódcy jest również dostosowanie przywództwa do zmiennych warunków, w których organizacje funkcjonują, polega to na wykorzystaniu zachowań specyficznych dla różnych typów przywódczych. Skuteczność w kierowaniu przez lidera, zależy w dużej mierze od tego czy dana osoba potrafi stworzyć warunki, które zachęcą członków podlegającego mu zespołu do angażowania się we wspólne osiągnięcie celów². Dotychczas nie udało się jednoznacznie określić zbioru obowiązkowych cech, które predysponują daną osobę do pełnienia funkcji lidera³. Tak samo nie udało się wybrać jednego stylu przywództwa, będącego skutecznym w każdej sytuacji⁴.

Lider powinien spełniać dwie role, które są zasadnicze. Lider musi dbać o realizację celu grupowego. Jeżeli nie uda się zrealizować zamierzonego celu organizacji, może to doprowadzić do dezintegracji grupy, za co odpowiedzialność poniesie jej przywódca. Utrzymywać efektywne stosunki- własne z członkami grupy a także te pomiędzy nimi. Stosunki są efektywne wówczas gdy przyczynią się do realizacji zamierzonego zadania czy celu. Stosunki pomiędzy liderem a resztą grupy można podzielić na te dotyczące całego zespołu jak i te dotyczące relacji z poszczególnymi osobami⁵.

Charyzmatyczny przywódca potrafi oddziaływać na swój zespół dzięki swojej osobowości, inspirującym cechom oraz przez własną aurę. Ten rodzaj przywódców bywa wizjonerem, zorientowanym na osiągnięcie celu, jest świadomy ryzyka oraz dobrze komunikuje się z ludźmi w jego otoczeniu. Liderzy którzy są pozbawieni charyzmy, często opierają się na pewności siebie, na chłodnym podejściu do problemów na podstawie ich szczegółowej analizy, oraz na wiedzy własnej. Autokratyczny i demokratyczny. Lider autokratyczny narzuca własne decyzje, wykorzystując przy tym swoje stanowisko pracy, a oprócz tego zmusza podwładnych do wykonywania poleceń. Przywódca demokratyczny zachęca ludzi do pracy oraz współpracy, a także wspólnie z nimi podejmuje ważne decyzje. Inspirujący oraz kontrolujący. Inspirujący rodzaj lidera objawia się tym, że próbuje on zarazić innych własnymi wizjami dotyczącymi przyszłości, oraz dodaje siły przy realizacji celów zespołowych. Kontroler natomiast głównie manipuluje ludźmi, chcąc dzięki temu wymusić u nich posłuszeństwo. Transakcyjny i

¹ <https://mfiles.pl/pl/index.php/Lider> (dostęp 25.07.2022)

² M. Dźwigoł-Barosz, *Role liderów biznesu współczesnych przedsiębiorstw*, „Zeszyty Naukowe Politechniki Śląskiej” 70(2014), s. 105-118. W artykule zwrócono uwagę na przywództwo, jako istotną kompetencję liderów biznesu oraz omówiono style przywódcze liderów biznesu współczesnych przedsiębiorstw. Podkreślono szczególne znaczenie procesu przygotowania następców liderów. Proces ten ma odbywać się poprzez wspieranie rozwoju swoich następców. Uzupełnieniem rozważań jest charakterystyka „przywódców 5 stopnia” jako liderów współczesnych przedsiębiorstw, których zadaniem jest zarządzanie przedsiębiorstwem celem zapewnienia na tyle dużych jego sukcesów, by potrafiło ono wejść do ścisłej czołówki i utrzymać się w niej przez długi okres czasu.

³ H. Steinmann, G. Schreyögg, *Zarządzanie. Podstawy kierowania przedsiębiorstwem. Koncepcje, funkcje, przykłady*. Wrocław 1992, s. 285.

⁴ R.A. Webber, *Zasady zarządzania organizacjami*, Warszawa 1996, s. 169.

⁵ M. Dźwigoł-Barosz, *Role liderów...*, s. 109.

transformujący- Lider transakcyjny będzie próbował wymienić pieniądze, pracę oraz bezpieczeństwo na podporządkowanie jego władzy. Lider transformujący jest do niego przeciwieństwem, działa on w ten sposób, że motywuje ludzi do stawiania sobie bardziej ambitnych celów¹.

Łaciński źródłosłów pojęcia kwalifikacje wskazuje na zbitkę dwóch słów dotyczących określenia, oceny pewnego stanu i działania związanego z jego osiągnięciem. Najczęściej pojęcie to odnosi do określenia jakości przygotowania do wykonania pewnej pracy. Inaczej mówiąc, posiadanie kwalifikacji wskazuje na istnienie pewnego potencjału ukształtowanego zgodnie z przyjętymi w danej społeczności standardami do realizacji ważnych dla niej prac². Henri Fayol jako pierwszy stwierdził, że bycia kierownikiem można się nauczyć. Jego poprzednicy twierdzili, że jest to umiejętność wrodzona. Kierownicy pracują z ludźmi i przez ludzi. "Ludzie" to nie tylko podwładny personel, lecz także inni, znajdujący się niżej w hierarchii kierownicy, dostawcy, odbiorcy, czy też klienci. Dzięki wzajemnej współpracy kierownicy są w stanie sprawnie zaplanować długofalowe cele organizacji, są źródłem informacji i stanowią kanały komunikacji. Wiele szkół biznesu prezentuje całe zestawy ról menadżerskich, wyznaczając nowe wymagania wobec kierowników nowej generacji, zwłaszcza w kształtowaniu stosunków interpersonalnych, motywacji personelu, komunikacji między pracownikami, przekazywaniu uprawnień (empowerment) i inspirowaniu zmian w przedsiębiorstwie. Podstawą kompetencji kierownika stanowią jego umiejętności rozumiane jako stała zdolność osiągania konkretnych rezultatów w sposób sprawnie i skuteczny, czyli zdolność praktycznego zastosowania profesjonalnej wiedzy, aby uzyskać pożądane rezultaty w danej sytuacji działania³.

Zadaniem kierownika jest zapewnienie, aby dane zadanie zostało poprawnie wykonane. Zatem odpowiada on nie tylko za swoje poczynania, lecz również za czynności wykonywane przez swoich podwładnych. Jako nadzorca ograniczonych zasobów, nie tylko materiałowych, ale także ludzkich, kierownik często jest zobowiązany dokonywać wyborów pomiędzy współzawodniczącymi celami organizacji, problemami i potrzebami. Wobec takiej sytuacji ograniczony czas kierownika musi zostać optymalnie wykorzystany, właśnie poprzez ustalenie priorytetów.

Muszą myśleć analitycznie i syntetycznie - kierownik rozkłada dany problem na czynniki pierwsze, analizuje je i praktycznie rozwiązuje. Jest to trudne zadanie, gdyż w dodatku całość musi zostać odniesiona do założonych celów organizacji. Są rozjemcami - kierownik ma obowiązek rozwiązywania konfliktów. Jako, iż pracuje z ludźmi napotka w procesie decyzyjnym na konflikty i spory, które powinien szybko, sprawnie i sprawiedliwie rozwiązać. Nieporozumienia w komórce lub organizacji mogą negatywnie wpłynąć na morale, atmosferę w pracy, a w rezultacie doprowadzić do spadku wydajności pracy.

¹ M. Armstrong, *Zarządzanie ludźmi. Praktyczny przewodnik menedżerów liniowych*, Poznań 2007, s. 50.

² https://mfiles.pl/pl/index.php/Wymagane_kwalifikacje_kierownika (dostęp 25.07.2022)

³ J. Penc, *Nowoczesne kierowanie ludźmi. Wywieranie wpływu i współdziałanie w organizacji*, Warszawa 2007, s. 150.

Są politykami i dyplomatami - kierownicy muszą nawiązywać stosunki, stosować perswazje i kompromisy dla wspierania celów organizacji. Podobnie jak politycy, kierownicy mogą stanąć wobec konieczności przystąpienia lub utworzenia koalicji, nawiązania sieci zobowiązań z innymi kierownikami, aby zyskać poparcie dla swych projektów i pomysłów. Są symbolami - odnoszący sukcesy kierownik powinien stanowić wzorzec dla członków organizacji oraz obserwatorów z zewnątrz. Musi przyjąć na siebie nie tylko pochwały, ale również ewentualną falę krytyki. Kierownicy uosabiają zarówno sukcesy, jak i niepowodzenia organizacji. Podejmują trudne decyzje - od kierowników oczekuje się, że znajdą rozwiązanie trudnych problemów, i że doprowadzą do wdrożenia decyzji¹.

Robert L. Katz wyróżnił trzy podstawowe rodzaje umiejętności kierowniczych:

- techniczne - zdolność posługiwania się narzędziami, metodami i technologią w określonej specjalności,
- społeczne - zdolność do współpracy i nawiązywania kontaktów z innymi ludźmi, rozumienia ich i motywowania,
- koncepcyjne - umysłowa zdolność koordynacji oraz integrowania interesów i działalności organizacji².

Według Katz'a są to umiejętności, które musi mieć każdy kierownik, jednak stopień, w jakim powinien je opanować zależy od szczebla zarządzania. Oczywiście jest, iż na niższych szczeblach najważniejsze są umiejętności techniczne, na wyższych koncepcyjne. Umiejętności społeczne są istotne wszędzie, niezależnie od poziomu zarządzania. Do wymienionych podstawowych umiejętności kierowniczych, R. W. Griffin dodaje kolejne trzy:

- komunikowania się - ta umiejętność wiąże się ze zdolnością menedżera nie tylko do skutecznego przekazywania pomysłów i informacji, ale także do ich przyjmowania. Komunikowanie się pomaga w zrozumieniu wszelkich listów, komunikatów pisemnych, czy sprawozdań,
- decyzyjne - jest to zdolność kierownika do poprawnego rozpoznania i zdefiniowania problemów i możliwości, a następnie do wyboru odpowiedniego trybu działania, w celu rozwiązywania problemów oraz pełnego wykorzystania możliwości,
- gospodarowania czasem - dzięki tej umiejętności menadżer jest w stanie sprawnie zarządzać swoim czasem, ustalać priorytety oraz delegować zadania i uprawnienia.

Naczelne kierownictwo skoncentrowane jest na zarządzaniu strategicznym i dysponuje największą wiedzą o rynkowym otoczeniu firmy-jej klientach, kontrahentach

¹ T. Oleksyn, *Zarządzanie zasobami ludzkimi w organizacji*, Warszawa 2014, s. 73.

² Tamże, s. 74.

i konkurentach. Jest ono szczególnie predestynowane do ukierunkowania strategii ZZL kojarzonej ze strategią całej organizacji. Bardzo ważnym zadaniem naczelnego kierownictwa jest obsadzanie kluczowych stanowisk. Od umiejętności właściwego pozyskania najlepszych kandydatów wiele zależy. Im mniej błędów zostanie tutaj popełnionych, tym lepsza będzie praca firmy, większa stabilność kadr i konsekwencja w dążeniu do osiągnięcia celów, mocniejsza pozycja rynkowa firmy i lepsza atmosfera pracy. Naczelne kierownictwo powinno koncentrować działania na kwestiach najważniejszych. Nie powinno angażować się we wszystko, nie powinno pełnić roli głównego dyspozytora czy totalnego kontrolera. Średnia i niższa kadra kierownicza ma większą swobodę w zakresie ZZL w firmach zdecentralizowanych, a mniejszą w scentralizowanych. Z punktu widzenia szybkości procesu decyzyjnego lepiej gdy decyzje podejmują kierownicy możliwie najniższego szczebla, mający dostatecznie dużą wiedzę w danej kwestii. Ograniczanie uprawnień tych ludzi do wnioskowania, traktowanie ich jak osób mało kompetentnych w zakresie ZZL i niegodnych zaufania skutkuje spowolnieniem procesu decyzyjnego, spadkiem zaangażowania niższej kadry kierowniczej i przeciążeniem osób zajmujących najwyższe stanowiska¹.

Zarządzanie umiejętnościami osobistymi oraz interpersonalnymi

Wielu pracowników jest zbyt nastawionych na wykonanie czynności (wydajność), a za mało na osiągnięcie celu (efektywność). Jedną z najbardziej istotnych kompetencji związanych z organizowaniem czasu jest umiejętność formułowania trafnie wybranych i dobrze określonych celów oraz dekomponowania ich na cele niższego rzędu (wykonawcze).

Cechy dobrze sformułowanego celu określa zasada SMART lub jej rozszerzona wersja

SMARTER nazwana tak od pierwszych liter angielskich słów określających te cechy:

S - specific/szczegółowy, konkretny,

M - measurable/mierzalny,

A - ambitious /ambitny,

R - realistic/realistyczny,

T - time oriented/terminowy, określony w czasie.

Planowanie, to ustalenie celów, poszukiwanie rozwiązań i podejmowanie decyzji, to także wybór najodpowiedniejszej drogi pomiędzy różnymi rozwiązaniami w celu osiągnięcia sukcesu w nieodległym terminie. Planowanie to także rozsądne gospodarowanie czasem.

¹ R.W Griffin., *Podstawy zarządzania organizacjami*, Warszawa 2004, s. 19-22; J.A. Stoner, R.E. Freeman, J. Gilbert, *Kierowanie*, Warszawa 1994, s. 26-36; T. Oleksyn, *Zarządzanie zasobami ludzkimi w organizacji*, Warszawa 2014, s. 73-74; J. Penc, *Nowoczesne kierowanie ludźmi. Wywieranie wpływu i współdziałanie w organizacji*, Warszawa 2007, s. 150.

Zanim osiągnie się perfekcję w organizowaniu własnego czasu należy poświęcić tej czynności wiele uwagi. Jedną z niezawodnych metod jest planowanie pisemne i odznaczanie wykonanych czynności. Początkowo dobrze jest, po wykonaniu zadania, określić czas jaki zużyliśmy na to przedsięwzięcie abyśmy mogli w późniejszym planowaniu wziąć to pod uwagę.

Planowanie czasu za pomocą metody ALPEN, to przy niewielkim nakładzie czasu zwielokrotniony zysk. Metoda ta nie zajmuje dużo czasu, gdyż przeprowadzana codziennie pozwala na korzystanie z wcześniejszych osiągnięć. Zabiera około 10-20 minut dziennie, natomiast dzięki jej zastosowaniu zyskujemy cenny czas. Metoda składa się z pięciu etapów:

- Zestawienie zadań - czyli określenie, co mamy dziś do zrobienia
- Ocena czasu trwania czynności - ile czasu zabierają poszczególne czynności i zadania (czemu służy wcześniejsze zapisywanie czasu wykonanej czynności, gdyż większość zadań menadżerskich powtarza się)
- Rezerwa czasu na czynności nieprzewidziane - popatrz realnie na otoczenie i planując uwzględnij tzw. rezerwę czasową chociażby na problemy komunikacyjne w nieznanym Ci mieście - reguła 60/40
- Ustalanie priorytetów, skracanie i delegowanie czynności - zastanów się co jest najważniejsze w tym dniu, czynności te powinny być załatwione, możesz posłużyć się datą ostatecznego załatwienia sprawy, pamiętaj o załatwianiu spraw „po drodze”, ustal tak kolejność zadań abyś nie musiał zbędnie się przemieszczać wielokrotnie w tą samą stronę - zasada Eisenhowera
- Kontrola realizacji zadań - przeniesienie spraw nie załatwionych

Powinniśmy planować około 60% czasu, który mamy do dyspozycji, gdyż reszta zaplanuje nam się sama. Jeśli podejmiemy do sprawy nierealistycznie i zaplanujemy dokładnie 100% czasu - to nie będziemy w stanie zrealizować wszystkich zaplanowanych zadań.

Zaklasyfikowanie sprawy jako ważnej zależy od:

- jej znaczenia w kategoriach zwiększania wartości organizacji,
- potencjalnych strat, które mogą powstać w razie niewykonania lub złego wykonania zadania,
- znaczenia (dla ciebie) osoby zlecającej zadanie; Jeżeli dyrektor generalny zleca ci jakieś zadanie, to rozsądnie będzie zaklasyfikować je jako ważne i prawdopodobnie pilne.

Celem właściwego określenia stopnia ważności zadania warto zadać sobie następujące pytania:

- Czy to zadanie służy tworzeniu wartości dodanej? Czy ta praca ma związek z moją misją zwiększania wartości firmy? Czy wpłynie pozytywnie na moją rzeczywistość i postrzeganą skuteczność?

- Skąd pochodzi to zadanie? Kto mi je zlecił? Zadanie może być ważne dla osoby, która mi je przekazała, ale czy ta osoba jest ważna dla mnie? Innymi słowy czy mogę je odłożyć nie narażając się na poważne skutki?
- Co się stanie jeśli go nie wykonam?

Emocja odnosi się do uczucia i związanych z nim myśli, stanów psychicznych i biologicznych oraz zakresu skłonności do działania. Są setki emocji, ich barw, odmian, rodzajów i niuansów. W istocie rzeczy jest dużo więcej subtelnych odcieni emocji niż słów na ich określenie. Badacze wciąż nie mogą dojść do porozumienia na temat tego, które emocje uważać można za podstawowe - a nawet czy w ogóle istnieją jakiegokolwiek podstawowe emocje.

Podstawowe emocje - przyjemne:

- akceptacja, ciekawość, czułość, dobroć, duma, ekscytacja, entuzjazm, euforia, harmonia, miłość, nadzieja, niezależność, oczekiwanie, odprężenie, optymizm, pewność, podniecenie, pożądanie, przyjemność, radość, rozanielenie, rozkosz, rozluźnienie, serdeczność, smutek, spokój, sympatia, szczęśliwość, uduchowienie, ufność, ulga, uniesienie, uwielbienie, wesołość, wzruszenie, zachwyty, zadowolenie, zainteresowanie, życzliwość.

Podstawowe emocje - negatywne:

- agresja, apatia, beznadziejność, bezradność, ból, bunt, chłód, cierpienie, lęk, napięcie, niechęć, nienawiść, niepokój, obawa, obojętność, obrzydzenie, odraza, odrzucenie, pogarda, porażka, przerażenie, przygnębienie, rozczarowanie, rozgoryczenie, samotność, strach, upokorzenie, uraza, wrogość, wstręt, wstyd, wściekłość, zakłopotanie, zaskoczenie, zawiść, zawstyżenie, zazdrość, zażenowanie, zdenerwowanie, złość, zniewaga, zniecierpliwienie, znudzenie, żal.

Zaledwie garstka ludzi potrafi wyrażać swoje emocje, rozumieć je i nazywać to, co się z nimi dzieje. Bardzo trudno jest zachować równowagę między tym, co czujemy wewnątrz i tym, co okazujemy na zewnątrz.

Zarządza emocjami ten kto:

- nauczy się wyrażać emocje w sposób odpowiedni do sytuacji i z pełnym szacunkiem dla drugiego człowieka,
- przestanie udawać i ukrywać uczucia.

Emocje są łatwo wyczuwalne i często intuicja podpowiada nam, że choć rozmowa z kimś przebiegła w miłej atmosferze, to jednak coś było nie tak. Tymczasem tylko szczerą i otwartą komunikacją pozwala nam spotkać się z drugą osobą w jej modelu postrzegania świata. Prawdziwy kontakt polega bowiem na emocjonalnej wymianie. Dzięki umiejętnemu zarządzaniu emocjami, nabędziemy pewności i wiary w siebie. Łatwiej nam będzie przystosować się do zmian i je zaakceptować. Z większą determinacją przystąpimy do realizowania naszych planów. I

co ważne, aby nauczyć się zarządzać emocjami, nie trzeba zmieniać siebie ani dostosowywać się do cudzych wymagań. Wystarczy wykorzystywać cechy, które posiadamy, przekuć je w energię, która pozwoli nam odkryć w sobie nowe talenty.

Jednym z największych współczesnych wyzwań, także w instytucjach publicznych, jest umiejętność radzenia sobie w sytuacji ciągłej zmiany. Warto zatem zwrócić uwagę, w jakich obszarach mamy wpływ lub odpowiadamy za przeprowadzenie zmiany i bądźmy stale w gotowości do reakcji. Pierwszym krokiem do wprowadzania zmian jest jasne zadeklarowanie woli. Określenie, do czego ma dana zmiana doprowadzić. Na podstawie jednoznacznie sformułowanych celów należy następnie stworzyć program, który uwzględnia czynniki racjonalne, emocjonalne i konkretne działania.

Proces zmian można potraktować jako rodzaj gry. Przy takim ujęciu, uczestników zmian (graczy) sklasyfikujemy następująco. Posłużymy się przy tym dwoma kryteriami: postawą wobec zmian i reakcją na zmiany.

TRADYCJONALIŚCI - chęć pozostawienia „status quo”, lojalność wobec tego co było „od dawna dobre”, zadowolenie z aktualnych osiągnięć i pozycji.

PRZECIWNICY - zasiedzieli, bezpieczni na dotychczasowych stanowiskach, doświadczeni, często starsi wiekiem.

WIDZOWIE - zwykle specjaliści, poszukujący logiki i argumentów, wyjaśnienia i zrozumienia „co jest grane”.

ANIMATORZY ZMIAN - zwolennicy zmian, uznający je jako szansę dla siebie i firmy.

Celem stosowania długofalowych metod radzenia sobie ze stresem jest wzmocnienie wytrzymałości fizycznej i odporności psychicznej, czyli własnych wewnętrznych zasobów. W rezultacie podnosi się próg stresu. Do długofalowych metod radzenia sobie ze stresem należą: fizyczna aktywność, zdrowa dieta, przerwy w ciągu dnia pracy, przygotowanie i organizacja dnia pracy, zachowanie proporcji pomiędzy pracą i innymi aktywnościami w życiu, wsparcie społeczne - budowanie sieci i umiejętności korzystania ze wsparcia innych osób, relaks, równowaga pomiędzy życiem prywatnym i zawodowym.

Metody „tu i teraz” przynoszą szybką ulgę dzięki natychmiastowemu zmniejszeniu Twojego obecnego poziomu stresu. Są skuteczne na krótką metę. Nie działają na przyczynę stresu, lecz tylko na jego symptomy lub pomagają poradzić sobie w aktualnej trudnej sytuacji. Regularnie stosowane mogą działać również prewencyjnie.

Z pomocą w przypadku nieumiejętnie przekazywanej informacji zwrotnej przychodzi metoda FUKO. Dzięki zastosowaniu czterech kroków można przeprowadzić rzeczową, przynoszącą rezultaty rozmowę, która jest pełna zrozumienia i przynosi korzyści dla obu stron. Krok 1 - F jak FAKT - opisz zachowania pracownika. Powiedz, jak się zachował, co zrobił. Krok 2 - U jak UCZUCIA - wyraż swoją opinię o tym fakcie. Nazwij swoje uczucia. Krok 3 - K jak KONSEKWENCJE - powiedz, jakie to spowodowało, lub mogło spowodować skutki. Krok 4 - O jak OCZEKIWANIE - powiedz, jakiego zachowania, postawy oczekujesz w przyszłości. Przekaz

zwrotny pozwala nadawcy upewnić się, co do skuteczności jego przekazu; może być spontaniczny lub sprowokowany; jest regulatorem transmisji przekazu, pozwala przeformułowywać przekaz; pozbawienie odbiorcy możliwości nadania sygnału zwrotnego jest dla nadawcy ryzykowne. W praktyce występują różne rodzaje fałszywych sygnałów zwrotnych.

Techniki aktywnego słuchania:

- Wszystko bierze swój początek właśnie z niego!
- Żeby zrozumieć, tak dobrze, jak to tylko możliwe, sposób widzenia i myślenia drugiej osoby trzeba zapomnieć to, co się ma we własnej głowie, „ubrać się w skórę” drugiej
- osoby. Nazywamy to EMPATIA.
- To specyficzna forma dialogu, która pozwala nadawcy mieć pewność, że jest słuchany, a odbiorcy, że dobrze rozumie swego rozmówcę.
- To nie tylko uważne słuchanie, ale także przemyślenie i przekazanie informacji zwrotnej.

Aktywne słuchanie to umiejętność skupienia się i podążania za mówiącym, umiejętność dostrojenia się, umiejętność zadawania pytań, umiejętność potwierdzania, umiejętność parafrazowania, umiejętność odzwierciedlania, umiejętność klaryfikacji, umiejętność dowartościowania.

Opis uniwersalnych kompetencji menadżerskich

Analizę istniejących na rynku kompetencji menadżerskich wypada rozpocząć od zdefiniowania pojęcia kompetencji, co okazuje się zadaniem niełatwym, a jest tak między innymi dlatego, że w literaturze przedmiotu funkcjonuje obecnie wiele różnych definicji oraz typologii kompetencji, w tym kompetencji menadżerskich. Najprościej kompetencje można zdefiniować jako oczekiwania względem zachowań, umiejętności i innych cech pracowników sprzyjających osiągnięciu sukcesu w pracy. Definicja ta konsumuje najważniejsze elementy koncepcji prekursorów problematyki kompetencji - D. McClelland'a, R. Boyatzis'a, L. Spencer'a i R. Spencer. Największe znaczenie mają w niej zachowania pozwalające na efektywne wykonywanie obowiązków, a nie potencjał intelektualny czy też potwierdzone formalnie kwalifikacje.

W drugim - konkurencyjnym wobec koncepcji behawioralnej podejściu do badania kompetencji - akcentuje się pomiar wykonywanych zadań za pomocą analizy rezultatów wykonanej pracy - miarą owych rezultatów jest relacja wielkości uzyskanych efektów do poniesionego nakładu, czyli wysiłku związanego z podjętym działaniem. Zgodnie z przyjętymi w tej koncepcji założeniami najbardziej kompetentne są osoby, które osiągają swoje cele bez angażowania w ich realizację znacznego wysiłku. W modelu tym poza cechami oraz zachowaniami ludzi bierze się również pod uwagę czynniki od nich niezależne, takie jak dostęp do rozmaitych zasobów, w tym informacji, funkcjonujący w organizacji system pracy czy też zachęta do pracy. Twórcą tego podejścia jest T. F. Gilbert. Współcześnie znajduje ono zastosowanie w modelu HPT (ang. Human

Performance Technology), który w Polsce funkcjonuje raczej pod nazwą HPI (ang. Human Performance Improvement).

W dyskursie publicznym przyjęło się przede wszystkim podejście do kompetencji zakorzenione w pierwszym z wymienionych nurtów, zgodnie z którym: kompetencje (l.p. competency) to umiejętności, wiedza, cechy osobiste oraz zachowania potrzebne do skutecznego odgrywania roli/wykonywania pracy w danej organizacji i wspierania firmy w osiągnięciu jej celów. Definicja ta jest oparta na popularnych koncepcjach kompetencji, w tym na koncepcji J. Wintertona, który w swojej typologii opartej na dwóch wymiarach kompetencji: „zawodowych” i „osobistych” oraz „konceptyjnych” i „operacyjnych”

wyraźnie wyróżnia:

- kompetencje poznawcze - wiedzę, czyli kompetencje koncepcyjne i zawodowe;
- kompetencje funkcjonalne - umiejętności, czyli kompetencje operacyjne i zawodowe;
- meta - kompetencje - gotowość do nauki, czyli kompetencje koncepcyjne i osobiste;
- kompetencje społeczne - postawy, czyli kompetencje operacyjne i osobiste.

Spośród wielu cennych na rynku kompetencji, szczególne znaczenie mają kompetencje menadżerskie, którym w literaturze przedmiotu poświęcono wiele uwagi. Wynikają z tego zasadnicze trudności z określeniem wyczerpującej listy aktualnych kompetencji menadżerskich. Lista ta z biegiem czasu poszerza się o nowe obszary wiedzy, umiejętności oraz postawy konieczne do nadążania za wciąż zmieniającym się światem współczesnych organizacji. Trzeba wyraźnie podkreślić, że kompetencje menadżerskie są nierozdzielnie związane z rolami czy też funkcjami menadżerów, co oznacza, że zmieniają się w czasie, a zmiany te polegają przede wszystkim na dołączaniu do listy wymaganych kompetencji nowych pozycji będących odpowiedzią na wyzwania teraźniejszości oraz przyszłości.

W literaturze przedmiotu kompetencje menadżerskie są ściśle związane z aktualnymi modelami funkcji personalnej czy też po prostu z trendami dominującymi w zarządzaniu. Od menadżera w modelu tradycyjnym, tj. w czasach rodzącego się kapitalizmu, wymagano wiedzy, umiejętności oraz postaw pod wieloma względami odmiennych od tego, czego oczekuje się współcześnie czy też będzie się oczekiwało w przyszłości.

W modelu tradycyjnym to przełożony pełnił najważniejszą rolę, znajdował się w centrum, podczas gdy pracownicy byli traktowani w dużej mierze instrumentalnie, ponieważ ich rola polegała na wykonywaniu narzucanych „odgórnie” decyzji. Podstawowe umiejętności menadżera sprowadzały się do organizowania pracy, egzekwowania jej wykonania oraz pozyskiwania potrzebnych informacji, pozwalających na podejmowanie właściwych decyzji, ważną rolę pełniło również redukcja niepewności pracowników. W modelu tym dominował autokratyczny styl kierowania charakteryzujący się dużym dystansem dzielącym przełożonych i podwładnych. Człowiek był postrzegany zgodnie z koncepcją człowieka ekonomicznego, jako jednostka skoncentrowana na korzyściach finansowych, czemu podporządkowywano np. system motywowania pracowników.

Rola menadżera w modelu współczesnym jest pod wieloma względami inna od jego roli w modelu tradycyjnym. Współczesny menadżer koncentruje dużą część swojej uwagi na pracownikach, ponieważ do jego podstawowych zadań zalicza się budowanie relacji opartych na zaufaniu, w których pracownicy - zgodnie z zasadą empowerment - mogą angażować się w życie organizacyjne, w tym uczestniczyć w podejmowaniu rozmaitych decyzji. Rola menadżera polega zatem na dostrzeganiu oraz rozwijaniu potencjału pracowników, których traktuje się podmiotowo oraz partnersko. Wykonywanie wymienionych zadań staje się możliwe, kiedy menadżer posiada określone umiejętności, z których duża część jest związana z zarządzaniem wiedzą. Do umiejętności tych można zaliczyć przede wszystkim zdolność do tworzenia warunków efektywnej pracy, dbanie o szeroko rozumiany rozwój własny oraz pracowników, pobudzanie pracowników do kreatywności oraz wypracowywania innowacyjnych rozwiązań. Ważne staje się również kształtowanie właściwej kultury organizacyjnej, w której wspomniane postawy będą miały szansę zaistnieć oraz umiejętność zarządzania różnorodnym kulturowo personelem, niekiedy w zróżnicowanym kulturowo środowisku. Bycie menadżerem jest postrzegane jako stan przejściowy, przy czym pełnienie tej roli współwystępuje harmonijnie z demokratycznym typem podejmowania organizacyjnych decyzji. Podsumowując, współcześnie coraz większe znaczenie zyskują kompetencje menadżera związane z wyzwaniem wynikającymi z pracy w zróżnicowanym kulturowo środowisku, z koncentracji na wiedzy oraz kreatywności, jak również z postępujących procesów cyfryzacji w miejscu pracy.

W modelu charakteryzującym menadżera przyszłości zarysowane współcześnie procesy zyskują na znaczeniu. Coraz większe znaczenie ma nie tylko angażowanie pracowników w dokonujące się w organizacji procesy, lecz również dbanie o ich ogólną satysfakcję oraz zadowolenie z pracy. Przewiduje się również, że coraz ważniejsze będą zespołowe formy pracy, co przekłada się oczywiście na szereg wymaganych od menadżerów kompetencji, w tym m.in. z zakresu budowania zespołów, rozwiązywania konfliktów, komunikacji czy grupowego podejmowania decyzji. Nie bez znaczenia w tym kontekście jest również umiejętność radzenia sobie z szeregiem wyzwań oraz problemów charakterystycznych dla pracy w zespole. Menadżer musi nie tylko moderować procesy zespołowe, powinien również posiadać umiejętność włączania w nie pozostałych pracowników i rozwijania w nich cech charakterystycznych dla „graczy zespołowych”. Przewiduje się również, że coraz większe znaczenie będzie miała umiejętność kierowania

w zróżnicowanym kulturowo środowisku, w tym również zróżnicowanym personelem. Nadal bardzo duże znaczenie będzie miało rozwijanie kultury organizacyjnej sprzyjającej pozyskiwaniu wiedzy oraz dzieleniu się nią. Ważnym elementem kształtowania warunków pracy jest również umożliwianie pracownikom zachowania równowagi pomiędzy pracą i życiem osobistym, co jest szczególnie istotne w zarządzaniu pokoleniami młodych ludzi, dla których ta równowaga ma dużą wartość. Wyraźnego podkreślenia wymaga to, że duża część procesów organizacyjnych w coraz większym zakresie będzie toczyła się w przestrzeni organizacji wirtualnych, co oczywiście wpływa na zakres wymaganych od menadżerów

kompetencji. W coraz większym stopniu do kompetencji menadżera będzie należało również zarządzanie zmianą w organizacji.

Wyzwania współczesności wpłynęły na wypracowanie rozmaitych koncepcji kompetencji kierowniczych. Zgodnie z koncepcją R. E. Boyatzisa określonym obszarom działalności menadżerów odpowiadają stosowne kompetencje:

1. Cele i zarządzanie zasobami (obszar): orientacja na wydajność, produktywność, wykorzystanie koncepcji w celach diagnostycznych, wywieranie wpływu na otoczenie (kompetencje);
2. Przywództwo (obszar): pewność siebie, umiejętność komunikacji werbalnej, logiczne myślenie, konceptualizacja (kompetencje);
3. Zarządzanie zasobami ludzkimi (obszar): wykorzystanie uprawnień z uwzględnieniem potrzeb innych, pozytywne nastawienie, zarządzanie procesami grupowymi, właściwa samoocena (kompetencje);
4. Kierowanie zespołem (obszar): rozwijanie umiejętności podwładnych, korzystanie z uprawnień jednostronnych, spontaniczność (kompetencje);
5. Zdolność do współpracy (obszar): samokontrola, obiektywność postrzegania, wytrwałość i zdolności dostosowawcze, umiejętność utrzymywania i zacieśniania kontaktów (kompetencje);
6. Wiedza specjalistyczna (obszar): pamięć, wiedza specjalistyczna (kompetencje).
7. Inną typologię kompetencji kierowniczych proponują L. M. Spencer oraz S. M. Spencer:
8. Osiągnięcia i działanie (obszar): wywieranie wpływu na innych, świadomość organizacyjna, tworzenie relacji (kompetencje);
9. Wywieranie wpływu (obszar): wywieranie wpływu na innych, świadomość organizacyjna, tworzenie relacji (kompetencje);
10. Zarządzanie (obszar): rozwijanie umiejętności innych ludzi, bycie liderem-asertywność i wykorzystywanie formalnej pozycji, praca w zespole i współpraca, kierowanie zespołami (kompetencje);
11. Osobista efektywność (obszar): samokontrola, pewność siebie, elastyczność, zaangażowanie w sprawy organizacji (kompetencje);
12. Pomoc i służenie ludziom (obszar): rozumienie drugiego człowieka, nastawienie na obsługę klienta (kompetencje);
13. Kompetencje poznawcze (obszar): myślenie analityczne, myślenie koncepcyjne, fachowość zawodowa i menadżerska (kompetencje).

Interesującą typologię kompetencji menadżerskich proponują także autorzy pracy Profesjonalne zarządzanie: kluczowe kompetencje kierownicze poświęconej problematyce funkcji menadżerskich oraz związanych z nimi kompetencji zakorzenionych w kształtujących się

historycznie modelach zarządzania. Zgodnie z tezą autorów skuteczny menadżer powinien posiadać kompetencje z rozmaitych obszarów, w tym niekiedy na pozór kompetencje wykluczające się, z uwagi na ich zakorzenienie w kompletnie innych, opartych na odmiennych wartościach, modelach zarządzania - tak jak na przykład w przypadku modelu racjonalnego celu oraz modelu stosunków międzyludzkich. Quinn, Fearman, Thompson oraz McGrath zdecydowali się połączyć różne, niekiedy sprzeczne ze sobą modele zarządzania w myśl przekonania, że kluczem jest odrzucenie założenia, że jest to decyzja typu „albo-albo”, odrzucenie myślenia o dokonywaniu wyboru między jednym a drugim. Coraz więcej musimy się dowiadywać o założeniach „i to, i to”, w których jednocześnie mogły być pożądane sprzeczne zachowania. W połowie lat dziewięćdziesiątych XX wieku stało się już jasne, że żaden model z osobna nie jest wystarczającym kierunkowskazem dla kierownika i że w istocie wszystkie cztery modele należało traktować jako elementy większego modelu.

Ważnym wątkiem w rozważaniach na temat kompetencji współczesnego menadżera jest również podejście praktyczne czy też sytuacyjne, w którym akcentuje się nie tyle osobiste przymioty menadżera, ale jego umiejętność trafnej diagnozy sytuacji oraz analizy środowiska, w jakim funkcjonuje organizacja czy też realizowany jest projekt. Zgodnie z podejściem sytuacyjnym do zadań menadżera należy wnikliwa analiza trojakiemu rodzajowi uwarunkowań, tj.: sił tkwiących w nim samym, sił tkwiących w podwładnych oraz sił tkwiących w sytuacji. Znaczenie kontekstu sytuacyjnego podkreśla się również w koncepcji tzw. inteligencji praktycznej, która polega w dużej mierze na umiejętności harmonijnego dostosowania się do istniejącego kontekstu, ale też na kształtowaniu swojego środowiska w taki sposób, jaki pozwala na najlepsze zaspokojenie indywidualnych potrzeb.

Do kluczowych z punktu widzenia konkurencyjności przedsiębiorstwa kompetencji kadry zarządzającej zaliczono:

1. Dużą wiedzę wynikającą z doświadczenia (kompetencje biznesowe),
2. Znajomość branży (kompetencje biznesowe),
3. Umiejętność współpracy z przełożonymi (kompetencje firmowe),
4. Umiejętność współpracy z współpracownikami (kompetencje firmowe),
5. Umiejętność radzenia sobie w sytuacjach stresowych (kompetencje osobiste),
6. Umiejętność współpracy z instytucjami zewnętrznymi (kompetencje firmowe),
7. Precyzyjne wyrażanie własnych pomysłów (kompetencje społeczne),
8. Umiejętność wyznaczania celów (umiejętność menadżerskie).

Do kompetencji kadry zarządzającej, które są szczególnie powiązane z osiągnięciem dominującej i silnej pozycji konkurencyjnej przez badane przedsiębiorstwa na rynku można zaliczyć:

1. Umiejętność wyznaczania celów (kompetencje menadżerskie),
2. Identyfikację z firmą (kompetencje firmowe),

3. Umiejętność współpracy z instytucjami zewnętrznymi (kompetencje firmowe),
4. Umiejętność radzenia sobie w sytuacjach stresowych (kompetencje osobiste),
5. Odwagę kierowniczą (kompetencje menadżerskie),
6. Dużą wiedzę wynikającą z doświadczenia (kompetencje biznesowe).

Do kompetencji kadry zarządzającej, które są szczególnie powiązane z wysokim poziomem innowacyjności badanych przedsiębiorstw, zaliczone zostały następujące:

1. Umiejętność diagnozowania potrzeb klienta (kompetencje biznesowe),
2. Umiejętność wyznaczania celów (kompetencje menadżerskie),
3. Kulturę osobistą (kompetencje społeczne),
4. Identyfikację z firmą (kompetencje firmowe),
5. Umiejętności przywódcze (kompetencje menadżerskie).

Do najważniejszych kompetencji kadry zarządzającej w przyszłej działalności przedsiębiorstw zaliczyć należy:

1. Dużą wiedzę wynikającą z doświadczenia (kompetencje biznesowe),
2. Znajomość branży (kompetencje biznesowe),
3. Umiejętność współpracy z przełożonymi (kompetencje firmowe),
4. Umiejętność współpracy z instytucjami zewnętrznymi (kompetencje firmowe),
5. Umiejętność wyznaczania celów (kompetencje menadżerskie),
6. Dużą wiedzę wynikającą z wykształcenia (kompetencje biznesowe),
7. Umiejętność radzenia sobie w sytuacjach stresowych (kompetencje osobiste).

Z analizy przeglądu literatury na temat kompetencji menadżerskich, analizowanych modeli i wyników badań oczekiwanych kompetencji wynika, że kompetencje te są najczęściej zakorzenione w konkretnych modelach zarządzania popularnych w określonym czasie oraz dostosowanych do aktualnej wiedzy czy też sytuacji na rynku. Być może właśnie dlatego bardzo trudno przygotować kompletną i wyczerpującą listę kompetencji menadżerów funkcjonujących na rynku. Wydaje się, że interesujący kierunek badań w tym zakresie wyznaczają Quinn, Fearman, Thompson oraz McGrath konstruując swoją koncepcję w oparciu o obowiązujące modele zarządzania. Co więcej, autorzy ci są świadomi wielu sprzeczności, jakie są obecne w kształtującym się od wielu lat, w wielu rozmaitych kontekstach, zestawie kompetencji menadżerskich. Podkreślenia wymaga również to, że kompetencje te są bardzo ściśle związane z kulturą organizacji, w której funkcjonuje menadżer i niekiedy mają one niewiele wspólnego z kompetencjami opisywanymi w literaturze przedmiotu.

Biorąc pod uwagę powyższe założenia, można jednak pokusić się o wskazanie popularnych obecnie trendów w obszarze kompetencji menadżerskich. Trendy te obejmują m.in. takie obszary jak:

1. Zarządzanie projektami - które wiąże się nierozłącznie m.in. z kompetencjami z zakresu znajomości rozmaitych metodyk zarządzania projektami, programami oraz portfelami projektów, zarządzania ryzykiem, zarządzania jakością, ale też budowania zespołu, motywowania oraz budowania zaangażowania pracowników, komunikacji czy też rozwiązywania konfliktów.
2. Zarządzanie kapitałem ludzkim/wiedzą/talentami - obszar ten obejmuje liczne kompetencje menadżera, którego rola ma polegać m.in. na stwarzaniu warunków do efektywnej pracy, gromadzeniu wiedzy, dbałości o rekrutowanie odpowiednich pracowników, kształtowaniu kultury organizacyjnej, w której zdobywanie wiedzy, ciągły rozwój oraz dzielenie się wiedzą będą zjawiskiem naturalnym, ważne staje się również zarządzanie talentami; osobne zagadnienie to stwarzanie warunków do wypracowywania innowacyjnych rozwiązań.
3. Zarządzanie międzygeneracyjne oraz zarządzanie różnorodnością - skoncentrowane na świadomości funkcjonowania różnych systemów wartości w różnych pokoleniach pracowników - współcześnie szczególnie dużo uwagi poświęca się zarządzaniu pokoleniami Y oraz Z; duże znaczenie mają również różnice kulturowe.
4. Zarządzanie zmianą - czyli wiedza, umiejętności oraz postawy menadżerów z zakresu radzenia sobie w zmieniającej się rzeczywistości oraz przygotowywania organizacji oraz pracowników do dokonujących się zmian, w tym radzenie sobie z oporem wobec zmiany; ważnym elementem dokonujących się zmian są procesy cyfryzacji, które generują szereg wyzwań dla menadżerów zarządzających organizacjami wirtualnymi oraz organizacjami, w których coraz większą rolę odgrywają nowe rozwiązania będące konsekwencją cyfryzacji.
5. Zarządzanie emocjami - jest to stosunkowo nowy obszar kompetencji menadżera, w zakres którego wchodzi m.in. dbanie o zadowolenie i satysfakcję pracowników, jak również o koncentrowanie się na ich emocjach, coraz większe znaczenie zyskuje również zasada work-life balance.
6. Zarządzanie humanistyczne - w wielu krajach na świecie, w tym również w Polsce popularność zyskuje również nurt zarządzania humanistycznego, w którym największe znaczenie ma dobro pracowników oraz koncentracja na humanistycznych wartościach, a nie zysk jak zwykle się przyjmować w ekonomicznym nurcie zarządzania.

Skuteczne zarządzanie projektami

Szczegółowe ustalenie całej pracy, którą należy wykonać aby osiągnąć cele organizacji. Każdą organizację tworzy się w określonych zamiarach: szpitale po to, by zajmowały się chorymi;

drużyny koszykówki - by wygrywały zawody; przedsiębiorstwa - by produkowały i sprzedawały dobra lub usługi. Oczywiście, każdy z tych zamiarów zostanie spełniony w inny sposób. Aby osiągnąć cele organizacji, trzeba najpierw wyznaczyć jej zadania jako całości. Na przykład zanim organizatorzy szpitala będą mogli pomóc chorym, muszą zakupić wyposażenie, zatrudnić lekarzy i pozostały personel, utworzyć różne wyspecjalizowane oddziały, zapewnić akredytację w organizacjach lekarskich, uzgodnić sprawę z różnymi władzami lokalnymi.

Podział całej pracy na czynności logiczne, możliwe do dogodnego zrealizowania przez jednego człowieka lub zespół ludzi. Organizację tworzy się wtedy, gdy wyznaczona praca nie jest możliwa do wykonania przez jednego człowieka. Trzeba ją zatem odpowiednio podzielić między członków organizacji. Przez „odpowiedni podział” rozumiemy: przydział zadań poszczególnym osobom na podstawie ich kwalifikacji, nikomu nie przydzielili się ani zbyt dużej, ani zbyt małej ilości pracy. W miarę rozrastania się organizacji i zatrudniania coraz większej liczby osób do wykonywania różnych czynności, konieczne staje się grupowanie jednostek, których zadania są powiązane. W organizacjach produkcyjnych typowymi przykładami komórek są działy, np.: sprzedaży, zasobów ludzkich, produkcji, księgowości i marketingu. Dany dział zatrudnia pracowników o różnym poziomie specjalizacji i różnych umiejętnościach. Ich współdziałaniem rządzą ustalone zasady postępowania. Tę agregację pracy zazwyczaj nazywa się departamentalizacją. W miarę wykonywania wyspecjalizowanych czynności przez poszczególne osoby i działy, mogą zagubić się ogólne cele organizacji albo wystąpić konflikty między jej członkami. Na przykład kierownik marketingu w przedsiębiorstwie może nalegać na zwiększenie środków na reklamę w celu pobudzenia popytu, chociaż ogólniejszym interesem przedsiębiorstwa lepiej służyłoby zainwestowanie w nowe urządzenia do automatyzacji, w celu obniżenia kosztów. Na uniwersytecie może występować ostre współzawodnictwo poszczególnych instytutów czy wydziałów o ograniczone fundusze. Mechanizmy koordynacji umożliwiają członkom organizacji utrzymanie świadomości jej celów i ograniczają niesprawności oraz szkodliwe konflikty.

Organizowanie jest procesem ciągłym. Konieczne jest zatem, okresowe sprawdzanie poprzednich czterech etapów. W miarę rozrostu organizacji i zmian sytuacji, trzeba ponownie oceniać jej strukturę, aby zapewnić firmie skuteczne i sprawne funkcjonowanie, stosownie do istniejących potrzeb. Kierowanie to manipulowanie przedmiotem kierowania zgodnie z intencją kierującego. Przedmiotem kierowania mogą być jak rzeczy tak i ludzie. Synonimicznym pojęciem w przypadku kierowania rzeczami jest sterowanie, które polega na nadawaniu przedmiotom kierunku lub oddziaływaniu na mechanizm tak aby ten funkcjonował zgodnie z wolą sterującego. Kierowanie jest procesem motywacji, przewodzenia i wpływania na działalność podwładnych. Menedżerowie powinni motywować swych pracowników do jak najlepszego wykonywania powierzonych im zadań, przewodzić im w dążeniu do właściwych celów i wpływać na ich podejście do określanych zadań.

Ideą nowoczesnego kierowania jest takie oddziaływanie na pracowników, aby z własnej woli robili dobrze wszystko to, co wynika z ich prawnego i moralnego obowiązku, dążąc do stałej poprawy sytuacji i wyników pracy. Kierowanie ludźmi to ciągłe rozwiązywanie

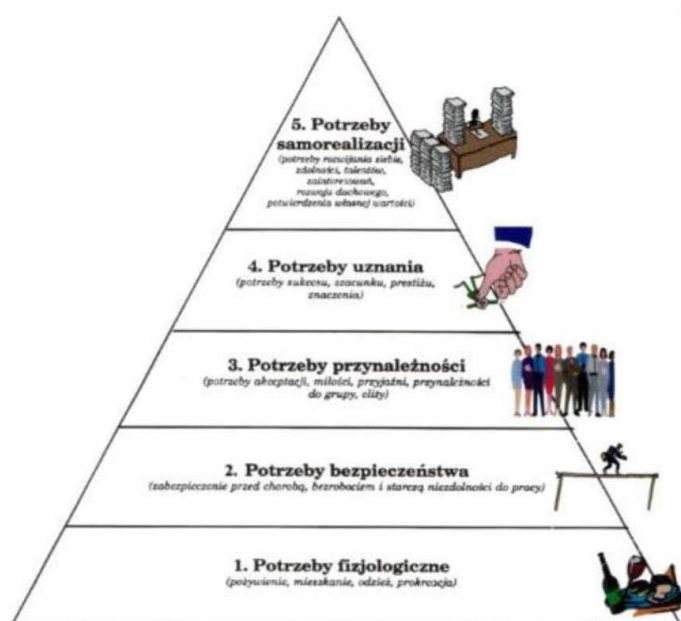
wielkiego kompleksu problemów występujących w układzie przełożony - podwładny. Ludzkie zachowania, reakcje, odczucia i postawy są niekiedy bardzo zróżnicowane. Jest to konsekwencją zróżnicowania samych ludzi, którzy mają różne poglądy, doświadczenia, oczekiwania i aspiracje, różnie też widzą swoją rolę w organizacji i rolę kierowania w urzeczywistnianiu jej celów. Możliwości zakresu koordynowania grupowego funkcjonowania z wyeksponowaniem roli celu są podstawą do wyróżnienia takich rodzajów kierowania, jak: zarządzanie, administrowanie, rządzenie.

ZASADY KIEROWANIA

1. Podział pracy umożliwia osiągnięcie lepszych efektów przy tym samym nakładzie pracy.
2. Autorytet to prawo do rozkazywania i zdolność do egzekwowania posłuszeństwa wobec siebie. Wynikający z usytuowania w hierarchii służbowej autorytet formalny daje kierownikowi prawo rozkazywania, ale nie zawsze wymusza posłuszeństwo.
3. Dyscyplina w organizacji przejawiać powinna się w przestrzeganiu norm i uzgodnień w niej obowiązujących.
4. Jedność rozkazodawstwa polega na tym, że podwładny powinien otrzymywać polecenia tylko od jednej osoby. Dwoistość rozkazodawstwa dezorganizuje pracę i powoduje zakłócenia w funkcjonowaniu organizacji.
5. Jednolitość kierownictwa. Jeden cel powinien być przedmiotem kierowania jednego kierownika, posługującego się jednym planem, uwzględniając jedność rozkazodawstwa.
6. Podporządkowanie interesu osobistego interesowi ogółu.
7. Wynagrodzenie powinno być sprawiedliwe zarówno dla pracowników, jak i pracodawców.
8. Centralizacja. Ograniczanie roli podwładnych w podejmowaniu decyzji oznacza centralizację, zwiększanie zaś ich roli - decentralizację.
9. Hierarchia jest to liniowe uszeregowanie stanowisk kierowniczych na zasadzie podporządkowania, od najwyższego do najniższego szczebla organizacji.
10. Ład. Każda rzecz i każdy człowiek powinny być na właściwym miejscu we właściwym czasie.
11. Sprawiedliwość polega bowiem nie tylko na przestrzeganiu ustalonych przepisów ale i na traktowaniu podwładnych przez kierownictwo w sposób nie tylko sprawiedliwy, ale i przychylny.
12. Stabilność personelu sprzyja sprawności funkcjonowania organizacji. Duża fluktuacja pracowników niekorzystnie tę sprawność obniża.
13. Inicjatywa. Podwładnym powinno się umożliwić uczestniczenie w tworzeniu i realizacji planów działania organizacji, atmosfera twórczej swobody zwiększa zaangażowanie pracowników na wszystkich szczeblach organizacji.

14. "W jedności siła". Zgranie personelu należy budować na podstawie zasady jedności rozkazodawstwa.

Motywowanie pracowników to proces oraz jedna z funkcji zarządzania regulująca zachowania zatrudnionych ludzi, aby swoim działaniem przyczyniali się do osiągnięcia celów przedsiębiorstwa. Jest mechanizmem regulującym i uruchamiającym zachowanie danej osoby. To stan wewnętrzny napędzający do działania w ściśle określonym kierunku, mający nieświadomy charakter. Na motywację pracowników wpływa stan wewnętrzny człowieka, powodujący, iż jest on przekonany o słuszności danego działania. Motywy mają wpływ na powstawanie przekonań u człowieka oraz wyznaczają kierunek aktywności i utrzymują bądź zmniejszają ich przebieg.



Kontrolowanie polega na monitorowaniu przebiegu realizacji zadań dla ustalenia nadmiernych lub niespodziewanych odchyłeń od obowiązujących norm i ich korygowania, jak również kontrolowaniu poprawności własnych decyzji. Kontrolowanie oznacza porównywanie uzyskanych wyników w realizacji zadania z normą, którą można określić jako bazę (punkt odniesienia) do porównywania uzyskiwanych rezultatów. Każdy przebieg wykonywania czynności kontrolnych powinien obejmować 4 etapy: 1. Ustalanie norm. 2. Mierzenie wyników. 3. Porównywanie wyników z normami. 4. Ocena uzyskanych wyników: akceptującą stan, powodującą korektę odchyłeń, zmieniającą normę. W przypadku porównywania wyników z normą zasadnicze znaczenie posiada ustalone, przed porównaniem, dopuszczalne (zarówno in minus jak in plus) odchylenie od normy, które nie będzie powodowało podejmowania działań korygujących.

Zarządzanie przez kompetencje

Kompetencje to kombinacja wiedzy, umiejętności, zdolności, predyspozycji i zachowań pozwalających na efektywną realizację zadań w określonym środowisku pracy. Kompetencje przekładają się na zdolność skutecznej realizacji zadań związanych z pracą i/lub osiągnięcia pożądanymi, wymiernymi wyników¹.

Słownik kompetencji zawiera definicje kompetencji, jakie weszły w skład modelu kompetencyjnego, wraz z opisem behawioralnych wskaźników poziomów ich spełnienia oraz wskazówkami rozwojowymi.

Do elementów przykładowego dokumentu Słownika kompetencji zaliczamy:

- nazwę kompetencji,
- definicję kompetencji,
- opis poziomów spełnienia/zachowań dla każdej kompetencji, pod postacią opisów wskaźników behawioralnych, pozwalających na ocenę, na jakim poziomie pracownik wykazuje się daną kompetencją,
- wskazówki rozwojowe (zestaw narzędzi wspomagających rozwój poszczególnych kompetencji).

Macierz kompetencji wskazuje kompetencje wymagane w konkretnym dziale/wydziale/oddziale na poszczególnych stanowiskach oraz oczekiwany na danym stanowisku poziom kompetencji.

Do elementów przykładowego dokumentu Macierzy kompetencji zaliczamy:

- nazwy grup kompetencji,
- nazwy kompetencji,
- nazwy stanowisk,
- wymagane poziomy spełnienia kompetencji.

Brak wskazanego poziomu spełnienia wskazuje, że zgodnie z aktualną rolą i zadaniami danego stanowiska kompetencja ta NIE jest wymagana na tym stanowisku.

Menedżerowie szukają obiektywnych narzędzi zarządzania pracownikami.

Zarządzanie przez kompetencje ułatwia podejmowanie decyzji menedżerskich poprzez:

- określanie standardów kompetencyjnych,
- planowanie i organizowanie działań związanych z kształtowaniem kompetencji,
- inspirowanie i motywowanie ludzi w kierunku doskonalenia zawodowego i podejmowania nowych bądź szerszych ról organizacyjnych.

¹ C. Woodruffe, *Ośrodki oceny i rozwoju, narzędzia analizy i doskonalenia kompetencji pracowników*, Kraków 2003.

Model kompetencji pozwala lepiej korzystać z systemu ocen.

Uspójnia oczekiwania wobec tego samego stanowiska - w modelu kompetencji oczekiwania wobec poszczególnych grup stanowisk są takie same w całym urzędzie/grupie urzędów (zarówno w zakresie kompetencji obowiązkowych, jak i ogólnych czy specjalistycznych).

Precyzuje oczekiwane zachowania - model kompetencji jest dostosowany do urzędu, typu stanowisk w danym urzędzie/typie urzędów i bardzo dokładnie opisuje zachowania oczekiwane od pracowników. Takie opisy są nieocenioną pomocą dla pracownika i przełożonego w trakcie uzgadniania celów i sporządzania oceny.

Dokładnie opisuje skalę oceny dla danej kompetencji - model kompetencji odpowiada dokładnie na pytanie, jakie zachowania powinien prezentować pracownik, aby osiągnąć daną ocenę.

Umożliwia weryfikację poziomu kompetencji w całej organizacji - np. w przekroju stanowiskowym (ponieważ mamy uzgodnione wymagania kompetencyjne (kryteria oceny) dla danej grupy, możemy systemowo zidentyfikować luki i nadwyżki kompetencyjne.

Model kompetencji pozwala lepiej korzystać z IPRZ.

Szczegółowo określa oczekiwania wobec stanowiska - można w prosty sposób wskazać zachowania, postawy i umiejętności, nad którymi pracownik powinien pracować. Model kompetencji pokazuje ponadto, jakie umiejętności pracownik powinien rozwinąć, aby móc spełniać wymagania kompetencyjne dla wyższego stanowiska (a zatem - być gotowy do awansu stanowiskowego).

Pozwala sformułować optymalny zestaw działań rozwojowych - dla każdej z kompetencji, co przekłada się na możliwość dyskusji z pracownikami o rozwoju zawodowym nie tylko poprzez szkolenia, ale za pomocą innych narzędzi. Rozszerza to dyskusję na temat możliwości rozwoju urzędników przy ograniczonych środkach na szkolenia tradycyjne.

Jest bazą do określenia wspólnego katalogu szkoleń i działań rozwojowych - ze względu na ujednolicone oczekiwania wobec stanowisk/grup stanowisk można w prosty sposób przygotować pełne zestawienie dostępnych szkoleń i działań rozwojowych, z którego w czasie rozmowy o IPRZ przełożony i pracownik mogą wybierać konkretne elementy. Pomaga to w analizie potrzeb szkoleniowych i planowaniu budżetu rozwojowego danym okresie.

Model kompetencji porządkuje narzędzia HR.

Uspójnia oczekiwania wobec grup stanowisk - profile stanowiskowe opracowane dla grup stanowisk wskazują kompetencje i poziom ich spełnienia wymagany na różnych szczeblach

hierarchii w ramach tej samej grupy stanowisk (np. dla stanowiska specjalisty ds. organizacyjnych wymagamy umiejętności komunikacyjnych na poziomie C, a od starszego specjalisty ds. organizacyjnych wymagamy umiejętności komunikacyjnych na poziomie B). Takie podejście pozwala na wskazanie w opisach stanowisk uzgodnionej listy, wybranych, najważniejszych kompetencji, które są rozwijane wraz z awansem stanowiskowym.

Ułatwia wartościowanie stanowisk pracy - dzięki uzgodnionym skalom kompetencji oczekiwanych na danym stanowisku można w prostszy sposób porównać je z innymi stanowiskami w procesie wartościowania stanowisk prac (podczas, którego kompetencje stanowiskowe mogą być jednym z elementów branych pod uwagę przy wycenie stanowiska).

Model kompetencji ułatwia nabór kandydatów

Ujednolica oczekiwania wobec kandydatów na pracowników - co oznacza, że dla danego stanowiska/grupy stanowisk przeprowadzamy nabór w odniesieniu do spójnych kryteriów kompetencyjnych. Dzięki temu mamy zachowaną przejrzystość i sprawiedliwość w prowadzeniu procesu naboru (nie ma nieuzasadnionych różnic w oczekiwanych wymaganiach kompetencyjnych pomiędzy naborami na to samo stanowisko przeprowadzanymi, np. w innym okresie).

Uspójnia podejście oceniających do prowadzenia naboru - dzięki dokładnemu opisowi zachowań, postaw, umiejętności oczekiwanych od kandydatów do zajęcia konkretnego stanowiska ocena w trakcie naboru prowadzona jest bardzo obiektywnie.

Jest argumentem w sytuacji kwestionowania decyzji o wyborze kandydata - dzięki spójnym i obiektywnym kryteriom wyboru kandydatów w odniesieniu do kompetencji (umiejętności, zachowań, postaw)¹.

ZAKOŃCZENIE

Zarządzanie godnościowe (dignity based management DBM) jest to zarządzanie, w którym motywowanie do pracy w administracji i zarządzanie procesem pracy oparte jest na potrzebie godności własnej osób pracujących i zarządzających. Już Immanuel Kant (1724-1804) twierdził, że „wszystko ma albo cenę, albo godność”. Użycie władzy menadżerskiej do powiązania procesu pracy w administracji z procesem zaspokajania potrzeby własnej godności pracownika (urzędnika). Praca przestaje być czysto instrumentalną czynnością zarabiania na życie nabiera znaczenia godnościowego (moralnego). Lider pociąga za sobą ludzi a nie zagania ich do pracy. Wiąże pracę z poczuciem własnej godności z powszechnie cenionymi wartościami moralnymi (uczciwość, prawiedliwość, lojalność, odpowiedzialność). Ponieważ powszechnie cenione wartości moralne posiadają najwyższy „ładunek” motywacji godnościowej.

Czym jest przywództwo? (Według Goffee i Jones)

¹ M. Romanowska., *Planowanie strategiczne w przedsiębiorstwie*, Warszawa 2009.

- To umiejętność wpływania na ludzi poprzez wyzwianie ich siły i potencjału w celu umożliwienia im dążenia do większego dobra.
- To mieć sprecyzowane cele, pracować z dobrze określoną grupą i wywierać na nią systematyczny, nieprzypadkowy i skuteczny wpływ.

Cechy inspirujących przywódców:

- są energiczni,
- mają autorytet,
- mają wizję,
- wyznaczają strategiczne kierunki,
- wybiórczo okazują własne słabości,
- opierają się na intuicji, żeby wybrać odpowiedni czas i sposób działania,
- kierują pracownikami wykazując się twardą empatią,
- okazują, czym różnią się od innych.

Działania z zakresu rozwoju liderów w urzędzie:

-zidentyfikowanie w urzędzie kluczowych zachowań menedżerskich, określonych jako wymagające rozwoju i opracowanie praktycznych narzędzi wyznaczających standardy zarządzania ludźmi,

-opracowanie materiałów edukacyjnych (Podręcznik lidera), które będą zawierały informacje dotyczące:

- katalogu postaw pożądanых u kadry kierowniczej, np. w formie Dekalogu Lidera,
- oczekiwań względem wybranych umiejętności kierowniczych wymagających rozwoju,
- najlepszych praktyk dotyczących obszarów zarządzania ludźmi,
- wskazówek rozwojowych, tak by każdy kierownik mógł je wykorzystać w swoich relacjach z innymi ludźmi - współpracownikami, podwładnymi oraz klientami.

Menedżerowie/kierownicy są najbliżej pracowników, dlatego najlepiej rozumieją ich problemy i potrzeby.

Poznają je w codziennej pracy - obserwując podwładnych, delegując zadania, podczas rozmów podsumowujących oceny okresowe czy udzielając i otrzymując informacje zwrotne. Poprzez partnerskie podejście do pracowników, oparte na dialogu i szacunku oraz otwartość na opinie zespołu, menedżerowie mają również największy wpływ na kształtowanie postaw swoich pracowników.

Rola menedżera w rozpoznaniu potrzeb oraz osobowości pracowników i dopasowywaniu do nich sposobów motywacji oraz budowania zaangażowania w celu wykorzystywania potencjału swoich podwładnych i zwiększenia efektywności jest kluczowa i przynosi realne korzyści¹:

¹ G. Hamel, C.K. Prahalad, *Przewaga konkurencyjna jutra. Strategie przejmowania kontroli nad branżą i tworzenia rynków przyszłości*, Warszawa 1999.; M. Jenkins, V. Ambrosini, *Advanced Strategic Management. A Multi-Perspective Approach*, Palgrave Macmillan, New York, 2007; R. Krupski,

- zmotywowani pracownicy dzięki uwzględnieniu przez pracodawcę ich osobowości, potrzeb oraz sytuacji życiowej i zawodowej,
- sprawniejsza realizacja procesów dzięki dostosowaniu podziału zadań zgodnie z naturalnymi, silnymi stronami poszczególnych pracowników,
- efektywne zarządzanie kosztami i czasem pracy.

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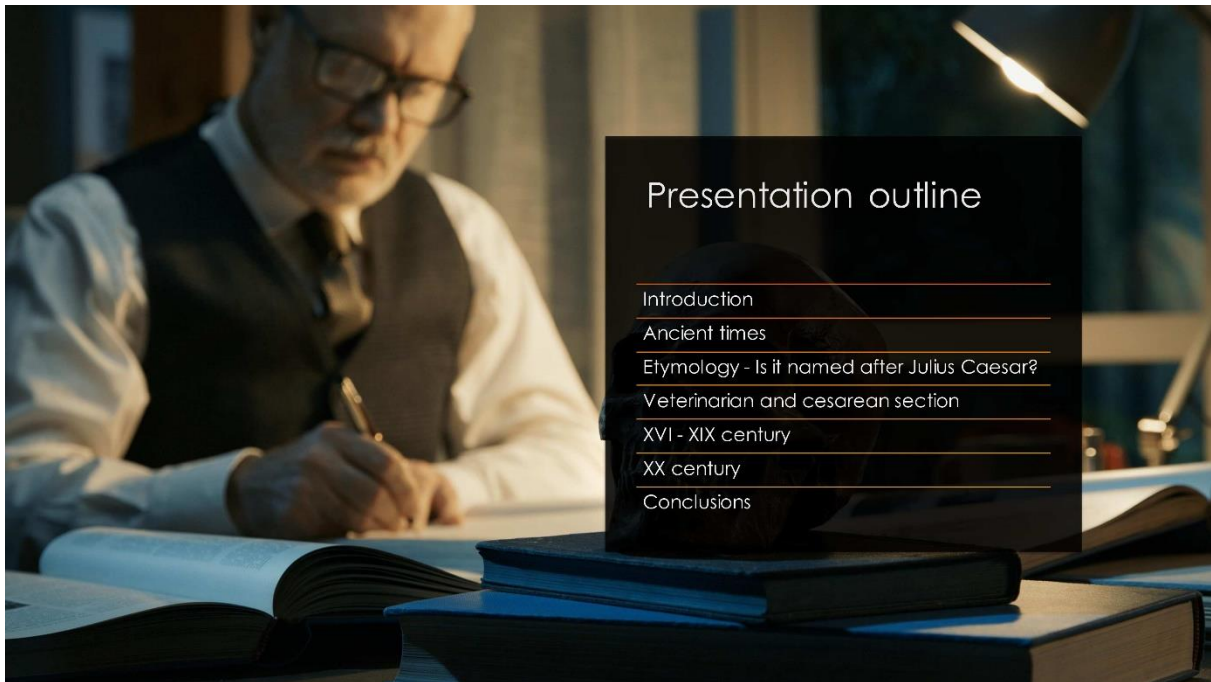
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History of cesarean sections

Anna ZWIERZYŃSKA

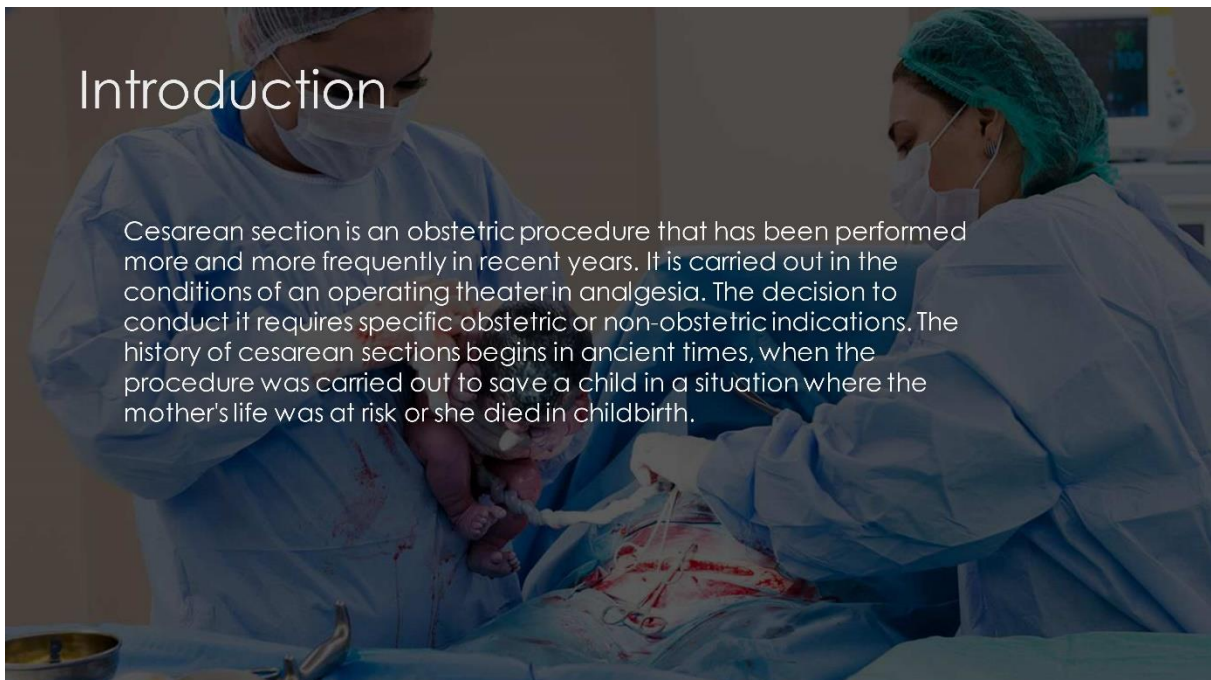
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Presentation outline

- Introduction
- Ancient times
- Etymology - Is it named after Julius Caesar?
- Veterinarian and cesarean section
- XVI - XIX century
- XX century
- Conclusions



Introduction

Cesarean section is an obstetric procedure that has been performed more and more frequently in recent years. It is carried out in the conditions of an operating theater in analgesia. The decision to conduct it requires specific obstetric or non-obstetric indications. The history of cesarean sections begins in ancient times, when the procedure was carried out to save a child in a situation where the mother's life was at risk or she died in childbirth.



Ancient times

- ▶ Mention of Caesarean section appears in the culture of ancient Rome, Greece, the East.
- ▶ According to Mythology, Zeus took Dionysus from the belly of his deceased mistress Semele.
- ▶ Apollo killed his mistress Coronis, and while she was lying at the stake, he removed Aesculapius - his unborn child - from her abdomen.
- ▶ Literature reports that Buddha and Brohma were extracted from the mother's womb by caesarean section.

• Etymology - Is it named after Julius Caesar?

- ▶ The theory of the origin of the term "caesarean section" from the person of Julius Caesar was refuted by historians - Caesar's mother was alive, and in ancient times this procedure was performed only when the mother was dying in childbirth.



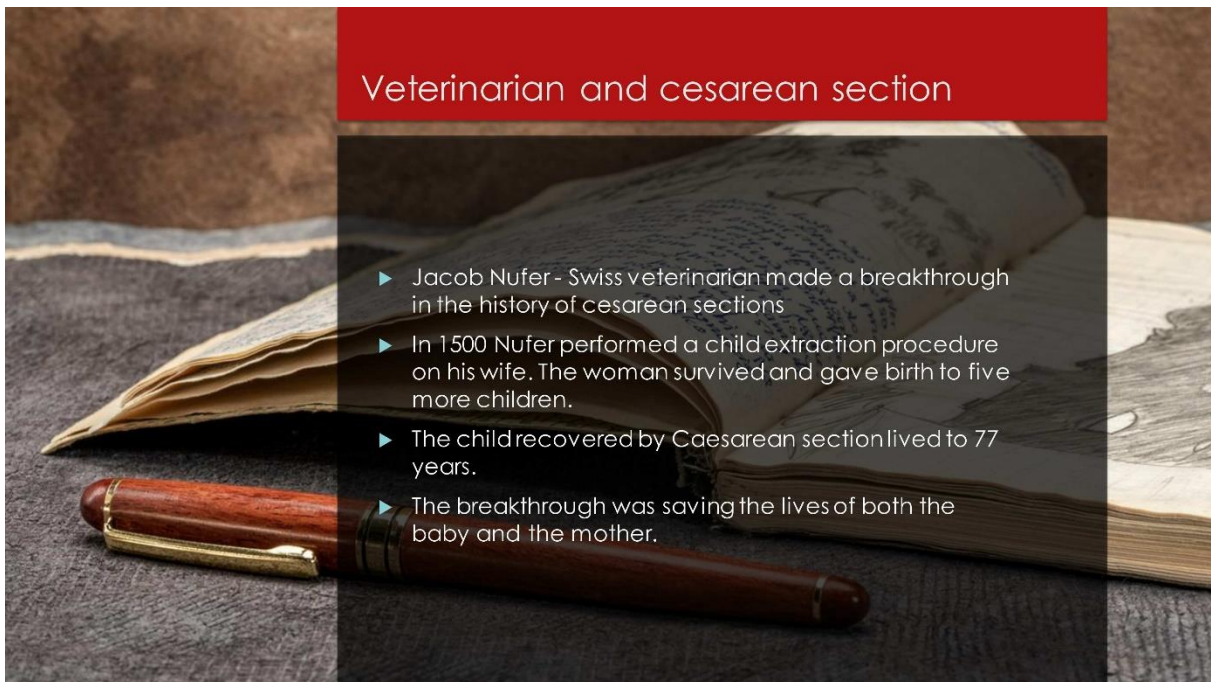
- Etymology - Is it named after Julius Caesar?

- ▶ Latin verb "caedere" - to cut
- ▶ The term "cezon" was used to refer to infants born following a postmortem procedure
- ▶ Another theory is that the term comes from the frequency of these procedures during the reign of Julius Caesar.



Veterinarian and cesarean section

- ▶ Jacob Nufer - Swiss veterinarian made a breakthrough in the history of cesarean sections
- ▶ In 1500 Nufer performed a child extraction procedure on his wife. The woman survived and gave birth to five more children.
- ▶ The child recovered by Caesarean section lived to 77 years.
- ▶ The breakthrough was saving the lives of both the baby and the mother.



16th– 19th century



16th century - treatment performed mainly post-mortem



17th-18th centuries - the procedure is more and more often performed on living women, however, it is associated with numerous life-threatening complications



19th century - increase in the popularity of cesarean sections; improving the technique

Cesarean section - a procedure for men only?

In the nineteenth century, Caesarean sections could only be performed by men. However, in the period between 1815 and 1821 it was executed by a woman named James Miranda Stuard Barry, who was dressed as a man.



19th century


- ▶ 1876 - Eduardo Porro described the method of amputating a pregnant uterus and sewing up the cervical stump as a method of delivery.
- ▶ 1879 - While in Uganda, Felkin saw a healer's successful Caesarean section, which he described a few years later as an inspiration for surgeons.
- ▶ 1882 - Max Sänger describes the use of a double layer of suture to preserve the uterus after delivery.



20th century

- ▶ Cesarean section is becoming more and more common.
- ▶ In 1926, Kerr introduced his own method of double occlusion of the lower uterus.
- ▶ The Pfannenstiel – Kerr method results in fewer complications.
- ▶ Since the 1950s, it has been included in all medical textbooks and widely taught at major universities.





20th century

- ▶ In 1970 Joel-Cohen presented an approach to minimize tissue damage.
- ▶ It is based on making small cuts with a scalpel (2-3 cm) and then stretching the fascia and muscles with the operator's and assistant's fingers.
- ▶ This type of opening is used in the Misgav-Ladach method.

Conclusions



Caesarean section is a procedure known from ancient times.	Originally, the procedure was performed to remove a child from the body of a dying mother.
Overtime, this procedure began to be performed to save the mother, not just the child.	The number of cesarean sections increased significantly with the development of the technique of the procedure.

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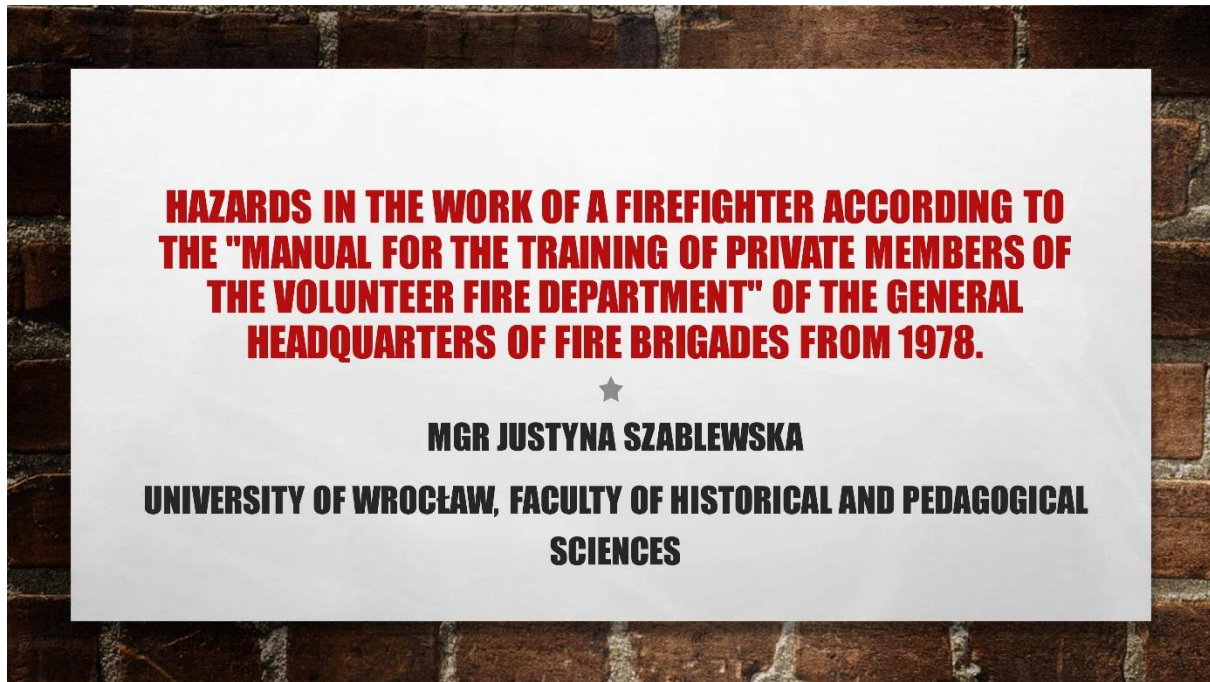
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**Hazards in the Work of a Firefighter according to the
"Manual for the Training of Private Members of the
Volunteer Fire Department" of the General
Headquarters of Fire Brigades from 1978**

Mgr Justyna SZABLEWSKA

University of Wrocław, Faculty of Historical and Pedagogical Sciences, Poland





VOLUNTEER FIRE BRIGADES IN 1978

- VOLUNTEER FIRE BRIGADES ARE ORGANIZATIONS DEALING WITH FIREFIGHTING, RESCUE, REMOVING THE EFFECTS OF NATURAL DISASTERS, AS WELL AS CULTURAL AND EDUCATIONAL ACTIVITIES. THE FIRST ORGANIZATIONS APPEARED IN POLAND IN THE 19TH CENTURY. IN 1978, THE VOLUNTEER FIRE BRIGADES OBTAINED BETTER AND BETTER RESCUE EQUIPMENT. THE EMPHASIS WAS ON FIRE PREVENTION. MORE AND MORE OFTEN, FIREFIGHTERS WERE NOT ONLY MEN, THERE WERE MORE AND MORE WOMEN AND YOUNG PEOPLE IN THIS GROUP.**



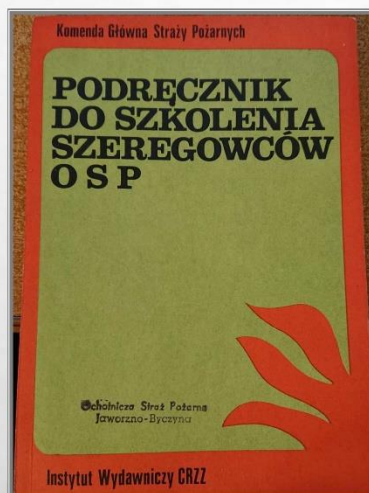
ASSOCIATION OF VOLUNTEER FIRE BRIGADES

- IN THE POLISH PEOPLE'S REPUBLIC THIS WAS THE NAME OF THE ASSOCIATION OF THE VOLUNTEER FIRE BRIGADES. DURING THIS PERIOD, POLITICIANS HELD HIGH POSITIONS IN IT. THE ASSOCIATION OF VOLUNTEER FIRE BRIGADES ITSELF BECAME MORE AND MORE FINANCIALLY DEPENDENT ON THE STATE. CURRENTLY, THE ASSOCIATION OF THE VOLUNTEER FIRE BRIGADES IS CALLED THE UNION OF VOLUNTEER FIRE BRIGADES OF THE REPUBLIC OF POLAND.**



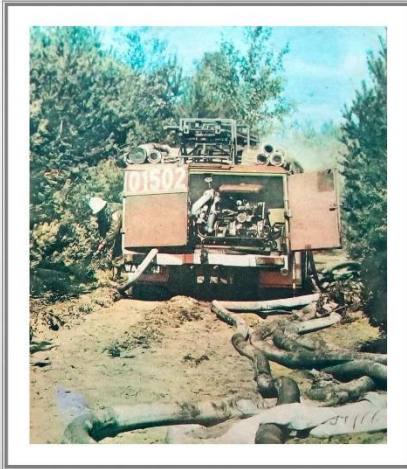
FIRE FIGHTER TRAINING

- **AS TODAY, NOT ALL FIREFIGHTERS EXTINGUISHED FIRES. IN ORDER TO EXTINGUISH A FIRE, A FIREFIGHTER HAD TO UNDERGO TRAINING AND PASS AN EXAM. IT WAS DIFFERENT THAN IT IS TODAY. THE FORM OF THE EXAM WAS THE START IN FIREFIGHTING COMPETITIONS. AT THAT TIME, THE FIREFIGHTERS ALSO TOOK AN ORAL EXAMINATION IN THEORY BEFORE THE COMMISSION. FIREFIGHTERS COULD ALSO TAKE SUBSEQUENT COURSES - FOR EXAMPLE, COMMANDERS, DRIVERS OF FIRE TRUCKS.**



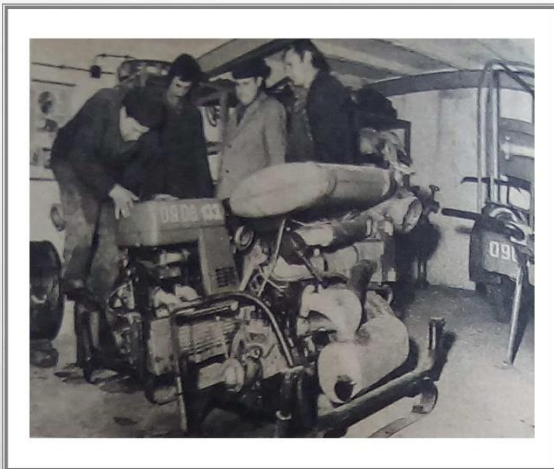
"MANUAL FOR THE TRAINING OF PRIVATE MEMBERS OF THE VOLUNTEER FIRE DEPARTMENT" OF THE GENERAL HEADQUARTERS OF FIRE BRIGADES FROM 1978.

- **DURING THE TRAINING, THE FIREFIGHTERS USED TEXTBOOKS ISSUED BY THE GENERAL HEADQUARTERS OF FIRE BRIGADES. THE 1978 "VOLUNTEER FIRE SERVICE TRAINING MANUAL" WAS INTENDED FOR FIREFIGHTERS WHO HAD NOT YET PERFORMED RESCUE OPERATIONS. IT CONTAINED BASIC INFORMATION THAT EVERY FIREFIGHTER SHOULD KNOW.**



FIREMAN'S WORK HAZARDS

- **HAZARDS IN THE WORK OF A FIREFIGHTER OCCURRED DURING THE ALARM, ARRIVAL TO THE FIRE, THE DURATION OF THE RESCUE OPERATION, RETURN TO THE FIRE STATION, AS WELL AS FIREFIGHTING EXERCISES.**



FIREFIGHTERS ON ALARM

- **TO AVOID INJURIES AMONG FIREFIGHTERS, THE AREA AROUND THE FIREHOUSE WAS TO BE CLEANED AND ILLUMINATED. IN WINTER, THE PASSAGES WERE TO BE CLEARED OF SNOW AND SPRINKLED WITH SAND. THE EQUIPMENT IN THE GARAGE WAS TO BE STORED IN ORDER. FIREFIGHTERS WERE NOT ALLOWED TO SMOKE CIGARETTES IN THE GARAGE OR STAND IN FRONT OF OR BEHIND THE FIRE TRUCK. EACH FIREFIGHTER HAD TO WEAR A SPECIAL UNIFORM.**

What determines the value of an enterprise?

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Abstract

The discussion about the overriding financial goal of running a business has been going on for many years. Both in the literature and in the practice of enterprises, the first and most important goal of the enterprise's operation is the long-term maximization of its value for the owners.

The question arises, however, which factors according to respondents from enterprises located in the Podkarpackie voivodeship, have the most significant impact on the process of creating enterprise value?

In the course of the empirical research, it was found that, in the opinion of respondents from the surveyed entities, financial factors related to sales revenues had the most significant impact on the creation of enterprise value (average assessment of the sales growth rate 2.42, while the operating profit margin is 2.54). At the same time, the customer was indicated as the most important, non-financial factor of creating enterprise value (average grade 1.93). The research found, that the customer has the greatest influence on the creation of the company's value, deciding about the company's ability to increase revenues. This is an incentive for entities to take actions aimed at optimizing customer costs, affecting the operating profit margin.

Keywords: enterprises value, value drivers, customer

Covid-19 Sonrası İyileşme Süreci ve Türkiye’de Yavaş Şehir Algısına Yönelik Bir Alan Çalışması

Perception of Post-Covid-19 on Slow Cities in Turkey: Applications from the Field

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Öz

Günümüzde insan yaşam kalitesini yükseltmek, sağlıklı ve sakin bir çevrede hayat sürdürmek gün geçtikçe artan bir öneme sahip olmaktadır. Metropollerin düzensiz bir şekilde hızla büyümeleri, kaynakların hiç bitmeyecekmiş gibi kullanılması, seyahatlerin sakin ve doğal destinasyonlara yapılması tercih sebebi olmaya başlamıştır. Bu noktadan hareketle dünyada yeni bir ekol olarak yavaş şehir yaklaşımı ortaya çıkmıştır. Türkiye’de 2009 yılında başlayan bu yaklaşım, 2022 yılı itibariyle ülkemizde 21 yavaş şehir unvanı tescil edilmiştir. Covid-19 salgını turizm endüstrisinin talep eğilimlerini küresel çapta olumsuz yönde etkilemiştir. Bu çalışmanın amacı, Covid-19 sonrası iyileşme sürecinde Türkiye turizmine yönelik talep artışı veya azalışları sonucunda turistlerin tercih nedenlerini ve destinasyon seçimini belirlemek için yavaş şehir algısını incelemektir. Alan çalışması kapsamında anket formlarıyla Türkiye’yi ziyaret eden turistlerden, yavaş şehirlerde faaliyet gösteren turizm işletmelerinden, seyahat acentaları ve yerel yönetimlerden veriler toplanmıştır. Elde edilen verilerin bir bölümü nicel yöntemle SPSS 26 programında, diğeri ise içerik analizi ile nitel yöntemiyle incelenmiştir. Sonuç bölümünde ise gerekli değerlendirmeler yapılmıştır.

Anahtar Kelimeler: Covid-19 sonrası, yavaş şehir, yabancı turistler, turizm işletmeleri, alan çalışması.

Abstract

Today, it is of increasing importance to improve the quality of human life and to live in a healthy and calm environment. Heavy use of resources as if they will never end has become the reason for preference to calm and natural destinations for travelers. Thus, the cittaslow approach has

emerged. This approach started in Turkey in 2009, and as of 2022, 21 cittaslow titles have been registered in our country. This study aims to examine the cittaslow perception of tourists and tourism demand for Turkey during Post Covid-19. Within the scope of the field study, data were collected from tourists visiting Turkey, tourism businesses operating in cittaslows, travel agencies, and local governments with survey forms. The obtained data were analyzed with the quantitative method in the SPSS 26 program, and the other part was analyzed with the qualitative method with content analysis. In the conclusion part, necessary evaluations were made.

Keywords: Post Covid-19, slow city, foreign tourists, tourism businesses, field study.

1. GİRİŞ

Geçmişten günümüze kadar turizm endüstrisi, küresel bazda sürekli değişim ve gelişim göstermeye devam etmektedir. Ülkeler turizmde rekabet üstünlüğü elde edebilmek için yerel bölgelerdeki turizm potansiyelinin farklı yönlerini ortaya çıkarmaya çalışmaktadırlar. Bu durumda ülkeler yeni stratejiler kullanarak ekonomik açıdan daha fazla büyüme ve gelişme olanağı ararken, turist gelişleri yönünden de ilginin artacağı da görülmektedir. (Çakır, Çakır , Ahmed, & Tokuş, 2014). Öte yandan dünya genelinde yaşanan turizm faaliyetlerinin kontrolsüz biçimde artması doğal ve kültürel kıt kaynakların yok olmasına, ya da ciddi zararlar görmesine neden olabilmektedir. Bu yok olmayı veya zararı en aza indirmek amacıyla 20. yüzyılın sonuna doğru insan vicdanı ve öngörüsü harekete geçerek, azalan kaynakları gelecek nesillere aktarabilmek için sürdürülebilir bir kentleşme yaklaşımına yönelmiş ve bu yaklaşımlardan doğa konseptinin bir parçası olan yavaş şehir olgusu ortaya çıkmıştır (Keskin, 2012; Keskin & Örgün, 2015:31). Dünyada "Cittaslow" olarak adlandırılan yavaş (sakin) şehir yaklaşımı 1999 yılında yaşam kalitesini yükseltmek amacıyla İtalya'da Greve in Chianti'nin eski belediye başkanı Paolo Saturnini tarafından ortaya atılmıştır (Ünal, 2016:16). Öte yandan, yavaş şehir yaklaşımının öncülerinden biri olarak kabul edilen Carl Honore, "Yavaşlığa Övgü" adlı kitabında, hızın insan hayatında olumsuz etkiler doğurduğunu ve hıza bağımlı yaşayanlara karşı bir tepki olarak yavaş hareketin başladığını ifade etmiştir (Güven, 2011). Yavaş (sakin) şehir süreci, günlük yaşam hızının azaltılarak yaşamaktan zevk alınacak bir hıza indirilmesini savunan, kendine yeten, doğaya, gelenek ve göreneklere sahip çıkan, gürültüsüz bir ortamda sakin yiyecek hareketleriyle birlikte turizmde yaşanan küreselleşmeye tepki olarak ortaya çıkmıştır. Öte yandan zaman içerisinde bu akım birçok ülkeye yayılmıştır (Deviren & Yıldız, 2015;Acar, 2018).

Böylece, yavaş şehir yaklaşımı, kentlerin tarihine, kültürüne, gelenek-göreneklerine, doğasına ve çevreye karşı saygı anlayışıyla hareket eder. Bu nedenle yavaş şehir unvanı alan şehirler bu yaklaşım sayesinde yerel kültür ve geleneklerini devam ettirebilirler (Özüpekçe, 2021:21). Bu bağlamda sürdürülebilir turizm anlayışıyla vurgulanan yavaş şehir yaklaşımında; doğal, tarihi ve kültürel özelliklerin korunması, yaşam kalitesinin ve istihdamın yükselmesi için turizmde farkındalık yaratmak, yerel halkın gelenek-göreneklerini, yaşam biçimini korumak ve gelecek

kuşaklara aktarılması hedeflenmektedir (Çakıcı, Yenipınar, & Benli, 2014:27). Cittaslow International'ın 2022 Haziran ayı güncellemesine göre dünyada 33 ülkede 287 bölge yavaş (sakin) şehir unvanına sahip olmuştur. Ülkemizde ise yavaş şehir yaklaşımı 2009 yılında İzmir'in Seferihisar ilçesi uygun görülerek başlamış ve 2022 yılı itibariyle 21 kentte yer alan kasaba yavaş şehir cittaslow unvanı alarak tescil edilmiştir.

2019 yılının sonlarında ortaya çıkan Covid-19 pandemisinin turizm endüstrisinin talep eğilimlerini küresel çapta olumsuz yönde etkilediği gözlemlenmiştir. 2020 ve 2021 yıllarında turizm açısından yoğun tahribatlara sebep olan salgın sonucunda ülkeler zaman zaman sınır kapılarını yabancı ziyaretçilere kapatmış, vize kısıtlamaları uygulanmış ve uçuşlara belirli bir süre ara verilmesinden dolayı uluslararası turizm hareketleri neredeyse durma noktasına gelmiştir. 2022 yılına gelindiğinde pandeminin etkilerinin kısmen azaldığı dönemde Covid-19 sonrası iyileşme süreci (Post Covid-19) kısmi iyileştirme dönemi tüm dünyada rağbet görmüştür. Bu bağlamda, Covid-19 sonrası iyileşme sürecinin devreye girmesiyle uluslararası turizm hareketliliğinde yaşanan belirgin artışa eş zamanlı olarak, turizmde küresel talep değişiklikleri, farklı ve yeni destinasyonların devreye girmesi gibi faktörler araştırmacılar tarafından gündemde yer almaya başlamıştır. Buna bağlı olarak pandemi sürecinde yaşanan yüksek vaka oranları ve bulaş riski azaldıkça tatil yapma taleplerinin büyük ve kalabalık şehirler yerine daha sakin bölgelere doğru kaydığı gözlemlenmiştir. Böylece, doğa ve sakinlik anlayışıyla hareket eden yavaş şehirler cazip hale gelmektedir (Özüpekçe, 2021:21).

Cittaslow Türkiye web sitesinde de yavaş şehirler pandemi sırasında aranan sakinliğin merkezi olarak adlandırılarak turistleri çekmeye çalışılmaktadırlar (Cittaslow Türkiye, 2022). Örneğin; Urfa'nın Halfeti ilçesinde 2019 yılının başlarında yoğun bir turist hareketliliği yaşanırken, Covid-19 pandemisi ile beraber turist istatistiklerinde düşüşler görülmüştür. Ancak Covid-19 sonrası iyileşme sürecinde ise turist hareketliliğinin normal seviyeye ulaşması nedeniyle 2022 ve onu takip eden 2023 yıllarında Halfeti'ye yönelik talep eğiliminin artacağı öngörülmektedir (Cittaslow Türkiye, 2022). Bazılarına göre yavaş şehir yaklaşımı, turizm faaliyetlerini tam olarak karşılamadığı için uluslararası turizmi arzu edilen düzeyde desteklemediğini savunmaktadırlar (Yurtseven & Kaya, 2011:93). Bize göre, öncelikle kamunun yavaş şehirler için gerekli tanıtım faaliyetlerine önem vermesinin yanı sıra, yavaş şehirlerde turizmde sürdürülebilirliği korumak adına bilhassa otel, motel, pansiyon, kiralık ev ve restoranlar gibi işletmelerle koordinasyon sağlayacak, ileriki yılları da kapsayacak ve ekonomik gelişmeyi destekleyecek bir yol haritası yapılmasının sonucunda uluslararası turizmin gelişmesinde gereken etki sağlanacaktır. Bu düşünceden hareketle yapılan bu çalışmada; yavaş şehir kavramı, yavaş şehir algısı, yavaş şehir ile ilgili çalışmalar, Türkiye'de yer alan yavaş şehirler derinlemesine araştırılarak kavramsal çerçevede ele alınmıştır. Ayrıca, araştırmanın temel amacını taşıyan Covid-19 sonrası iyileşme sürecinde yavaş şehir algısına yönelik alan araştırmasından elde edilen bulgular, sonuç ve değerlendirme bölümünde yer almıştır.

2. Literatür Taraması

Yavaş şehirler üzerine uluslararası ve tr dizinde birçok araştırma bulunmaktadır. Tarafımızdan incelenenler; (Tosun 2013; Çakıcı, Yenipınar & Benli 2014; Kabacık, 2015; Park & Kim, 2015; Çoban & Harman , 2016; Yalım, 2017; Akman, Akman & Karakuş, 2018; Çiçek & Sari, 2018; Kocaman & Kocaman, 2018; Zengin & Genç, 2018; Batyk & Wozniak, 2019; Özdemir & Köse , 2019; Shi, Zhai, Zhou, & Chen, 2019; Akkoç & Aksöz, 2020; Çiçek, Ulu ve Uslay 2019; Ince, Iscioğlu, & Oztüren, 2020; Jaszczak, Morawiak, & Zukowska, 2020; Shang & Qiao, 2020; Uslu & Avcı, 2020; Yüksel, Esen, Kılıç & Akçay, 2020; Karademir, 2021; Kanbir, 2021; Özüpekçe, 2021).

Yukarıda yer alan araştırmaların bazıları incelendiğinde; Tosun (2013), “Yavaş Kentleşme Hareketi” çalışmasında, yavaş kentleşme felsefesinden ve ilkelerinden bahsetmektedir. Bu araştırmada, yerel halkın yaşam kalitesinin yükseltilmesi ve kültürel değerlerin korunması ilkeler kapsamında ele alınmıştır. Benzer şekilde Çakıcı, Yenipınar & Benli (2014) tarafından yapılan araştırmada, Seferihisar halkının yavaş şehir hareketi hakkında tutum ve algıları değerlendirilmiş ve çalışma sonucunda yerel halkın yavaş şehir hareketine yönelik algılarının dört faktörde toplandığı ortaya çıkmıştır. Her iki çalışmada yavaş şehrin yerel halk üzerindeki etkileri araştırılarak sonuca ulaşılmıştır. Bize göre, her iki çalışmanın yerel halk dışında yavaş şehirlerdeki kamu ve özel işletmelerin de tutumlarının incelenmesi isabetli olup araştırmaya bilimsel yönden farklılık kazandıracaktır.

Kabacık (2015), Perşembe ilçesinin yavaş şehir olma sürecinde karşılaştığı sorunları ele alan çalışmasında, yavaş şehir olmak isteyen ilçelere yönelik bir öneri sunmaktadır. Bu önerinin, tüm paydaşların yavaş şehir hareketine katılmaları ve benimsemeleri ile gerçekleşeceğini vurgulamaktadır. Kocaman ve Kocaman (2018) çalışmalarında, Zile ilçesi yöre halkının yavaş şehir hareketini benimsemesiyle köklü gelenekler ve kültürel varlıkların korunması ve sürdürülebilirliğinin mümkün olacağını araştırma sonuçlarında vurgulamışlardır (Kocaman & Kocaman, 2018). Her iki çalışmada da ziyaretçi/turist görüşlerinin alınmış olması araştırmaya bütünlük kazandıracaktır.

Ince, Iscioğlu, & Oztüren, (2020) çalışmalarında, yavaş şehir anlayışının Kuzey Kıbrıs'ta sürdürülebilir turizm gelişimine destek üzerindeki etkilerini analiz etmişler ve yavaş şehirlerin sürdürülebilir turizm gelişimde önemli etkileri olduğunu saptamışlardır. Nitekim bizim çalışmamız da Türkiye'de bulunan yavaş şehirlere gelen yabancı turistlerin tatillerini çevreye saygı ilkesiyle yaptıkları ve sürdürülebilir bir turizm için olumlu yaklaşımlarının olduğu sonucuyla benzerlik gösterse de daha kapsamlı örneklem grubuyla araştırıldığından dolayı özgün bir çalışmadır.

Jaszczak, Morawiak, & Zukowska, (2020), Polonya'nın Cittaslow kasabalarında bisikletin bir ulaşım aracı olarak ne kadar kullanıldığını analiz etmişler, bisiklet kullanımının sürdürülebilir turizm kapsamında gerekliliğini ve çalışma sonuçlarında, Cittaslow kasabalarında ve Polonya'nın yanı sıra diğer ülkelerdeki kasabalarda da bisiklet altyapısının hazırlanması hakkında bilgi sunmuşlardır.

Çiçek, Ulu ve Uslay (2019), Yavaş şehir hareketinin destinasyon pazarlaması için önemli olduğunu ifade etmişlerdir. Destinasyon pazarlamasında önemli bir etken olan yavaş şehir

hareketinin yurtdışı tanıtım ve pazarlama stratejilerine yönelik bilgiyi farklı katılımcı grupları gözünden değerlendiren bu çalışma önemli bilgiler içermektedir.

Özüpekçe, (2021), çalışmasında 2020-2021 yıllarında yaşanan Covid-19 sürecinin özellikle büyük şehirleri etkilediğini, buralardaki vaka sayılarının ve bulaş riskinin çok fazla olmasından dolayı insanların küçük ve sakin yerlerde yaşamaya yöneldiklerini ifade etmiştir. Dolayısıyla çalışmada, Post Covid-19 sürecinin, doğası ve kültürüyle sakinliği benimseyen yavaş şehirlerin yaklaşımını destekleyeceği ve bu şehirleri daha çekici hale getireceği öngörülmektedir.

Yukarıdaki çalışmalar değerlendirildiğinde; yavaş şehir yaklaşımının oldukça fazla yer aldığı ve akademik alanda popüler bir araştırma alanı olduğu görülmektedir. Öte yandan yapılan çalışmaların içeriği incelendiğinde, genellikle Covid-19 sonrası iyileşme sürecine yönelik yavaş şehirler hakkında kapsamlı bir alan çalışmasının yapılmadığı görülmektedir.

Böylece, tarafımızca yapılan çalışmanın araştırma konusu olan, "Covid-19 sonrası iyileşme süreci ve Türkiye’de Yavaş Şehir Algısı” ile ilintili benzer bir çalışmaya rastlanmamıştır. Dolayısıyla çalışmamızın bugüne kadar hem literatürde ilk kez yer alması, hem de Türkiye’de bulunan tüm yavaş şehirlerin alan araştırmasına dahil edilmesi ile özgün ve yapılmış olan diğer araştırmalardan farklılık göstermektedir. Çalışmamızın bu yönüyle, literatürdeki boşluğu dolduracağı ve ileride karşılaşılabilecek küresel bir salgında yavaş şehirler için önlem ve stratejileri içinde barındıran önemli bir kaynak olacağını öngörmekteyiz.

3. Türkiye’deki Yavaş Şehirler

Bir şehrin “yavaş şehir” unvanı alabilmesi için kasabanın veya bölgenin nüfusunun 50.000’nin altında olması, doğa unsurlarının baskın olması, çevre, altyapı, kentsel yaşam kalitesi, tarım, turizm politikaları ve benzeri kriterlere verilen puanları tutturması gereklidir (Acar, 2018:131-132). Buna ek olarak, yavaş şehir unvanı alabilmek için aşağıda yer alan 6 aşamanın tamamlanması gerekmektedir. (Çakır, Çakır, Ahmed, & Tokuş, 2014):

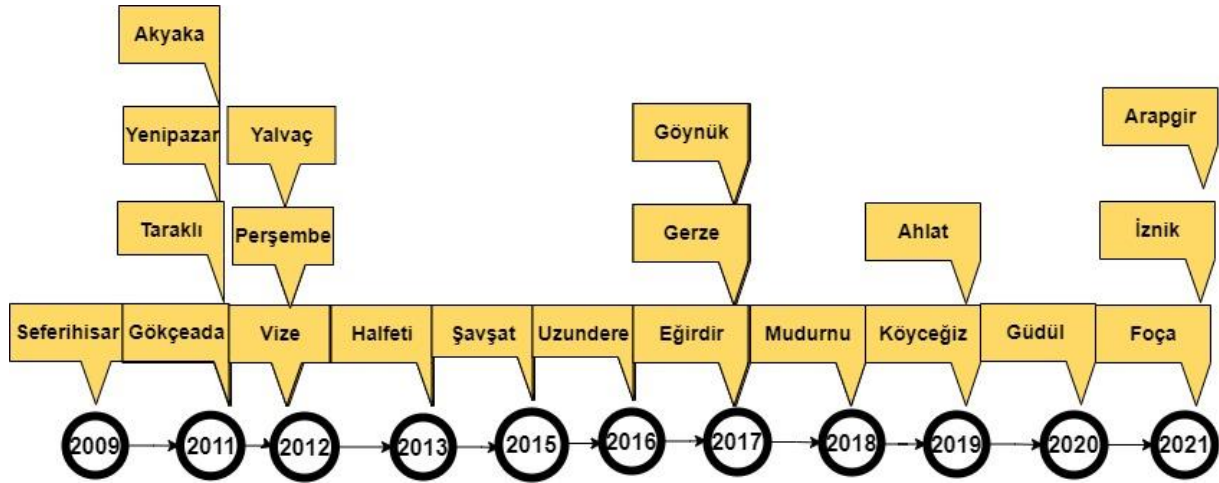
- **Aşama 1:** Başvuru Mektubunun Hazırlanması
- **Aşama 2:** Başvuru Yazısının Değerlendirilmesi
- **Aşama 3:** Brifing Toplantısı ve Değerlendirme Ziyareti
- **Aşama 4:** Başvuru Dosyasının Hazırlanması ve Teslimi
- **Aşama 5:** Başvuru Dosyasının Değerlendirilmesi
- **Aşama 6:** Başvuru Dosyasının Ana Merkeze Aktarılması ve Üyelik Beyanı

Yukarıdaki aşamaların içerikleri incelendiğinde, ilk aşama, kentin kısaca sahip olduğu doğal, kültürel ve beşerî özelliklerinin yanı sıra ileriye dönük çalışmalarının yer aldığı bir başvuru mektup hazırlığını içermektedir. İkinci aşama, başvuru mektubunun ön değerlendirme sürecidir.

Üçüncü aşama, ilgili kent tarafından ayrıntılı bir şekilde hazırlanmış başvuru dosyasının sunum sürecidir. Dördüncü aşama, başvuruda bulunan kentin yavaş şehir kriterlerinin ne kadarını karşıladığının Cittaslow Türkiye tarafından incelenmesi sürecidir. Beşinci aşama, başvuru dosyası Cittaslow Genel Merkezi tarafından kriterlere uygun bulunması halinde yavaş şehir unvanının onaylanma sürecini içermektedir. Son aşamada ise kentin Cittaslow üyeliğine kabul edildiğinin ilanı ve sertifika alma sürecidir (Cittaslow Türkiye, 2022).

Dünyada yavaş şehir unvanı alan 30 ülke 264 üye bulunmaktadır (Sandıkcı & Albayrak, 2020:1709). Fakat daha sonra 2022 yılı itibarıyla dünyada yavaş şehir sayısı 33 ülkede 287 ye ulaşmıştır. Türkiye’de ise ilk yavaş şehir anlayışı, 2009 yılında İzmir, Seferihisar ilçesinin “Cittaslow” birliğine girmesiyle başlamış ve hemen akabinde “Türkiye Cittaslow Koordinatörlüğü” kurulmuştur (Ünal & Zavalı, 2016:903). Vize, Yalvaç ve Yenipazar, Seferihisar’dan hemen sonra 2010 yılında başvuru yapmalarına rağmen üyelik başvuru tarihinden iki yıl sonra Aydın, Yenipazar %78 oranıyla, kabul alırken, Isparta, Yalvaç %61 Kırklareli’deki Vize ise kriterleri %50 oranında yerine getirerek yavaş şehir ilan edilmişlerdir. (Akman, 2018: 85). Böylece, Türkiye’de 2022 yılı itibarıyla doğa ile iç içe olan 21 yavaş şehir ilan edilmiştir. Bu durumda, önümüzdeki yıllarda ülkemizde yavaş şehir sayısının daha da artacağı öngörülmektedir. Aşağıdaki şekilde görüldüğü gibi, Türkiye’de Cittaslow kriterlerini yerine getirerek yavaş şehir ilan edilen ilçeler ve kabul tarihleri yer almaktadır.

Şekil 1: Türkiye’nin Yavaş Şehirleri ve Kabul Tarihleri.



Kaynak: Akman, 2018:86; Öter & Yumuk, 2022; Cittaslow Türkiye, 2022 ve ilgili belediyelerin web sayfaları ışığında yazar tarafından derlenmiştir.

Aşağıda Türkiye’de yer alan yavaş şehirler sırasıyla yer almaktadır:

Seferihisar: İzmir'e bağlı Seferihisar, ilk yavaş şehir olarak 2009 yılında ilçe belediyesinin başvurusuyla %70 oranında cittaslow kriterlerini yerine getirmesinden dolayı aynı yıl üyeliğe kabul edilmiştir (Akman, 2018:85). Seferihisar, turizm ve kültürel değerler bakımından önemli somut değerleri, Sığacık Kalesi, Karaköse Harabeleri, Teos ve Lebedos Antik Kentleri, Myonnesos Adası, Güneşlikent Tümülüsü, camileri, hamamları ve çeşmeleri ile çok zengin bir ilçedir (Koba, 2022:248-252).

Gökçeada: Türkiye'nin en büyük adası olan Gökçeada önemli payzaj özellikleri yanında zengin bir kültürel çekiciliğe sahip turizm destinasyonudur. Cittaslow Birliği'nin ilk ve tek adası olan Gökçeada, yavaş şehir unvanını 2011 yılında almıştır (Özdemir & Ayhan, 2019:29).

Taraklı: Sakarya iline 65 km uzaklıkta yer alan Taraklı, Osmanlı İmparatorluğunun ilk yerleşim yerlerinden bir tanesidir ve dağlarla çevrili dar bir vadide yer almaktadır. 2011 yılında yavaş şehir unvanı alan Taraklı, zengin mutfağı, tarihi evleri, doğal güzellikleri ve geleneksel el sanatlarıyla öne çıkmaktadır (Ünal, 2016:23).

Yeni Pazar: Lidyalılar ve Kimmerler uygarlıklarının önemli kalıntılarını içeren Aydın iline bağlıdır. Yerel halk, pamuk, narenciye ve zeytin gibi tarımsal faaliyetlerle uğraşarak gelenek ve göreneklerine bağlı yaşamlarını sürdürmektedirler (Acar, 2018:135). 2011 yılında Cittaslow kriterlerine sahip olmuş ve yavaş şehir unvanı almıştır (Ünal, 2016:23).

Akyaka: Muğla'da yer alan Akyaka, önemli bir turizm destinasyonudur. Bölgede yer alan doğal çekicilikler, kültürel unsurlar nedeniyle turistler tarafından yoğun olarak talep görmektedir. 2011 yılında kriterleri %50 oranda elde ederek yavaş şehir unvanı almıştır (Kurnaz & İpar, 2020:43).

Vize: Türkiye'de Trakya bölgesinde yer alan Vize Kırıkireli iline bağlı bir ilçedir. Vize turistik çekicilikler bakımından oldukça zengin bir kültürel ve tarihi değerlere sahiptir. Ayrıca turizm çeşitliliği açısından da zengin bir yelpazeye sahiptir. Mağara turizmi, kuş ve kelebek gözlemciliği, trekking, sportif olta balıkçılığı, mantar toplama, bisiklet, botanik turizmi (bitki inceleme) gibi bir çok alternatif turizm çeşitliliğine sahiptir. (Çakır, Çakır, Ahmed, & Tokuş, 2014: 94-104). 2012 yılında yavaş şehir unvanı almıştır (Özüpekçe, 2021:22).

Perşembe: Türkiye'nin Karadeniz Bölgesinde Ordu ilçesine bağlı olan Perşembe, 2 Kasım 2012 tarihinde yavaş şehir unvanı almıştır. Kent yavaş şehir unvanı almasıyla beraber alt yapı olarak kanalizasyon arıtma tesisi kurulmuş, bisiklet ve doğa yürüyüş yolları, kuş gözlem yerleri gibi birçok çalışma yapılmıştır (Yıldırım & Karaahmet, 2013:17). Ayrıca Perşembe'de gürültü ve hava kirliliğini en aza indirmek amacıyla birçok girişim yürütmektedir (Acar, 2018:134).

Yalvaç: Ispartanın ilçesi olan Yalvaç, 2010 yılında Cittaslow Birliği'ne başvuruda bulunmuş, ancak 2012 yılında kriterleri tamamlayarak İtalya'da düzenlenen organizasyonda yavaş şehir sertifikasını almıştır. Cittaslow Birliğine katıldıktan sonra Yalvaç, kadınlar pazarı kurarak geleneksel el sanatlarının ve kültürün sürdürülebilirliği için çalışmalar yapmıştır (Çakır, Çakır, Ahmed, & Tokuş, 2014:70). İnanç turizm açısından zengin kültürel varlıklara sahip olan ve hristiyanlarca kutsal kabul edilen Yalvaç, her yıl 50 bin turist ağırlamaktadır (Canlı, 2016:59).

Halfeti: Yerel tarih açısından çok zengin olan Halfeti, Türkiye'nin Güneydoğu bölgesinde Şanlıurfa iline bağlı bir ilçedir. Birecik Barajı'nın 2000 yılında faaliyete girmesiyle Halfeti'nin 3/5'i sular altında kalarak şuan ki görünümüne kavuşmuştur (Ünal & Zavalı, 2016: 907) Kültürel ve tarihi çekicilikleri ile saklı bir cennet olarak adlandırılan Halfeti, 2013 yılında yavaş şehir unvanı almıştır (Olca, Giritlioğlu, & Özekici, 2017:1332-1333).

Şavşat: Artvin iline bağlı olan Şavşat 2015 yılında yavaş şehir unvanı almıştır (Çoban & Harman, 2016:244). Mart 2021 yılında Şavşat, Karagöl Milli Parkında snowboard etkinliği düzenlenmiştir (Cittaslow Türkiye, 2022).

Uzundere: Erzurum ilinde yer alan Uzundere tarihi, kültürü, doğası ve yaylarıyla çeşitli turizm potansiyelini içinde barındırmaktadır. Bisiklet ve ATV'ler için düzenlenen özel parkurların yanı sıra dağ, köy ve yayla yolları da bu faaliyet için uygun bir alternatif parkur sunmaktadır. Ayrıca bölge kuş ve kelebek gözlemciliği bakımından da çeşitli alternatifler sunmaktadır. Hem sakinliği hem de doğal zenginliği sayesinde Uzundere ilçesi Cittaslow kriterlerini sağlayarak 2016 yılında yavaş şehir unvanı almaya hak kazanmıştır (Çetinkaya, Serçeoğlu, & Uzan, 2016:1065-1066).

Eğirdir: Türkiye'nin Isparta il sınırlarında yer alan Eğirdir ilçesi, 2017 yılında Cittaslow kriterlerini karşılayarak yavaş şehir yaklaşımına katılmıştır. Yüksek bir turizm potansiyeli olan bu yavaş şehirde halıcılık gibi yöresel el sanatları, kültürel değerleri tarihi ve alternatif turizm açısından önemli zenginliklerdir (Alagöz, 2018:142)

Gerze: Sinop ilinin bir ilçesi olan Gerze, 2017 yılında "Cittaslow" ağına katılmıştır. Gelenek ve görenekli yapının devam ettiği Gerze, yöreye özgün yemekler, geleneksel el sanatları, muhteşem doğası, kültürel değerleri ve bozulmamış çevresi içinde barındıran sakin bir şehirdir (Karaçar, Bayram, & Bayram, 2017:187).

Göynük: Önemli bir turizm destinasyonu olan Bolu iline bağlı Göynük ilçesi yavaş şehir yaklaşımını benimseyerek 2017 yılında Cittaslow Birliğine kabul edilerek yavaş şehir unvanı almıştır (Zengin & Genç, 2018:586).

Mudurnu: Mudurnu, 2018 yılında yavaş şehir unvanı alan Bolu ilinin ikinci ilçesi olmuştur (Coşar, 2019:41).

Köyceğiz: Muğla iline bağlı olan Köyceğiz turistik çekim merkezlerinden biri olmasına rağmen doğal ve kültürel değerlerini koruması ve Cittaslow kriterlerini sağlaması nedeniyle 2019 yılında başvurusu kabul edilerek yavaş şehir unvanını almıştır (Uslu & Avcı, 2020: 118).

Ahlat: Türkiye'nin Doğu Anadolu Bölgesi'nin Bitlis ilinde bulunan Ahlat, Cittaslow Birliği'ne yönelik yaptığı başvuru süreci ve kabul alması iki yıl sürmüştür ve 23 Mart 2019 tarihinde resmen yavaş şehir unvanı almıştır (Alkan, 2020:269).

Güdül: 2020 yılında yavaş şehiri olarak ilan edilmesiyle birlikte Türkiye'de toplam 18 yavaş şehir olmuştur. Tarihin birçok kültürü, gelenekleri, yöresel yemekleri ve kendine has ev yapısıyla Güdül önemli bir turistik destinasyondur. (Baykal & Ataberk, 2020:305).

Foça: İzmir ilinin ikinci yavaş şehri olan Foça, 2020 yılında Cittaslow Birliğine başvuru yapmış ve bir yıl sonunda 27 Kasım 2021'de "Cittaslow Uluslararası Koordinasyon Komitesi toplantısında yavaş şehir unvanı almıştır. Athena ve Kybele Açık Hava Tapınağı, Şeytan hamamı, Sur ve baş kapılar, kale, yel değirmenleri ve mavi bayraklı plajlarıyla Foça, kültürel- doğal zenginlikleri ve temiz çevreyi bir arada sunan sahil kentidir (Kargiglioğlu, 2022:263-265).

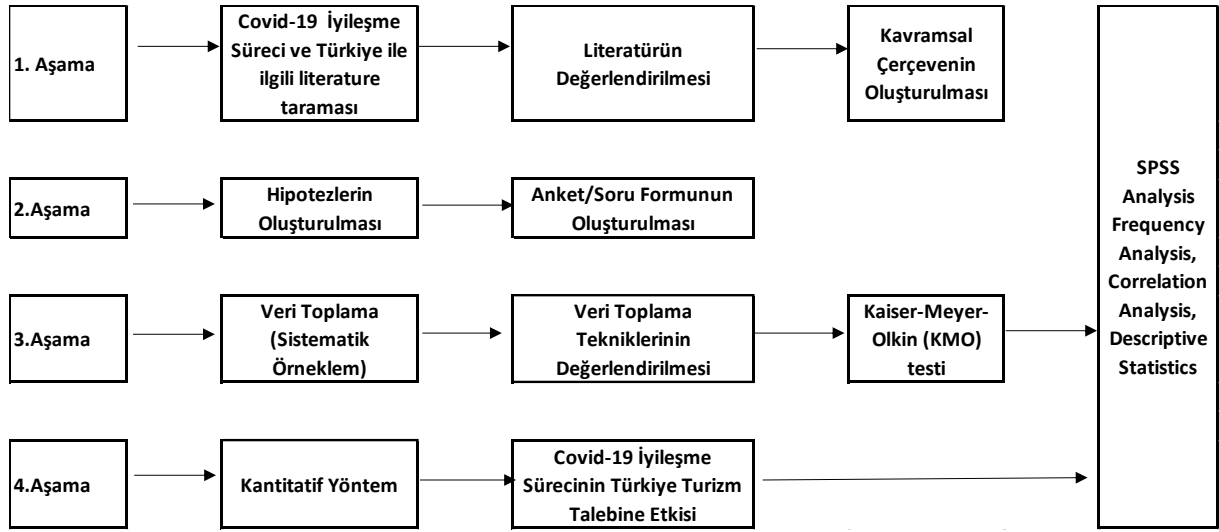
İznik: Marmara Bölgesinde yer alan Bursa iline bağlı bir ilçedir. Eski adı Helikore olan İznik, tarih içerisinde birçok kültüre ev sahipliği yapmış ve özellikle Osmanlı döneminde önemli bir kent olmuştur. 4970 metrelik bir surla çevrili olan kent, uluslararası alanda İznik çinisi ile tanınmaktadır. Kültürel ve doğal güzellikleri, birbirinden şirin köyleri, gölleri, bisiklet yollarıyla turistlere kültürel bir şölen sunmaktadır. İznik, Cittaslow ağına katılabilmek için 2019 yılında başvuru yapmış ve 2021 yılında üyeliği kabul edilerek yavaş şehir unvanı almıştır (Köksalanlar, 2022:531-537).

Arapgir: Malatya iline bağlı bir ilçe olan Arapgir, tarihi ve yemek kültürü, gelenek-görenekleri, doğal zenginlikleri içinde barındıran önemli bir turizm potansiyeline sahiptir. Farklı medeniyetlere ev sahipliği yaptığından dolayı kültür ve tarihi bakımından ayrı bir önem taşımaktadır. Özellikle inanç, doğa, spor ve festival turizmi gibi farklı alternatif turizm türleri için de potansiyel ve niteliğe sahiptir. 2017 yılında Cittaslow Uluslararası Koordinasyon Komitesine başvuru yapan Arapgir, 2021 yılında yavaş şehir unvanı almıştır (Kodaş, 2022: 546-549).

4. Alan Çalışması ve Metodoloji

Karma desen yöntemi, aynı araştırma içinde nitel ve nicel yöntemlerin bir arada kullanılmasını kapsayan araştırma yöntemidir (Yıldırım & Şimşek, 2018:325). Çalışmada, karma yöntem kapsamında açıklayıcı desenden yararlanılarak, Post Covid-19 sürecinin yavaş şehirlere yönelik algısıyla, turistlerin seyahat etme niyetleri arasındaki ilişkinin belirlenmesi amaçlanmıştır. Bu bağlamda aşağıda şekil 2'de görüldüğü gibi tasarım modelinin tüm aşamaları şematik olarak gösterilmiştir.

Şekil 2: Araştırma Tasarım Modeli



Yukarıdaki şekil-2 de görüldüğü gibi, çalışmanın ilk aşamasında, Covid-19 sonrası iyileşme süreci ve yavaş şehir algısına ilişkin tr dizin, web of science, scopus gibi veri tabanları ve literatür incelenerek kavramsal çerçeve oluşturulmuştur. İkinci aşamada, araştırmada hipotezler oluşturularak veri toplama için konuya uygunluğu belirlenen soru formu hazırlanmıştır. Soru formunun oluşum sürecinde literatürde yer alan Covid-19 ve yavaş şehir yaklaşımı ile ilintili bilimsel çalışmalardan yararlanılmıştır. Üçüncü aşamada, veri toplama tekniklerinin araştırmaya uygunluğu değerlendirilerek kolayda örneklem yöntemi seçilmiştir. Veri toplama aşamasında; Ülkemizi ziyaret eden yabancı turistlerden anket çalışmasıyla veri elde edilmesi planlanmış ve nicel örnekleme sayısının yeterliliği ve güvenilirliğini kanıtlamak için KMO testi uygulanmıştır. Dördüncü aşamada ise nicel veriler, yüzyüze görüşme şeklinde toplanmış ve bulgulara ilişkin verilerden elde edilen tekli ve çoklu cevaplar ayrı ayrı gruplandırılarak, kantitatif yöntem olan SPSS 26 programı kapsamında incelenmiş ve nitel bulgular ise içerik analiz ile etüt edilmiştir. Araştırmada boşluğa imkân vermemek adına nicel veriler nitel bulgular ile desteklenmiştir. Bu kapsamda son aşamada nitel görüşme formu hazırlanarak 8 yavaş şehir belediyesi, 15 seyahat acentası ve 11 otel yöneticilerine uygulanmıştır.

4.1 Örneklem ve Evren

Çalışmanın alan araştırması hem yüzyüze hem de internet aracılığıyla online olarak gerçekleştirilmiştir. Türkiye'deki 21 yavaş şehirde turizm faaliyeti gösteren işletmeler ve Türkiye'ye gelen 18 yaşından büyük yabancı turistler araştırmanın evrenini oluşturmaktadır. Bu nedenle yabancı turistlerden, yavaş şehirlerde turizm faaliyetleri gösteren işletmeler ve yerel yöneticilerden ayrı ayrı soru formu hazırlanarak çoklu bakış açısı elde edilmeye çalışılmıştır. Türkiye'ye tatil amaçlı gelen yabancı turistlere ve şirketimiz olan Mercan Turizm DMC'nın olanakları kapsamında yüzyüze anket uygulanmış olup, yavaş şehirlerde faaliyet gösteren turizm hizmet sağlayıcıları ve yerel yöneticiler ile ise, Google formlar aracılığıyla oluşturulan görüşme formu paylaşılarak veri toplanmıştır.

Model ve Hipotezler

Çalışmamız iki hipotez çerçevesinde belirlenmiştir.

Şekil 3: Model ve Hipotezler



Proje önerisinin amacı, Covid-19 sonrası iyileşme sürecinde yavaş şehirlerin arz ve talep açısından değerlendirilmesidir. Bu amaçlar doğrultusundan araştırma soruları şu şekildedir;

Hipotez 1. Covid-19 İyileşme Sürecinin Turistlerin Yavaş Şehir algısına etkisi olmuş mudur?

Hipotez 2. Covid-19 İyileşme Sürecinin Turistlerin Yavaş Şehirlere yönelik seyahat eğilimini etkilemiş midir?

Araştırma, Covid-19 iyileşme sürecinin yavaş şehir algısına ve yabancı turistlerin Türkiye’de yer alan yavaş şehirlere yönelik seyahat etme niyetlerine olan etkiyi ölçme amacını taşımaktadır. Ayrıca ülkemizdeki 21 yavaş şehirde faaliyet gösteren otel işletmecilerinin, seyahat acentalarının ve yerel yöneticilerin yavaş şehir tanıtımı, pazarlaması gibi stratejilerin ortaya çıkarılması ve yabancı turist eğilimine etki eden faktörlerin belirlenmesi amacını taşımaktadır. Alan çalışması kapsamıyla gruplardan elde edilen veriler çoklu frekans dağılım analizi ile aşağıda tablolar halinde sunulmuştur.

4.2 Bulgular ve Analiz

Bulgular iki kısımda toplanmıştır. Birinci kısımda, nicel yöntem sonucunda elde edilen veriler ve analizler, ikinci kısımda, ise görüşme formu aracılığıyla toplanan verilerin nitel yöntemde içerik analizi yer almaktadır.

4.2.1 Nicel bulgular

Nicel yöntemle elde edilen veriler, yabancı turistlerin Türkiye’de yer alan yavaş şehirlerdeki Covid-19 iyilalgıları ve seyahat etme niyetleri alan çalışması ile detaylı şekilde incelenerek tablolastırılmıştır. Alan araştırmasına yönelik yapılan anketler, SPSS 26 programında çoklu ve tekli soruların veri girişleri yapılarak ayrı ayrı analiz edilmiştir. Araştırma örnekleminin ve verilerin tutarlılığını test etmek amacıyla Kaiser-Meyer-Olkin (KMO) istatististiği kullanılmıştır. İstatistik sonucunda araştırmanın KMO 0, 716 değeriyle iyi düzeyde olduğu tespit edilmiştir. Aşağıda tablo 1’de alan çalışmasına katılan yabancı turistlerin demografik bilgileri ve yavaş şehir ziyaret sayıları incelenmiştir. Bu arada anket formları ülkemizi ziyaret eden turistlere İngilizce olarak sunulduğundan aşağıda yer alan tablolar da

Tablo 1. Yabancı Turist Demografik Bilgileri

Değişkenlik		n	%		n	%	
Cinsiyet	Kadın	90	57,0	Yavaş Şehir Ziyareti	None	48	30,4
	Erkek	68	43,0		1	44	27,8
Eğitim Durumu	Lise	36	22,8	2	27	17,1	
	Ön Lisans	23	14,6	3	5	3,2	
	Lisans	24	15,2	4	23	14,16	
	Yüksek Lisans	75	47,5	5 or more	11	7,0	

Yukarıdaki tabloda görüldüğü gibi, yabancı turistlerden araştırmaya katılanların çoğunluğunu 90 kişi (%57,0) ile kadınlar, 68 kişi (%43,0) ile erkekler oluşturmuştur. Kadınların da bu çalışmaya yüksek seviyede katılmaları önem arz etmektedir. Yabancı turistlerin eğitim durumlarına bakıldığında yoğunluğun 75 kişi ve %47,5 oranında lisansüstü eğitim grubunda oldukları görülmektedir. Yabancı turistlerin yavaş şehirlere yaptıkları ziyaret sayıları incelendiğinde, 48 kişinin hiç ziyaret etmediği ve 44 kişinin ise bir kez ziyaret ettiği görülmektedir.

Covid-19 iyileşme süreciyle ilgili olarak yabancı turistlerin ülkemiz ile ilgili görüşleri aşağıda tablo-2 de yer almaktadır.

Tablo 2. Covid-19 İyileşme Süreci ve Türkiye Turizmi Algıları

Covid-19 iyileşme sürecini Türk Turizmine olan etkisini nasıl değerlendirirsiniz?	Yanıtlar	
	N	Yüzdeler
Güvenli Ülke	120	30,6%
Güvensiz Ülke	12	3,1%
Ucuz Ülke	13	3,3%
Pahalı ülke	78	19,9%
Zayıf Hizmet	14	3,6%
İyi Hizmet	87	22,2%

Kirli Çevre	8	2,0%
Temiz Çevre	60	15,3%
¹ Toplam	392	100,0%

Yukarıdaki tablo incelendiğinde, Türkiye'ye gelen turistlerden 120 (%30,6) kişinin Covid-19 iyileşme süreci açısından Türkiye turizminin güvenli olduğunun kanınındadırlar. Çoklu cevaplar arasından en yüksek diğer dağılımlar: %22,2 **"iyi servis"** ve %15,3 **"temiz çevre"** gruplarıdır. Öte yandan azımsanmayacak sayıda yabancı turist ise, Türkiye'de turizmin %19,9 oranıyla **"pahalı"** olduğu ifade edilse de, bu araştırmada görüldüğü gibi 2022 ve 2023 yıllarında Türkiye'ye gelecek toplam yabancı turist sayısında artış yaşanacağı açıkça görülmektedir.

Tablo 3. Yavaş şehirler hakkındaki bilgiler ve yavaş şehirlere yönelik seyahat etme isteği arasındaki korelasyon ilişkisi

Sorular ve Değerlendirmeler		Türkiye'de 21 yavaş şehir olduğunu biliyormuydunuz?	Türkiye dışında başka ülkelerde herhangi bir yavaş şehiri ziyaret ettiniz mi?	Türkiye'de herhangi bir yavaş şehiri ziyaret ettiniz mi?
Türkiye'de 21 yavaş şehir olduğunu biliyormuydunuz?	Pearson Korelasyonu	1	,516**	,294**
	Sig. (2-tailed)		,000	,000
	Kareler Toplamı ve Çapraz Çarpımlar	99,930	44,899	22,389
	Kovaryans	,636	,286	,144
	N	158	158	157
Türkiye dışında başka ülkelerde herhangi bir yavaş şehiri ziyaret ettiniz mi?	Pearson Korelasyonu	,516**	1	,315**
	Sig. (2-tailed)	,000		,000
	Kareler Toplamı ve Çapraz Çarpımlar	44,899	75,671	21,006
	Kovaryans	,286	,482	,135
	N	158	158	157
Türkiye'de herhangi bir yavaş şehiri ziyaret ettiniz mi?	Pearson Korelasyonu	,294**	,315**	1
	Sig. (2-tailed)	,000	,000	
	Kareler Toplamı ve Çapraz Çarpımlar	22,389	21,006	58,803
	Kovaryans	,144	,135	,377
	N	157	157	157

¹ Çoklu Yanıtlarda N sayısı Örneklem Hacmini Geçmektedir.

** . Korelasyon 0.01 düzeyinde önemlidir (2-tailed).

Yukarıdaki tabloda görüldüğü gibi, yabancı turistlerin Türkiye’de yer alan 21 yavaş şehir hakkında bilgi sahibi olmalarıyla dünya üzerinde yer alan tüm yavaş şehirlere seyahat etme isteklerinin 0,516 değeriyle orta düzeyde ilişkinin olduğu, Türkiye’deki yavaş şehirlere seyahat etme isteğinin ise 0,294 değeriyle zayıf bir ilişkinin olduğu görülmektedir. Türkiye dahil herhangi bir yavaş şehre seyahat etme isteği ile Türkiye’deki yavaş şehirlere seyahat etme isteği arasında 0,315 değeriyle zayıf ilişki söz konusudur. Bu durumda Türkiye hariç diğer ülkelerde bulunan yavaş şehirlere seyahat etme isteği, Türkiye’de bulunan yavaş şehirlere yönelik isteği üzerinde etki değerinin az olduğu sonucuna ulaşılmıştır.

Tablo 4. Türkiye’deki 21 yavaş şehrin yabancı turistler tarafından yüzde olarak bilinme dağılımı.

Türkiye’deki Yavaş Şehirler	Yanıtlar		Yüzdesel Sonuçlar
	N	Yüzdeler	
İzmir-Seferihisar	67	25,9%	43,5%
Muğla-Akyaka	16	6,2%	10,4%
Isparta-Eğirdir	5	1,9%	3,2%
Çanakkale-Gökçeada	4	1,5%	2,6%
Sinop-Gerze	4	1,5%	2,6%
Bolu-Göynük	7	2,7%	4,5%
Kırıkkaleli-Vize	3	1,2%	1,9%
Isparta-Yalvaç	3	1,2%	1,9%
Bitlis-Ahlat	3	1,2%	1,9%
Şanlıurfa-Halfeti	5	1,9%	3,2%
Bolu-Mudurnu	1	0,4%	0,6%
Ordu-Perşembe	7	2,7%	4,5%
Artvin-Şavşat	2	0,8%	1,3%
Sakarya-Taraklı	8	3,1%	5,2%
Erzurum-Uzundere	2	0,8%	1,3%
Aydın-Yenipazar	8	3,1%	5,2%
Muğla-Köyceğiz	9	3,5%	5,8%
Ankara-Güdül	51	19,7%	33,1%
İzmir-Foça	-	-	-

Bursa-İzmit	-	-	-
Malatya-Arapgir	-	-	-
Hiç Bilinmiyor	54	20,8%	35,1%
Toplam	259¹	100,0%	168,2%

Yukarıdaki tabloda görüldüğü üzere, Cittaslow kriterlerini yerine getirerek yavaş şehir unvanı alan şehirler sırasıyla verilmiştir. Söz konusu şehirler arasından bilinirlik açısından %25,9 oranıyla İzmir-Seferihisar ve %19,7 oranıyla ise Ankara-Güdül'ün olduğu görülmektedir. Yabancı turistlerin %20,8'inin ise Türkiye'deki yer alan yavaş şehirler hakkında hiç bilgilerinin olmadığı yapılan analiz sonucuyla tespit edilmiştir. Bize göre turistler tarafından sadece Seferihisar ve Güzül'ün bilinmeleri bu iki sakin beldenin İzmir ve Ankara gibi iki büyük ve bilinen şehirde yer almalarıdır.

Tablo 5. Yavaş Şehir Bilgi Eksikliği

Türkiye'de yavaş şehirler hakkında bilgi eksikliğini aşağıdaki nedenlerden hangisine bağlıyorsunuz?	N	Yüzdeler	Yüzdesel Sonuçlar
Uluslararası tanıtım faaliyetlerinin yetersiz olması	49	17,4%	31,4%
Uluslararası ölçekte yetersiz pazarlama stratejileri	73	26,0%	46,8%
İnternetin doğru şekilde kullanılmaması	19	6,8%	12,2%
Yerel yönetimlerin web sitelerinin olmaması veya eksik kullanımı	9	3,2%	5,8%
Yavaş Şehir algısının olmaması	102	36,3%	65,4%
Turist algısının oluşturulmaması	14	5,0%	9,0%
Sakin şehirlerin markalaşma sürecinin tamamlanmamış olması	15	5,3%	9,6%
Toplam	281	100,0%	180,1%

Tablo 5'de görüldüğü üzere, uluslararası turistlerin Türkiye'de tescilli 21 yavaş şehir hakkında bilgi sahibi olmama nedenlerinin, %36,3 oranıyla "yavaş şehir hakkında bilgi eksikliği" nden kaynaklandığını ifade etmişlerdir. Türkiye'nin yurtdışı yavaş şehir turizmi ile ilgili %26,0 oranında pazarlama stratejilerinin yetersizliği ve %17 oranında tanıtım eksikliği gibi seçeneklerin yoğun olarak tercih edildiği görülmektedir. Dolayısıyla ülkemizin yurtdışı pazarına yönelik turizm çalışmalarında yavaş şehirleri öne çıkartabilecek strateji ve tanıtım faaliyetlerine yoğun bir şekilde yer vermesi gerekmektedir.

¹ Çoklu Yanıtlarda N sayısı Örneklem Hacmini Geçmektedir.

Tablo 6. Covid-19 iyileşme süreci esnasında yavaş şehirlerdeki hizmet beklentileri

Covid-19 sonrası iyileşme sürecinde Türkiye'de bir yavaş şehri ziyaret ettiğinizde nasıl bir hizmet bekliyorsunuz?	Yanıtlar		Yüzdesel Sonuçlar
	N	Yüzdeler	
Yüksek kalitede hizmet	56	12,1%	35,4%
Orta kalitede hizmet	38	8,2%	24,1%
Düşük kalitede hizmet	42	9,1%	26,6%
Diğer insanlarda uzakta olma	25	5,4%	15,8%
Temiz çevre ve sağlıklı hava	95	20,6%	60,1%
Güvenli çevre	108	23,4%	68,4%
Yerel adetler ve gelenekler	34	7,4%	21,5%
Şehir gürültüsünden uzak çevre	64	13,9%	40,5%
Toplam	462 ¹	100,0%	292,4%

Yabancı turistlerin Covid-19 iyileşme sürecinde Türkiye'deki yavaş şehirleri ziyaretleri sırasında ne tür bir hizmet beklentileri içerisinde oldukları incelendiğinde, turistlerin iki kriterde yoğunlaştıkları görülmektedir. %23,4 oranında “güvenli” ve % 20,6 oranıyla “temiz çevre ve iyi bir havanın” olduğu yerlerde tatil yapmak istediklerini belirtmişlerdir. Bu kapsamda, Türkiye'nin temiz ve güvenli bir tatil sunduğu yurtdışı pazarlama stratejileri hazırlanırken gözönünde bulundurulmalı ve yukarıda sözü edilen kriterleri yüksek oranda karşıladığını onaylamaktadır.

Tablo 7. Yavaş Şehirdeki Turizm Faaliyetleri

Türkiye'deki tatilinizde yavaş şehri seçmenizde aşağıdaki aktivitelerden hangisinin önemli olduğunu düşünüyorsunuz?	Yanıtlar		Yüzdesel sonuçlar
	N	Yüzdeler	
Trekking	58	8,0%	36,7%
Kuş/Kelebek Gözleme	49	6,8%	31,0%
Sportif balıkçılık	65	9,0%	41,1%
Arazi inceleme ve meyve-sebze toplama	39	5,4%	24,7%
Bisiklet	62	8,6%	39,2%
Kamp yapma	69	9,5%	43,7%
Mağara turizmi	73	10,1%	46,2%

¹ Çoklu Yanıtlarda N sayısı Örneklem Hacmini Geçmektedir.

Tarihi kalıntılar	70	9,7%	44,3%
Gelenek ve görenekler	88	12,2%	55,7%
Yerel elişleri	78	10,8%	49,4%
Yerel yemekler	72	10,0%	45,6%
Toplam	723¹	100,0%	457,6%

Tablo 7’de Türkiye’deki Cittaslow şehirlerindeki tatilleri sürecinde turistlerin özellikle yapmak istedikleri bir turizm faaliyeti olmadığı her bir faaliyetin yüzdeler oranlarına bakıldığında anlaşılmaktadır. Dolayısıyla en çok deneyimlenmek istenen faaliyetler sıralandığında: %12,2 gelenek ve görenekler, %10,8 yerel el sanatları, %10,1 mağara turizmi ve %10,0 oranıyla yöresel yemeklerdir. Bunun sonucu olarak, ülkemizde yer alan yavaş şehirlerin farklı turizm potansiyeline sahip olduğunu göstermektedir.

4.2.2 Nitel bulgular

Alan çalışması kapsamında yapılan anket formundan elde edilen verilerin analizine ait bulgular yukarıda açıklanmıştır. Analiz sonucunda ortaya çıkan boşlukları doldurmak ve literatüre farklı grupların bakış açılarını ortaya çıkarmak amacıyla madde havuzu oluşturularak toplam 10 soru hazırlanmıştır. Bu kapsamda Türkiye’de yer alan 8 yavaş şehir belediyesi, 11 otel işletmesi ve 15 seyahat acentası yöneticileri ile Google formlar aracılığıyla veriler toplanmıştır. Elde edilen nitel veriler, içerik analizi yöntemi ile incelenmiştir.

Tablo 8. Turizm hizmet sağlayıcıların demografik bilgileri

Variable	N	%		N	%			
Eğitim	Lise	5	14,7	Deneyim	1-5	4	30,4	
	Önlisans	5	14,7		6-10			
	Lisans	18	52,9					
	Lisansüstü	6	17,6					
İş Alanı	Seyahat	15	44,1	11-15				
	Acentası				15 yıl ve üzeri	27	17,1	
	Otel	11	32,4	İşletme Faaliyet Yılı	1-5	5	14,7	
	Belediye	8	23,5		6-10	3	8,8	
			11-15		11	32,4		
			15 yıl ve üzeri		15	44,1		

¹ Çoklu Yanıtlarda N sayısı Örneklem Hacmini Geçmektedir.

Türkiye’de bulunan 21 yavaş şehirdeki 8 belediye, turizm alanında faaliyet gösteren 15 seyahat acentası ve 11 otel işletmeciliği yöneticileriyle yapılan yarı yapılandırılmış soru formu aracılığıyla elde edilen veriler belirlenen 5 ana tema bazında incelenmiştir. Her bir katılımcı Y1.....Y34 olarak kodlanmıştır. Ayrıca katılımcıların görüşlerinden bazılarını aşağıda alıntı olarak yer verilmiştir.

4.2.2.1 Covid-19 sonrası iyileşme sürecinde ve öncesinde talep durumu

Sekiz yavaş şehir belediyesi yoğun olarak bulunduğu yavaş şehre olan talebin pandemi öncesi ve sonrasında orta düzeyde seyrettiği yönünde görüş bildirilmişlerdir. Öte yandan 15 seyahat acentasıyla yapılan görüşme sonucunda, pandemi öncesi herhangi bir görüş bildirmeyen 7 yöneticinin şehre yönelik talebin yüksek olacağını ve 4’ü çok yüksek bir talep olacağını ifade ederken 4’ü ise Covid-19 pandemisi etkisini azaltsa da bireylerin tatil tercihlerinin daha çok kendi ülkelerindeki iç turizm hareketleri ve yakın destinasyonları tercih etmesi nedeniyle hiç talebin olmayacağı yönünde görüş bildirmeleri, özellikle seyahat acentalarının yavaş şehirle ilgili olarak turizm talebi hakkında bugüne kadar herhangi bir araştırmanın yapılmadığını göstermektedir.

Y32 kodlu katılımcının ifadeleri:

“Covid-19 pandemisinin etkileri hala devam etse de, yavaş şehrimize olan talep artmaktadır”

4.2.2.2 Yabancı turistlerin yavaş şehir bilgi düzeyleri:

Belediye, seyahat acentası ve otel işletme yöneticileri yabancı turistlerin yavaş şehirler hakkında kısmen bilgilerinin olduğunu söylemektedirler. Öte yandan, 1 belediye 3 otel ve 2 seyahat acentası yabancı turistlerin Türkiye’de yer alan 21 yavaş şehir hakkında bilgileri olduğunu ifade etmişlerdir. Hiç bilgileri, yoktur diyen katılımcıların ise sayısı azımsanmayacak kadar yüksektir. Buradan çıkan sonuca göre, yavaş şehirlerde faaliyet gösteren seyahat acentalarının konuya ilgilerinin ve tanıtım faaliyetlerinin yetersiz olduğu görülmektedir.

Y15 kodlu katılımcının ifadeleri:

“Yurtdışına yönelik daha fazla tanıtım faaliyetleri yürütülerek yavaş şehirlere daha fazla turist çekilebilir.”

4.2.2.3 Pazarlama ve tanıtım

Belediye ve turizm hizmet sağlayıcılarına “ilçenize (yavaş şehir) yönelik yapılan yurt dışı tanıtım ve pazarlama faaliyetleri hakkında ne düşünüyorsunuz?” sorusuna verilen yanıtlar incelendiğinde, 18 katılımcının tanıtım ve pazarlama faaliyetlerinin ne yeterli ne de yetersiz

olduğunu, 14 katılımcı yeterli olmadığını ifade etmişlerdir. Öte yandan 4 katılımcı yurtdışı tanıtım ve pazarlama faaliyetlerinin yeterli olduğunu, ancak Türkiye'nin yavaş şehirler olarak uluslararası özel bir tanıtım kampanyası yapılmasının gerekli olduğunu vurgulamışlardır. Bu durum da tarafımızca yapılan yorumları doğrulamaktadır.

4.2.2.4 Turistlerin ekonomik, çevresel ve yöre halkı arasındaki iletişim

Katılımcıların, yabancı turistlerin buldukları yavaş şehre olan ekonomik etkilerinin ne yeterli, ne de yetersiz olduğu konusunda, çoğunluğunun aynı fikirde oldukları görülmektedir. Ancak sayısı azımsanmayacak kadar katılımcı ise, yabancı turistlerin ekonomik katkılarının yeterli olmadığını dile getirmişlerdir. Katılımcılar, turistler tarafından çevreye yönelik algıları incelendiğinde, genellikle çevreye karşı herhangi bir tehdit oluşturmadıkları, aksine doğaya saygılı bir tatil yaptıklarını ifade etmişlerdir. Öte yandan, bazı yabancı turist gruplarının ise çevreye karşı olumsuz tutum ve davranışlarının olduğunu vurgulayan 10 katılımcının olduğu saptanmıştır. Turistler ile yöre halkı arasındaki ilişkiye yönelik yönetici algıları incelendiğinde 8 acenta yetkilisi ve 2 otel yöneticisinin turistlerin genellikle yöre halkı ile bazı durumlarda kısa süreli iletişim kurmaya çalıştıklarını ifade etmişlerdir. Bununla birlikte 6 belediye, 3 acenta ve 5 otel yetkilileri, toplamda 14 katılımcının görüşlerine göre, turistler ile yöre halkı arasında hiçbir iletişimin olmadığı ileri sürülmüştür. Geriye kalan 8 katılımcı ise, turist turistlerin farklı profillerine göre değişkenlik gösterdiğini ve genellikle turist ve yöre halkı arasında sıkı bir bağ olduğunu dile getirmişlerdir.

4.2.2.5 Yavaş Şehir tercih faktörleri

“Yabancı turistlerin yavaş şehirleri tercih etmesindeki en önemli faktör nedir?” sorusuna verilen yanıtlar incelendiğinde, 12 katılımcı yönetici “doğa yürüyüşü/trekking”, 8 katılımcı “bisiklet tur rotaları”, 3 katılımcı “tarihi kalıntılar”, 7 katılımcı “gelenek-görenek” ve 4 katılımcı ise “yöresel el sanatları” faktörlerinin turistler tarafından en önemli tercih sebebi olduğunu vurgulamışlardır. Bu durumda da yavaş şehir yaklaşımının turizm açısından önemli bir faktör olduğu anlaşılmaktadır.

Sonuç ve Öneriler

1999 yılında yaşam kalitesini yükseltmek amacıyla ortaya çıkan yavaş şehir yaklaşımı, günümüzde gittikçe artan bir öneme sahip olmuştur. Türkiye’de 2009 yılında başlayan bu yaklaşım 2022 yılına gelindiğinde 21 yavaş şehre ulaşmıştır. Bilindiği gibi dünyada yavaş şehir yaklaşımı bilimsel araştırma konularında sürdürülebilir turizm kapsamında ele alınmış ve bu felsefenin benimsenmesi ile yavaş şehir yaklaşımı daha da önem kazanmıştır. Yavaş şehir ile ilgili çalışmalar incelendiğinde; yavaş şehir olma kriterleri, yerel halka olan etkileri, şehir halkının tutum ve algıları, memnuniyet düzeyleri, mali düzenlemeler, tekrar ziyaret etmeye etkisi ve benzeri konular dikkat çekmektedir. Ayrıca bilimsel çalışmalarda araştırma konusu

olarak yavaş şehir yaklaşımı hakkında yapılan arařtırmalarda her yıl daha da artarak yer aldığı görölmektedir.

Covid-19 sonrası iyileşme sürecinde yabancı turistlerin Türkiye turizmini, güvenli, iyi hizmet ve temiz hava olanağını sunduğu bir ülke olarak gördüklerini, ancak turistlerin Türkiye’de bulunan yavaş şehirler hakkında bilgilerinin istenilen düzeyde olmadığı, İzmir ve Ankara gibi bilinen iki büyük şehrin isimlerinin etkili olması sonucunda Seferihisar ve GÜdül’ü yavaş şehir olarak tercih ettikleri bulgusuna ulaşılmıştır. Dolayısıyla alan arařtırmasından ortaya çıkan bu bulgular göz önüne alındığında yurtdışı tanıtım ve pazarlama stratejilerinin yetersiz olduğu görölmektedir. Ayrıca, yurtdışı pazarlama stratejileri hazırlanırken yabancı turistlerin yavaş şehirler hakkındaki bilgi eksikliğine yönelik gerekli çalışmalar ışığında Türkiye’nin temiz ve güvenli bir tatil sunduğu göz önünde bulundurulmalı ve bu kriterleri yüksek oranda karşıladığını onaylayan reklam ve tanıtım faaliyetleri yoğun bir şekilde yapılmalıdır.

Çalışmamızda, nitel ve nicel veriler karşılaştırıldığında, nitel bulguların nicel bulguları destekler nitelikte olduğu açıkça görölmektedir. Özellikle nicel bulgularda turistlerin yavaş şehirdeki tatilleri sırasında tercih ettikleri faaliyetler ile nitel bulgular kısmında turistlerin yavaş şehir tercih faktörlerinde turizm hizmet sağlayıcılarının görüşü benzerlik taşımaktadır. Ayrıca yabancı turistler Türkiye’de bulunan yavaş şehirler hakkında bilgilerinin olmamasını, söz konusu şehirlerin yurtdışında tanıtım ve pazarlama faaliyetlerinin yetersiz olduğu yönündeki ifadelerine benzer şekilde, yavaş şehir belediyeleri, seyahat acentaları ve otel işletme yöneticileri de aynı şekilde ifade etmeleri konunun kamu ve özel sektör tarafından daha ciddi ve bilimsel olarak ele alınması gerekmektedir. Dolayısıyla alan çalışması ile çoklu bir bakış açısı ortaya konulmaya çalışılarak arařtırmada boşluğa yer bırakılmamaya çalışılmıştır.

Bize göre yabancı ziyaretçilerin genelde uluslararası yavaş şehir algısından kısmen haberdar oldukları, fakat ülkemizde oldukça fazla sayıda olan yavaş şehir algısından neredeyse hiç haberleri olmadıkları ve bu nedenle Türkiye’de yer alan yavaş şehirlere yönelik turistik taleplerin yurtdışında yapılacak etkin tanıtım faaliyetleri ile ilerideki yıllarda olumlu sonuçlar alınabileceğini öngörmekteyiz. Sonuç olarak arařtırmamızın, Covid-19 sonrası iyileşme sürecinin yavaş şehir algısına yönelik alan çalışması ile incelenmesi turizm literatürüne katkı sağlayacağı gibi, ileride yapılacak çalışmalara ışık tutacağı inancındayız.

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Definicja radykalizmu i ekstremizmu w odniesieniu do jednostek Służby Więziennej

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Streszczenie

W artykule poruszono tematykę związaną z radykalizmem i ekstremizmem w polskich jednostkach Służby Więziennej. Zaprezentowano grupy osadzonych narażonych na to zjawisko, przedstawiono też nowopowstałe definicje radykalizacji, oraz ekstremizmu więziennego oraz ekstremizmu więziennego zewnętrznego i wewnętrznego. Widzi się potrzebę ciągłego szkolenia funkcjonariuszy z nowego rodzaju zagrożeń oraz zwrócenia uwagi na realizację czynności profilaktycznych przez funkcjonariuszy.

Słowa kluczowe: służba więzienna, radykalizm w jednostkach penitencjarnych, radykalizm, ekstremizm,

Keywords: prison service, radicalism in penitentiary institutions, radicalism, extremism.

Przyszło nam żyć w bardzo wyjątkowych czasach i zglobalizowanym świecie. Wiek XXI to nie tylko era internetu, komputerów i socjamediów. To czas nowych rodzajów wyzwań i zagrożeń dla szeroko pojętego bezpieczeństwa. Przedstawione bezpieczeństwo jest opisywane i pojmowane bardzo szeroko gdyż obejmuje także przetrwanie i jakość życia¹. Jako obywatele musimy mieć świadomość ze znaczenia państwa, w roli bezpieczeństwa. Zapewnienie bezpieczeństwa obywatela jest kluczowym elementem funkcjonowania Państwa Polskiego, już bowiem w najważniejszym akcie prawnym obowiązującym w Polsce możemy znaleźć gwarancję bezpieczeństwa „Rzeczpospolita Polska strzeże [...] zapewnia wolności i prawa człowieka i obywatela oraz bezpieczeństwo obywateli”².

¹ Szerzej: J. Stańczyk, *Współczesne pojmowanie bezpieczeństwa*, Instytut Studiów Politycznych Polskiej Akademii Nauk, Warszawa 1996.

² art. 5 Konstytucja Rzeczypospolitej Polskiej z dnia 2 kwietnia 1997r. (Dz.U.1997 nr 78 poz. 483)

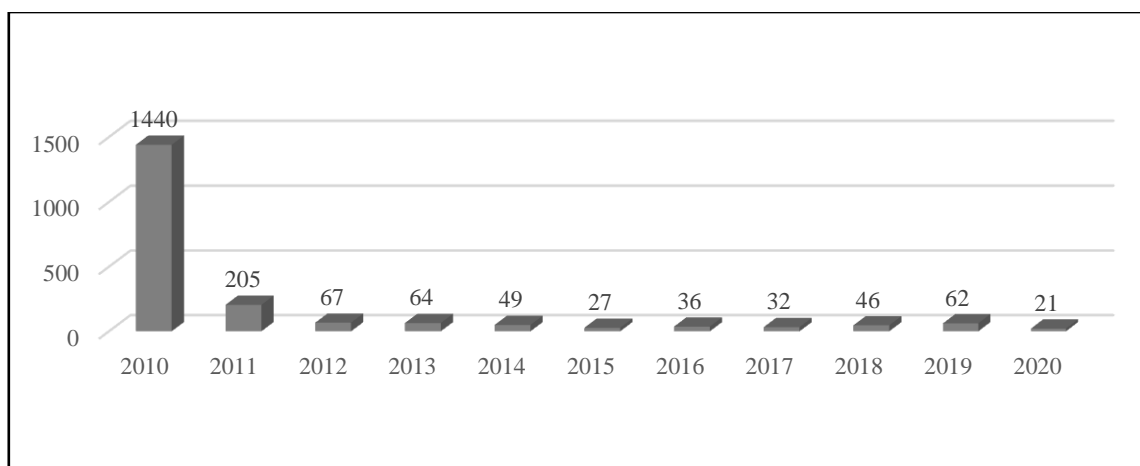
Bezpieczeństwo to również izolacja osób nie przestrzegających prawa na mocy obowiązujących przepisów od reszty społeczeństwa. Izolacja ta odbywa się poprzez umieszczenie takiej osoby w Zakładzie Karnym lub Areszcie Śledczym – a izolacja ta może być nawet dożywotnia¹

Sposób organizacji odosobnienia osób osadzonych² należy do kluczowych zadań polityki penitencjarnej³. Zadania te obejmują nie tylko same osoby odbywające karę pozbawienia wolności i tymczasowego aresztowania, ale także funkcjonariuszy i pracowników Służby Więziennej pełniących służbę i pracujących w tych jednostkach.

Sama kara pozbawienia wolności i jej wykonywanie nie zawsze sprawia, iż osadzeni w zakładach karnych zachowują się poprawnie, gdyż na ich terenie dochodzi do zdarzeń nadzwyczajnych, które dotyczą nie tylko osadzonych ale również funkcjonariuszy⁴.

Poniżej zostaną przedstawione dla przykładu wybrane sytuacje powstałe na terenie jednostek organizacyjnych Służby Więziennej dotyczące dokonanych samouszkodzeń osadzonych oraz napaści na funkcjonariuszy:

Tab. 1. Liczba dokonanych samouszkodzeń osadzonych w latach 2010 – 2020⁵



¹ art. 32 pkt 4 Ustawa Kodeks Karny z dnia 6 czerwca 1997r. (Dz. U. z 2022 r. poz. 1138, 1726)

² Przez osadzonego należy rozumieć skazanego, tymczasowo aresztowanego, ukaranego lub osobę, wobec której zastosowany został środek przymusu skutkujący pozbawieniem wolności.

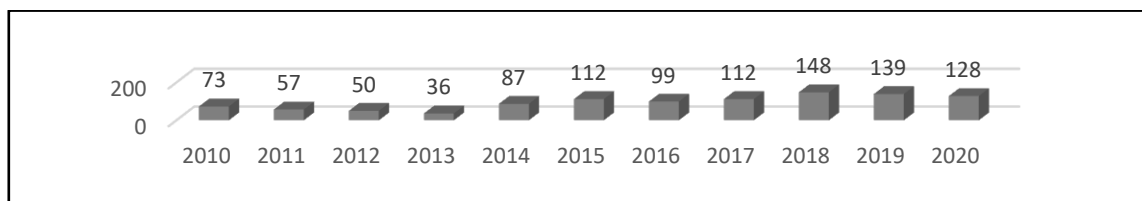
³ art. 2 ust. 2. Ustawa z dnia 6 czerwca 1997 r. Kodeks Karny Wykonawczy (Dz. U. z 2022 r., poz. 22, 655)

⁴ Szerzej; rodzaje zdarzeń opisane zostały w Zarządzenia nr 1 /2018 Dyrektora Generalnego Służby Więziennej z dnia 3 stycznia 2018 r. w sprawie służby dyżurnej w jednostkach organizacyjnych Służby Więziennej, zdarzeń mogących wystąpić w Służbie Więziennej oraz sposobu ich wyjaśniania i dokumentowania.

⁵ P. Łuszcz, *Analiza zjawiska autoagresji osadzonych w polskich jednostkach penitencjarnych na przestrzeni lat 2013 – 2018*, „Studia Bezpieczeństwa Narodowego”, nr 15, Wydawnictwo Wojskowej Akademii Technicznej, Warszawa 2019, s. 439-464.. Szerzej: G. Mońka, A. Zientarska, *„Roczna informacja statystyczna za rok 2011*, Warszawa 2012, s. 40; G. Mońka, M. Milewska, *Roczna informacja statystyczna za rok 2013*, Warszawa 2014, s. 40; G. Mońka, A. Zientarska, M. Milewska, *Roczna informacja statystyczna za rok 2015*, Warszawa 2016, s. 40; G. Mońka, A. Zientarska, M. Milewska, *Roczna informacja statystyczna za rok 2017*, Warszawa 2018, s. 39; A. Pniewska, A. Zientarska, M. Milewska, *Roczna informacja statystyczna za rok 2018*, Warszawa 2019, s. 39; A. Pniewska, A. Zientarska, M. Milewska, *Roczna informacja statystyczna za rok 2019*, Warszawa 2020, s. 19-21; A. Pniewska, A. Zientarska, M. Milewska, *Roczna informacja statystyczna za rok 2020*, Warszawa 2020, s. 19.

Źródło: opracowanie własne na podstawie meldunków sytuacyjnych i danych statystycznych.

Tab. 2. Napaści na funkcjonariusza i usiłowania w latach 2010 – 2020¹



Źródło: opracowanie własne na podstawie meldunków sytuacyjnych i danych statystycznych.

Przy ukazaniu sytuacji niebezpiecznych mających miejsce w ZK/AŚ zasadnym jest ukazanie szeregu zakazów nałożonych na osoby przebywające w jednostkach organizacyjnych SW i wynikających wprost z Ustawy Kodeks Karny Wykonawczy (KKW). I tak, osadzonemu nie wolno²:

- uczestniczyć w grupach organizowanych bez zgody lub wiedzy właściwego przełożonego;
- posługiwać się wyrazami lub zwrotami powszechnie uznawanymi za wulgarne lub obelżywe albo gwarą przestępców;
- uprawiać gier hazardowych;
- spożywać alkoholu oraz używać środków odurzających lub substancji psychotropowych;
- odmawiać przyjmowania posiłków dostarczanych przez administrację zakładu karnego w celu wymuszenia określonej decyzji lub postępowania, a także powodować u siebie uszkodzenia ciała lub rozstroju zdrowia, jak również nakłaniać lub pomagać w dokonywaniu takich czynów;
- wykonywać tatuaży i zezwalać na ich wykonywanie na sobie, jak również nakłaniać lub pomagać w dokonywaniu takich czynów;
- porozumiewać się z osobami postronnymi oraz osadzonymi w innej celi, jeżeli naruszałoby to ustalony w zakładzie karnym porządek;

¹ P. Łuszcz, *Problem analysis of prisoner's assaults on prison guards on duty in Poland, between 2013 – 2017*, „Zeszyty naukowe WAT”, nr 13, Warszawa 2018, s. 137-179. Szerzej: G. Mońka, A. Zientarska, *Roczna informacja statystyczna za rok 2011*, Warszawa 2012, s. 40; G. Mońka, M. Milewska, *Roczna informacja statystyczna za rok 2013*, Warszawa 2014, s. 40; G. Mońka, A. Zientarska, M. Milewska, *Roczna informacja statystyczna za rok 2015*, Warszawa 2016, s. 40; G. Mońka, A. Zientarska, M. Milewska, *Roczna informacja statystyczna za rok 2017*, Warszawa 2018, s. 39; Pniewska, A. Zientarska, M. Milewska, *Roczna informacja statystyczna za rok 2018*, Warszawa 2019, s. 39. Miesięczna informacja statystyczna za miesiąc grudzień 2019 r.: Ministerstwo Sprawiedliwości, Centralny Zarząd Służby Więziennej, BIS.0332.15.2019.MM, Warszawa 2020, s. 29; A. Pniewska, A. Zientarska, M. Milewska, *Roczna informacja statystyczna za rok 2020*, Warszawa 2020 s. 39.

² art. 116a. Ustawa z dnia 6 czerwca 1997 r. Kodeks Karny Wykonawczy (Dz. U. z 2022 r., poz. 22, 655)

- samowolnie zmieniać celi mieszkalnej, miejsca wyznaczonego do spania, stanowiska pracy i miejsca wykonywania zleconej czynności;
- zmieniać wyglądu zewnętrznego w sposób utrudniający identyfikację, w szczególności poprzez zgolenie lub zapuszczenie przez skazanego włosów, brody lub wąsów albo zmianę ich koloru, chyba, że uzyska na to zgodę dyrektora zakładu karnego.

Wskazane powyżej zakazy dotyczą wszystkich osadzonych¹ a godnym uwagi jest fakt, iż w jednostkach penitencjarnych na terytorium Polski przebywają m. in. obywatele Etiopii, Iranu, Arabii Saudyjskiej, Kostaryki, Indii, Rosji, Ukrainy czy też Ugandy i Panamy². Spotykamy się zatem w zakładach karnych i aresztach śledczych z wielokulturowością, która to nie jest czymś nowym, ale raczej zjawiskiem dotąd na taką skalę w Polsce nieznanym³. Łączna liczba wszystkich osadzonych wyniosła 72 465⁴ (lipiec 2022 r.), z czego 532 odbywa karę dożywotniego pozbawienia wolności⁵ a 141 jest zakwalifikowanych jako osadzeni stwarzający poważne zagrożenie społeczne albo poważne zagrożenie dla bezpieczeństwa zakładu, odbywający karę w wyznaczonym oddziale lub celi zakładu karnego typu zamkniętego w warunkach zapewniających wzmożoną ochronę społeczeństwa i bezpieczeństwa tego zakładu (tzw. „niebezpieczni”)⁶.

Dostrzec zatem możemy, iż polskie jednostki penitencjarne są narażone nie tylko na sytuacje niebezpieczne ale również na szeroko pojęty proces migracyjny, który widoczny jest w całej praktycznie Europie. W związku z migracją ludności, jej wielokulturowością trzeba zdać sobie sprawę z zagrożeń mogących wystąpić na terenie zakładów karnych w Polsce. Jednym z nowych niebezpieczeństw jest proces radykalizacji osadzonych i ich ekstremizmu.

Zagrożenia i zdarzenia mają już miejsce w zakładach karnych Europy Zachodniej, dla przykładu „we francuskim więzieniu Fleury-Merogis doszło do buntu ponad 120 więźniów, którzy odmówili powrotu do cel. Władzom udało się opanować sytuację. Incydent miał miejsce po atakach na straż więzienną w różnych placówkach na terenie Francji. Agresorami mieli być osadzeni o radykalnych muzułmańskich poglądach.”⁷ co więcej „w europejskich zakładach karnych wzrasta zagrożenie islamistycznej radykalizacji więźniów⁸”.

¹ Przez osadzonego należy rozumieć skazanego, tymczasowo aresztowanego, ukaranego lub osobę, wobec której zastosowany został środek przymusu skutkujący pozbawieniem wolności.

² *Miesięczna Informacja Statystyczna* Warszawa, mjr Maja Milewska, 19.08.2022, BIS.0332.09.2022.MM Tab. 17 str. 20

³ B. Orłowska, *Współczesne problemy wielokulturowości*, „Samotność i osamotnienie” 2012, nr 11, s. 2.

⁴ Tab. 3 str. 3-6 mjr Maja Milewska *Miesięczna Informacja Statystyczna* Warszawa, 19.08.2022, BIS.0332.09.2022.MM

⁵ *Miesięczna Informacja Statystyczna* Warszawa, mjr Maja Milewska 19.08.2022, BIS.0332.09.2022.MM Tab. 22

⁶ *Miesięczna Informacja Statystyczna* Warszawa, mjr Maja Milewska 19.08.2022, BIS.0332.09.2022.MM Tab. 21

⁷ <https://www.wprost.pl/swiat/10098895/bunt-we-francuskim-wiezieniu-w-placowce-szerzy-sie-musulmanski-radykalizm.html> [dostęp, 01.09.2022 r.]

⁸ <https://www.dw.com/pl/wi%C4%99zienia-idealnym-miejscem-do-rekrutacji-d%C5%BCihadyst%C3%B3w/a-36018162> [dostęp, 01.09.2022 r.]

Istotnym jest wskazanie, iż jednym z nowych zagrożeń jest proces radykalizmu i ekstremizmu. Obecnie wiele jest definicji określających to zjawisko jedno z nich przedstawia się następująco: „Radykalizacja to proces, w ramach którego osoba lub grupa osób zaczyna przyjmować skrajne i prowadzące do różnych form przemocy ideologie lub przekonania, traktując je jako własne”¹ a „Ekstremizm (łac. *extremus* – krańcowy) – hołdowanie skrajnym poglądom, stosowanie krańcowych, ostatecznych środków dla osiągnięcia celu politycznego, religijnego, ekonomicznego lub ideologicznego”²

Dlatego aby zapewnić odpowiedni poziom bezpieczeństwa w polskich jednostkach penitencjarnych zgodnie z przyjętą jej definicją, iż „bezpieczeństwo jednostki penitencjarnej to nie tylko stan znajomości zagrożeń występujących obecnie oraz tych mogących zaistnieć w przyszłości, jak również procedur – działań – neutralizujących ich wystąpienie lub minimalizujących ich skutki, ale także taki stan jej funkcjonowania, który przekłada się na bezpieczeństwo ludzi tam przebywających wraz z akceptowalnym poziomem ryzyka i zagrożeń”³, kierownicy tych jednostek muszą dostrzec i wprowadzić wprowadzając szereg elementów i działań zaradczych aby im skutecznie przeciwdziałać procesom radykalizacji i ekstremizmu na terenie tychże jednostek. Do podstawowych elementów związanych z radykalizacją osadzonych jest przedstawienie jej definicji w kontekście osób osadzonych w ZK/AŚ. Definicja ta przedstawia się następująco; **radykalizacja osadzonych w ZK/AŚ** – to określony i celowy sposób postępowania i działania człowieka lub grupy ludzi, skierowany na wybraną osobę celem zmiany jej zachowania, ideologii i wyznawanych wartości. Przyglądając się i analizując wskazaną definicję, możemy wyszczególnić kilka grup, społeczności przebywających lub mogących przebywać na terenie jednostki penitencjarnej, które są narażone na zjawisko radykalizacji – zgodnie z przyjętą definicją. Do takich grup zaliczyć możemy:

- grupy kibicowskie, pseudokibiców;
- uczestnicy podkultury przestępczej;
- osoby reprezentujące poglądy fanatycznie religijne;
- osoby o poglądach politycznych skrajnie prawicowych/lewicowych;
- aktywiści ekologiczni;
- osoby, które są członkami grup zorganizowanych przestępczych, gangów motocyklowych.

Radykalizm jest następującym procesem w czasie i nie można w żaden sposób określić jak długo potrzeba aby osoba została zradykalizowana. Nie bez znaczenia pozostaje fakt, iż następstwem procesu radykalizacji jest ekstremizm. Podać tu należy stworzone trzy nowe definicje (do chwili obecnej nie występujące) tegoż zjawiska mogącego wystąpić na terenie jednostek organizacyjnych Służby Więziennej; tj. **Ekstremizm więzienny** – to propagowanie skrajnie wyznawanych poglądów poprzez określone zachowania - również sprzeczne z prawem -

¹ Internet <https://publicystyka.ngo.pl/rosnaca-fala-radykalizacji> [dostęp 31.08.2022 r.]

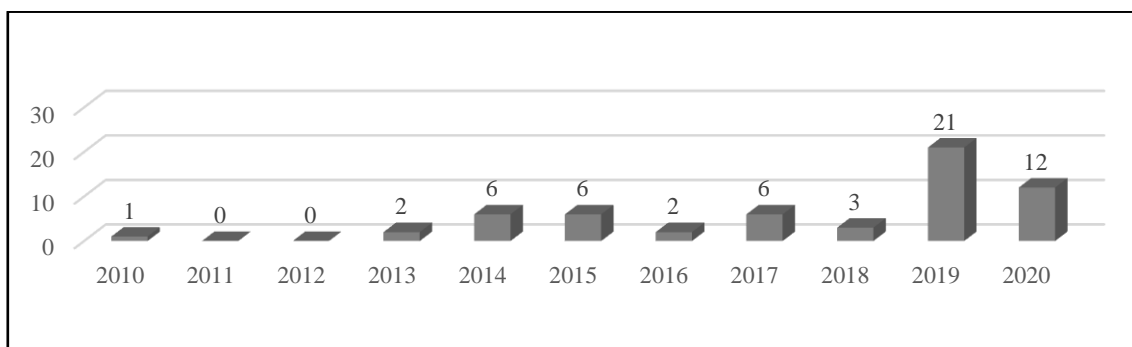
² Internet <https://pl.wikipedia.org/wiki/Ekstremizm> [dostęp 01.09.2022]

³ P. Łuszcz, *Koncepcja Bezpieczeństwa Jednostki Penitencjarnej, Warszawa 2021., str. 92.*

których celem jest zaburzenie ogólnie przyjętego poczucia bezpieczeństwa jednostki penitencjarnej. **Ekstremizm więzienny wewnętrzny** – to bezprawne działania zradyzalizowanej osoby na terenie jednostki organizacyjnej Służby Więziennej, której celem jest propagowanie wyznawanych wartości poprzez zrodzenie obaw i strachu. **Ekstremizm więzienny zewnętrzny** – to takie działania osoby zradyzalizowanej, którego celem jest propagowanie wyznawanych wartości poprzez bezprawne działania, których celem jest zrodzenie obaw i strachu. Obejmują one nie tylko teren jednostki organizacyjnej Służby Więziennej. Mają negatywny odbiór społeczno – medialny.

Dla podkreślenia wskazanych definicji ekstremizmu poniżej przedstawione zostanie w formie tabelarycznej ilość zagrożeń porządku na terenie i pożarów, których jednostkowe przypadki mogą być przejawami ekstremizmu zgodnie z przyjętymi definicjami.

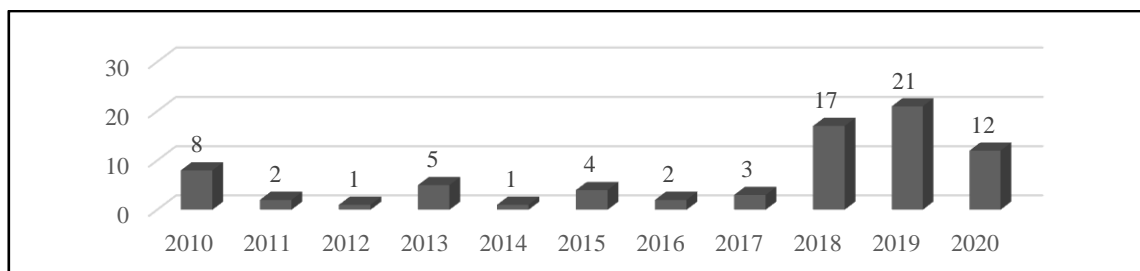
Tab. 3. Zagrożenia porządku na terenie jednostek organizacyjnych w latach 2010 – 2020¹



Źródło: opracowanie własne na podstawie meldunków sytuacyjnych i danych statystycznych.

¹ P. Łuszcz, R. Piwowarczyk, *Cunteracting possible future threats to the organisational units of the Prisin Service*, [w:] M. Górnikiewicz, I. Mucha (red.), *Dimensions of regional and global security*, Wydawnictwo Adam Marszałek, Toruń 2019, s. 181 – 205. Szerzej: G. Mońka, A. Zientarska, *Roczna informacja statystyczna za rok 2011*, Warszawa 2012, s. 40; G. Mońka, M. Milewska, *Roczna informacja statystyczna za rok 2013*, Warszawa 2014, s. 40; G. Mońka, A. Zientarska, M. Milewska, *Roczna informacja statystyczna za rok 2015*, Warszawa 2016, s. 40; G. Mońka, A. Zientarska, M. Milewska, *Roczna informacja statystyczna za rok 2017*, Warszawa 2018, s. 39; A. Pniewska, A. Zientarska, M. Milewska, *Roczna informacja statystyczna za rok 2018*, Warszawa 2019, s. 29 i. 39. Miesięczna informacja statystyczna za miesiąc grudzień 2019 r.: Ministerstwo Sprawiedliwości, Centralny Zarząd Służby Więziennej, BIS.0332.15.2019.MM, Warszawa 2020, s. 29; A. Pniewska, A. Zientarska, M. Milewska, *Roczna informacja statystyczna za rok 2020*, Warszawa 2020, s. 39.

Tab. 4. Liczba pożarów w jednostkach penitencjarnych w latach 2010 – 2020¹



Źródło: opracowanie własne na podstawie meldunków sytuacyjnych i danych statystycznych.

Aby właściwie realizować powierzone zadania i obowiązki a w szczególności dbać o szeroko pojęte bezpieczeństwo na terenie jednostek penitencjarnych zarówno funkcjonariuszy jak osadzonych, służba więzienna musi podejmować działania związane z szeroko pojętą realizacją czynności profilaktycznych² ale również szkoleń wewnętrznych funkcjonariuszy, na których omawiane byłyby nie tylko nowopowstałe definicje radykalizmu i ekstremizmu ale przede wszystkim sposób postępowania, osadzania w wyznaczonych celach osadzonych z grup zagrożonych radykalizmem.

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¹P. Łuszcz, *Rola funkcjonariuszy...*, op. cit., s 201-215. Szerzej: G. Mońka, A. Zientarska, *Roczna informacja statystyczna za rok 2011*, Warszawa 2012, s. 40; G. Mońka, M. Milewska, *Roczna informacja statystyczna za rok 2013*, Warszawa 2014, s. 40; G. Mońka, A. Zientarska, M. Milewska, *Roczna informacja statystyczna za rok 2015*, Warszawa 2016, s. 40; G. Mońka, A. Zientarska, M. Milewska, *Roczna informacja statystyczna za rok 2017*, Warszawa 2018, s. 39; A. Pniewska, A. Zientarska, M. Milewska, *Roczna informacja statystyczna za rok 2018*, Warszawa 2019, s. 39. Miesięczna informacja statystyczna za miesiąc grudzień 2019 r.: Ministerstwo Sprawiedliwości, Centralny Zarząd Służby Więziennej, BIS.0332.15.2019.MM, Warszawa 2020, s. 29; A. Pniewska, A. Zientarska, M. Milewska, *Roczna informacja statystyczna za rok 2020*, Warszawa 2020, s. 39.

² § 3 pkt 1 rozporządzenia z dnia 17 października 2016 r. Ministra Sprawiedliwości w sprawie sposobów ochrony jednostek organizacyjnych Służby Więziennej;

2. P. Łuszcz, *Koncepcja Bezpieczeństwa Jednostki Penitencjarnej*, Warszawa 2021.,
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Wykaz tabel

Tab. 1. Liczba dokonanych samouszkodzeń osadzonych w latach 2010 – 2020

Tab. 2. Napaści na funkcjonariusza i usiłowania w latach 2010 – 2020

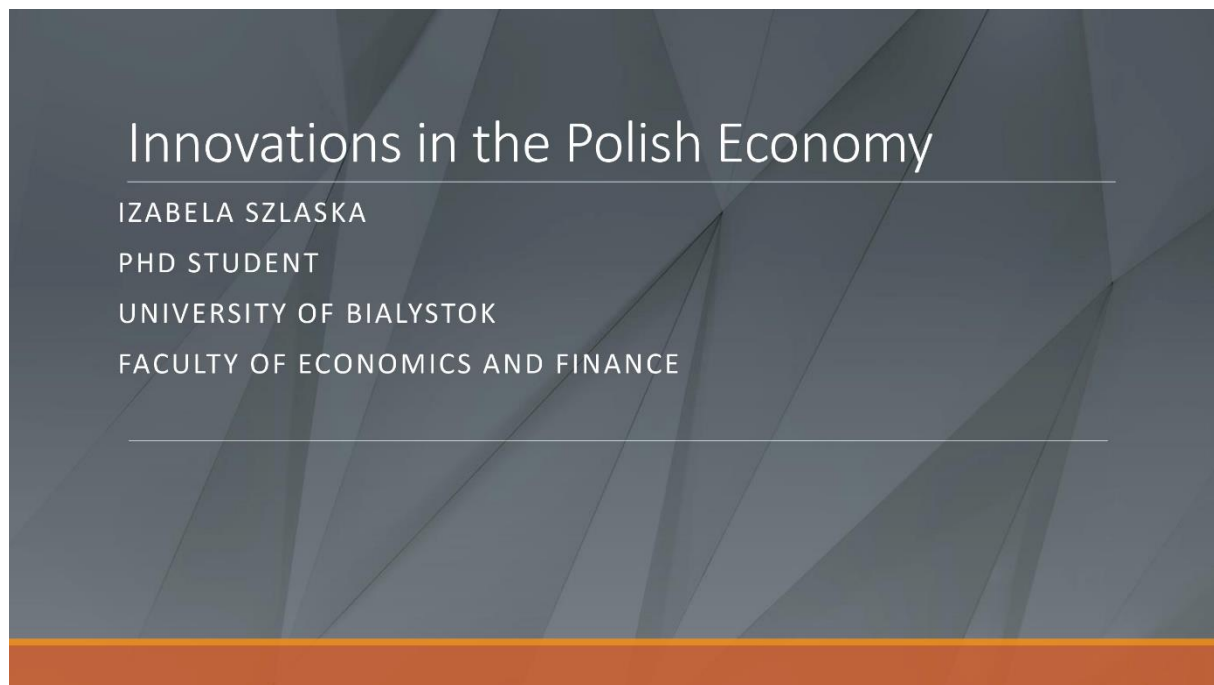
Tab. 3. Zagrożenia porządku na terenie jednostek organizacyjnych w latach 2010 – 2020

Tab. 4. Liczba pożarów w jednostkach penitencjarnych w latach 2010 – 2020

Innovations in the Polish Economy

Izabela SZLASKA

PhD Student, University of Bialystok, Faculty of Economics and Finance, POLAN



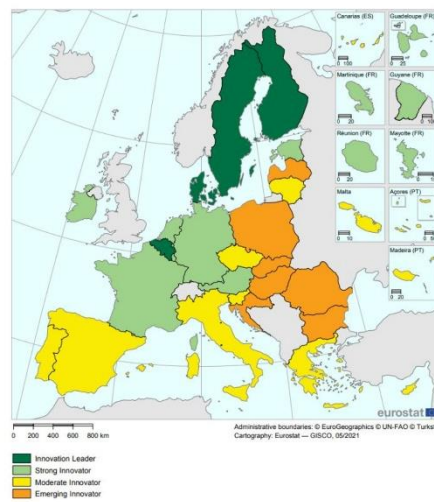
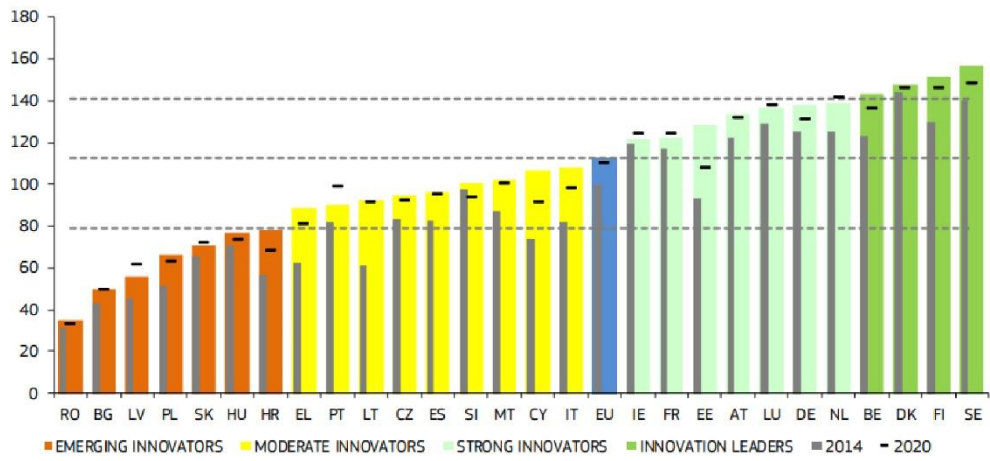


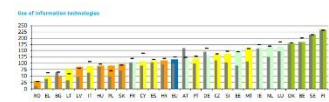
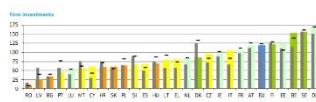
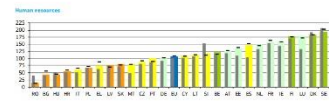
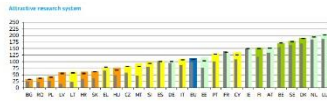
Concept of prosperity is still an unfinished mystery

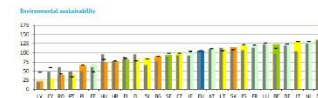
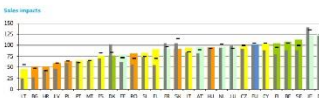
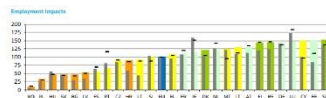
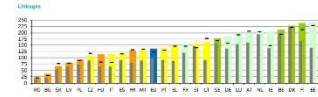
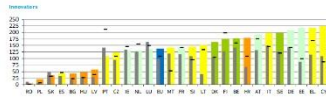
The search for the causes of economic growth seems to be a natural manifestation of human inquisitiveness and attempts to unravel the problem of increasing production dynamics and improving living conditions.

Problem with innovation

Companies that choose to actively implement technological development strategies are of greatest value to the economy because they are able to provide the opportunity to transform the technologies in question into new products or processes.







Poland's strengths



Poland's weaknesses





Conclusions

List of references

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DAY 1 – August 27, 2022

Saturday

**Plenary Sessions on Day 1 are planned to be online / virtual sessions.
Each plenary session will last for one hour (60min.) approximately.**

ZOOM Links and/or IDs to join the online sessions will be included in the tables for the sessions.

10:00 – 11:00 (Turkey)

Plenary Sessions 1

11:00 – 12:00 (Turkey)

Plenary Sessions 2

Opening Remarks

HALL A

Pedro TADEU, Ph.D.

The Polytechnic of Guarda, Portugal
Conference Chair

Hasan KARACAN, Ph.D.

Cyprus Science University
Conferecne Coordinator

12:00 – 13:00 (Turkey)
10:00 – 11:00 (Portugal)

**Keynote Speech 1: Supporting the education of children with
refugee background: Canada's policy and experience**
by Ervis Martani, University of Genoa, ITALY

**Keynote Speech 2: Psychosocial factors and digital competence
of future teachers**
*by Jose Luis Ubago-Jiménez & Inmaculada García-Martínez
University of Granada, SPAIN*

13:00 – 14:00 (Turkey)

Plenary Sessions 3

14:00 – 15:00 (Turkey)

Plenary Sessions 4

15:00 – 16:00 (Turkey)

Plenary Sessions 5

16:00 – 17:00 (Turkey)

Plenary Sessions 6

17:00 – 18:00 (Turkey)

Plenary Sessions 7

DAY 2 – August 28, 2022
Sunday

Plenary Sessions on Day 2 are planned to be online / virtual sessions.
Each plenary session will last for one hour (60min.) approximately.

ZOOM Links and/or IDs to join the online sessions will be included in the tables for the sessions.

10:00 – 11:00 (Turkey)	Plenary Sessions 8
11:00 – 12:00 (Turkey)	Plenary Sessions 9
12:00 – 13:00 (Turkey)	Plenary Sessions 10
13:00 – 14:00 (Turkey)	Plenary Sessions 11
14:00 – 15:00 (Turkey)	Plenary Sessions 12
15:00 – 16:00 (Turkey)	Plenary Sessions 13
16:00 – 17:00 (Turkey)	Plenary Sessions 14
17:00 – 18:00 (Turkey)	Plenary Sessions 15
18:00 – 19:00 (Turkey)	Plenary Sessions 16

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International Eurasian Conference on
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Guarda, Portugal

August 27 - 28, 2022

2

INSTITUTO
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plenary
sessions
Day 1



SESSIONS 1 HALL A

10:00 – 11:00 (Turkey)

Language: **Turkish**

IECESS 2022 Guarda, Meetings Day 1

August 27, 2022

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Pass: 932436

Sait BARDAKÇI, Aysel ARSLAN

Examination of Secondary Students' Research-Inquiry Skills

Aysel ARSLAN, Sait BARDAKÇI

Examining the 21st Century Skills of Secondary School Students

Zişan ERMEKİ, Suat ÜNAL, Tamer KUTLUCA

Matematiksel Notasyon ve Formal İfadeler Yardımıyla Oluşturulan Soruların ve Bağlamsal İfadelerle İlişkilendirilerek Hazırlanan Soruların Öğrenci Başarısına Etkisi

Zişan ERMEKİ, Suat ÜNAL, Tamer KUTLUCA

Türkiye'de Kavram Karikatürü Üzerine Lisansüstü Tezlerin İçerik Analizi

Yüksel MARIM

The Role of Migrant Cuisine in Forming Gastronomical Identity of Denizli Destination: Bozkurt Sample

Session Chair: **Aysel ARSLAN****SESSIONS 1 HALL B**

10:00 – 11:00 (Turkey)

Language: **Turkish**

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İbrahim KARATAŞ

Resurgence of Nationalism as a Security Threat

Büşra NAYIROĞLU, Tayfun TUTAK

An investigation of second school Math teachers 'views about distance education in the Covid-19 pandemic process

Menekşe ÇEKİÇ, Tayfun TUTAK

Investigating Opinions of Secondary School Teachers on Distance Education During Pandemic

Recai BAZANCİR

Türk Çocuğu Dergisindeki Türk Halk Edebiyatı Öğeleri (1944-1946))

Ekin KAYNAK İLTAR, Leyla CİVİL ARSLAN

Hekim-Filozof Ebu Bekir Er-Râzî ve Tıp Etiği

Session Chair: **Tayfun TUTAK**

SESSIONS 2 HALL A

11:00 – 12:00 (Turkey)

Language: **Turkish**

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Bilal BALDEMİR, Tayfun TUTAK

An Overview of the Diagnosis and Treatment of Dyscalculia

Haki PEŞMAN, Fatma ERDOĞAN

Review of Literature about Research on What Science and Mathematics Teachers Must Know

Büşra NAYIROĞLU, Tayfun TUTAK

An Overview of the Use of Web 2.0 Tools in Mathematics Education

Fatma ERDOĞAN, Haki PEŞMAN

Problem Solving in Mathematics and Science Education

Onur Başar ÖZBOZKURT

Examining the Relationship Between Autoflex and Innovative Competitive Approach

Session Chair: **Fatma ERDOĞAN****SESSIONS 2 HALL B**

11:00 – 12:00 (Turkey)

Language: **English**

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Hajdin BERISHA, Agron HOXHA

Reshaping Higher Education Offer Through the Establishment of University-Industry Alliances For Prospective Corporate Leaders

Süleyman KASAP

Metalinguistic Awareness And Linguistic Performance

Süleyman KASAP

The Semantic Priming Effect and Language Learning

Muhammad Helmee ISMAIL, Muhammad Faizal A. GHANI

Teaching Challenges of Malaysian Automobile Company's Lecturers

Ph.D. Aleksandra BERKOWICZ

Human vision in contemporary management

Session Chair: **Muhammad Faizal A. GHANI**

OPENING REMARKS**HALL A****12:00 – 13:00 (Turkey) 10:00 – 11:00 (Portugal)****August 27, 2022**

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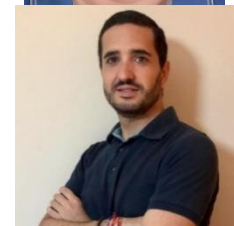
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Conference Coordinator

Keynote Speech 1: Supporting the education of children with refugee background:
Canada's policy and experience*by Ervis Martani, University of Genoa, ITALY***Keynote Speech 2:** Psychosocial factors and digital competence of future teachers*by Jose Luis Ubago-Jiménez & Inmaculada García-Martínez**University of Granada, SPAIN*

SESSIONS 3 HALL A

13:00 – 14:00 (Turkey)

Language: **English**

IECESS 2022 Guarda, Meetings Day 1		August 27, 2022
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ID: 856 7218 9334		Pass: 932436
Patrycja Lewandowska	The observance of human rights in Poland	
Deniz DINÇ	Analysing Russia's War in Ukraine through Realist and Constructivist Theoretical Approaches	
Ph.D. Kamila Kasprzak-Drozd	Impact of grapevine on human health	
Drwish Hasan DRWISH, Omer Abdullah HARAKI, Ali Osman ENGIN, Mustafa Abdullah ALMUKDAD	The Difficulties of Applying Online Teaching in Secondary Schools in Light of the Current Syrian Crisis	
Slaveya NEDELCEVA	Specifics of Bektashism in Albania, its role in cultural and historical terms and as a tool for the formation of the Albanian national identity in the XIX and XX centuries	
Nilay ONBAŞI	The Relationship Between Economic Growth and Inequality in Brazil	
Session Chair: Deniz DINÇ		

SESSIONS 3 HALL B

13:00 – 14:00 (Turkey)

Language: **English**

IECESS 2022 Guarda, Meetings Day 1		August 27, 2022
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Ph.D. Maria Kubacka	What determines the value of the enterprise?	
Verónica CAIRRÃO, Pedro TADEU	Cultural diversity in Portuguese schools: a study in preschool and primary school education establishments	
Kameel AHMADY	Narratives and minority: Stories from lesbian, gay and bisexual individuals in Iran: And an overview on the prevalence of LGB groups	
Shqipe DAKU	Factors Influencing Students' Non- Participation During Efl Classes, The Effects of These Factors - Challenges and Solutions	
Kameel AHMADY	Traces of Childhood Exploitation: A Comprehensive Study on the Forms, Causes and Consequences of Child Labour in Iran	
Session Chair: Pedro TADEU		

SESSIONS 4 HALL A

14:00 – 15:00 (Turkey)

Language: **English**

IECESS 2022 Guarda, Meetings Day 1

August 27, 2022

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Qais RAHMATZADA, Hatice IMAMOGLU

The Impact of Real Exchange Rate on Economic Growth: Evidence from G20 Countries

M.Sc. Barbara Grześ

Application the Agile Leadership methodology in increasing the quality of management in the organization of the future

Lt.Col. Ph.D. habil. Piotr Maśloch

Analysis of management in international organizations of the 21st century

Erica GUTENSCHWAGER, Apostolos MAGOULIOTIS

Creativity in Crisis: Art process vs art product and how it affects preservice teacher's experience

Session Chair: Hatice IMAMOGLU

SESSIONS 4 HALL B

14:00 – 15:00 (Turkey)

Language: **English**

IECESS 2022 Guarda, Meetings Day 1

August 27, 2022

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Nikoleta KALLDRĚMXHIU

From a Man to a Scholar, Focus for Argument

Sevgi SEZER

Game-Based Learning in Supply Chain Management

Sevgi SEZER

The Relationship Between Virtual / Augmented Reality and Logistics in Online Learning

Ph.D. Aneta Lipczyńska

Financial analysis as a source of financial condition assessment on the example of limited liability companies: Schollglas Polska and Zakłady Chemiczne Anser-Tarnobrzeg

Valbona UKA

Social Anxiety during the Covid-19 and Treatment with Cognitive Behavioral Therapy

Session Chair: Sevgi SEZER

SESSIONS 5 HALL A

15:00 – 16:00 (Turkey)

Language: **Turkish**

IECESS 2022 Guarda, Meetings Day 1

August 27, 2022

Join Zoom Meeting

<https://us02web.zoom.us/j/85672189334?pwd=NUphQldZZTlacWFVQUtXZHJEWGMxUT09>

ID: 856 7218 9334

Pass: 932436

Joana RODRIGUES, Pedro TADEU

The boardgame Halli Galli as a tool to explore mathematical concepts in the 1st Cycle of Basic Education (CEB)

Rita Ilgūnė MARTINĒLIENĒ

Factors determining being a teacher of primary education and early childhood: the case of a Lithuanian institution

Ph.D. Mariusz Tomczyk

Perspectives of digital money functioning in the economy

**Ph.D. habil. Anna Zielińska-Chmielewska,
Ph.D. Cand. Gulira Abrayeva**

The application of e-commerce tools in sell-buy transactions of chosen products from coffee waste in Europe and Asia

Ph.D. Marek Małolepszy

How to check students' mathematical skills

Session Chair: Pedro TADEU

SESSIONS 5 HALL B

15:00 – 16:00 (Turkey)

Language: **English**

IECESS 2022 Guarda, Meetings Day 1

August 27, 2022

Join Zoom Meeting

<https://us02web.zoom.us/j/81994268573?pwd=V0VMMS2hKRVo2eFZ1KzJsSE9iekZWdz09>

ID: 819 9426 8573

Pass: guarda

Zeki TAŞTAN

Yabancı Çocuklara Türkçe Öğretiminde Çizgi Filmler: Ege İle Gaga Örneği

Zeki TAŞTAN

Tepedelenli Nazım'ın Sırat-ı Müstakim'deki Şiirleri

Suat ÜNAL, Ayşegül ASLAN, Şükran ARSLAN

Kimya Öğretmenlerinin Asit ve Bazlar Ünitesinde Kullandıkları Stratejiler

Fethi KAYALAR, Filiz KAYALAR

Dil Eğitiminde Sibernetik Öğrenme Modelinin Önemi ve Uygulanması

Ayşegül ASLAN, Suat ÜNAL, Şükran ARSLAN

Kimya Öğretmenlerinin Doğa ve Kimya Ünitesinde Kullandıkları Stratejilerin Belirlenmesi

Session Chair: Zeki TAŞTAN

SESSIONS 6 HALL A

16:00 – 17:00 (Turkey)

Language: **English / Polish**

IECESS 2022 Guarda, Meetings Day 1

August 27, 2022

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ID: 856 7218 9334

Pass: 932436

M.Sc. Żaneta Glogowska

Funkcjonowanie dziecka wychowującego się w instytucjonalnej pieczy zastępczej w środowisku szkolnym

Ph.D. Małgorzata Żmigrodzka

Szanse i zagrożenia dla usług z zastosowaniem bezałogowych systemów powietrznych

**Ph.D. Agnieszka Małgorzata Nowocien,
Marta Sęk**

Inwestycje w rozwój pracowników wyznacznikiem dbałości o kapitał intelektualny nowoczesnej organizacji

M.Sc. Grzegorz Orłowski

Polityka bezpieczeństwa IT, obowiązek czy strategia?

Session Chair: Hasan KARACAN, Ph.D.

SESSIONS 6 HALL B

16:00 – 17:00 (Turkey)

Language: **Albanian / Polish**

IECESS 2022 Guarda, Meetings Day 1

August 27, 2022

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ID: 819 9426 8573

Pass: guarda

Ph.D. Emiljan KARMA

Youth Neet Situation in Albania

Ph.D. Emiljan KARMA

Evaluating Tax Morale in Albania

Asdren TOSKA

The link between social media and email marketing in customer engagement

Ph.D. Mariola Szewczyk-Jarocka

Praca nierejestrowana w Polsce na przykładzie lokalnego rynku. (Undeclared work in Poland on the example of local research)

Jakub Bródka

Egzekucja z udziałem przedsiębiorcy w prawie polskim

Session Chair: Ali KORKUT, Ph.D.



SESSIONS 7 HALL A

17:00 – 18:00 (Turkey)

Language: **English / Polish**

IECESS 2022 Guarda, Meetings Day 1

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ID: 856 7218 9334

Pass: 932436

Session Chair:

SESSIONS 7 HALL B

17:00 – 18:00 (Turkey)

Language: **Albanian / Polish**

IECESS 2022 Guarda, Meetings Day 1

August 27, 2022

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Session Chair:



International Eurasian Conference on
Educational & Social Studies

Guarda, Portugal

August 27 - 28, 2022

2

plenary
sessions
Day 2

SESSIONS 8 HALL A

10:00 – 11:00 (Turkey)

Language: **English**

IECESS 2022 Guarda, Meetings Day 2

August 28, 2022

Join Zoom Meeting

<https://us02web.zoom.us/j/88160054804?pwd=VnFjYjFrR2xXTDU3czF4Y0I1WS92Zz09>

ID: 881 6005 4804

Pass: 468044

Ph.D. Anna Misztal

Sustainable development of the energy sector in the European Union in the context of current geopolitical conditions

Zehavit GROSS, Yousef Methkal Abd ALGANI

The perspectives of Israeli primary mathematics teachers on social justice: a comparative study of Arab and Jewish educators

Patrycja LINKIEWICZ, Agnieszka LEWICKA-ZELENT

The competencies of the teacher in the face of modern civilization transformations

Oxana MIKHAYLOVA, Elizaveta SIVAK

Emerging adulthood in Russia: class and educational disparities

Ph.D. Panar KYAZIM

Socio-Economic Aspects of Intellectual Property

Fernan Q. ABRAGAN, Vangie ABARCAS, Ivy Mae AQUINO, Rowena E. BAGONGON

Research Review on K-12 Curriculum Implementation in the Philippines: A Generic Perspective

Session Chair: Yousef Methkal Abd ALGANI

SESSIONS 8 HALL B

10:00 – 11:00 (Turkey)

Language: **Turkish**

IECESS 2022 Guarda, Meetings Day 2

August 28, 2022

Join Zoom Meeting

<https://us02web.zoom.us/j/82442801490?pwd=cTR2TVNNaFY1OGVQMGS3MVNYdIF3Zz09>

ID: 824 4280 1490

Pass: guarda

Ahruz MAHMUDOVA

Carpet making in Nakhchivan region terms compared with the Gars languages analysis

Cafer GARİPER

Nâzım Hikmet ve Kıbrıs Çıkmazı

Cafer GARİPER

Nâzım Hikmet'in "Putları Yıkıyoruz" Kampanyası Çerçevesinde Mehmet Emin Eleştirisi

Nazakat ISMAYILOVA

Poetic understanding of the World starts from Children's literature

Ercan ÇALIŞ

Examples of Fantastic Creatures Used in Turkish Tile and Miniature Art

Session Chair: Cafer GARİPER

SESSIONS 9 HALL A

11:00 – 12:00 (Turkey)

Language: **Turkish**

IECESS 2022 Guarda, Meetings Day 2

August 28, 2022

Join Zoom Meeting

<https://us02web.zoom.us/j/88160054804?pwd=VnFjYjFrR2xXTDU3czF4Y0I1WS92Zz09>

ID: 881 6005 4804

Pass: 468044

Khatire GULIYEVAAzerbaijan - Portugal Relations in the Context of
Multiculturalism from Ancient History to the Day**Mehmet GÜNEŞ, Emine UZUNALI**Tarihîyat Sonrası Uzlaşmada Başvuru ve Ödeme Süre Şartlarının
Değerlendirilmesi ile Yabancı Ülkelerin Uzlaşma Uygulamaları:
Seçimlik Kaos ile Uzlaşma İhlali Gerekliliği**Ümit DURAK, Tamer KUTLUCA**Geogebra Yazılımı ile Öteleme Konusunda Öğrenme
Etkinliklerinin Geliştirilmesi**Tamer KUTLUCA, Suat ÜNAL**İlköğretim Matematik Öğretmen Adaylarının Eşitsizlikler
Konusundaki Öğrenci Hata ve Yanılgılarını Gidermede
Kullandıkları Öğretimsel Stratejilerin Belirlenmesi**Mehmet Mazhar YILDIZ**Sosyo politik olayların gençlerin değer öncelikleri üzerinde
oluşturduğu etkiler: Kürt meselesi örneği.Session Chair: **Khatire GULIYEVA****SESSIONS 9 HALL B**

11:00 – 12:00 (Turkey)

Language: **English / Polish**

IECESS 2022 Guarda, Meetings Day 2

August 28,
2022

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ID: 824 4280 1490

Pass: guarda

Ph.D. Małgorzata SieradzkaRegistry of adverse events as a preventive measure of their
occurrence in the future**M.Sc. Michał Mrozek**

European energy crisis 2022: reactions, challenges, implications

M.Sc. Izabela Szlaska

Innovations in the Polish economy

Ph.D. Krzysztof MizeraThe role of protein in regenerative processes in an athlete's
diet**Arizona LAJÇI**Learning to speak as one of the most important stages for the
development of speakingSession Chair: **M.Sc. Michał Mrozek**

SESSIONS 10 HALL A

12:00 – 13:00 (Turkey)

Language: **English / Polish**

IECESS 2022 Guarda, Meetings Day 2

August 28, 2022

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ID: 881 6005 4804

Pass: 468044

Ph.D. Agnieszka Wikarczyk Financial risk management (on the example of selected entities from the clothing industry) - financial and accounting approach

Professor Bogdan Żółtowski Elementy statystyki w badaniu drganiowym obiektów logistyki transportu

Ph.D. Jerzy Walkowiak Historia gospodarcza Chin z okresu Wojen Opiumowych

Ph.D. Mirosław J. Bednarski Prawo dostępu do broni palnej a bezpieczeństwo publiczne

M.Sc. Kamil Kiełek Kształtowanie bezpiecznych przestrzeni miejskich. Studium przypadku miasta Starachowice

M.Sc. Waldemar Łasica Projektowanie i technologia wysokowytrzymałych oraz wysokowartościowych eko-kompozytów cementowo-szklanych dla budownictwa obronnego

Session Chair: Mehmet Mazhar YILDIZ, Ph. D.

SESSIONS 10 HALL B

12:00 – 13:00 (Turkey)

Language: **English / Polish**

IECESS 2022 Guarda, Meetings Day 2

August 28, 2022

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Pass: guarda

M.Sc. Katarzyna Wojtysiak; Ph.D. habil. Halina Zielińska-Więczkowska, Professor of UMK The medical staff changes due to COVID-19 pandemic

M.Sc. Katarzyna Wojtysiak; Ph.D. habil. Halina Zielińska-Więczkowska, Professor of UMK Coping with stress among medical personel working during COVID-19 pandemic

Zuzanna Siedlecka The phenomenon of mobbing at work – a preliminary research report

M.Sc. Justyna Szablewska Zagrożenia w pracy strażaka według “Podręcznika do szkolenia szeregowców OSP” Komendy Głównej Straży Pożarnych z 1978 r.

Ph.D. Paweł Łuszcz Definicja radykalizmu i ekstremizmu w odniesieniu do jednostek Służby Więziennej

Session Chair: Ali KORKUT, Ph.D.

SESSIONS 11 HALL A

13:00 – 14:00 (Turkey)

Language: **English / Polish**

IECESS 2022 Guarda, Meetings Day 2

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ID: 881 6005 4804

Pass: 468044

Ph.D. habil. Joanna Jasińska

Patient safety in nursing care

Ph.D. Łukasz Furman, Anna Hańczyk

Exchange rate factors in the FOREX market in the light of the COVID-19 pandemic and geopolitical change in Central Eastern Europe in 2022

Ph.D. Piotr Ptak

Regulatory Policy as a Key to the Postcovid Recovery and Challenges Ahead

Ph.D. Małgorzata Anna Białas-Szymańska

E-sprawozdawczość finansowa w dobie Covid-19 – wybrane aspekty

Ph.D. Andrzej Wojciechowski, Ph.D. Jacek Krawczyk

Impact of COVID-19 on Transport

Session Chair: Hasan KARACAN, Ph.D.

SESSIONS 11 HALL B

13:00 – 14:00 (Turkey)

Language: **English / Polish**

IECESS 2022 Guarda, Meetings Day 2

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ID: 824 4280 1490

Pass: guarda

M.Sc. Patryk Klima

Accession To The Rent In The Event Of The Tenant Death In Polish Law

Ph.D. Teodora Rizova

Gastronomy Motivating Tourist Trips

Ph.D. Henryk Wojtaszek

Energy Management System In The European Union

İrfan Cenk YAY, Ph.D.

Rudolfo A. Anaya's Use of Mesoamerican Mythology and Southwestern Folklore in his New-Mexican Trilogy

M.Sc. Mateusz Firlej

Influence of the difference between capabilities and functionings in the interpretation of the approach of A. Sen and M. Nussbaum to the choice of social policy

Session Chair: İrfan Cenk YAY, Ph.D.

SESSIONS 12 HALL A

14:00 – 15:00 (Turkey)

Language: **English / Polish**

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ID: 881 6005 4804

Pass: 468044

Anna Zwierzyńska

History of cesarean sections

M.Sc. Aldona Ploch; Julia Kot; Mikołaj Wrabec

Illegal export of cultural goods / Nielegalny wywóz dzieł sztuki za granicę

M.Sc. Aldona Ploch; Katarzyna Lenart; Izabela Olszewska

Old Town in Warsaw and Auschwitz-Birkenau. German Nazi Concentration and Extermination Camp (1940-1945) as examples of UNESCO's unique cultural heritage

M.Sc. Iwona Sobiecka; Ph.D. Stanisław Krysiński

Legal and organizational determinants of the fight against cyberterrorism in Poland

Julia Florek, Mateusz Bartoszek

Ksenograf w transplantologii

Session Chair: Hasan KARACAN, Ph.D.

SESSIONS 12 HALL B

14:00 – 15:00 (Turkey)

Language: **English / Polish**

IECESS 2022 Guarda, Meetings Day 2

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Pass: guarda

Dominik Szewczyk

On the serial killers trail - forensic profiling

Ph.D. Dawid Szutowski

The impact of management control systems on decision-making quality

M.Sc. Redko Oleh

Integration of Ukrainian refugees into the EU economy through Fintech platforms

Ph.D. Monika Szałkowska–Strzelecka

Inwestowanie w warunkach wysokiej inflacji

Session Chair: Ali KORKUT, Ph.D.

SESSIONS 13 HALL A

15:00 – 16:00 (Turkey)

Language: **English / Polish**

IECESS 2022 Guarda, Meetings Day 2

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ID: 881 6005 4804

Pass: 468044

Ph.D. Piotr Domżał; M.Sc. Anetta Supel

Sztuczna inteligencja a bezpieczeństwo – rozważania na temat szans oraz zagrożeń przez nią generowanych

CDR Ph.D. Wojciech Sokołowski

Pojęcie entropii w analizowaniu informacyjnych aspektów bezpieczeństwa

Ph.D. Justyna Żylińska

Criminal liability for the abuse of power (Article 231 of the Penal Code) - reflections in the context of changes introduced in the context of the coronavirus pandemic

M.Sc. Czapski Grzegorz

Analysis of the situation of Lublin universities graduates on the labor market

M.Sc. Aleksandra Lisicka-Firlej

Session Chair: Hasan KARACAN, Ph.D.

SESSIONS 13 HALL B

15:00 – 16:00 (Turkey)

Language: **English / Polish**

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M.Sc. Agnieszka Orłowska

Involvement of social media marketing in building the image of a political leader

M.Sc. Aleksandra Polak-Kruszyk

Differences between Polish and Norwegian penitentiary systems

M.Sc. Agnieszka Weremczuk

Poziom lęku, smutku i gniewu a jakość życia osób z chorobą nowotworową poddanych chemioterapii

M.Sc. Anna Kowalska

The economic relations between Russia and Germany

Ph.D. Artur Lis

Public management based on values

Session Chair: Ali KORKUT, Ph.D.

SESSIONS 14 HALL A

16:00 – 17:00 (Turkey)

Language: **English / Polish**

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Pass: 468044

Ph.D. Adam Laska; Ph.D. Renata Piętowska-Laska

Polish Transport Policy Towards The Challenges of The 21st Century

Aleksandra Gałuszka

Czynniki wpływające na jakość życia osób z niepełnosprawnością

Ph.D. Agnieszka Barczak

Impact of the covid-19 pandemic on maritime transport in selected EU countries

M.Sc. Monika Niedźwiecka

Przemoc seksualna w związku małżeńskim - odpowiedzialność karna sprawcy w świetle art. 197 Kodeksu karnego

Session Chair: Hasan KARACAN, Ph.D.

SESSIONS 14 HALL B

16:00 – 17:00 (Turkey)

Language: **Turkish / Polish**

IECESS 2022 Guarda, Meetings Day 2

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Pass: guarda

M.Sc. Aleksandra KORCZYC

Climate and energy policy of the European Union as a subject of political debate in Poland

Faruk KALAY

Örgüt kültürünün firma performansı üzerindeki etkisi

Faruk KALAY

Bir yönetim inovasyonu ölçeğinin uyarlanması

Ph. D. Joanna WOJCIECHOWSKA-KUCIĘBA

Teaching History of Art from the Perspective of Human Sciences

Cüneyt MENGÜ

Covid-19 Sonrası İyileşme Süreci ve Türkiye’de Yavaş Şehir Algısına Yönelik Bir Alan Çalışması

Session Chair: Ali KORKUT, Ph.D.



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