

IECES5

International Eurasian Conference on
Educational & Social Studies

Istanbul, Türkiye

April 4 - 6, 2025



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Bildiri Özet Metinler

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organized by an internationally joint consortium

IECES 5 International Eurasian Conference on
Educational & Social Studies

Istanbul, Türkiye

April 4 - 6, 2025



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5th International Eurasian Conferences on Educational and Social Studies

hosted by

Istanbul Aydin University, Istanbul, TÜRKİYE

April 4 - 6, 2025

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This conference has been collaboratively organized by a committee of academicians from institutions all over the world. They review the abstracts, evaluate presentation quality and review full papers in the publication process. Obviously, it is extra hard work. We highly appreciate their contributions, expertise and understanding during the organization process.

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STATISTICS ABOUT THE CONFERENCE, IECES2025

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April 4 – 6, 2025

Countries	Number of Papers	Countries	Number of Papers
Albania	2	Kyrgyzstan	1
Azerbaijan	10	Malaysia	1
UK	2	North Cyprus	3
Kosovo	4	United Arab Emirates	1
Italy	1	Poland	21
Ghana	1	Sweden	2
Qatar	1	Türkiye	43

14 Countries

93 Papers

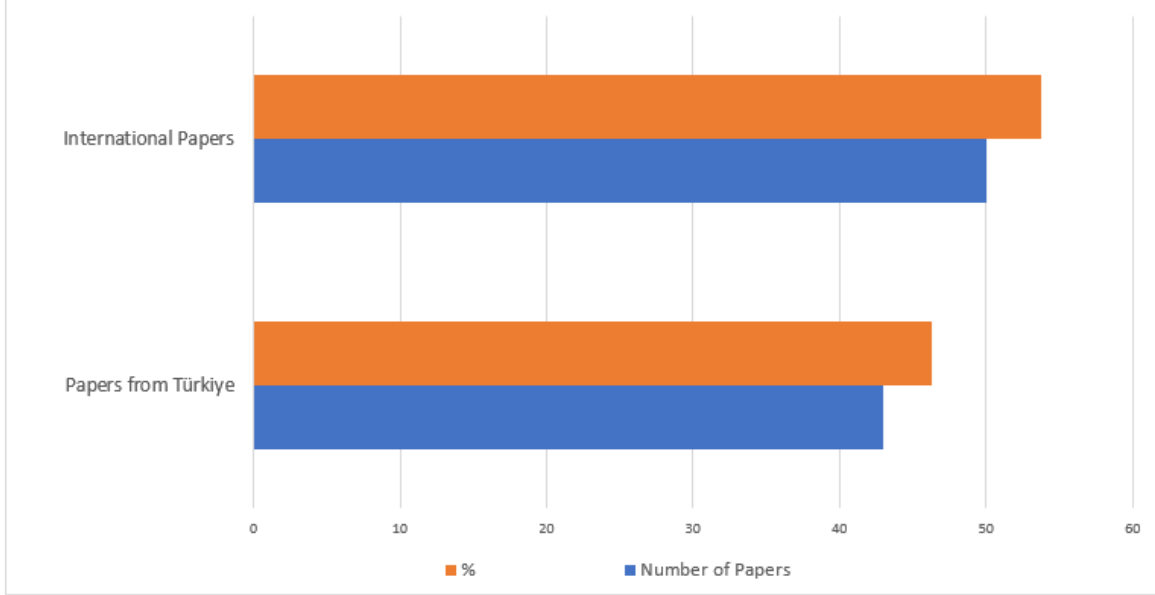
Distribution of Papers according to Categories

	Number of Papers	%
Papers from Türkiye	43	46,24
International Papers	50	53,76
Total	93	100,00

IECES 5 International Eurasian Conference on Educational & Social Studies

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The 5th edition of **International Eurasian Conference on Educational and Social Studies (IECES2025)**, hosted by Istanbul Aydın University, Istanbul, Türkiye, April 4 – 6, 2025, was a great, fruitful and exciting experience with all our distinguished guests, participants and listeners. There were 87 papers presented during the plenary sessions (43 from Turkey, 50 from International participants; **46,24 % Turkish, 53,76% International participants**).

We had participants from 14 countries, displayed in the graph above.

Hope to meet you again in our upcoming conferences!

Thank you for your support and collaboration.

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Abstracts

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Abstracts

Education Beyond Borders: Intercultural Competence at the Heart of Global Relations

Osman Gültekin

**UNESCO Chair on Cultural Diplomacy, Governance and Education at İstanbul Aydın
University, Türkiye**

Abstract

In an era marked by global interdependence and shifting geopolitical dynamics, international education has emerged as a vital instrument of soft power, fostering mutual understanding, collaboration, and sustainable peace. This presentation explores the critical intersection of international education and international relations through the lens of intercultural competence development. Drawing from the Eurasian and Turkish experience, it argues that higher education institutions play a central role in cultivating intercultural dialogue and empathy among globally mobile students and scholars.

By embedding intercultural competence in international curricula, mobility programs, and institutional partnerships, universities contribute not only to individual growth but also to the creation of more inclusive and peaceful global communities. In contexts where historical tensions or political divergences persist, such educational diplomacy becomes a powerful, non-coercive tool in international relations—building bridges where diplomacy alone may fall short. The Turkish and broader Eurasian examples offer compelling insights into how higher education systems can be reimagined as platforms for intercultural engagement, global citizenship, and long-term peacebuilding.

Keywords: international politics, intercultural competence, peace, international education

The Iceberg of Culture: A Framework for Effective Cross-cultural Communication among International Students in Higher Education

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Abstract

This study explores the concept of culture through the metaphor of an iceberg, contrasting visible and hidden elements. Rooted in intercultural communication and organizational behavior research, this framework underscores that deeper cultural values, beliefs, and assumptions—rather than overt expressions like language or customs—are substantial in shaping behavior. By applying this model to the demographic of international students in higher education, this analysis emphasizes the challenges students face against these often unseen cultural differences. Specifically, the document utilizes a mixed-methods approach, incorporating surveys, interviews, and focus groups with approximately 200 international students, to identify key cultural challenges in higher education. Moreover, effective support systems and institutional strategies promoting intercultural recognition are crucial for fostering inclusion as well as academic success. This analysis aims to deepen understanding beyond surface-level observations, providing a foundation for enhancing the experiences of international students in higher intellectual learning. Potential results include identifying context-specific cultural misunderstandings and effective assistance strategies, leading to recommendations for enhanced language programs, mentorship initiatives, in along with culturally sensitive curricula. Ultimately, this study highlights the importance of addressing both visible and hidden cultural dimensions to create more inclusive and supportive academic environments for international students.

Key Words: Cross-Cultural Communication, International Students, Higher Education

Confined Spaces on Stage: Psychological and Social Entrapment in Modern Theatre

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Abstract

In *The Poetics of Space*, Gaston Bachelard argues that spaces are physical environments that can serve as repositories of memory, dreams, and psychological depth. Through a phenomenological approach, he justifies how these physical spaces transcend their materiality, become deeply personal and symbolic, and shape our inner worlds as they evoke feelings of security, nostalgia, and creativity. Drawing on the focus on the intimate, emotional, and symbolic significance of spaces perceived and internalised by literary characters, this study situates confined spaces within the framework of genre hybridisation, cultural exchange, and performative aesthetics. By examining spatial motifs as narrative devices and intermedial elements, this paper argues that the physically confined and symbolically resonant environments in the plays under study function as powerful metaphors for convergent yet distinct critiques of identity, class, and gender. These critiques, in turn, reflect and reveal the social, psychological, and existential tensions interrogated by each playwright. To this end, *A Doll's House* (1879), *The Cherry Orchard* (1903), and *A Streetcar Named Desire* (1947) will be scrutinised to probe the manifestation of spatial claustrophobia, which is born of a fusion of realism, modernism, and symbolism, as a multifaceted dramatic and symbolic element that evolves across diverse cultural and temporal contexts. Ibsen's use of domestic interiors reflects the social constraints and individual agency that set the stage for psychological realism in selected works. Through the symbolism of rural estates, Chekhov expands upon this motif and bridges the realms of realism and early modernist existentialism, illustrating immobility and unfulfilled desires. Williams transforms these approaches into a distinctly modernist framework, using Southern Gothic spaces to intensify emotional tension and expose the personal and societal fractures. Hence, the study aspires to not only trace the evolution of confined

spaces as dynamic tools that generate dramatic tension and profound symbolic meaning but also compare how these playwrights harness these physical backdrops as potent metaphors for the interwoven realms of social, psychological, and existential entrapment.

Keywords: Gaston Bachelard, Modern Drama, Spatial Claustrophobia

Bridging Memory and Peace: Cultural Restoration as a Catalyst for Post-Conflict Reconciliation

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Abstract

This study explores the transformative power of cultural restoration in post-conflict societies, emphasizing its central role in peacebuilding, identity reconstruction, and intercultural understanding. Through a comparative analysis of Bosnia and Herzegovina, Cambodia, and Rwanda, it demonstrates how the deliberate recovery and preservation of cultural heritage sites serve not only as symbolic acts of healing but also as practical tools for diplomacy, education, and social cohesion.

In Bosnia and Herzegovina, the reconstruction of the Mostar Bridge stands as a powerful metaphor for rebuilding communal trust and multicultural coexistence after ethnic violence. In Cambodia, the revitalization of Angkor Wat as a UNESCO World Heritage Site has become a cornerstone of national resilience, economic revival, and international engagement after the Khmer Rouge genocide. Rwanda's Kigali Genocide Memorials serve both as sites of remembrance and as educational platforms, promoting a forward-looking peace narrative rooted in truth-telling and reconciliation.

These cases highlight that cultural heritage is far more than a relic of the past—it is a dynamic resource that, when intentionally restored and honored, can foster sustainable peace and serve as a form of soft power. The study argues that cultural restoration initiatives, especially when supported by international collaboration, can bridge deep societal divides and contribute to a global culture of "never again."

Keywords: Cultural Restoration, Peacebuilding, Intercultural Dialogue, Post-Conflict Recovery, UNESCO Heritage Diplomacy

Marginalization of International Student Community in Global South

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Abstract

In recent years, international education has expanded beyond Western institutions to Southern countries, where universities and governments increasingly attract international students, often driven by financial motives. However, many of these countries lack the intercultural competence and institutional support needed to meet the needs of this diverse community. This paper examines the "marginalization" faced by international students, particularly in Turkey, where the absence of supportive policies relegates them to the periphery, depriving them of essential rights and resources. Unlike "discrimination," which involves explicit prejudice, marginalization is a structural issue arising from inadequate institutional safeguards for inclusion. The paper hopes to expose the use of "tokenism" in international educational institutes and talks about the superficial inclusion of international students for diversity metrics rather than genuine integration, and it introduces a new terminology, "hope trafficking," describing the exploitation of students' aspirations through unfulfilled promises of opportunity. Additionally, it highlights the critical role of "intercultural competence development" in supporting international students' integration and identity negotiation. The paper highlights how without these protections, marginalized students may experience self-alienation or hostility, ultimately undermining the goals of transnational education.

Furthermore, universities in these contexts often prioritize financial gain over meaningful education, transforming into "accreditation mills" or "diploma mills." By treating international students as revenue sources, these institutions fail to provide the necessary infrastructure, culturally aware staff, or tailored support services, exacerbating their marginalization. The paper calls for policy reforms to support the international student community and create a more inclusive global academic environment.

Keywords: Marginalization, Intercultural Competence Development, International Higher Education, Tokenism, Hope Trafficking

**"Heydar Aliyev's Great Political Path" Concept:
Rational and Traditional Aspects of the Political
Leadership System**

**"Haydar Aliyev'in Büyük Siyası Yolu" Kavramı: Siyasi Liderlik Sisteminin
Rasyonel ve Geleneksel Yönleri**

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Abstract

The article "THE CONCEPT OF "Heydar Aliyev's Great Political Path": Rational and Traditional Aspects of the Political Leadership System" discusses the concept based on the state-building policy that the historical figure of the Azerbaijani people, the courageous National Leader Heydar Aliyev, implemented during a period of almost 40 years of the 20th century, which is important for today and the future. The author of the article, Doctor of Philosophy Khatira Guliyeva, has been studying the political heritage of the world-famous Political Leader Heydar Aliyev for many years, and she has published 3 fundamental monographs¹ in this field, as well as a number of scientific and conceptual articles² in Azerbaijan and abroad.

¹Khatira Guliyeva. (2002). Heydar Aliyev and spiritual-ethic values

Khatira Guliyeva.. (2019). Heydar Aliyev's policy: National state, national leader, citizenship, morality. Baku: Science and Education (Baku. Elm.2019. 684 p.).

Khatira Guliyeva.. (2025). Heydar Aliyev's Great Political Path (Baku. Elm.2024. 684 p.)

² Khatira Guliyeva.The Era of Heydar Aliyev, the Great Leader of the Azerbaijani People. Philosophy Study, August 2023, Vol. 13, No. 8, 359-368 doi: 10.17265/2159-5313/2023.08.005.; Khatira Guliyeva.«Treumph of

The article “THE CONCEPT OF “Heydar Aliyev’s Great Political Path”: Rational and Traditional Aspects of the Political Leadership System” assesses “Heydar Aliyev’s Great Political Path” from historical and modern political contexts, in particular, based on the political governance and state-building implemented by the President of the Republic of Azerbaijan, Mr. İlham Aliyev. given, the actual principles that need to be applied to practice in the new world order are highlighted.

Keywords: Azerbaijan, Heydar Aliyev, İlham Aliyev, Political Leadership, rational, traditional, concept

Öz

"Haydar Aliyev'in Büyük Siyasi Yolu" KAVRAMI: Siyasi Liderlik Sisteminin Rasyonel ve Geleneksel Yönleri" başlıklı makalede, Azerbaycan halkının tarihi şahsiyeti, güçlü Milli Lider Haydar Aliyev'in, 20. yüzyılın yaklaşık 40 yıllık büyük döneminde uyguladığı, bugün ve gelecek açısından önem taşıyan devlet kurma politikasına dayalı kavram ele alınmaktadır.

Makalenin yazarı, Felsefe Bilimleri Doktoru Hatira Guliyeva, uzun yıllardır dünyaca ünlü siyasi lider Haydar Aliyev'in siyasi mirasını araştırıyor ve onun bu alanda 3 temel monografisi, hemçinin Azerbaycan'da ve yurtdışında çok sayıda bilimsel ve kavramsal makalesi yayınlamıştır.

"Haydar Aliyev'in Büyük Siyasi Yolu" KAVRAMI: Siyasi Liderlik Sisteminin Rasyonel ve Geleneksel Yönleri" başlıklı makalede, "Haydar Aliyev'in Büyük Siyasi Yolu", özellikle Azerbaycan Cumhurbaşkanı Sayın İlham Aliyev tarafından yürütülen siyasi yönetim ve devlet inşası temelinde, tarihi ve çağdaş siyasi bağlamlardan değerlendirilmekte ve yeni dünya düzeninde pratikte uygulanması gereken güncel ilkeleri vurgulanmaktadır.

Anahtar Kelimeler: Azerbaycan, Haydar Aliyev, İlham Aliyev, Siyasi Liderlik, rasyonel, geleneksel, kavram

6. Sınıf Öğrencilerinin Toplama İşlemi Kavramına İlişkin Metaforik Algılarının İncelenmesi

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Öz

Bu çalışmanın amacı 6. sınıf öğrencilerinin toplama işlemi kavramına yönelik sahip oldukları metaforik algıları belirlemektir. Bu amaçla çalışma nitel araştırma yöntemlerinden olgu bilim deseniyle yürütülmüştür. Araştırmanın çalışma grubunu Batman il merkezinde bulunan bir devlet okulunda 2024-2025 eğitim-öğretim yılı ikinci döneminde öğrenim görmekte olan gönüllü toplam 121 altıncı sınıf öğrencisi oluşturmaktadır. Öğrencilerin belirlenmesinde kolay ulaşılabilir durum örnekleme yöntemi kullanılmıştır. Veri toplama aracı olarak toplama işlemi kavramına ilişkin metafor oluşturmaya yönelik bir form kullanılmıştır. Formdan elde edilen veriler, içerik analizi yöntemi ile analiz edilmiştir. Analiz aşamasında öncelikle öğrencilerin geliştirdikleri metaforlar belirlenmiş ve kategorilere ayrılmıştır. Toplama işlemi kavramı için üretilen metaforlar artış/büyüme, depolama/ biriktirme, kazanç, bütünleşme/birliktelik ve diğer olmak üzere beş tema altında kategorilere ayrılmıştır. Bulgular, öğrencilerin toplama işlemi kavramını günlük yaşamlarından edindikleri deneyimlerle ilişkilendirerek anlamlandırdıklarını göstermiştir.

Anahtar Kelimeler: Toplama işlemi, metaforik algı, altıncı sınıf öğrencileri

Patient with stroke symptoms as a challenge for emergency teams in Poland

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Abstract

Stroke is one of the most serious health risks, requiring prompt and effective medical intervention. “Time is brain” is the motto that should accompany this issue, as time increases the chances of effective treatment and taking care of full recovery. A patient with stroke symptoms poses a serious challenge for emergency medical teams in Poland. Quick and accurate diagnosis and appropriate action are crucial to the patient's prognosis. Challenges include differentiating stroke symptoms from other conditions, travel time to the scene, availability of specialized centers and organization of the system of care. It is also important to raise public awareness of the recognition of stroke symptoms and the importance of rapid intervention. Improving cooperation between emergency units and hospitals, as well as the development of modern diagnostic technologies, can increase the effectiveness of treatment of stroke patients in Poland. This review discusses the challenges that emergency medical teams face when intervening in patients with suspected stroke and the role of travel time, selection of the right center and coordination with stroke units. The importance of using neurological assessment scales (e.g., FAST, ROSIER) and the need to educate the public about early recognition of stroke symptoms were also discussed. The management of the emergency medical team during intervention in a patient with stroke symptoms was analyzed. Improvements in the prehospital care system and effective cooperation between medical

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services can significantly increase patients' chances of successful treatment and minimize neurological consequences.

Keywords: stroke, emergency medical services, care system organization, stroke treatment, telemedicine

Neoliberalism and Economic Reforms in Türkiye: From Washington Consensus to Augmented Washington Consensus

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Abstract

This paper explores the transformation of Türkiye's economic landscape under the influence of neoliberalism, tracing the country's journey from the adoption of the Washington Consensus in the early 1980s to the implementation of the Augmented Washington Consensus in the 2000s. Utilizing an Open Marxist perspective, the study analyzes the structural economic reforms initiated in response to global economic shifts, including liberalization, privatization, and deregulation policies that reshaped Türkiye's political economy. The Open Marxist approach highlights the interplay between capital accumulation, state intervention, and class dynamics within the broader context of global capitalism. It evaluates the impacts of these reforms on macroeconomic stability, growth, income distribution, and social welfare, emphasizing how these policies reinforced class-based inequalities and the subordination of labor to capital. While the Washington Consensus policies initially focused on fiscal discipline, trade liberalization, and privatization, the later transition to the Augmented Washington Consensus incorporated broader institutional reforms, including governance, social policies, and financial sector stability. The paper argues that although these reforms contributed to economic stabilization and integration into global markets, they also exacerbated income inequality and social vulnerabilities by consolidating capitalist social relations. The study concludes by reflecting on the long-term implications of Türkiye's neoliberal transformation, offering critical insights into the balance between economic efficiency and social equity in the context of evolving global economic paradigms.

Keywords: Neoliberalism, Washington Consensus, Augmented Washington Consensus, Türkiye

Collaboration in anesthesia care for patients centered care

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Abstract

Effective collaboration in anesthesiology has a key role in providing high-quality, safe and personalized patient care. An integrated approach involves close coordination between physicians (anesthesiologists and surgeons), nursing personnel and other healthcare team personnel. Shared decision-making, based on communication, risk analysis and individual patient needs, allows for optimization of anesthesia, minimization of complications and improved patient outcomes. The researchers emphasized the importance of multidisciplinary strategies, modern technologies that support collaboration, and a “patient-centered” approach that takes into account the patient's preferences and comfort. Strengthening this collaboration contributes to safer and more effective anesthesia procedures, which is crucial to the entire surgical and postoperative treatment process. Working together as a medical team is a key component of patient-centered care, allowing for a holistic approach to patient health and well-being.

Keywords: medical team collaboration, anesthesia care, patient-centered care, medical communication, patient safety, multidisciplinary approach

Ortaokul Öğrencilerinin Yeni Nesil Sorularına İlişkin Metaforik Algılarının İncelenmesi

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Abstract

This study aims to examine middle school students' perceptions of new generation math questions through metaphors. The research was conducted using a qualitative phenomenological design and included a total of 265 students from the 6th, 7th, and 8th grades in two different middle schools in Diyarbakır. Data were collected through students' completion of the prompt "New generation questions are like ..., because ..." and analyzed using content analysis. The metaphors created by students were categorized under six main themes: Difficulty and Complexity, Learning and Cognitive Processes, Nature and Environment, Daily Life and Objects, Time and Process, and Food and Beverages. The findings show that most students perceive new generation questions as complex, time-consuming, and requiring multi-dimensional thinking, yet also educational. While some students found them relatable to real life and helpful for learning, others described them as anxiety-inducing, challenging, and demotivating. The study offers significant implications for the effective use of new generation questions in teaching practices.

Keywords: New generation questions, metaphor, mathematics, qualitative research, middle school students

Use of mobile apps and AED maps in emergency medical services - modern technology in saving lives

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Abstract

The integration of mobile applications and automated external defibrillator (AED) maps into emergency medical services (EMS) represents a significant advancement in pre-hospital care. These technologies enhance the efficiency of first responders and bystanders by providing real-time access to critical information, including the nearest AED locations and step-by-step emergency guidance. Mobile apps facilitate rapid communication with EMS, improve response times, and increase the chances of survival in cases of sudden cardiac arrest. This paper explores the benefits, challenges, and future potential of incorporating mobile technology into emergency care, emphasizing its role in strengthening the chain of survival and optimizing medical interventions. The authors reviewed the registry of AED locations in Poland. The implementation of mobile applications and AED maps in emergency medical services has revolutionized the response to sudden cardiac arrest and other medical emergencies.

Key words: Mobile apps, AED maps, emergency medical services, sudden cardiac arrest, first aid, digital technologies, defibrillation, response time reduction, emergency systems, telemedicine.

Pain management in pediatric patients within emergency medical teams in Poland

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Abstract

Effective pain management in pediatric patients is a critical aspect of pre-hospital emergency care. This case report presents the challenges and strategies employed by emergency medical teams (EMTs) in Poland when assessing and treating pain in children. It highlights the importance of accurate pain assessment using age-appropriate scales, the selection of safe and effective analgesic methods, and the role of non-pharmacological interventions. The case emphasizes the need for specialized training, proper protocols, and a patient-centered approach to minimize distress and ensure optimal pain relief. Enhancing pain management strategies in pediatric emergencies can significantly improve patient outcomes and overall care quality. A case study was conducted. In the study, an individual case study was made on the basis of the provided medical records of one of the patients of a hospital emergency department. Adequate preparation, i.e., the emergency medical team's knowledge and skills in the proper management of pain is a key aspect in the treatment of pediatric patients.

Keywords: pain, pediatric, patient, medications, pain scale, pain sensation, emergency medical teams

Determination of Physical Suitability of Preschool Institution for STEM-Based Problem-Based Digital Activity: A SWOT Analysis Study ¹

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Abstract

While John Dewey states that the most effective learning method is through experience, Maria Montessori emphasizes that children can learn at the highest level in an environment where carefully prepared materials support concrete experiences. Recent studies have shown that classroom design affects children's behavior. James Banning, Professor of Psychology at the University of Colorado, explains the impact of the physical environment on individuals by saying, 'We shape buildings, and they shape us.' Before starting kindergarten, children learn that they need to behave differently in various environments. For this reason, preschool teachers observe children's behaviors and understand their expectations about the learning environment by equipping the classrooms with multiple materials.

This study aims to determine the physical suitability of preschool institutions for STEM-based problem-based digital activity. The study was conducted by choosing the case study method. The case study method is a research approach used to examine and understand a specific situation or event in detail—accordingly, the data needed to be collected with observation forms as a data collection tool. Schools

¹ The data obtained from this paper belong to the project supported TÜBİTAK 1001 Scientific and Technological Research Projects Support Programme numbered 122K715.

were selected when designing STEM-based, problem-based digital activities, and examinations were conducted on physical suitability in these selected schools. Detailed observations were made by visiting the schools and computer laboratories, and existing computer equipment was examined. In addition to compliance with the standards specified in the relevant regulations of the Ministry of National Education (MNE, 2014), the technical infrastructure elements necessary for implementing STEM D-PDEs were considered. For example, sufficient sockets, well-equipped computer labs, enough computers and tablets, and internet access were considered. In addition, it was assessed whether elements could pose a security risk in the areas where technological equipment was located. Issues such as adjusting screen distances regarding children's eye health, creating appropriate seating arrangements to support skeletal health, and the absence of distracting elements in the environment where activities will be carried out were examined, and notes were taken.

Educational climate gives different messages to each child; in this direction, the message-environment relationship table adapted by Richard (1998) was considered. According to the observation forms received during the evaluation of the physical conditions and technical infrastructure of the application, it was determined that the schools chosen for the first experimental group were by the legislation of the Ministry of National Education (MNE, 2014).

Additionally, it was determined that the technical equipment and infrastructure were sufficient to implement STEM D-PDEs. For example, the provision of extension cords that can be used safely in areas lacking sockets, the availability of equipped computer laboratories, and the availability of a sufficient number of computers were observed. However, three of the five selected schools were found to have insufficient internet access. Therefore, it was noted that the researchers should provide their internet connection. It was determined that there were no elements that posed a safety risk near the technological equipment, there were open areas where all children could be monitored, screen distances could be adjusted for children's eye health, and appropriate seating arrangements were provided. However, it was observed that there were distracting materials in the environment where children performed STEM D-PDEs. Accordingly, it was noted that it would be more appropriate to carry out the activities not in classrooms but in computer labs or areas where children spend their free time outside the classroom.

Keywords: Preschool institution, STEM, digital activity, physical suitability, SWOT

Ortaokul Öğrencilerinin Doğal Sayı Kavramına Yönelik Metaforik Algıları

Secondary School Students' Metaphorical Perceptions of the Concept of Natural Number

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Öz

Matematik, insanların yaşamlarını anlamlandırmak için farkında olarak ya da olamayarak tanımladıkları evrensel bir kümedir. Bu yönüyle herkesin yaşamları boyunca karşılaştıkları problemleri çözme veya bir durumu açıklamak için başvurduğu matematik, öğrencilerin çoğunluğu tarafından zor bir ders olarak algılanmaktadır. Öğrencilerin bu algıları üzerinde birçok değişken söz konusu olmasına rağmen en büyük değişken temel matematiksel kavramların soyut olmasıdır. Çünkü öğrencilerin gelişim düzeyleri göz önüne alındığında bu kavramları doğrudan algılamaları oldukça zordur. Cornu'nun kavramın doğası gereği epistemolojik nedenlere bağlı olarak ifade ettiği bu duruma kavram yanılgısı denilmektedir.

Günlük yaşamda sıklıkla karşılaştığımız soyut matematiksel kavramlardan birisi doğal sayılardır. Zaman hesaplamalarında, para değerlerinin belirtilmesinde, marketlerde ürün fiyat bilgisinin ifade edilmesinde, yaş, kütle, vatandaşlık numarası gibi kişisel bilgilerin belirtilmesinde ve daha birçok alanda doğal sayılar kullanılmaktadır. Fakat kullanım alanın yaygınlığına rağmen öğrenciler, doğal sayıları okuma ve yazma, basamak ve basamak değeri, doğal sayıları sıralama ve çözümlenme, doğal sayılarda dört işlem yapma gibi becerilerde kavram yanılgıları yaşayabilmektedir. Bu bağlamda öğrencilerin doğal sayılara ilişkin yaşadıkları bu yanılgılar onların diğer öğrenme çıktıklarına da ulaşmalarını engelleyeceği için matematik dersinde başarısız olmalarına yol açmaktadır. Bu durum öğrencilerin

matematikten korkmalarına neden olarak onların matematik öğretim programının yetiştirmeyi hedeflediği “sadece bilişsel değil sosyal ve duygusal yönden de gelişen insan profili” amacına ulaşmasını da engellemektedir.

Türkiye’de 2024 yılından itibaren kademeli olarak uygulanmaya başlanan Türkiye Yüzyılı Maarif Modeli Ortaokul Matematik Dersi Öğretim Programına göre öğrencilerin zihinsel, sosyal-duygusal ve fiziksel boyutları içeren bütüncül bir eğitim modeli benimsenmiştir. Bu modele göre öğrencilerin sosyal duygusal becerileri gelişimine önem verilmesi düşüncesi ön plan çıkmıştır. Eğitim öğretim ortamlarında öğrencilerin sosyal duygusal algılarının incelenmesinde kullanılan araçlardan birisi metaforlardır.

Metafor, somut ya da soyut herhangi bir olgu hakkındaki algı ve tutumların belirlenmesini sağlayan, söz konusu olgulara yönelik bireylerin zihinlerinde karşılık bulan kavramlardır. Buradan yönelimle metaforlar, öğrencilerin doğal sayılara yönelik olumsuz sosyal duygusal algıların ortaya çıkarılarak matematik öğretim programının “sadece bilişsel değil sosyal ve duygusal yönden de gelişen insan profili” amacına ulaşmasına katkı sağlaması bakımından önemlidir.

Yukarıda açıklanan tüm bu gerekçeler kapsamında ortaokul öğrencilerinin doğal sayılar kavramına yönelik metaforik algılarının incelenmesi amaçlanmıştır. Bu amaçla nitel araştırma yöntemlerinden olgubilim(fenomenoloji) desenine göre yürütülen çalışmanın örneklem grubunu 2024-2025 eğitim öğretim yılında ortaokulda öğrenim görmekte olan ortaokul öğrencileri oluşturmaktadır. Veri toplama aracı olarak “Doğal sayılarbenziyor. Çünkü.....” ve “Doğal sayıları benzettiğiniz şeyin resmini aşağıya çiziniz.” ifadelerinin bulunduğu metaforik algı formu kullanılacaktır. Bu bağlamda toplanan geçerli metafor verileri, içerik analizine tabi tutulacaktır. Araştırmanın veri analiz süreci henüz tamamlanmamış olup sonuçlar ve tartışmalar sunum oturumlarında paylaşılacaktır.

Anahtar Kelimeler: Ortaokul Öğrencileri, Doğal Sayı Kavramı, Metaforik Algı

Abstract

Mathematics is a universal set that people define, consciously or unconsciously, to make sense of their lives. In this respect, mathematics, which everyone resorts to in order to solve problems they encounter throughout their lives or to explain a situation, is perceived as a difficult course by the majority of students. Although there are many variables on these perceptions of students, the biggest variable is that basic mathematical concepts are abstract. Because, considering the developmental levels of students, it is quite difficult for them to perceive these concepts directly. This situation, which Cornu describes as due to epistemological reasons due to the nature of the concept, is called a misconception.

One of the abstract mathematical concepts that we frequently encounter in daily life is natural numbers. Natural numbers are used in time calculations, in specifying monetary values, in expressing product price information in markets, in specifying personal information such as age, mass, citizenship number,

and in many other areas. However, despite the widespread use, students may experience misconceptions in skills such as reading and writing natural numbers, place and place value, ordering and solving natural numbers, and performing four operations with natural numbers. In this context, these misconceptions that students experience regarding natural numbers prevent them from reaching other learning outcomes, and therefore, they fail in mathematics. This situation causes students to be afraid of mathematics, and prevents them from achieving the goal of the mathematics curriculum, which aims to raise “a human profile that develops not only cognitively but also socially and emotionally”.

According to the Turkey Century Maarif Model Middle School Mathematics Curriculum, which has been gradually implemented in Turkey since 2024, a holistic education model that includes students' mental, social-emotional and physical dimensions has been adopted. According to this model, the idea of giving importance to the development of students' social emotional skills has come to the fore. One of the tools used in examining students' social emotional perceptions in educational environments is metaphors.

Metaphors are concepts that enable the determination of perceptions and attitudes about any concrete or abstract phenomenon, and that find a correspondence in the minds of individuals towards the phenomena in question. From this perspective, metaphors are important in terms of revealing students' negative social emotional perceptions towards natural numbers and contributing to the achievement of the goal of the mathematics curriculum, “a human profile that develops not only cognitively but also socially and emotionally”.

Within the scope of all these reasons explained above, it is aimed to examine the metaphorical perceptions of middle school students towards the concept of natural numbers. For this purpose, the sample group of the study, which is conducted according to the phenomenology design from qualitative research methods, consists of middle school students studying in the 2024-2025 academic year. The metaphorical perception form, which includes the expressions “Natural numbers are similar to Because.....” and “Draw the picture of the thing you compare natural numbers to below.” will be used as the data collection tool. In this context, the valid metaphor data collected will be subjected to content analysis. The data analysis process of the research has not yet been completed and the results and discussions will be shared in the presentation sessions.

Keywords: Middle School Students, Natural Number Concept, Metaphorical Perception

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Working in an interdisciplinary team in Polish hospitals

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Abstract

Treatment of patients with various ailments based on an interdisciplinary team is actually a routine activity in some countries around the world. Effective cooperation in the team that deals with treatment must be a basic condition for guaranteeing a high level of health services. Unfortunately, each process related to work causes some kind of burden that accompanies providing help to patients. It should not be forgotten that cooperation in an interdisciplinary team is considered a basic condition necessary to ensure an appropriate level of services provided in medical.

Research objective: The aim of the research was to assess work in an interdisciplinary team in Polish hospitals. The specific objective was to examine the impact of various factors such as education or training on the cooperation of the interdisciplinary team. Another specific objective was to analyze the skills that are important in the work of a doctor, nurse, midwife in an interdisciplinary team. The main research problem in the work includes the issue of what affects the proper functioning of the interdisciplinary team so that the team's goals are properly achieved. The specific problems are: What impact do working conditions have on the quality of the team's work? Is there proper communication with the coordinator and other team members in the interdisciplinary team? Does each team member know what their superior and other team members expect from them? What does the good functioning of the team depend on? Do opportunities for development through training and higher education affect the work of the team and its work efficiency in a healthcare facility?

Based on the research problems, the main hypothesis states that a detailed analysis of factors that may affect the proper functioning of the team will eliminate or significantly improve its performance. In turn, the detailed research hypotheses are presented as follows: Working conditions have a positive effect on the proper functioning of the interdisciplinary team. Good communication in the team allows for mutual

understanding of members and elimination of potential conflicts. Clearly defined requirements for each team member give the team the opportunity to operate at a high level. Good and effective team operation depends on a good coordinator, a sense of belonging to the team, joint decision-making and mutual support. Thanks to the possibility of undertaking higher education, training, various types of courses or drawing on the experience of other team members, the effectiveness of the operation increases.

Materials and methods: The study was conducted between January and June 2024 among doctors, nurses, nurses, and midwives with various levels of education and work experience. The study used a diagnostic survey method, in which 520 people participated. An original survey developed for the study was used to collect data. The survey questionnaire contained 20 questions and consisted of two parts: a metric and the main part. The collected data were analyzed both quantitatively and qualitatively. The first step was to assess the completeness of the completed surveys, after which the research material was collected, coded, and statistically analyzed using the SPSS Statistics 28.0 statistical package. The study was analyzed in descriptive, graphical, and statistical form. A 5% risk of inference error was adopted. The chi-square test method developed by Karl Pearson, which allows for estimating the error of the null hypothesis. The obtained research results were subjected to statistical analysis X² for independent samples. A probability value of $p < 0.05$ was considered statistically significant. In cases where the assumptions for the Chi square test were not met, the Fisher test was used to check statistical significance.

Results: Statistical analysis showed that:

1. In the study of the correlation between age and the opinion on the interdisciplinary team, statistical significance is found in the issue concerning responsibility for tasks assigned to others ($p < 0.034$). Statistically, more staff over 40 years of age responded positively (rather agree or completely agree) to this question. In the remaining cases, there is no statistical significance..
2. Data regarding the correlation of the interdisciplinary team in relation to the education of the respondents. In this question, statistical significance is only in the issue concerning the sense of belonging to the team ($p < 0.028$). In this case, people who completed master's studies and third-cycle studies (doctorate) answered that this sense of belonging is important to them. In the remaining cases, there is no statistical significance.
3. Team membership and participation in courses and training - in this question, statistical significance is in the point concerning the sense of responsibility for tasks assigned to others ($p < 0.0146$). On the border of statistical significance we have the issue related to appreciation by paramedical staff ($p < 0.069$).
4. The awareness that the doctor with whom one works appreciates the usefulness of the actions undertaken correlates with the number of full-time positions of the respondents ($p < 0.015$). The remaining statements do not show statistical significance.

5. The respondents point out that they need a good team leader who shares their vision of care ($p<0.009$), they consider themselves a full member of the interdisciplinary team ($p<0.168$). They also point out that other paramedical workers (physiotherapists, speech therapist, psychologist, etc.) appreciate the participation of nurses in patient care ($p<0.012$).
6. The respondents assessed that the use of knowledge from courses and specializations in everyday work was still noticed by other members of the therapeutic team (physiotherapists, speech therapists, psychologists, etc.), who appreciated the participation of nurses in patient care ($p<0.025$). The remaining statements did not show statistical significance.
7. Statistically significant correlations with $p<0.05$ between issues related to the functioning of the multidisciplinary team and the declared time of work in the current department and the time of work since graduation/studies as well as the time of work since obtaining the right to practice the profession. The correlation coefficient calculated in this case was $R_{Spearman}$.
8. Statistically significant correlations between the time spent working on the ward and the issue: I consider myself a full member of the team ($p<0.05$), I feel co-responsible for the good functioning of the team, a sense of an important role, appreciation by other employees, belonging to the team, appreciation of usefulness by doctors, good functioning of the team and responsibility for action, at these points there was a correlation of $p<0.05$.
9. Correlation of the influence of factors on the level of professional competence and the interdisciplinary team. It was examined what influences the interdisciplinary team, which of the professional competences of nurses influence the functioning of the team. Correlation analysis showed a statistically significant relationship between the feeling that specialized nursing education influences the current level of competence and the need for a good team leader ($p=0.034$), as well as the fact that the respondents consider themselves to be a full member of the team ($p=0.018$), playing an important role in the coordination of care ($p=0.037$) or being appreciated by other paramedical workers ($p=0.031$).
10. The results show a statistically significant correlation between the statement that specialization has an impact on the current level of professional competence and considering oneself a full member of the multidisciplinary team ($p=0.002$), a sense of shared responsibility for the good functioning of the team ($p=0.022$), the feeling that the nursing/midwifery team agrees on the goals of jointly provided care ($p<0.001$), knowledge of what the superior expects exactly ($p=0.03$), a sense of belonging to the nursing team ($p<0.001$) as well as the opinion that the good functioning of the team depends on a charismatic leader ($p=0.012$).
11. Statistical analysis showed correlations between the perception that additional training culminating in obtaining a certificate has an impact on the current level of professional competence and the need for a good team leader who shares his/her vision of care ($p=0.012$), considering oneself a full member of the multidisciplinary team ($p=0.014$) and the opinion that the medical/nursing/midwifery team agrees on the goals of jointly provided care ($p=0.031$).
12. University education has an impact on the current level of professional competence and the opinion that respondents can always count on their colleagues even in the most difficult

situations related to nursing care ($p=0.005$), as well as that the nursing/midwifery team agrees on the goals of jointly provided care ($p=0.017$).

13. The obtained results of the analyses did not show any statistically significant correlations between issues related to functioning in a multidisciplinary team and the opinion on the exchange of experiences with colleagues (mentoring, meetings, conversations) and their impact on the current level of professional competences.

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Internationalism in the Territories of Higher Education and Fighting Against Epistemic Inequalities

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Abstract

It goes without saying that over the past decades, the landscape of higher education has been profoundly reshaped by globalization and internationalization. Universities across the world strive to enhance their global visibility, forge cross-border partnerships, expand their research networks, and diversify their student and faculty profiles to a greater extent.

Epistemic inequalities can be defined as structural imbalances in production, dissemination, recognition, and valuation of knowledge- most often *scientia*. Historically rooted in colonial and postcolonial relations, such inequalities persist within today's global higher education framework too, where the Global North continues to dominate the means of knowledge production, dissemination, and validation. The questions remain then: How can internationalism in higher education contribute to addressing these epistemic inequalities? What strategies, policies, and practices can promote a more equitable and inclusive global knowledge landscape?

The present study seeks to investigate the complex, even intertwined, interplay between and amongst internationalism in higher education and the fight(s) against epistemic inequalities. By "internationalism," it is referred not solely to instrumental dimensions of market competition and institutional branding but also to a relatively more normative project that aims at embracing epistemic diversity, democratizing knowledge flow(s), and challenging the rooted/established hierarchies of intellectual authority. The current research hopes to offer a critical analysis of how policy frameworks, curriculum reforms, language diversity initiatives, open science movements, capacity-building programs, and postcolonial critiques can actually transform internationalization from a merely procedural undertaking into a catalyst for epistemic justice.

Keywords: Internationalism, Higher Education, Epistemic Inequalities

United States Economic Policy During World War II

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Abstract

In the interwar period, the American economy grew very dynamically, also financing the reconstruction of Western Europe. American loans contributed to the economic growth of Great Britain and France. It was not until the crisis of 1929-33 that the economy collapsed and for several years halted the dynamics of growth. With the election of Franklin Delano Roosevelt as US president and the introduction of the New Deal policy, it was possible to restore stability to the economy, repair the shaken banking system and create hundreds of thousands of jobs. State interventionism allowed the crisis to be overcome and the country to emerge from recession.

The development of American industry in the interwar period also resulted in an increase in the military potential of the US army and navy. Under the provisions of the conferences in Washington (1922) and London (1930 and 1936), new parities in the ownership of ships by world powers were established. This undermined the previous dominance of the British fleet, which lost absolute hegemony to the rapidly developing navies of the United States and Japan. During the presentation, the main assumptions of US policy during World War II will be presented based on source materials and subject literature.

Death on the Page, Rebirth on the Screen: Literature Between Translation and Adaptation Ghassan Kanafani's *Men in the Sun* as a Case Study

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Abstract

This research provides a comparative study between Hilary Kilpatrick's English translation and Tawfiq Saleh's film adaptation *Al-Makhdu'un (The Duped)* of Ghassan Kanafani's *Men in the Sun*. Drawing on Narrative and Appraisal theories, this research investigates the ideological disparity between Kilpatrick and Saleh's approaches to Kanafani's text by examining their respective attitudinal stance and patterns of narrative (re)framing in relation to three dimensions: politics, religion, and culture. The research, thus, accentuates the ways in which the translator's identity, with its nexus of associated values, can reshape and reconfigure both narratives and reality by producing hegemonic or resistant translations. In doing so, the study, from a postcolonial perspective, aims to redirect attention toward the 'vertical' power dynamics in and of translation, in addition to exposing the varying, often subtle, levels of negotiation, manipulation, and intervention of such politically loaded narratives, especially contested narratives, experience in translation. In fact, combining literary translation with adaptation reveals how narratives of the same *objet d'art* are creatively interpreted and renegotiated differently when the translation medium involves visuals.

Keywords: Narrative Theory, Appraisal Theory, Narrative (Re)framing, Film Adaptation, Ghassan Kanafani, *Men in the Sun*, Palestine, Palestinian Literature

**Sustainable Consumption among Gen Z:
Environmental Awareness**

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Abstract

The growing impact of environmental degradation has led to increased attention to sustainable consumption, particularly among younger generations. Generation Z is emerging as a key group demonstrating eco-conscious attitudes and behaviors. While general environmental awareness in Polish society remains limited, Gen Z tends to show greater sensitivity to sustainability issues and is more likely to adopt green consumer practices. This presentation focuses on the role of environmental awareness in shaping sustainable consumption among Gen Z, highlighting education as a crucial driver of environmentally responsible behavior.

7. Sınıf Öğrencilerinin Sıfır Kavramına İlişkin Metaforik Algılarının İncelenmesi

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Öz

Bu araştırmanın amacı 7.sınıf öğrencilerinin sıfır kavramı ile ilgili metaforik algılarını incelemektir. Bu amaç doğrultusunda araştırmada nitel araştırma yaklaşımlarından fenomenoloji (olgubilim) deseni kullanılmıştır. Araştırmanın çalışma grubunu Şanlıurfa ilinde bulunan bir devlet okulunda öğrenim gören 136 öğrenci oluşturmaktadır. Araştırmaya katılacak öğrenciler kolay ulaşılabılır durum örneklemesi ile belirlenmiştir. Araştırmaya katılan öğrencilere Ö1, Ö2,...,Ö136 şeklinde kodlar tanımlanmıştır. Araştırmada veri toplama aracı olarak araştırmacı tarafından hazırlanan “Metaforik Algı Görüş Formu” kullanılmıştır. Metaforik Algı Görüş Formunda “*Sıfır.....’e benzer. Çünkü.....*” formatında bir adet soru yöneltilmiştir. Öğrencilerin verdikleri yanıtlar içerik analizi yöntemi ile analiz edilmiştir. Verilen yanıtlar önce Excel programına aktarılmıştır. Daha sonra programa aktarılan veriler tabloya dönüştürülmüştür. Verilerin tablolaştırılmasında yüzde ve frekans hesaplamaları kullanılmıştır. 7.sınıf öğrencilerinin sıfır kavramına ilişkin metaforları incelendiğinde 44 adet yanıtsız cevap elde edilmiştir. Yanıtsız cevaplar çıkarıldığı zaman 92 adet metafor yanıtı ortaya çıkmıştır. Benzerlik gösteren yanıtlar kategorilendiğinde sıfır kavramı ile ilgili 64 adet metafor ortaya çıkmıştır. Öğrenciler sıfır kavramını en çok etkisiz eleman , hiçlik, nötr ve hiçbir şey metaforları ile özdeşleştirmiştir. Öğrencilerin sıfır kavramı ile ilgili oluşturduğu metaforları benzetme sebepleri kodlandıktan sonra benzer yanıtlar kategorilendirilmiştir. Elde edilen kategorilerde en çok değersizlik, katkısı olmama yanıtları ortaya çıkmıştır.

Anahtar Kelimeler: Metaforik algı, sıfır, fenomenoloji

Network orchestration as a tool for sustainable development at national and local level – selected case studies

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Abstract

The concepts of orchestration and network orchestrators are characteristic of Globalization 3.0 and Globalization 4.0, which assume the emergence of a flat world, as well as the shrinking of our planet to microscopic dimensions, which in practice consists in the conscious or unconscious process of taking over processes taking place in the national economy by local economies. Orchestration, associated with the loose connection of services and the choreography of business processes by many platforms and environments, is one of many modern instruments for controlling economic networks. It also allows for the implementation of sustainable development goals in the economy at various levels. Network orchestration is one of the methods of managing processes in enterprises, also of local scope. As part of orchestration, the company relies on connecting to the capabilities and competences of suppliers, which excludes the need to have them at its disposal. Orchestration therefore ensures cost savings, also related to employment and the company's labor policy; provides the opportunity to participate in the best capabilities and competences in advantageous locations in the world and implement them in the local economy, while simultaneously drawing knowledge from the interactions between different entities of orchestration. It may concern companies that conduct production or trade activities both in a traditional way, i.e. without the participation of the Internet, operating only on the Internet, connecting one and the other distribution channel, as well as ecosystems of consumers, employees, partners and markets.

The main features of network orchestration are: the spread of production fragments, i.e. their transition from the macro to the micro area, the global economy of services, with particular emphasis on knowledge and broadly understood economies of scale. Within the framework of orchestration, the company is based on connecting to key capabilities and competences of suppliers, which excludes the need to have them at its disposal, also without the right of ownership to them. Orchestration therefore provides cost savings, but also the possibility of using the best capabilities in the best locations in the world, while simultaneously drawing knowledge from the interactions between suppliers and other customers.

An important role in orchestration is played by the orchestrator, who, like a conductor gathering a talented group of musicians, must assemble a strong network of suppliers, select individual performers and assign them specific roles in a given piece. From the point of view of the local economy, this is one of its significant comparative advantages over local economies that do not use this method of interaction.

Keywords: network orchestration, local development, sustainable development

Kalem ve Kılıç Arasında: Osmanlı-İsveç İlişkileri Üzerine Bir Değerlendirme

Between the Pen and the Sword: An Assessment of Ottoman-Swedish Relations

Ünal ZAL

Dr., Araştırmacı yazar, İsveç

Öz

Osmanlı Devleti ile İsveç Krallığı arasındaki diplomatik yazışmalar, 18. yüzyılda Avrupa'daki güç dengelerinin yalnızca savaş meydanlarında değil, diplomatik masalarda da nasıl şekillendiğini göstermektedir. Kalem ve kılıcın birlikte kullanıldığı bu süreçte, özellikle Demirbaş Şarl (XII. Karl) döneminde yoğunlaşan yazışmalar, iki devlet arasındaki *siyasi, ekonomik ve askeri ilişkileri* açığa çıkarmaktadır. Bu çalışmada, Osmanlı ve İsveç arşivlerinde yer alan çeşitli belgeler hem içerik hem de kullanılan diplomatik dil ve üslup bakımından incelenerek Osmanlı-İsveç ilişkileri çok yönlü bir bakış açısıyla değerlendirilecektir.

Siyasi alanda, İsveç'in Osmanlı'dan büyük beklentileri olduğu ve Rusya karşısında Osmanlı desteğine ihtiyaç duyduğu görülmektedir. İsveç Başbakanı'nın Osmanlı Padişahına yazdığı mektuplarda, İsveç'in Rusya ile yapılacak bir barışa mutlaka dahil edilmesi gerektiği vurgulanmış, Sadrazamın tutumu eleştirilmiş ve Osmanlı yönetimi içindeki güç dengeleri sorgulanmıştır. Osmanlı, bu süreçte yalnızca askeri bir güç değil, Avrupa'daki siyasi dengelerin önemli bir aktörü olarak konumlandırılmıştır.

Poltova yenilgisi sonrasında Osmanlı topraklarında bulunan İsveç askerlerinin lojistik ve erzak sıkıntısı çekmesi; özellikle Osmanlı yönetimi içinde bu konuda bir koordinasyon eksikliği olduğu vurgusunun yapılması, iki devlet arasındaki **ekonomik ilişkilerin boyutuna ışık tutmaktadır**. İsveçli generallerin Osmanlı Padişahına yazdığı çeşitli mektuplarda, Bender'deki İsveç askerlerine yeterli yiyecek sağlanmadığı dile getirilmiştir. Öte yandan, Osmanlı Devleti'nin İsveç ve Norveç tüccar gemilerine Boğazlardan geçiş izni vermesi, iki devlet arasındaki ticari ilişkilerin bir başka yönünü ortaya koymaktadır.

Askeri cephede, İsveç'in Osmanlı'nın askeri gücüne güvenerek Osmanlı'yı Rusya karşısında daha aktif olmaya teşvik ettiği görülmektedir. Osmanlı ordusunun Avrupa'daki savaş dengeleri üzerindeki etkisi, İsveç tarafından stratejik bir avantaj olarak değerlendirilmiştir. Ancak, Osmanlı topraklarında kalan

İsveç askerleri ilerleyen zamanlarda hem lojistik hem de güvenlik açısından Osmanlı için bir sorun teşkil etmiş, bu durum diplomatik yazışmalara da yansımıştır.

Her iki devlet arasında devam eden siyasi ilişkiler, beraberinde *kültürel ilişkileri* de getirmiştir. Özellikle 8. Oryantalistik Kongresi sebebiyle İsveç'e davet edilen Ahmet Mithat Efendi ve beraberindeki Osmanlı heyetinin büyük bir memnuniyet içinde geri dönmüş olması bu ilişkilerin en bariz göstergelerinden biridir. Söz konusu kongreye gönderilen ve içerisinde elyazmalarından oluşan özel bir koleksiyonunda bulunduğu kitaplar, bugün dahi büyüsunü korumaktadır. İsveç Kralı XII. Karl'ın Osmanlı topraklarına sığınması Osmanlı toplumunda büyük yankı uyandırmış ve İsveçlilerin Osmanlı kültürüyle etkileşimini artırmıştır. Bugün bile İsveç dilinde kullanılan *kalabalık* ve *dolma* kelimeleri bu etkileşimin dildeki yansımalarına bir örnektir. Ayrıca Osmanlı diplomasi geleneği; kullanılan dil ve üslup yönünden İsveç tarafından dikkatle takip edilmiş, Osmanlı belgelerinde görülen *süslü*, *hürmetkâr* ve *saygılı dil*, İsveç yetkilileri tarafından da benimsenmiştir. Talepler doğrudan emir şeklinde değil, dolaylı ve nezaket kuralları çerçevesinde sunulmuştur.

Sonuç olarak, Osmanlı-İsveç arasındaki yazışmalar, dönemin uluslararası *diplomasi anlayışını*, *siyasi ittifakları* ve *ekonomik ilişkileri* anlamamızı sağlayan önemli belgelerdir. Bu yazışmalar, yalnızca resmi belgeler değil, aynı zamanda iki devlet arasındaki stratejik hesaplaşmaların ve güç dengelerinin yazılı kayıtları niteliğindedir. Kalemin ve kılıcın birlikte kullanıldığı bu süreçte, diplomasi, savaş kadar etkili bir araç olarak öne çıkmıştır. Bu çalışmada, söz konusu yazışmaların içeriği ve kullanılan diplomatik dil ele alınarak Osmanlı-İsveç ilişkileri çok yönlü bir değerlendirmeye tabi tutulacaktır.

Anahtar Kelimeler: Osmanlı-İsveç diplomatik yazışmaları, uluslararası diplomasi, siyasi ilişkiler, ekonomik etkileşim, askeri stratejiler, diplomatik dil ve üslup

Abstract

The diplomatic correspondence between the Ottoman Empire and the Kingdom of Sweden in the 18th century illustrates how power dynamics in Europe were shaped not only on the battlefield but also at the negotiation table. In this process, where both the pen and the sword were wielded together, the correspondence - particularly during the reign of Charles XII (*Karl XII*, known as *Demirbaş Şarl* in Turkish) - sheds light on the *political*, *economic*, and *military relations* between the two states. This study examines various documents from Ottoman and Swedish archives, analyzing both their content and the diplomatic language and style employed, to provide a comprehensive evaluation of Ottoman-Swedish relations.

In the political sphere, it is evident that Sweden had significant expectations from the Ottoman Empire and sought Ottoman support against Russia. In letters addressed to the Ottoman Sultan, the Swedish Prime Minister emphasized that Sweden must be included in any peace negotiations with Russia,

criticized the stance of the Grand Vizier, and questioned the power dynamics within the Ottoman administration. During this period, the Ottoman Empire was not only a military power but also a key player in the political balance of Europe.

The logistical and supply difficulties faced by Swedish troops on Ottoman soil following *the defeat at Poltava* highlight the economic dimensions of the relationship between the two states. Several letters from Swedish generals to the Ottoman Sultan complained about the lack of adequate provisions for Swedish soldiers stationed in Bender, pointing to a lack of coordination within the Ottoman administration. On the other hand, the Ottoman Empire's permission for Swedish and Norwegian merchant ships to pass through the Straits reveals another aspect of their commercial relations.

On the military front, Sweden relied on the strength of the Ottoman army and encouraged the Ottomans to take a more active role against Russia. Sweden regarded the Ottoman military presence as a strategic advantage in European warfare. However, the prolonged presence of Swedish troops on Ottoman soil later became a logistical and security issue, which was also reflected in diplomatic correspondence.

The ongoing political relations between the two states also fostered *cultural exchanges*. A significant example of this is the invitation extended to Ahmet Mithat Efendi and the Ottoman delegation to the 8th Orientalist Congress in Sweden, an event that they attended with great satisfaction. The books sent to this congress, including a special collection of manuscripts, remain an object of fascination even today. The asylum granted to King Charles XII in Ottoman lands left a lasting impact on Ottoman society and increased Swedish exposure to Ottoman culture. Words like *kalabalık* (crowd) and *dolma* (stuffed food) in the Swedish language serve as linguistic remnants of this interaction. Moreover, the Ottoman diplomatic tradition-characterized by its *ornate, respectful, and courteous language*-was carefully observed by Swedish officials. The Ottoman practice of framing requests in indirect and polite terms, rather than issuing direct orders, was adopted in Swedish diplomatic communications as well.

In conclusion, the diplomatic correspondence between the Ottoman Empire and Sweden serves as a crucial source for understanding the international *diplomacy, political alliances, and economic relations* of the period. These letters are not merely official documents but also written records of the strategic maneuvering and power struggles between the two states. In this process, where both the pen and the sword played vital roles, diplomacy emerged as an instrument just as powerful as warfare. This study will analyze the content and diplomatic language of these correspondences to provide a multifaceted evaluation of Ottoman-Swedish relations.

Keywords: *Ottoman-Swedish diplomatic correspondence, international diplomacy, political relations, economic interaction, military strategies, diplomatic language and style*

The concept of smart villages and its importance for sustainable development on the example of Poland

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Abstract

Being “smart” in the countryside is not only about using modern technology, but also about being able to adapt to the needs and conditions of local communities. It's an approach based on innovation, social cooperation and sustainability that aims to improve the quality of life in the countryside. The concept of smart villages is not only solutions based on digitization and the Internet.

A very important component here is cooperation, support for the local community, cost-effective solutions that would improve the lives and comfort of residents, as well as support for sustainable development

Research on smart villages spans different geographic areas, from Asia and Africa to Europe. That's because each region has its own challenges and unique needs. In some parts of the world, the priority is to provide access to modern energy sources or basic education, while in other areas the focus should be on improving public services or sustainable agriculture.

When analyzing the concept of smart villages, it is very common to see connotations in the literature, an analogy to another concept based on the use of innovation and digital technologies in improving the quality of life of residents (as many cities) - the smart city.

In Poland, examples of activities supporting the smart village concept include: projects that support joint travel; a communal mobile application through which one can, for example, report an emergency or post important messages; online platforms that enable purchases from a local producer (farmer); and support for local infrastructure (gazebos, village halls, sports fields).

Keywords: smart villages, smart city, sustainable development, digitalization, Internet

The word 'yorumçı' in Historical Turkish Language"

Tarihî Türk Dilinde *yorumçı* Sözcüğü

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Öz

Tarihî Türk dilinin yazılı metinlerinde *yorumçı* sözcüğü sadece *Kıyasü'l-Enbiyâ*'nın Londra nüshasında tanıklanması, bunu haricinde Türk dilinin tarihî metinlerinde bu zamana kadar gün yüzüne çıkmış nüshalarında ise kullanımının takip edilememesi Türk dili söz varlığı açısından oldukça dikkat çekicidir. Bu durum, tarihî Türk dili üzerine yürütülen sözlükbilim çalışmalarında *yorumçı* sözcüğünün bir sözlük girdisi olarak görünmesini engellemiştir. Halbuki tarihî Türk dilinde *yor-* eyleminin kullanımı farklı yazılı metinlerde karşımıza çıkmaktadır. Bununla birlikte Türk dilinde hem *-m* hem de *+çı* altbıçimbirimlerinin sözcük türetimindeki kullanım sıklığı da göz önün alındığında, *yor-* eylem kökünden *yorumçı* sözcüğünün dönemin dil kullanırları tarafından tek yerde kullanılmış olması Türkoloji açısından bazı soruların sorulmasına ve bu soruların cevaplarının aranmasına yol açmıştır. Bu bildiride öncelikle *yorumçı* sözcüğünün tarihî Türk dili yadigarı olan *Kıyasü'l-Enbiyâ*'nın Londra nüshasındaki bağlam içindeki kullanımı aktarılacaktır. Bu safhada *yorumçı* sözcüğünü yazmasında, müstensihin bir dahli olup olmadığını anlamak ve sözcüğün en azından Erken Orta Türkçe dönemi dahilinde - bu tek kullanımını etkileyen faktörün ne olabileceğine dair fikirler üretebilmek adına aynı eserin Tahran nüshasına başvurulacaktır. Bu bildirinin ana omurgasını oluşturan sözcüklerin kavramsal yapılarının semantik incelemesi üzerinden elde edilen bulgular vasıtasıyla *yorumçı* sözcüğünün anlık sözcük türetimi olabileceği iddia edilecektir. Bu anlık sözcük türetimin ise sözcükselleşme süreci baltalayn faktörün ise eş anlamlılık engellemesi (*synonymy blocking*) olabileceği üzerinde durulacaktır.

Abstract

"In the written texts of the Historical Turkish language, the word 'yorumçı' is used only once in the London copy of *Kıyasü'l-Enbiyâ*." *Kıyasü'l-Enbiyâ* is a collection of stories about the prophets,

originating from Islamic tradition. The work has been widely copied and studied, with numerous manuscripts found in libraries across Europe and Asia. The London manuscript's unique use of "yorumçı" provides valuable insight into the linguistic nuances of the period. The term "yorumçı" is a compound of the root "yorum" (interpretation) and the agentive suffix "-çı", denoting a person who interprets or explains. Its singular occurrence in this manuscript suggests it was not commonly used in other contemporary texts. It is noteworthy that in the historical Turkish language texts unearthed so far, the usage of the word 'yorumçı' cannot be traced. The single occurrence of the word "yorumçı" has led to the formulation of certain questions, the answers to which are sought in the field of modern linguistics. This rarity may result from linguistic evolution, regional dialect differences, or the preferences of individual scribes or *synonymy blocking*. Such variations underscore the importance of examining multiple manuscript copies to fully understand the historical vocabulary of the Turkish language. In this paper, first, it will be shown in which text of the historical Turkish language and in what context the word "yorumçı" appeared, and an attempt will be made to convey its context-dependent meaning. Secondly, the word will be analyzed in terms of its morpho-semantic aspect, and an attempt will be made to decode how the language users of the period used it with a referential meaning. In addition, a comparison will be made between the identified referential meaning of the word and the value words in the conceptual field to which it belongs. As a result of all this, the factors that prevented the word from becoming lexicalized in the historical Turkish language period will be discussed, and it will be suggested that the blocking of synonymy could be the factor preventing its lexicalization.

Psychosocial Determinants of Women's Health – Analysis of Challenges and Support Strategies in a Dynamically Changing Society

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Abstract

Background: Women's health is shaped not only by biological and medical factors but also by a complex array of psychosocial determinants that reflect the evolving dynamics of modern society. In recent years, social roles, family structures, professional responsibilities, and public expectations have significantly transformed, creating opportunities and challenges for women's physical and mental well-being. This study explores the key psychosocial factors affecting women's health and identifies areas of support needed to promote well-being in a rapidly changing cultural and societal context.

Methods: A cross-sectional survey was conducted between December 2023 and April 2024 among 427 women aged 18–45 across Poland. Participants completed a 34-item validated questionnaire assessing sociodemographic variables, emotional health, social and medical support access, and perceived societal pressures. The tool demonstrated strong internal reliability (Cronbach's alpha = 0.86) and high test-retest agreement (Cohen's kappa = 0.78). Statistical analyses included descriptive statistics, chi-squared tests, and logistic regression models.

Results: Most participants (67.2%) reported experiencing significant emotional burden related to balancing family, career, and social expectations. Key factors negatively affecting self-reported health status included a lack of partner and family support, limited access to reliable health information, and societal pressure concerning physical appearance and motherhood roles. Logistic regression indicated that women with higher education and access to emotional and informational support were significantly more likely to report positive health outcomes ($p < 0.01$). Social isolation and perceived judgment were negatively associated with well-being.

Conclusion: The findings highlight the urgent need for holistic health strategies that go beyond medical care and incorporate the psychosocial dimensions of women's lives. Promoting partner and family involvement, improving access to accurate health information, and fostering societal acceptance of

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diverse female roles are critical to supporting women's health in a dynamic and often demanding social environment.

Keywords: women's health, psychosocial factors, social support, emotional well-being, societal pressure, public health strategy

Active Learning Pedagogy as a Tool of Anti-racism in English as a Foreign Language Classroom

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Abstract

An ideal class of English as a Foreign Language (EFL), all over the world, is characterized by a multi-racial student population of non-native speakers of English. The primary objective of these students is to acquire a substantial degree of efficiency in spoken and written English. Depending on the approach of the lecturer, the class may be threatened by racial tensions among the students, a situation that may undermine teaching and learning. This Paper examines the extent to which Active Learning Pedagogy could be used to prevent racism and related forms of discrimination in EFL Classrooms. Paulo Freire's Theory of Constructivism has been purposively sampled for normative analysis in the context of the five pedagogical modules of Active Learning. By a qualitative methodology, the Paper also explores viewpoints of other theorists opposed to Constructivism. From an interdisciplinary perspective, literature reviewed includes basic grammatical concerns of EFL, selected theories of Second Language Acquisition (SLA), and relevant portions of the Critical Race Theory (CRT). The purpose is to discover new insights into the use of Active Learning Pedagogy to enhance racial harmony and student comprehension in Language Classrooms. After a review of related literature and relevant theories, the Paper finds that Active Learning Technique is a strong tool of maintaining harmony and solidarity in a multi-racial classroom. The conclusion is that because Active Learning Pedagogy is task-based, it fosters a spirit of collectivism among students who rise above racial bigotry in pursuit of their academic goals. Based on the conclusion, the Paper makes a number of recommendations. Among these recommendations is a call on EFL teachers to consider group assignments on racially harmonizing contents for students to enhance the quality of their appreciation of humanism rather than racism in their educational pursuits.

Keywords: Active Learning, Constructivism, Critical Race Theory, Language Classrooms, Racial Harmony.

Examining the Use of Promises in Arabic as a Foreign Language: A Speech Act Perspective

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Abstract

Speech act theory has been widely explored in pragmatic studies, particularly in second language acquisition. However, most research in this field has focused on English as a second language, leaving a gap in studies related to Arabic. This study aims to address this gap by investigating how learners of Arabic as a foreign language use the speech act of "promise" compared to native Arabic speakers. Specifically, it examines the types of promises most commonly used by Arabic L2 learners and how their performance differs from that of native speakers.

The study involved 40 participants, divided into two groups: 20 Arabic L2 learners and 20 native Arabic speakers. Data were collected using a Discourse Completion Task (DCT) consisting of ten situational prompts. Both quantitative and qualitative methods were used for analysis. The findings revealed significant differences in the frequency and types of promises used by L2 learners compared to native speakers. Qualitative analysis of participants' utterances further indicated that L2 learners exhibit distinct patterns in their use of promise verbs, differing from native norms. Moreover, language proficiency levels among L2 learners did not significantly enhance their pragmatic competence in using promises, suggesting that linguistic proficiency alone is insufficient for achieving native-like pragmatic performance.

Keywords: Speech Acts, Linguistic Competence, Pragmatic Competence, Promises, Arabic as a Foreign Language.

Aspects of Modern Teacher Training in Education

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Abstract

The integration of modern learning technologies in teacher education has revolutionized pedagogical practices, improving engagement, knowledge retention, and teaching efficiency. This paper explores the impact of digital tools such as Learning Management Systems (LMS), virtual classrooms, artificial intelligence (AI), and gamification in teacher preparation programs. The findings suggest that these technologies enhance collaborative learning, foster self-paced education, and equip future educators with the necessary digital competencies.

1. Introduction

Teacher education encompasses the preparation, training, and ongoing professional development of teachers. It includes theoretical knowledge, pedagogical skills, subject expertise, and hands-on teaching experience. There are several key aspects of teacher education:

I. Pre-Service Teacher Education

1. University or College Programs: Bachelor's and master's degrees in education (e.g., B.Ed., M.Ed.)
2. Subject-Specific Training: Specialization in areas like mathematics, science, or language education
3. Pedagogical Training: Learning teaching methodologies, classroom management, and assessment strategies
4. Practicum/Internship: Supervised teaching experience in schools

II. In-Service Teacher Education

1. Professional Development (PD): Workshops, seminars, and courses to enhance teaching skills
2. Technology Integration: Training on digital tools like Mentimeter, Google Classroom, and other EdTech platforms

3. Collaborative Learning: Peer mentoring, professional learning communities (PLCs), and networking

III. Pedagogical Approaches in Teacher Education

1. Project-Based Learning (PBL): Engaging teachers in real-world projects

2. Constructivist Teaching: Encouraging teachers to build knowledge through experience

3. Modular Learning: Breaking down content into manageable, flexible learning modules

4. Reflective Teaching: Encouraging self-evaluation and adaptation

2. Problem statement

Modern learning technologies are transforming teacher education by providing interactive, flexible, and engaging learning experiences. Traditional methods of teacher training are increasingly supplemented or replaced by digital platforms that support personalized and collaborative learning. This paper discusses the effectiveness of modern learning technologies and evaluates their successes and challenges in teacher education.

Key Modern Learning Technologies in Teacher Education

a) Learning Management Systems (LMS)- LMS platforms like Moodle, Blackboard, and Google Classroom facilitate course management, assessment, and communication. They provide teachers with resources, discussion forums, and tracking tools to monitor student progress effectively.

b) Virtual classrooms and video conferencing- the use of Zoom, Microsoft Teams, and Google Meet has enabled remote teacher education programs, making learning more accessible and flexible. Virtual classrooms support real-time interaction, group discussions, and collaborative activities, ensuring continuity in education despite geographical barriers.

c) Artificial Intelligence (AI) and Adaptive Learning- AI-powered tools like ChatGPT and intelligent tutoring systems personalize learning by analyzing student performance and adapting content accordingly. AI also assists in grading, feedback generation, and curriculum recommendations, allowing educators to focus on critical teaching aspects.

d) Gamification and Interactive Learning- platforms like Kahoot, Mentimeter, and Quizizz integrate game-based learning elements, making teacher training more engaging and interactive. These tools improve motivation, participation, and knowledge retention through rewards and competitive elements.

Successes of Modern Learning Technologies in Teacher Education

a) Enhanced Engagement and Motivation: interactive tools and gamified elements make learning enjoyable and increase active participation among future teachers.

b) Improved Access and Flexibility: online learning platforms allow teachers to learn anytime and anywhere, accommodating diverse schedules and learning paces.

v) **Data-Driven Insights:** AI-driven analytics help educators track progress, identify learning gaps, and tailor instruction to individual needs.

d) **Collaboration and Peer Learning:** digital platforms encourage knowledge sharing, discussion, and teamwork, fostering a collaborative learning environment.

Challenges and Considerations

Despite its advantages, the integration of modern learning technologies faces several challenges:

a) **Technical Issues:** limited access to high-speed internet and technical difficulties can hinder learning experiences.

b) **Teacher Readiness and Training:** not all educators are equipped with the necessary digital literacy skills to effectively use modern tools.

c) **Pedagogical Alignment:** the effectiveness of technology depends on its alignment with sound pedagogical principles and curriculum goals.

3. Application

Let's explore these approaches in detail with specific strategies, lesson plan examples, and research findings for **mathematics and informatics teacher education**.

1. Project-Based Learning (PBL) in Mathematics & Informatics Teacher Education

PBL engages teachers in real-world, complex problems, helping them develop problem-solving skills and deeper conceptual understanding.

Strategies for Implementing PBL

1) **Start with a Real-World Problem** → Example: "How can we model the spread of a virus using mathematical functions?"

2) **Encourage Inquiry and Research** → Guide future teachers to collect and analyze data using tools like **Excel, Python, or Geo Gebra**.

3) **Collaborative Learning** → Assign group tasks where each member contributes uniquely (e.g., data analysis, coding, visualization).

4) **Reflection & Assessment** → Use rubrics, peer reviews, and self-assessments to evaluate both the process and product.

Lesson Plan Example: PBL in Mathematics

-**Topic:** Optimization in Real Life (e.g., finding the shortest delivery route for a company using graph theory).

-**Activity:** Groups research and simulate shortest-path algorithms using **Dijkstra's algorithm** in Python.

- **Outcome:** A report and a visual demonstration using code or diagrams.

2. Constructivist Learning in Teacher Education

Constructivist approaches emphasize active, student-centered learning where teachers construct their own understanding.

Strategies for Implementing Constructivist Learning

- ~Use **Manipulatives & Visual Tools** → GeoGebra for math modeling, Scratch for coding.
- ~Encourage **Exploration & Discussion** → Ask open-ended questions like “**How do you think this algorithm could be optimized?**”
- ~Design **Scaffolding Activities** → Start with guided inquiry, then gradually move to independent problem-solving.
- ~Incorporate **Real-Life Scenarios** → Use **data from real-world case studies** in lessons (e.g., weather data for statistics).

Lesson Plan Example: Constructivist Math Learning

- Topic:** Understanding Limits & Continuity Using GeoGebra.
- Activity:** Future teachers explore limit concepts interactively by manipulating function graphs.
- Outcome:** A group discussion on different approaches to defining limits.

3. Modular Learning in Teacher Education

Modular learning structures courses into self-contained, flexible units that future teachers can complete at their own pace.

Strategies for Implementing Modular Learning

- ~Design **Self-Paced Online Modules** → Use **Moodle, Google Classroom, or Edmodo.**
- ~Create **Microlearning Units** → Short, focused lessons on **specific pedagogical strategies** (e.g., “Gamification in Math Teaching”).
- ~Include **Interactive Elements** → Videos, quizzes, and coding challenges for deeper engagement.
- ~Assess with **Mastery Learning** → Ensure understanding before moving to the next module.

Lesson Plan Example: Modular Learning in Mathematics

- ~**Module:** Teaching Probability Using Simulations.
- ~**Content:** Video explanation, interactive simulations (using Python), and self-assessment quizzes.
- ~**Outcome:** A lesson plan created by future teachers for high school students.

4. Conclusion

Modern learning technologies have significantly improved teacher education by enhancing engagement, accessibility, and personalization. While challenges exist, strategic implementation and continuous

training can maximize their potential. Future research should explore long-term impacts and strategies for integrating emerging technologies like virtual reality (VR) and block chain in teacher training programs.

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Competitiveness of Enterprises in the European Union

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Abstract

Competitiveness of Enterprises in the European Union: Conditions, Strategies, and Challenges is an interdisciplinary analysis of the key factors shaping the competitive position of companies operating within the EU's single market. The authors focus on the links between EU economic policy, innovation, sustainability, and digitalization as essential determinants of competitiveness. The study integrates perspectives from institutional economics, competitive advantage theory, and industrial policy to examine how firms can effectively adapt their strategies to the rapidly evolving regulatory and technological environment.

A central concept is **multi-level competitiveness**, which encompasses both microeconomic factors at the firm level and systemic macroeconomic conditions within the EU framework. The paper presents typologies of competitive strategies across sectors and explores support mechanisms offered by EU institutions.

The empirical section includes an analysis of 250 enterprises from 10 EU member states, examining indicators such as innovation performance, resource efficiency, internationalization, and use of EU funding. The publication contributes to the ongoing debate on the role of the EU as a space for promoting sustainable and inclusive competitiveness.

1. Introduction

The EU single market has created a unique operational environment for enterprises, offering both opportunities and challenges. The competitiveness of European firms depends not only on internal capabilities but also on the regulatory framework, access to public support instruments, capital availability, and technological progress. In the context of global rivalry, environmental pressure, and post-pandemic economic recovery, adaptability has become a key determinant of success. This paper aims to identify the main drivers and strategic directions supporting enterprise competitiveness within the European Union.

2. Theoretical Framework

The analysis draws on an integrated approach combining competitive advantage theories (Porter, Barney), the Resource-Based View (RBV), innovation cluster theory, and institutional perspectives. Particular emphasis is placed on the concept of *competitive sustainability*—a model of competitiveness aimed at achieving economic growth, social inclusion, and environmental transformation simultaneously. Here, competitiveness is understood not merely as market share expansion but as the firm’s ability to align its business model with the green and digital transitions promoted by EU policy.

3. Methodology

The study analyzed 250 companies from 10 EU member states, covering diverse sectors (industry, services, technology, agri-food). A mixed-method approach was applied, including secondary data analysis (European Commission reports, Eurostat, financial indicators), case studies, and content analysis of business strategies. Variables analyzed included the level of internationalization, the use of EU funds (e.g., Horizon Europe, ERDF), innovation metrics, and sustainability orientation. Sector leaders were also benchmarked for comparative insights.

4. Case Study: Competitive Strategies in Practice

The strategic approaches of companies revealed significant variation. Enterprises from Germany and the Netherlands mainly pursued innovation-driven and automation strategies. Firms from Central and Eastern Europe tended to focus on cost leadership, but increasingly incorporated elements of sustainability and digitalization. One success story was a Polish tech firm that used Horizon Europe funds to create an in-house R&D department and expand into Asian markets. Another example involved an Italian textile company that redesigned its supply chain based on circular economy principles—enhancing customer loyalty and cutting operational costs.

5. Discussion

Competitiveness in the EU is not merely a feature of individual enterprises but a collective outcome of firm-level actions, national policies, and EU-wide instruments. Support mechanisms such as the European Green Deal, structural funds, and the EU digital strategy are crucial. Investments in human capital, digital skills, and supply chain resilience are also vital. Today’s competitiveness strategies require a systemic approach—integrating economic, environmental, and social objectives within firm-level decision-making.

6. Conclusion

The ability of European enterprises to remain competitive globally depends on their flexibility, innovation capacity, and effective use of EU resources. The future of competitiveness in the EU will be shaped by sustainable development, digital transformation, and international collaboration. This study shows that success lies not only in operational efficiency but in the strategic use of the opportunities provided by the EU's regulatory and institutional landscape.

Yabancı Dil Eğitiminde İletişimsel Dil Öğretimi Yaklaşımının Uygulanması

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Öz

İletişimsel Dil Öğretimi, dil öğretiminin hedefleri, öğrencilerin bir dili nasıl öğrendikleri, öğrenmeyi en iyi şekilde kolaylaştıran sınıf içi etkinlik türleri ve sınıftaki öğretmenlerin ve öğrencilerin rolleri hakkında bir dizi ilke olarak anlaşılabilir. Yabancı dil öğrenme süreçlerine ilişkin anlayış ve uygulamalar son yıllarda önemli ölçüde değişmiş ve İletişimsel Dil Öğretimi kısmen bu anlayış değişikliklerine bir yanıt olmuştur. Dil öğrenimine ilişkin daha önceki görüşler öncelikle dil bilgisi yeterliliğine odaklanmıştı. Dil öğrenimi mekanik bir alışkanlık oluşturma süreci olarak görülüyordu. Dil eğitiminde iyi alışkanlıklar, öğrencilerin hata yaparak değil doğru cümleler üretmesiyle oluşması tezine dayanıyordu. İletişimsel Dil Öğretimi ile birlikte, diyalogların ve alıştırmaların ezberlenmesi gibi kontrollü aktivitelerle farklı dil bilgisi öğelerinin ustalıkla öğrenilmesi ve pratik yapılması üzerine odaklanılan geleneksel ders formatlarından uzaklaşarak, ikili çalışma aktiviteleri, rol yapma oyunları, grup çalışması aktiviteleri ve proje çalışmalarına doğru bir hareket başladı. Çalışmamızda bu yaklaşımın uygulanmasıyla dil öğrenen bireylerde ne tür gelişmeler kaydedildiği araştırılmıştır. Yapılan literatür incelemelerinin sonucunda; İletişimsel Dil Öğretiminde önerilen sınıf içi aktivite türü, öğretmenler ve öğrenciler için sınıfta yeni roller de içerdiği. öğrenciler artık bireyselci bir öğrenme yaklaşımı yerine işbirlikçi bir öğrenme yaklaşımına dayanan sınıf içi aktivitelere katılmaları gerektiği, öğrenciler, öğretmene model olarak güvenmek yerine, grup çalışması veya ikili çalışma görevlerinde akranlarını dinleme konusunda rahat olmaları gerektiği görülmüştür.

Anahtar Kelimeler: İletişimsel Dil Öğretimi, Yabancı Dil Eğitimi, Öğretim Yöntemleri, Eğitim Yönetimi

Family foundations in Poland - Protection of private property and inheritance

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Abstract

Family foundations, introduced into the Polish legal system by the law of January 26, 2023, are a modern tool for managing family assets and ensuring the continuity of enterprises. These legal institutions make it possible to accumulate and manage property in the interests of beneficiaries, usually family members of the founders. The Constitution of the Republic of Poland, in Article 64, guarantees the protection of private property and the right of inheritance, however, family foundations may raise questions in the context of freedom of inheritance and the potential exclusion of certain heirs.

The conference will discuss the guarantees and conditions for implementing the constitutional protection of private property through family foundations. These institutions allow investment planning and ensure the continuity of enterprises, while limiting the possibility of assets being taken over by undesigned heirs. Family foundations are an effective tool for managing assets such as real estate, investments and family businesses. Crucially, the use of family foundations must comply with the constitutional framework, protecting basic civil rights, including the right to inherit. The speech will address the practical aspects of family foundations in Poland and their impact on the protection of private property and inheritance. The main focus will be on the legal basis of family foundations in Poland and their impact on the protection of private property, the management of assets through family foundations and its benefits for family businesses, constitutional guarantees of inheritance and their relationship to family foundations, and the practical application of family foundations in succession planning and asset management. Legal challenges to the operation of family foundations in Poland are also a broad area for discussion.

From a comparative legal perspective, the regulations regarding the establishment of a family foundation by more than one founder, where the beneficiaries are usually relatives of the founder, and the fact that a founding fund of at least PLN 100,000 is required to establish a family foundation, are particularly

debatable. Also controversial is the fact that family foundations are legal entities, which allows for the exclusion of the founder's liability for the foundation's obligations, although in certain cases the foundation may be jointly and severally liable with the founder. It is also a challenge for foundations to be able to carry out the business activities provided for in the Law on Family Foundations.

In summary, family foundations provide a comprehensive solution that allows for flexible and long-term management of assets, but their use must comply with the constitutional framework that protects fundamental civil rights, including the right to inheritance.

Çalışan Kadınların Yaşam Boyu Öğrenme Eğilimlerinin Demografik Özellikler Açısından İncelenmesi

Examining the Lifelong Learning Tendencies of Working Women in terms of Demographic Characteristics

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Öz

Amaç: Bu çalışmanın amacı, çalışan kadınların yaşam boyu öğrenme eğilimleri olarak öğrenmeye isteklilik ve gelişime açıklık düzeylerinin belirlenmesi ve yaşam boyu öğrenme eğilimlerinin belirlenen demografik özellikler ile arasındaki ilişkinin incelenmesidir.

Yöntem: Araştırmanın evrenini Türkiye’de üniversite mezunu kadın çalışanlar oluşturmaktadır. Araştırmanın çalışma grubunu ise; üniversite mezunu olan, farklı şehirlerde ve farklı meslek gruplarında çalışan kadınlar oluşturmaktadır. Örneklem yöntemlerinden kolayda ve kartopu örneklem yöntemi kullanılmış ve araştırmaya toplam 509 kadın dahil edilmiştir. Araştırmada çalışan kadınların yaşam boyu öğrenme eğilimlerini ölçmek için Gür Erdoğan ve Arsal (2016) tarafından geliştirilen Yaşam Boyu Öğrenme Eğilimi Ölçeği’nden yararlanılmıştır.

Bulgular: Araştırmada çalışan kadınların medeni durum, gelir düzeyi, yaşadıkları yerin statüsü, çalışma şekli ve mesleki statüye göre yaşam boyu öğrenme eğilimlerinden öğrenmeye isteklilik ve gelişime açıklık düzeylerinin farklılık gösterdiği sonucuna ulaşılmıştır. Söz konusu farklılıklar gerekçelendirilerek tartışılmaya çalışılmıştır.

Özgünlük: Alan yazın incelendiğinde çalışan kadınların yaşam boyu öğrenme eğilimine dair çalışmaların kısıtlı olduğu görülmüştür. Bununla birlikte çalışma yaşamında yer alan kadınların demografik özelliklerini de dikkate alarak yaşam boyu eğitimi tercih edenleri tanımak bakımından önemli görülmüştür.

Anahtar Kelimeler: Yaşam boyu öğrenme, yaşam boyu öğrenme eğilimi, çalışan kadınlar, öğrenmeye isteklilik, gelişime açıklık

Abstract

Purpose: This study aims to determine the willingness to learn and openness to development as lifelong learning tendencies of working women and to examine the relationship between lifelong learning tendencies and determining demographic characteristics.

Method: The universe of the research consists of university graduate female employees in Türkiye. The study group research is; It consists of women who are university graduates, working in different cities and in different occupational groups. Among the sampling methods, convenience and snowball sampling methods were used and a total of 509 women were included in the study. The Lifelong Learning Tendency Scale developed by Gür Erdoğan and Arsal (2016) was used to measure the lifelong learning tendencies of working women.

Findings: In the study, it was concluded that the levels of willingness to learn and openness to development differ from lifelong learning tendencies according to marital status, income level, the status of place of residence, working style, and professional status of working women. These differences have been tried to be discussed by justifying them.

Originality: When the literature is examined, it is seen that studies on the lifelong learning tendency of working women are limited. However, taking into account the demographic characteristics of women in working life, it is considered important in terms of recognizing those who prefer lifelong education.

Keywords: Lifelong learning, lifelong learning tendency, working women, willingness to learn, openness to development

**Yer'in Katmanları Konusunda Geliştirilen 3b Model
Hakkında Fen Bilgisi Öğretmen Adaylarının Görüşleri**
**Pre-Service Science Teachers' Opinions About The 3b Model Developed On
The Layers Of The Earth**

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Öz

Bu çalışmanın amacı, 3B yazıcı teknolojisi ile üretilen Yer'in Katmanları konusunda dair 3B model ile ilgili Yer Bilimi dersi alan fen bilgisi öğretmen adaylarının görüş ve önerilerini belirlemektir. Bu çalışma durum çalışması yöntemi ile yürütülmüştür. Çalışma grubunu, bir devlet üniversitesinin Eğitim Fakültesi Fen Bilgisi Öğretmenliği programında ikinci sınıf düzeyinde öğrenim gören ve Yer Bilimi dersi alan **15 öğretmen adayı** oluşturmaktadır. Veri toplama sürecinde öğretmen adaylarına öncelikle 3B model ayrıntılı biçimde tanıtılmış ve incelemeleri sağlanmıştır. Ardından, araştırmacılar tarafından geliştirilen ve **dört açık uçlu sorudan oluşan** veri toplama aracı uygulanmıştır. Öğretmen adaylarına formu doldurmaları için yeterli süre verilmiştir. Veriler içerik analizi ile çözümlenmiştir. Araştırmacılar veri analizini ayrı ayrı gerçekleştirmiş, ardından bir araya gelerek tartışmış ve ortak fikre ulaşarak veri analizini tamamlamıştır. Araştırmacılar arasındaki uyum oranı 0.94 olarak hesaplanmıştır. Öğretmen adaylarının görüşleri incelendiğinde, tasarlanan 3B modelin fiziksel ve öğretimsel açıdan beğenildiği, ancak katmanların daha ayrıntılı betimlenmesi ve yer kabuğu tasarımının geliştirilmesi gibi bazı yönlerden iyileştirilmesi gerektiği vurgulanmıştır. Ayrıca, katılımcıların büyük bir kısmı, bu modeli meslek hayatlarında mevcut haliyle ya da küçük düzenlemelerle bir öğretim materyali olarak kullanabileceklerini ifade etmiştir. Elde edilen bulgular, incelenen 3B modelin ve benzer içerikli eğitim modellerinin geliştirilmesi ve öğretim sürecinde daha etkin kullanılması için yol gösterici bilgiler sunmaktadır.

Anahtar kelimeler: Fen bilgisi öğretmen adayı, 3B model, Yer'in katmanları, Görüş.

Abstract

The aim of this study is to determine the opinions and suggestions of pre-service science teachers taking Earth Science course about the 3D model on the Layers of the Earth produced with 3D printer technology. This study was conducted with case study method. The study group consisted of 15 pre-service science teachers studying at the second grade level of the science teaching program at the faculty of education of a state university and taking Earth Science course. In the data collection process, pre-service teachers were first asked to examine the 3D model. Then, the data collection tool prepared by the researchers and consisting of four open-ended questions was applied. The pre-service teachers were given as much time as they needed to complete the form. The data were analyzed by content analysis. The researchers conducted the data analysis separately, then came together to discuss and completed the data analysis by reaching a common opinion. The agreement between the two researchers was calculated as 0.94. When the opinions of the pre-service teachers were analyzed, it was seen that the designed 3D model was liked in terms of physical and instructional aspects. However, it was emphasized that there are aspects of the model that need to be improved, such as adding more details and describing the layers more and improving the earth crust design. In addition, it was seen that a significant portion of the pre-service science teachers stated that they could use the 3D model as a teaching material in their professional lives as it is or with a few minor additions. The findings obtained provide guiding information for the development of the 3D model and models with similar content and for making improvements in order to use them more effectively in the teaching process.

Keywords: Pre-service science teacher, 3D model, Layers of the Earth, Opinion.

Giriş

Fen bilgisi dersleri içinde pek çok soyut konu ve kavram bulunmaktadır. Soyut konu ve kavramların somutlaştırılması sürecinde öğretmenler farklı öğretim yöntem ve tekniklerini kullanarak öğrenme ortamlarını ve öğretim materyallerini zenginleştirmektedir. Bu öğretim materyallerinin geliştirilme sürecinde 3B baskı teknolojilerinden faydalanılabilmektedir. 3B baskı teknolojisi ile üretilen modeller, normal şartlar altında gözlem yapılmasının mümkün olmadığı, yüksek maliyetli ya da tehlikeli olabilecek pek çok durumu öğrenciler için somutlaştırarak (fiziksel nesnelere haline getirerek) doğrudan etkileşim sağlanabilecek hale dönüştürmektedir (Bardakçı vd., 2018; Güleriyüz, Dilber & Erdoğan, 2019; Horowitz & Schultz, 2014; Kuzu Demir vd., 2016; Minetola vd., 2016; Özsoy, 2019).

Farklı öğrenim düzeylerinde Dünya'nın yapısı, oluşumu gibi yer bilimine ait konular öğretim programında yer almaktadır (MEB, 2018). 2018 yılında yayınlanan Fen Bilimleri dersi öğretim programı incelendiğinde, üçüncü, dördüncü ve beşinci sınıf düzeylerinde yer bilimi konularından Dünya'nın yapısı ve katmanları, kayaçlar, fosiller ve yıkıcı doğa olaylarına yönelik kazanımların yer aldığı görülürken; altıncı, yedinci ve sekizinci sınıf düzeylerinde ise konuya dair herhangi bir kazanımın

bulunmadığı tespit edilmiştir (Keskin Çevik, Sürmeli & Çevik, 2021). Bu tespit fen bilimleri dersi içerisinde yer bilimi ile ilgili konuların yüzeysel olarak ele alındığını göstermektedir. Bu sebeple, yer bilimi konusuna dair kavramların öğretim sürecinin zenginleştirilmesi gerekmektedir. Özellikle öğretmenlerin yer bilimi konularına yeterince hâkim olmadıkları (Dal, 2006) durumlarda bu ihtiyaç daha da belirgin hale gelmekte ve öğretmenlerin kullanımına hazır, kapsamlı öğretim materyali oluşturma gerekliliği taşımaktadır. Bu çalışmanın temel amacı, 3B yazıcı teknolojisi ile üretilmiş “Yer’in Katmanları” modeline yönelik olarak, Yer Bilimi dersi alan fen bilgisi öğretmen adaylarının görüş ve önerilerini belirlemektir. Elde edilen bu görüş ve öneriler doğrultusunda gerekli düzenlemeler yapılarak, öğretmenlerin kullanımına uygun bir öğretim materyalinin literatüre kazandırılması hedeflenmektedir.

Yöntem

Bu çalışma, fen bilgisi öğretmen adaylarının "Yer'in Katmanları" konusuna yönelik 3B yazıcı teknolojisi ile tasarlanmış bir öğretim materyaline ilişkin görüş ve önerilerini derinlemesine incelemeyi amaçlayan nitel bir çalışmadır. Bu çalışmada, belirli bir olguya ilişkin katılımcıların düşüncelerini kapsamlı biçimde anlamaya yönelik esnek ve ayrıntılı veri toplama süreci sunması açısından durum çalışması yöntemi tercih edilmiştir (Yıldırım & Şimşek, 2021).

Araştırmanın çalışma grubunu, 2023–2024 eğitim-öğretim yılında bir devlet üniversitesinin Eğitim Fakültesi Fen Bilgisi Öğretmenliği programında öğrenim gören ve "Yer Bilimi" dersini alan 15 ikinci sınıf öğretmen adayı oluşturmaktadır. Katılımcılar, kolay ulaşılabilir durum örnekleme yöntemiyle belirlenmiştir.

Çalışmada veriler dört açık uçlu sorudan oluşan bir form ile toplanmıştır. Formda yer alan sorular araştırmacılar tarafından hazırlanmıştır. Öğretmen adaylarının ilk önce 3B modeli ayrıntılı incelemeleri sağlanmıştır. Adayların modele ait soruları varsa yanıtlanmıştır. Ardından veri toplama aracı dağıtılarak sorular çerçevesinde görüş ve önerilerini belirtmeleri istenmiştir. Öğretmen adaylarına formu doldurmaları için ihtiyaçları kadar süre verilmiştir.

Veriler içerik analizi ile çözümlenmiştir. Araştırmacılar veri analizini ayrı ayrı gerçekleştirmiş, kodlar ve temalar oluşturmuştur. İki araştırmacı arasındaki uyum yüzdesi Miles ve Huberman'ın (1994) formülü ile hesaplanmış ve bu değer 0,94 olarak bulunmuştur.

Bulgular

Öğretmen adaylarının görüşleri incelendiğinde tasarlanan 3B modelin fiziksel ve öğretimsel açılardan beğenildiği görülmüştür. Tasarlanan 3B modelin öğretimsel açıdan fayda sağladığı ancak modelin geliştirilmesi gereken yönleri olduğu adaylar tarafından belirtilmiştir. Detay eklenerek katmanların daha fazla betimlenmesi ve yer kabuğu tasarımının geliştirilmesi gibi modelin geliştirilmesi gereken yönlerinin olduğu vurgulanmıştır. Ayrıca adaylar modelin geliştirilmesine yönelik çağrışım yapan nesne

sayısı artırılabilir gibi içeriksel ve modelin boyutu büyütülebilir gibi tasarımsal önerilerde bulunmuşlardır. Son olarak fen bilgisi öğretmen adaylarının önemli bir kısmının 3B modeli meslek hayatlarında olduğu gibi ya da birkaç küçük ekleme ile bir öğretim materyali olarak kullanabilecekleri belirlenmiştir.

Tartışma, Sonuç ve Öneriler

Bu çalışmada 3B yazıcı teknolojisi ile üretilen Yer'in Katmanları konusunda dair 3B model ile ilgili Yer Bilimi dersi alan fen bilgisi öğretmen adaylarının görüş ve önerilerini belirlemek amaçlanmıştır. Çalışmada,

- Tasarlanan 3B modelin, fen bilgisi öğretmen adayları tarafından fiziksel (renk, yapı, bölünebilirlik) ve öğretimsel (somutlaştırma, bilgi verme, öğreticilik) yönlerden beğenildiği,
- Öğretmen adayları modelin görselleştirme, öğrenmeyi kolaylaştırma ve kalıcılığı artırma gibi katkılarını vurgulandığı,
- Katmanların daha ayrıntılı betimlenmesi, sıcaklık gibi kavramların entegre edilmesi ve yüzey dokularının çeşitlendirilmesi gibi geliştirme önerilerinin ön plana çıktığı,
- Katılımcıların önemli bir kısmı modeli, öğretim sürecinde doğrudan ya da küçük eklemelerle kullanabileceklerini belirttikleri belirlenmiştir.

Bardakçı ve arkadaşları (2018), 3B yazıcılarla geliştirilen modellerin öğrencilerin derse olan ilgisini artırdığını, soyut kavramların somutlaştırılmasında etkili olduğunu belirtmiştir. Bu çalışmada da öğretmen adaylarının modelin özellikle “somutlaştırma”, “görselleştirme” ve “kalıcılığı artırma” yönlerine dikkat çekmeleri bu görüşü destekler niteliktedir. Benzer şekilde Jo ve arkadaşları (2016) ile Çoklar & Çekirge (2020), 3B modellerin öğrenci motivasyonu, aktif katılım ve öğrenme sürecinin desteklenmesinde olumlu etkiler yarattığını ifade etmişlerdir. Bu araştırmada da modelin öğretimsel açıdan etkili bulunduğu, öğrencilerin öğrenme sürecine aktif katılımını kolaylaştırabileceği yönünde görüşler bildirilmiştir. Ancak bazı öğretmen adaylarının, modelin daha detaylandırılması gerektiğini vurgulaması dikkat çekicidir. Özellikle katmanların sıcaklık bilgileri, mineral yapılar ya da canlı yaşamına dair öğelerin artırılması yönünde öneriler getirilmiştir. Bu durum, Horowitz & Schultz (2014) tarafından ifade edilen “modellerin içeriğe sadık kalması ve doğru temsiller sunması” ilkesini yansıtmaktadır. Modelin sınıf ortamında kullanımıyla ilgili olarak ise katılımcıların büyük çoğunluğunun bu materyali öğretim sürecinde kullanabileceğini belirtmesi, 3B yazıcı teknolojilerinin öğretmenler için **ulaşılabilir ve işlevsel** bir alternatif olduğunu göstermektedir (Gülyüz, Dilber & Erdoğan, 2019; Özsoy, 2019).

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Mental Health Issues of Albanian High School Students: An Explorative Study

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Abstract

The current research is an attempt to explore mental health issues of Albanian high school students as measured by PSS – 10, SMAGD – CA, and The PHQ 9 – Modified for Teens. PSS – 9’ reliability in Albanian was established in a previous study: $\alpha = .82$. Meanwhile, SMAGD – CA & PHQ – 9: Modified for Teens alphas were found to be respectively .89 & .88.

This is a quantitative, descriptive – correlational research. Therefore, these research questions were raised:

1. What is the level of mental health issues of Albanian high school students as measured by PSS 10, GAD CA and PHQ – 9: Modified for Teens? How do males and females differ in this regard?
2. Is there any statistically significant relationship between sex, stress level, anxiety level and depression level? If so, what is the strength and direction of this relationship?
3. Are there any statistical differences between male and female students in terms of mental health issues as measured by *PSS 10, GAD CA & PHQ9: Modified for Teens*? Which group has higher mental health issues?
4. Do the two age groups differ in terms of their levels of stress / anxiety and depression? Which group has higher levels of these mental health issues?

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5. Do students in urban and rural areas differ in terms of their mental health issues as measured by *PSS 10*, *GAD CA* & *PHQ9: Modified for Teens*? Which group has higher levels of mental health issues?
6. Is there a difference of scores in mental health issues as measured by *PSS 10*, *GAD CA* & *PHQ9: Modified for Teens* across three groups of birth order?
7. Is there a difference of scores in mental health issues as measured by *PSS 10*, *GAD CA* & *PHQ9: Modified for Teens* across four groups of the number of siblings?
8. Is there a difference of scores in mental health issues as measured by *PSS 10*, *GAD CA* & *PHQ9: Modified for Teens* across different groups of religious belief?

The sample was comprised of 260 students [N = 260; m = 112 (43.1%) & f = 148 (56.9%).

Data are still being processed using SPSS 25.00 and will be discussed in the presentation session.

Key concepts: stress, anxiety, depression, mental health, high school students

With Heydar Aliyev's Return to Power, A New Stage in the History of Azerbaijan-Turkish Relations Began

Hayder Aliyev'in İktidara Dönüşüyle Azerbaycan-Türkiye İlişkileri Tarihinde Yeni Sahne Başladı

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Abstract

Since 1993, there has been a turning point in the socio-political, social, economic, scientific and cultural life of the country. A new stage has begun in international relations, especially in Azerbaijan-Turkey cooperation. Important steps were taken to protect our lands. One of the most important successes of Azerbaijan in the field of foreign policy was the removal of Azerbaijan from the situation of isolation from the Turkic world. As a result of this, Azerbaijan is an equal member of the family of fraternal states.

The construction of the Baku-Tbilisi-Ceyhan main oil pipeline, as well as the Baku-Tbilisi-Erzurum gas pipeline, which is the result of Heydar Aliyev's intelligence, his intense, consistent and persistent activity, was an event of great importance for the countries of the region, including the Turkic world, and marked a new stage in the development of relations. .

Keywords: Independence, contract, victory, triumph

Öz

1993 yılından itibaren ülkenin sosyo-politik, sosyal, ekonomik, bilimsel ve kültürel yaşamında bir dönüm noktası yaşanmıştır. Uluslararası ilişkilerde, özellikle Azerbaycan-Türkiye işbirliğinde yeni bir aşama başladı. Topraklarımızı korumak için önemli adımlar atıldı. Azerbaycan'ın dış politika alanındaki en önemli başarılarından biri Azerbaycan'ın Türk dünyasından izolasyon durumundan çıkarılmasıydı. Bunun sonucunda Azerbaycan kardeş devletler ailesinin eşit bir üyesidir.

Haydar Aliyev'in istihbaratının, yoğun, tutarlı ve ısrarlı faaliyetinin sonucu olan Bakü-Tiflis-Ceyhan ana petrol boru hattının yanı sıra Bakü-Tiflis-Erzurum gaz boru hattının inşası, Bu, başta Türk dünyası olmak üzere bölge ülkeleri açısından büyük önem taşıyan bir olaydı ve ilişkilerin gelişiminde yeni bir aşamanın göstergesiydi.

Anahtar kelimeler: Bağımsızlık, sözleşme, zafer, zafer

Xülasə

1993-cü ildən ölkənin ictimai-siyasi, sosial, iqtisadi, elmi-mədəni həyatında dönüş yarandı. Beynəlxalq əlaqələrdə, xüsusilə Azərbaycan-Türkiyə əməkdaşlığında yeni mərhələ başladı. Torpaqlarımızın müdafiə olunması ilə bağlı mühüm addımlar atıldı. Azərbaycanın xarici siyasət sahəsində ən mühüm uğurlarından biri, Azərbaycanı türk dünyasından təcrid olmuş vəziyyətdən çıxarılması oldu. Bunun nəticəsidir ki, Azərbaycan qardaş dövlətlər ailəsinin bərabər hüquqlu üzvüdür.

Heydər Əliyev zəkasının, onun gərgin, ardıcıl, inadlı fəaliyyətinin nəticəsi olan Bakı-Tbilisi-Ceyhan əsas neft kəmərinin, həmçinin Bakı-Tbilisi-Ərzurum qaz kəmərinin çəkilməsi, region ölkələri o cümlədən türk dünyası üçün böyük əhəmiyyətə malik hadisə və əlaqələrin inkişafında yeni mərhələnin göstəricisi oldu.

Açar sözlər: Müstəqillik, müqavilə, qələbə, zəfər

**Ahmedî'nin Tervîhü'l-Ervâh'da Ki "Cû'ı Kelb"
Hastalığının Nedenleri ve Tedavi Yöntemleri**
**Causes And Treatment Methods Of Ahmedî's "Cû'i Kelb" Disease in
Tervîhü'l-Ervâh**

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Öz

İslam dünyasında, 13. yüzyıla kadar tıp alanında yazılan eserler diğer tüm ilimlerde olduğu gibi genellikle Arapça olarak kaleme alınmıştır. Ancak, Selçukluların zayıflaması ve Anadolu'da beylikler döneminin başlamasıyla birlikte, Türkçe tıp eserleri de yazılmaya başlanmıştır. Bu dönemde, 14. yüzyılın sonu ve 15. yüzyılın ilk yarısında Osmanlı Devleti'nin Anadolu topraklarında hâkim olduğu bu dönemde Ahmedî'nin yazdığı "Tervîhü'l-Ervâh" adlı eser büyük bir öneme sahiptir. Bu eser, Türk edebiyatında yazılmış ilk manzum tıp mesnevisi olup, telif bir eser olması bakımından da dikkat çekicidir. "Tervîhü'l-Ervâh," dönemin birçok hastalığını ve tedavi yöntemlerini detaylı bir şekilde ele almaktadır. Araştırmamızda, Ahmedî'nin bu eserinde yer alan 'cû'ı kelb' (köpek açlığı) hastalığı üzerine odaklanacağız. Bu hastalığın ne olduğu, sebepleri, belirtileri ve tedavi yöntemleri ayrıntılı olarak incelenecektir.

Bu çalışma, Ahmedî'nin "Tervîhü'l-Ervâh" adlı eserinin tıp tarihindeki yerini vurgulamak ve bu eser üzerinden dönemin tıbbi bilgilerini günümüz okurlarına aktarmayı amaçlamaktadır.

Anahtar Kelimeler: Ahmedî, Tervîhü'l-Ervâh, Cû'ı Kelb (Köpek Açlığı)

Abstract

In the Islamic world, until the 13th century, works written in the field of medicine were generally written in Arabic, as in all other sciences. However, with the weakening of the Seljuks and the beginning of the principality period in Anatolia, Turkish medical works began to be written. In this period, at the end of the 14th century and in the first half of the 15th century, when the Ottoman Empire dominated the Anatolian lands, the work called "Tervîhü'l-Ervâh" written by Ahmedî is of great importance. This work

is the first poetic medical masnavi written in Turkish literature and is also remarkable in that it is a copyrighted work. "Tervîhü'l-Ervâh" deals with many diseases of the period and their treatment methods in detail. In our research, we will focus on the 'cû'î kelb' (dog hunger) disease in this work of Ahmedî. What this disease is, its causes, symptoms and treatment methods will be examined in detail.

This study aims to emphasize the place of Ahmedî's work "Tervîhü'l-Ervâh" in the history of medicine and to convey the medical knowledge of the period to today's readers through this work.

Keywords: Ahmedî, Tervîhü'l-Ervâh, Cû'î Kelb (Dog Hunger)

6. Sınıf Öğrencilerinin Toplama İşlemi Kavramına İlişkin Metaforik Algılarının İncelenmesi

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Öz

Bu çalışmanın amacı 6. sınıf öğrencilerinin toplama işlemi kavramına yönelik sahip oldukları metaforik algıları belirlemektir. Bu amaçla çalışma nitel araştırma yöntemlerinden olgu bilim deseniyle yürütülmüştür. Araştırmanın çalışma grubunu Batman il merkezinde bulunan bir devlet okulunda 2024-2025 eğitim-öğretim yılı ikinci döneminde öğrenim görmekte olan gönüllü toplam 121 altıncı sınıf öğrencisi oluşturmaktadır. Öğrencilerin belirlenmesinde kolay ulaşılabilir durum örnekleme yöntemi kullanılmıştır. Veri toplama aracı olarak toplama işlemi kavramına ilişkin metafor oluşturmaya yönelik bir form kullanılmıştır. Formdan elde edilen veriler, içerik analizi yöntemi ile analiz edilmiştir. Analiz aşamasında öncelikle öğrencilerin geliştirdikleri metaforlar belirlenmiş ve kategorilere ayrılmıştır. Toplama işlemi kavramı için üretilen metaforlar artış/büyüme, depolama/ biriktirme, kazanç, bütünleşme/birliktelik ve diğer olmak üzere beş tema altında kategorilere ayrılmıştır. Bulgular, öğrencilerin toplama işlemi kavramını günlük yaşamlarından edindikleri deneyimlerle ilişkilendirerek anlamlandırdıklarını göstermiştir.

Anahtar Kelimeler: Toplama işlemi, metaforik algı, altıncı sınıf öğrencileri

İlkokul Düzeyinde Atmosfer Bilimlerini Keşfetme

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Öz

Bu çalışma, ilkokul düzeyinde öğrencilerin atmosfer bilimlerini deneyimleyerek öğrenmelerini sağlamak amacıyla geliştirilen “Atmosfer Dedektifleri” adlı yenilikçi bir etkinliği tanıtmaktadır. Etkinlik, öğrencilerin atmosferin katmanlarını, hava olaylarını, hava kirliliğini ve çevresel eşitsizlikleri keşfetmesini sağlamak için STEM tabanlı, oyunlaştırılmış ve deneysel öğrenme yöntemlerini içeren bir öğretim modeli üzerine inşa edilmiştir.

Araştırma kapsamında, gözlem, deney, anket ve STEM uygulamaları kullanılarak öğrencilerin atmosfer bilimi konusundaki farkındalıkları değerlendirilmiştir. Çalışmaya ilkokul 2. Sınıf düzeyinde 20 öğrenci katılmış ve öğrencilerin hava olayları, sera etkisi, rüzgar hareketleri ve hava kirliliği gibi konulara yönelik kavramsal gelişimleri incelenmiştir. Öğrenciler interaktif deneyler ile atmosferin farklı katmanlarını keşfetmiş, hava olaylarını gözlemlemiş ve çevresel değişimlerin atmosfer üzerindeki etkilerini incelemiştir.

Araştırma sürecinde gerçekleştirilen temel etkinliklerden biri “Atmosfer Katmanları” modeli olup, öğrenciler balonlarla atmosferin 5 katmanını (troposfer, stratosfer, mezosfer, termosfer, ve ekzosfer) modellenmiştir.

Araştırmanın sonuçları, etkinliğe katılan öğrencilerin atmosferin yapısını, hava olaylarını ve çevresel adaletin önemini daha iyi anladıklarını göstermektedir. Etkinlik süresince öğrencilerin problem çözme, eleştirel düşünme becerileri gelişmiş, özellikle çevresel eşitsizlik ve hava kirliliği konularında bilinç kazandıkları tespit edilmiştir. Öğrenciler etkinlik sonunda, çevresel adaleti sağlamak ve hava kirliliğini azaltmak için STEM tabanlı çözüm önerileri geliştirmiş ve bu önerileri projeler halinde sunmuştur.

Sonuç olarak, Atmosfer Dedektifleri etkinliği, ilkokul seviyesinde atmosfer bilimlerini öğretmek için etkili bir model sunmakta ve STEM tabanlı çevre eğitimlerinin yaygınlaştırılması gerektiğini vurgulamaktadır. Çalışma, özellikle çevresel farkındalık kazandırma ve bilimsel merakı artırma açısından önemli bir katkı sunmaktadır. Gelecekte bu etkinliğin daha büyük ölçekli uygulanarak öğrencilerin atmosfer bilimleriyle ilgili bilimsel süreç becerilerinin geliştirilmesi önerilmektedir.

Anahtar Kelimeler: Atmosfer Bilimi, Çevresel Eşitlik, Hava Kirliliği, STEM Eğitimi, Deneysel Öğrenme, İlkokul Eğitimi

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Öz

Yazılı anlatı türlerinden film senaryoları, beyaz perdeye aktarılırken birçok türün kesiştiği çok yönlü bir yapıya sahip olur. Seyirciye farklı bakış açıları sunan bu tür filmler, edebî incelemelere de olanak sağlar. Bu grup eserler arasında yer alan *Başlangıç* (2010) filmi, Christopher Nolan tarafından yazılmış ve onun yönetmenliğinde sinemaya çekilmiştir.

Başlangıç, bilim kurgu ve aksiyon türünde bir filmidir. Başrolde oynayan Leonardo DiCaprio, Cobb adlı profesyonel bir hırsız canlandırır. Uzmanlık alanı, zihnin en savunmasız anında bilinçaltına sızarak oradaki değerli bilgileri çalmaktır. Cobb'un bu alandaki başarısı, ona bir taraftan dünya çapında bir ün kazandırırken diğer taraftan da onu beynelmilel bir suçlu yapar. Bu sebeple tüm sevdiklerinden uzakta yaşamak zorunda kalır. Uluslararası bir şirket Cobb'a bir teklifte bulunur ve onu içinde bulunduğu durumdan kurtarmayı vaat eder. Bu teklif her zamankinin aksine zihinden düşünce ya da sırları çalmak değil rakip firmanın varisinin zihnine o şirketin dağılmasına sebep olacak bir fikri yerleştirmektir. Cobb ve ekip arkadaşları, hedeflerine ulaşmak amacıyla rüya ortamına uygun şehir simülasyonları yaparlar. Rüyada içinde çalışacakları açık ve kapalı mekân unsurlarını gerçeğe benzer biçimde inşa ederler. Zihnine fikir ekilecek kişinin içeceğine kimyasal katarak onu uyuturlar ve kendileri de aynı kimyasallar vasıtasıyla uykuya dalarak hedef kişiyle rüyada görüşüp onun şuur altına fikir aşılamağa çalışırlar. Ancak, işler planlandığı gibi gitmez. Rüyada olduğunu anlayan hedef kişi, başlangıçta zihnine girilmesine izin vermez. Karakterler, rüyada olduklarını fark eder etmez içinde buldukları mekân yıkılıp yok olmağa başlar. Filmde rüya ile gerçek arasındaki çizgi sürekli olarak bulanıktılaştırılır. Hayal, hakikat, rüya ve gerçek birbirine karışır. Karakterler, rüya ile gerçek hayatı birbirinden ayırmak için küçük totemler kullanır. Bu vesileyle uykuda mı yoksa gerçek hayatta mı olduklarını anlamağa

çalışırlar. Bu sahneler üzerinden dünya hayatının “rüya” olduđu mesajı verilir ve izleyicilere kendi hayatını sorgulama imkânı tanınır.

Bu çalışmada; *Başlangıç* filminin merkezinde yer alan rüya ve gerçek kavramları üzerinde durularak senaryoda iç içe verilen ve çođu zaman birbirine karışan rüya, gerçeklik, kurmaca evren, sanal gerçeklik ve hipergerçeklik durumu irdelenecektir.

Anahtar kelimeler: *Başlangıç, Simülasyon, Kurmaca evren, Sanal gerçeklik, Hipergerçeklik.*

The relationship between companionship, achievement motivation, and self-presentation among adolescents.

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Abstract

Introduction: Adolescence is a critical period marked by rapid psychological, social, and emotional development. This study explores the interplay between companionship, achievement motivation, and self-presentation in adolescents, aiming to understand how these factors influence one another. Companionship, as a key social element, plays a pivotal role in shaping adolescents' behaviors and self-concept, while achievement motivation reflects their drive to succeed in academic, social, and personal

domains. Self-presentation, on the other hand, highlights how adolescents manage their image and portray themselves to others.

Methods: Our study included 150 participants, divided into two educational levels: high school and university. To carry out the quantitative study, we employed the Stratified Random Sampling technique to ensure a more proportional representation of the target population.

Results: From the analysis of the correlation coefficients, it was found that there are significant relationships between the variables measured in this study. A correlation of 0.414 was observed between self-presentation and companionship, a correlation of 0.552 between self-presentation and achievement motivation, and a correlation of 0.494 between achievement motivation and companionship. All results were statistically significant, highlighting the interconnectedness of these factors in the context of adolescent behavior and development.

Conclusion: The results showed a positive relationship between companionship, achievement motivation, and self-presentation among adolescents.

Keywords: adolescence, companionship, achievement motivation, self-presentation etc.

Gender differences and the role of educational level in somatic symptoms in young people

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Declaration of conflicts of interests: No potential conflict of interest

Abstract

Introduction: Somatic symptoms are a broad category of physical complaints that often can't be fully explained by medical conditions, and they are closely related to the emotional and psychological states of individuals. This study aims to explore the prevalence and levels of somatic symptoms in a sample of adolescents, with a focus on gender and educational level.

Methods: Our study included 150 participants, divided into two educational levels: high school and university. To carry out the quantitative study, we employed the Stratified Random Sampling technique to ensure a more proportional representation of the target population.

Results: The sample consisted of 73 girls (48.7%) and 77 boys (51.3%). The mean score for somatic symptoms was 0.57 (SD = 0.35) for the entire sample. Girls reported significantly higher levels of

somatic symptoms (mean = 0.7385) compared to boys (mean = 0.4158). The t-value of 6.189 and p-value of .000 indicate a statistically significant difference. Additionally, the mean somatic symptom score was slightly higher in individuals with university education (mean = 0.6208) compared to those with secondary education (mean = 0.5372). However, the t-value of -1.424 and p-value of .157 suggest that this difference is not statistically significant.

Conclusion: Girls experience higher levels of somatic symptoms compared to boys, supporting the hypothesis that females may be more sensitive to these symptoms. While the average number of somatic symptoms is higher in individuals with university education, this difference is not statistically significant.

Keywords: Somatic symptoms, anxiety, education level, gender, study.

Özel Gereksinimli Kimlikli Bebeklerle Okul Öncesi Eğitimde Empatiyi Güçlendirmek

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Öz

Empati, çocukların başkalarının duygularını anlamasını ve uygun tepkiler vermesini sağlayan kritik bir beceridir (Decety ve Cowell, 2014). Kimlikli bebekler yaklaşımı ise çocukların farklı kimlik ve özelliklere sahip bebeklerle etkileşim kurarak empati geliştirmelerini hedefleyen bir yöntemdir (Acar ve Çetin, 2017). Literatürde bu yöntemin empati ve olumlu sosyal tutumlar geliştirmede etkili olduğu belirtilmektedir (Kuru Şevik ve Acar, 2021). Ancak okul öncesi dönemde ve özel gereksinimli bebeklerle yapılan çalışmalar oldukça sınırlıdır. Bu araştırma, okul öncesi eğitimde özel gereksinimli kimlikli bebeklerin çocukların empati düzeyleri üzerindeki etkisini incelemeyi amaçlamaktadır.

Yöntem

Araştırma, tek grup ön-test son-test yarı deneysel desen ile gerçekleştirilmiştir (Shadish, Cook ve Campbell, 2002). Çalışma, 2024-2025 eğitim-öğretim yılında Aydın ili Efeler ilçesindeki bir anaokulunda 42 çocuk ile yürütülmüştür. Veri toplama aracı olarak, çocukların empati düzeylerini ölçmek amacıyla “Çocuklar için Empati Ölçeği (ÇEMÖ)” kullanılmıştır (Köksal Akyol ve Aslan, 2014). Ölçek, uygulama öncesinde (ön test), uygulama sonrasında (son test) ve uygulamadan beş hafta sonra (kalıcılık testi) olmak üzere üç aşamada uygulanmıştır. Araştırmada, biri görme engelli, diğeri işitme kaybı olan iki kimlikli bebek kullanılmıştır. Eğitim 10 hafta boyunca sürdürülmüştür.

Bulgular, Sonuç ve Tartışma

Araştırmanın bulguları, kimlikli bebeklerle gerçekleştirilen etkinliklerin çocukların empati düzeylerinde anlamlı bir artış sağladığını göstermiştir. Wilcoxon İşaretsiz Sıralar Testi sonuçlarına göre, son test ve kalıcılık testi arasındaki fark istatistiksel olarak anlamlı bulunmuştur ($p < 0.05$). Çocukların empati puanları, ön testte düşük seviyelerdeyken, son test ve kalıcılık testinde belirgin bir artış göstermiştir. Özellikle, son testin ardından uygulanan kalıcılık testi sonuçları, empati düzeyindeki artışın sürdürülebilir olduğunu ortaya koymuştur. Empati düzeyindeki bu artış, kimlikli bebekler yaklaşımının etkili bir empati eğitimi yöntemi olduğunu desteklemektedir.

Bu araştırmanın sonuçları, literatürdeki diğer çalışmalarla paralellik göstermekte ve kimlikli bebekler yaklaşımının okul öncesi dönemde empati gelişimini destekleyen etkili bir yöntem olduğunu ortaya koymaktadır (Smith, 2013; Nasie, Ziv ve Diesendruck, 2022). Gelecekte, daha geniş örneklem grupları ve kontrol gruplu çalışmalarla bulguların desteklenmesi önerilmektedir. Sonuç olarak, kimlikli bebekler yaklaşımının kapsayıcı bir okul öncesi eğitim için yaygınlaştırılması önerilmektedir.

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Özel Gereksinimli Kimlikli Bebeklerle Okul Öncesi Eğitimde Empatiyi Güçlendirmek

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Öz

Bu araştırma, okul öncesi eğitimde özel gereksinimli kimlikli bebeklerin empati düzeylerine olan etkisini incelemektedir. Araştırmada, 2024-2025 eğitim-öğretim yılında Aydın ili Efeler ilçesindeki bir anaokulunda, 42 çocuk ile tek grup ön-test son-test yarı deneysel desen kullanılarak veri toplanmıştır. Araştırmada görme ve işitme ile ilgili özel gereksinimi olan, biri kız diğeri erkek iki kimlikli bebek kullanılmıştır. Çocukların empati becerileri, Çocuklar için Empati Ölçeği (ÇEMÖ) ile değerlendirilmiş ve uygulama öncesi, sonrası ve kalıcılık testi şeklinde üç aşamada ölçülmüştür. Sonuçlar, kimlikli bebeklerle gerçekleştirilen etkinliklerin çocukların empati düzeylerinde anlamlı bir artış sağladığını ve bu etkinin uzun vadede de korunduğunu göstermiştir. Araştırma sonuçlarına göre kimlikli bebekler yaklaşımının empati temelli ve kapsayıcı programlar için kullanılabilir bir yaklaşım olduğu görülmüştür. Bulgular doğrultusunda araştırmacılar ve öğretmenlere önerilerde bulunulmuştur.

Anahtar kelimeler: Kimlikli bebekler, özel gereksinimli çocuklar, okul öncesi eğitim

Consequences of Incest: Studying Child Sexual Abuse in Iran

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Abstract

The purpose of this paper is to examine the social and psychological consequences of incest, specifically [child sexual abuse](#) within the family context. This article utilised a background-identification method to ascertain the social, cultural, psychological and biological consequences of incest. The study population consisted of individuals who experienced any form of sexual abuse within their families during childhood. The sample size for the interviews was 452, and the sampling methods used were snowball and purposive. The results of the study demonstrate that sexual violence against children by relatives can have severe and long-lasting consequences. The consequences were categorised into three groups: structural consequences, intermediate consequences and individual consequences. Structural consequences include the weakening of social capital, which refers to the resources available to individuals through their social networks, and the disruption of social relationships and trust. Intermediate consequences include family crises and education, such as the disruption of family roles and functions, early or no marriage, marital tension and divorce, demeaning attitudes towards a gender, contradiction with society and peers, and weakening social ties. Individual consequences include personality and psychological disorders, sexual problems, the creation of national plans or policies that are not well-suited to the sociocultural context of Iran, functional disorders, physical injuries, suicide and self-harm, early maturity, acquaintance with risky sexual and non-sexual behaviours, addiction to sexual relationships, inappropriate attitudes towards body parts, and feelings of fear, anger, self-reproach, guilt, disgust, insecurity, entitlement, humiliation, rejection, isolation, loneliness, anxiety, frustration, shame and revenge. Additionally, the study found that prevalent cultural beliefs and social norms in Iranian society can exacerbate the consequences of sexual violence against children by relatives.

Keywords: *repercussions of sexual abuse, incest, family, children, Iranian society, same-sex attraction*

Dijital Çağda Değişen Toplumsal Hareketler: Dijital Aktivizm, Haktivizm ve Siber Terörizm

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Abstract

Bazı toplumsal hareketler, tarih boyunca siyasal ve toplumsal değişim süreçlerinde belirleyici bir rol üstlenmiş ve bireylerin hak taleplerini kolektif eylemlilik biçiminde görünür kılmıştır. Nitekim modern dönemde sivil itaatsizlik, barışçıl ve vicdani temelli bir protesto biçimi olarak demokratik sistemlerde meşru bir itiraz yöntemi hâline gelmiştir. Dijitalleşme ile birlikte, bu geleneksel hareket biçimleri örgütlenme ve görünürlük bakımından köklü biçimde dönüşmüştür. Bu dönüşüm dijital aktivizm, haktivizm ve siber terörizm gibi yeni eylem türlerinin doğmasına zemin hazırlamıştır. Bir toplumsal hareket biçimi olarak dijital aktivizm, sosyal medya gibi çevrim içi mecralarda örgütlenen ve kamusal baskı üretmeyi amaçlayan eylemleri ifade etmektedir. Bunun yanında bir dijital aktivizm biçimi olarak kabul edilen haktivizm, bilgisayar korsanlığı tekniklerini toplumsal müdahale aracına dönüştüren, ancak anonimlik nedeniyle meşruiyet tartışmalarına açık bir pratik olarak öne çıkmaktadır. Öte yandan siber terörizm, genelde politik saiklerle dijital altyapılara yönelik sistematik ve yıkıcı saldırılarla kamu güvenliğini tehdit eden ve doğrudan şiddet içeren bir eylem türü olarak diğerlerinden ayrılır.

Bu çalışma, söz konusu üç dijital eylem biçimini kavramsal düzeyde ele almakta; tarihsel örnekler, etik tartışmalar ve siyasal etkiler bağlamında incelemektedir. Amaç, dijital teknolojilerin toplumsal hareketlerin doğasını nasıl dönüştürdüğünü, meşruiyet sınırlarını nasıl yeniden çizdiğini ve dijital çağda direnişin yeni biçimlerini nasıl şekillendirdiğini tartışmaktır.

Anahtar Kelimeler: Toplumsal Hareketler, Dijital Aktivizm, Haktivizm, Siber Terörizm, Sivil İtaatsizlik.

Doğruluğun Kırılgan Direnişi: Bir Kavun Tarlasında İnsan Kalmak

The Fragile Resistance of Righteousness: Remaining Human in a Melon Field

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Öz

Toprağın sessizliğinde büyüyen bir çocuk düşünün; rüzgârı dinleyen, karıncaların göçünü izleyen, kavunların serin gölgesinde vicdanını yeşerten bir çocuk... Ak Welsapar'ın *Kavun Kelle* adlı romanı, sadece bir köyün, bir çocuğun ya da bir tarlanın hikâyesi değildir; insan olmanın en yalın, en onurlu hâlinin edebî bir resmidir.

Romanın baş kahramanı Annalı, dedesinin bilgeliğiyle yoğrulmuş; dürüstlikle, merhametle ve toprağa sadakatle büyümüştür. Fakat onun karşısında kurumuş vicdanlar, suskunlukla örtülmüş haksızlıklar ve kokuşmuş bir düzen vardır. Kavun tarlasını korumak, onun için yalnızca bir görev değil; aynı zamanda iç dünyasının sınavıdır. Çünkü bazen bir çocuğun *doğru olanı yapma* arzusu, kendisi için küçük ama tüm insanlık için büyük ve sessiz bir çılgına dönüşebilir.

Roman boyunca rüşvetle, adam kayırmacılıkla, korkuyla örülmüş bir sistemin karşısında; sessiz ama kararlı bir duruş sergiler, Annalı. Ne bağırır ne yalvarıp yakarır. Sadece vicdanının sesini dinlemekle meşgul olur... Kısacası insan gibi kalır. Gürültüsüz bir direniştir onunki; kırılgandır ama sahicidir. Gurubı Bey'in öğütleri, Dorsekil'in kişnemesi, karınca yuvasındaki emek, hepsi insan olmanın ne anlama geldiğini bir kez daha hatırlatır bize.

Bu bildiride, İsveç'te yaşayan Ak Welsapar'ın Sovyetler Birliği döneminde kaleme aldığı *Kavun Kelle* romanı konu, ana fikir, şahıs kadrosu, doğa tasvirleri, kültürel göndermeler, ahlaki sorgulamalar ve anlatım teknikleri üzerinden değerlendirilmeye çalışılacak ve birtakım çıkarımlarda bulunulacaktır.

Anahtar Kelimeler: *Sovyetler Birliği, Türkmen edebiyatı, Ak Welsapar, Kavun Kelle, vicdan, doğa, kırılgan direniş.*

Abstract

Imagine a child growing up in the silence of the earth—one who listens to the wind, watches the migration of ants, and nurtures his conscience in the cool shade of melons. *Kavun Kelle*, a novel by Ak Welsapar, is not merely the story of a village, a child, or a field. It is a literary portrayal of the purest and most dignified state of being human.

The protagonist, Annalı, is shaped by the wisdom of his grandfather and raised with honesty, compassion, and loyalty to the land. Yet, he stands against withered consciences, injustices buried in silence, and a system that reeks of decay. For him, guarding the melon field is not merely a task but a trial of the soul. Sometimes, a child's desire to do what is right becomes a quiet but powerful cry—not just for himself, but for all of humanity.

Throughout the novel, Annalı maintains a silent yet determined stance against a corrupt system woven with bribery, favoritism, and fear. He does not shout, nor does he beg. He simply listens to the voice of his conscience... In short, he remains human. His is a soundless resistance—fragile, yet genuine. Gurbı Bey's advice, Dorsekil's neighing, and the labor within the ant's nest all remind us once again what it truly means to be human.

This paper aims to analyze *Kavun Kelle*, written during the Soviet era by Ak Welsapar, now residing in Sweden. The analysis will focus on the novel's *plot, central theme, character dynamics, depictions of nature, cultural references, moral inquiries, and narrative techniques, offering various interpretive insights.*

Keywords: *Soviet Union, Turkmen literature, Ak Welsapar, Kavun Kelle, conscience, nature, fragile resistance.*

Enhancing Kosovo's Cultural Heritage Awareness through Computer-Assisted Language Learning: A Study with Third-Year English Students at UBT

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Abstract

In today's globalized world, proficiency in English language skills and the utilization of technology are crucial for effective communication and educational advancement. This study explores the integration of Computer-Assisted Language Learning (CALL) methodologies among third-year students in the English Department at UBT (University for Business and Technology), with a focus on promoting Kosovo's culture, heritage, and traditions through multimedia content creation. The research objectives are twofold: firstly, to assess the effectiveness of integrating CALL methodologies in enhancing students' language acquisition, critical thinking, and digital literacy skills; secondly, to evaluate the impact of multimedia content creation on promoting Kosovo's cultural identity and fostering cross-cultural understanding. The study adopts a qualitative approach though which aims to do an analysis of students' reflections with quantitative analysis of pre- and post-project assessments. The findings of this study are expected to contribute to the literature on language education, technology integration, and cultural promotion. Practical implications include the development of pedagogical strategies and best practices for implementing CALL methodologies in language teaching contexts, as well as insights into promoting cultural awareness and appreciation through multimedia content creation.

Keywords: critical thinking, creative thinking, content creation, vocabulary.

Koşuşturma (Hustle) Kültürüne Kavramsal Bir Bakış ve Çözüm Önerileri

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Öz

Dinamikler ve karmaşıklıklarla dolu, giderek dijitalleşen, fazlasıyla hız gerektiren, yoğun rekabete dayalı iş hayatı düzeni, internet ve sosyal medyada sürekli aktif olma hali, teknolojideki hızlı değişim ve gelişmeler, iş yükü baskısı, sürekli çalışmak zorunda hissetme ve çalışmadığı zamanlarda kendini suçlu hissetme hali, iş hedefleri baskıları, çok çalışmanın övülmesi, ödüllendirilmesi ve kişilerdeki gelecek kaygısı gibi durumlar çalışanlar üzerinde ciddi baskılar yaratmaktadır. Bu noktada, iş hayatında çok çalışmanın övüldüğü, ödüllendirildiği yoğun rekabete dayalı, hız gerektiren günümüz çalışma düzeninde iş yapma algısındaki yeni trendlerden biri koşuşturma (hustle) kültürü olarak karşımıza çıkmaktadır.

Uzun çalışma saatleri, her zaman her yerden çalışma hali, hafta sonu, mesai dışı saatlerde e-postalara bakma, bilgisayar başında çalışmaya devam etme, kronik hale gelen iş stresi, işkoliklik ile övünme hali, iş odaklı yaşama hali, kurumların giderek artan yüksek beklentileri çalışanları koşuşturma kültürüne sürüklemektedir. En genel tanımıyla koşuşturma kültürü, her zaman her yerden, durmaksızın çaba göstermeye ve çalışmaya sevk eden bir kültürdür. Başarıya ulaşmak, para kazanmak gibi motivasyonlarla durmadan yoğun çalışmaya teşvik edilen kültürdür.

Günümüzde övülecek bir şey gibi görünse de koşuşturma kültürü çalışanlar için faydalı değildir. Koşuşturma kültürü çalışanların fiziksel ve zihinsel sağlıklarına zarar vermektedir. Koşuşturma kültürünün olası olumsuz sonuçlarından bazıları; tükenmişlik sendromu, iş yaşam dengesinde ve iş aile dengesinde sarsılmalar, stres, endişe ve kaygı bozukluğudur. Koşuşturma kültürü sadece bireyler ile kalmayıp aynı zamanda kurumlara da zarar vermektedir. Bunlardan bazıları; verimlilik ve işe bağlılıkta azalma, performansı, moral ve motivasyonu düşük çalışanlardır.

Bu çalışmada, koşuşturma kültürü kavramı konusunda farkındalık yaratmak, olası olumsuz sonuçlarına değinmek ve buna yönelik çözüm önerileri sunmak hedeflenmiştir. Bu önerilerden bazıları; çalışanlara

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uzaktan/esnek çalışma seçeneği sunmak, kurumda çok yerine verimli çalışmanın bir alışkanlık haline getirilmesi, kurumda açık ve şeffaf iletişimin teşvik edilmesi, mola ve dinlenme zamanlarına özen gösterilmesi, çalışanların iş ve yaşamlarını dengelemelerine destek olunması, uzun yerine verimli toplantılar yapılmasıdır. Hem bireyler hem de kurumlar koşuşturma kültürü ile baş etmek adına gerekli önlemleri almalıdır. Çok çalışmak yerine verimli çalışmak benimsenmelidir.

Anahtar Kelimeler: Hustle Kültürü, Koşuşturmaca Kültürü, Acele Kültürü

University Students' and Professionals' Perceptions and Attitudes Toward Using Artificial Intelligence in Education and the Workforce

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Abstract

Artificial intelligence (AI) is rapidly transforming various industries, influencing education, healthcare, law, and research. As AI adoption increases, understanding the perceptions and attitudes of different groups toward its implementation becomes crucial. This study examines the perspectives of university students and professionals regarding AI, focusing on their confidence, concerns, and the perceived impact of AI on their respective fields.

A total of 200 participants, including 100 university students and 100 professionals from diverse fields such as academia, medicine, law, and nursing, participated in this study. The research utilized a structured questionnaire, administered in both Turkish and English, to assess AI-related attitudes and concerns. A statistical power analysis confirmed that the sample size was adequate to ensure reliable results.

Findings indicate that university students display higher enthusiasm and confidence in AI, viewing it as a tool for innovation and career advancement. Many students believe AI can enhance educational experiences and future job prospects. However, some express concerns regarding data privacy and ethical implications. In contrast, professionals adopt a more cautious perspective, with notable concerns about job displacement, ethical decision-making, and AI's reliability in critical fields. Medical professionals emphasize concerns regarding AI's accuracy in diagnostics, legal professionals question the accountability of AI-generated decisions, and academics highlight potential risks related to critical thinking and originality in research.

The study further reveals a strong correlation between AI exposure and confidence, with individuals who have prior experience using AI tools reporting greater ease in integrating AI into their work. Additionally, generational differences are evident, with younger participants generally demonstrating a more optimistic stance, whereas older professionals exhibit greater skepticism.

The findings offer valuable insights for AI education and workforce adaptation strategies. To address the perception gap, tailored AI training programs should be implemented to enhance AI literacy among students and professionals. Ethical concerns and job security anxieties should be addressed through policy measures and workplace adaptation strategies to facilitate smoother AI integration. The study highlights the need for interdisciplinary collaboration to ensure AI developments align with workforce needs and societal expectations.

Keywords: Artificial Intelligence, Perception, Attitude, University Students,

Introduction

Artificial Intelligence (AI) is transforming industries worldwide, influencing business operations, education, healthcare, and legal frameworks (Brynjolfsson & McAfee, 2017). AI-driven technologies, such as machine learning, natural language processing, and automation, are reshaping professional environments and academic landscapes (Floridi, 2021). As AI adoption increases, understanding how different groups perceive its impact is crucial (Russell & Norvig, 2020). University students, as future professionals, may perceive AI as an opportunity for career growth, while experienced professionals may express concerns about job security, ethical challenges, and AI's decision-making processes (West, 2018).

Research suggests that AI literacy plays a significant role in shaping perceptions, as individuals with prior AI exposure tend to show greater confidence in its applications (Kaplan & Haenlein, 2020). The rapid advancement of AI also raises ethical dilemmas, particularly in high-stakes fields such as healthcare and law (Bostrom, 2014). The objective of this study is to compare and analyze university students' and professionals' attitudes toward AI, examining their levels of enthusiasm, skepticism, and concerns regarding AI's impact on their respective fields.

Methodology

This study employs a **quantitative survey design** to examine AI perceptions among university students and professionals (Creswell, 2014). The sample consists of **200 participants**: 100 university students aged 18–30 and 100 professionals from various disciplines, including academia, medicine, law, and nursing. A structured questionnaire was administered to assess participants' AI-related attitudes, concerns, and familiarity.

To measure participants' perceptions and attitudes toward AI, **the Artificial Intelligence Scale developed by Mesut Süleymanoğulları and Adem Özdemir** was used. This validated scale evaluates individuals' AI confidence, ethical considerations, and concerns regarding AI's impact on their respective fields.

To validate the sample size, a **statistical power analysis** was conducted, indicating that a **minimum of 128 participants (64 per group)** was required for reliable results (Cohen, 1988). Given that the total sample size was 200, the study meets statistical rigor. Data analysis was conducted using **descriptive and inferential statistical techniques** in SPSS (Field, 2013).

Findings and Discussion

Findings indicate significant differences between university students and professionals regarding their perceptions of AI. University students express higher enthusiasm and confidence in AI, viewing it as a tool for innovation and career enhancement (Schmidt et al., 2020). Many students believe AI will create opportunities for efficiency in learning and employment, increasing their competitiveness in the job market (McKinsey Global Institute, 2018). However, concerns about data privacy and ethical dilemmas persist, particularly regarding AI's influence on decision-making processes (Bostrom, 2014).

Conversely, professionals display a more cautious stance, with concerns centering on job displacement, ethical responsibility, and AI's reliability in critical sectors (Acemoglu & Restrepo, 2019). Medical professionals emphasize AI's limitations in diagnostics and patient care, warning against overreliance on automated systems (Topol, 2019). Legal professionals highlight concerns about AI's accountability in court decisions and legal documentation (Susskind, 2020). Academics acknowledge AI's role in enhancing research efficiency but stress the risks of diminishing critical thinking and academic integrity (Makridakis, 2017).

A strong correlation is identified between **AI exposure and confidence levels**, with individuals who have used AI tools reporting a higher likelihood of integrating AI into their professional activities (West, 2018). Additionally, findings suggest a **generational divide**, as younger participants tend to adopt a more optimistic view of AI, whereas older professionals express skepticism (Kaplan & Haenlein, 2020).

Conclusion and Recommendations

The study highlights the necessity of **AI literacy programs** to equip both students and professionals with the skills required to navigate AI-integrated work environments (Dwivedi et al., 2021). Addressing concerns related to **ethical implications, data security, and workforce transformation** is critical to fostering a balanced approach to AI adoption (Makridakis, 2017). Organizations should implement **AI training programs, ethical guidelines, and policy measures** to alleviate concerns regarding job security and AI's decision-making capabilities (Acemoglu & Restrepo, 2019).

Furthermore, **interdisciplinary collaboration** is essential to align AI advancements with professional and academic needs, ensuring responsible and ethical AI deployment across industries (Kaplan & Haenlein, 2020). Future research should examine **longitudinal changes** in AI perceptions as technology continues to evolve and integrate into various sectors (Brynjolfsson & McAfee, 2017).

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The impact of online disinformation on social polarization in the context of the Russia–Ukraine conflict

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Extended Abstract

The ongoing conflict in Ukraine has been accompanied by an unprecedented scale of information warfare. Internet-based disinformation has emerged as a significant factor exacerbating social polarization, both in the countries directly affected by the war and within the broader international community. This extended abstract discusses how orchestrated disinformation campaigns— primarily disseminated through digital media—shape public attitudes, create divisions, and undermine trust in mainstream information sources.

The study draws on interdisciplinary literature, institutional reports, and analyses of social media content to identify the main narratives employed to manipulate perceptions of the Russia–Ukraine conflict. These narratives frequently involve discrediting Ukrainian authorities, dehumanizing refugees, and casting blame on NATO and the European Union as so-called “aggressors” provoking Russia. Techniques of emotional manipulation—such as fear appeals, conspiracy framing, and scapegoating— have been employed systematically to reinforce stereotypes and encourage hostility toward specific groups, especially Ukrainian refugees in host societies.

Theoretical frameworks from social psychology (e.g., confirmation bias, heuristic thinking) provide insight into why disinformation spreads so rapidly: emotionally charged or sensationalist claims often resonate strongly with audiences’ preexisting beliefs or grievances, thereby intensifying group polarization. In addition, the adaptive nature of disinformation campaigns is evident in their swift transformation in response to events on the battlefield or shifts in global politics. Examples from Poland, Slovakia, and other Central and Eastern European (CEE) contexts illustrate how such campaigns exploit economic concerns, historical grievances, and cultural fault lines to deepen societal rifts.

Overall, the findings underscore that internet-based disinformation not only distorts public understanding of the conflict but also hinders constructive policy responses by fueling mistrust among citizens and creating disunity among international partners. Concluding remarks emphasize the urgency of developing more robust mechanisms for detecting and countering disinformation, as well as

enhancing media literacy. Multilateral cooperation and coordinated actions involving government agencies, technology companies, and civil society organizations are vital to mitigating the polarizing effects of digital propaganda. Future research should adopt an even more comprehensive approach, integrating political science, psychology, and media studies, to devise practical countermeasures that preserve democratic discourse in an era of hybrid warfare.

Keywords: disinformation, propaganda, Ukraine, Russia, hybrid warfare

INTRODUCTION

((Data collection / assessment process of the research has not been completed yet. Full results and discussion will be shared in the presentation sessions and in the intended full paper))

Rapid developments in communications technology have made the internet a central battleground for modern hybrid warfare (Hajduk & Stępniewski, 2015). In the case of the Russia–Ukraine conflict, digital platforms have served as both conduits for genuine frontline reports and vehicles for disinformation intended to manipulate perceptions and magnify social divisions. Recent analyses reveal that Polish-speaking, Slovak-speaking, and broader European audiences are especially targeted by pro-Kremlin campaigns aiming to undermine public support for Ukraine and weaken Western unity (Legucka & Szczudlik, 2023; NASK, 2025).

METHODOLOGY

This research adopted a multi-stage qualitative approach by first conducting a literature review, which involved an extensive search of academic databases such as Google Scholar and Scopus to gather scholarly articles, institutional reports (for instance, from the Atlantic Council, RAND, and NATO StratCom COE), and policy papers by organizations like the Polish Institute of International Affairs. Particular emphasis was placed on studies examining Russian informational strategies and their social impact within the context of the war in Ukraine.

Subsequently, a media content analysis was undertaken, collecting and categorizing relevant news articles and opinion pieces published between 2022 and 2025 in both Polish and international outlets, with a focus on recurring themes such as the demonization of Ukrainian refugees and the portrayal of Russia as a victim of NATO expansion. In addition, the screening of publicly accessible Facebook groups and Twitter accounts was carried out to identify common narratives, paying special attention to posts generating high levels of engagement, such as likes, shares, or comments. Qualitative coding techniques were then applied to detect patterns, including conspiracy theories or fear-based messaging aimed at Ukrainian refugees. Finally, each source identified was subjected to a critical evaluation of its

credibility, which involved cross-referencing the data with recognized fact-checking platforms like EUvsDisinfo and Demagog.org.pl, as well as consulting official statements whenever possible. The significance of this study lies in demonstrating that disinformation is not merely confined to fabricated news items but also encompasses the selective interpretation of facts, manipulation of visual or audiovisual materials, and deliberate use of emotional appeals. Considering the scope of disinformation campaigns and their worldwide consequences, investigating how they intensify social polarization and influence public attitudes toward the conflict is of paramount importance.

FINDINGS AND DISCUSSION

Within the broad ecosystem of online and mainstream media, three dominant disinformation narratives consistently emerged. The first involves depicting Ukraine as a failed state purportedly controlled by “Nazis” or “Western puppets,” thereby seeking to delegitimize its sovereignty. The second frames NATO and the European Union as primary instigators of the conflict, suggesting that Western policies are responsible for economic hardships. The third narrative targets Ukrainian refugees by portraying them as privileged beneficiaries who impose criminal or financial burdens on their host societies.

Social psychology research (Myers, 2019) indicates that factors such as confirmation bias and exposure to homogeneous online environments—often referred to as echo chambers—can exacerbate extremist viewpoints. Conspiracy theories flourish particularly when they resonate with preexisting fears related to economic or security concerns. Content creators harness emotional triggers like shocking images or inflammatory language to amplify the distinction between in-groups and out-groups, ultimately undermining social cohesion.

Analyses by EUvsDisinfo and the Institute for Strategic Dialogue (ISD) demonstrate that disinformation campaigns are highly flexible, constantly shifting their narratives in response to developments on the front line or changes in public sentiment (PISM, 2024). By capitalizing on platform algorithms designed to promote sensational content, these campaigns attain viral traction, which in turn strengthens the polarizing impact of their messages.

Findings from this study confirm that online disinformation significantly intensifies societal divisions in the context of the Russia–Ukraine conflict, distorting public debate and undermining evidence-based policymaking. In order to counter these trends, governments and international organizations should strengthen fact-checking and verification procedures, collaborating on tools for early detection and ensuring transparent efforts to debunk coordinated disinformation. Efforts to enhance media literacy are likewise essential, including the integration of critical thinking and digital literacy training in educational curricula and local community initiatives, enabling citizens to identify manipulative tactics and evaluate sources.

Building resilience requires collaboration among technology companies, civil society, and academic institutions, with a focus on data sharing, best practices, and further research to combat digital propaganda. Finally, future inquiries should adopt an interdisciplinary stance, merging insights from political science, psychology, communication studies, and computational methods to devise more effective strategies against hybrid warfare tactics. These collective measures are vital for preserving robust democratic discourse and limiting the global implications of disinformation-driven social polarization.

CONCLUSIONS AND RECOMMENDATIONS

Findings from this study confirm that online disinformation significantly intensifies societal divisions in the context of the Russia–Ukraine conflict, distorting public debate and undermining evidence-based policymaking. In order to counter these trends, governments and international organizations should strengthen fact-checking and verification procedures, collaborating on tools for early detection and ensuring transparent efforts to debunk coordinated disinformation. Efforts to enhance media literacy are likewise essential, including the integration of critical thinking and digital literacy training in educational curricula and local community initiatives, enabling citizens to identify manipulative tactics and evaluate sources.

Building resilience requires collaboration among technology companies, civil society, and academic institutions, with a focus on data sharing, best practices, and further research to combat digital propaganda. Finally, future inquiries should adopt an interdisciplinary stance, merging insights from political science, psychology, communication studies, and computational methods to devise more effective strategies against hybrid warfare tactics. These collective measures are vital for preserving robust democratic discourse and limiting the global implications of disinformation-driven social polarization.

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Impact of Influencer Marketing on Purchase Intentions; Mediating Role of Brand Trust

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Abstract

The usage of influencer endorsement in brand communication and product promotion has grown recently due to digitalization and technical advancements. Influencer endorsements are primarily used in marketing to position a product as one that consumer's trust, raising sales and brand exposure in the process. In this context, trust emerged alongside the concept of influencer marketing. The notion of brand trust is essential, even though it is well-documented that people tend to trust celebrities or branded individuals. This study examined the mediating role of brand trust between influencer endorsements and purchase intentions. the questionnaire's design and content were tailored to the intended audience, with questions aligned with their frame of reference. The questionnaire was administered via an online survey and distributed through WhatsApp groups to engage respondents in a familiar setting. the questionnaire was provided in the respondent's primary language. Data analysis was performed using Smart PLS 4.0. Results of the study revealed that brand trust is greatly increased by influencer marketing that works, when regarded as genuine and reliable, influencer endorsements have the power to increase brand trust among consumers. This study also recommended that influencer marketing is a method that brands should invest in to generate buy intentions and establish trust, as indicated by the moderate to strong associations seen between the variables.

Keywords; Influencer marketing, Brand Trust, Purchase Intention

УДК

The Unique Features of The Concept «Woman" in The Kyrgyz Culture

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Abstract

The work was done in the context of new fields of linguistics, such as cognitive linguistics, ethnolinguistics and linguocultural studies. On the base of the concept «woman» an in-depth analytical study was made. Such study is unique and first in its kind which is based on the conceptual, figurative features of the concept «woman» in Kyrgyz linguistics. The concept «woman» has not been studied at the conceptual level in Kyrgyz linguistics and the most of the conceptual researches have been conducted in Russian and English. Therefore, the need to research the unique features of the concept «woman» in the Kyrgyz language demonstrates the relevance of this paper.

Cognitive research is aimed at recognizing the universal experience formed in the cultural memory of the people and provides a deeper understanding of the national mentality and its values. This paper

reviews the literature, justifies the need for research, describes the state of cognitive linguistics in the modern anthropocentric paradigm of language, the current state of conceptual research in cognitive linguistics, the conceptual field of concept and various ways of conceptual analysis, the scientific works of foreign, Russian and domestic scientists were assessed. And we define the characteristics of women as national values through various psychological, associative surveys conducted by the concept «woman» in this work.

Keywords: cognitive linguistics, ethnolinguistics, linguocultural studies, concept "woman", lexical-phraseologica units, paremic units.

Fearless Speakers Cards Oyunu ile Korkmadan İngilizce Konuşan Üstün Yetenekli Öğrenciler

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Öz

Ülkemizdeki tüm eğitim kademelerinde öğrenim gören öğrenciler, İngilizce konuşma konusunda zorluk yaşamaktadır. İngilizce, iletişim dili olmaktan çıkarak, öğrenciler arasında korkulan bir dil algısına dönüşmüştür. Bu durumun nedenlerinden biri, konuşma becerisi dil edinim sürecinde kazandırılması en güç becerilerden biridir. Konuşma becerisinin kazandırılmasında öğrencilerin daha fazla pratik yapma fırsatı bulmaları, motivasyonlarının artırılması ve kaygılarını azaltmayı destekleyici öğrenme ortamlarına ihtiyaç vardır. Bu ihtiyacın giderilmesini destekleyecek, Fearless Speakers Cards (Korkusuz Konuşan Kartlar) oyunu proje araştırmacıları tarafından oluşturulmuştur. Proje, Fearless Speakers Cards oyunu ile üstün yetenekli öğrencilerin İngilizce konuşma becerisini nasıl desteklediğini incelemeyi amaçlamaktadır. Bu amaç doğrultusunda projenin çalışma grubunun, 2024-2025 eğitim-öğretim yılı Batı Karadeniz Bölgesinde bir ilin ilçesindeki Bilim ve Sanat Merkezinde Byf 1, Byf 2 ve Öyg 1 düzeyindeki 20 öğrenciden oluşmaktadır. Projede nitel araştırma yaklaşımı benimsenmiş olup durum çalışması yürütülmüştür. Projede veri toplama aracı olarak araştırmacılar tarafından geliştirilen yarı yapılandırılmış görüşme formu kullanılmıştır. Proje verileri, odak görüşmeleri yapılarak toplanmıştır. Verilerin analizinde, nitel araştırma yöntemlerinden içerik analizi tekniği kullanılmıştır. Proje sonucunda elde edilen bulgulara göre; üstün yetenekli öğrencilerin Fearless Speakers Cards oyunu sürecinde İngilizce dilbilgisi kullanırken, İngilizce kelimeleri telaffuz ederken ve İngilizceyi anlamakta zorlandıkları belirtilmiştir. İngilizce konuşurken yaşadıkları zorluklar sonrasında korku, kaygı, utangaçlık ve çekingenlik duygusunu yaşadıkları görülmüştür. Fearless Speakers Cards oyunun İngilizce konuşma becerisinde özgüveni ve İngilizce konuşma isteğini artırdığı sonucuna varılmıştır.

Anahtar kelimeler: İngilizce Konuşma, Oyun Tabanlı Öğrenme, Fearless Speakers Cards, Üstün Yetenekli Öğrenciler

Mesnevî Hikâyelerinin Üstün Yetenekli Öğrencilerin Edebi ve Duygusal Gelişimleri Üzerindeki Rolünün İncelenmesi

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Öz

Mesnevî, Mevlana Celaleddin Rumi'nin kaleme aldığı ve derin felsefi öğretilerle zenginleştirilmiş bir edebi eserdir. Bu eser, hem zarif anlatım tarzı hem de evrensel temalarıyla okuyucularına duygusal ve düşünsel derinlik kazandırmayı amaçlar. Özellikle üstün yetenekli öğrenciler için, Mesnevî hikâyeleri, zengin kültürel değerler taşıması ve karmaşık insani duyguları yansıtması açısından büyük bir potansiyele sahiptir. Bu proje, Mesnevî hikâyelerinin üstün yetenekli öğrencilerin edebi ve duygusal gelişimleri üzerindeki rolünün nasıl olduğunu incelemeyi amaçlamaktadır. Bu amaç doğrultusunda projenin çalışma grubunun, 2024-2025 eğitim-öğretim yılı Batı Karadeniz Bölgesinde bir ilin ilçesindeki Bilim ve Sanat Merkezinde Destek 1 ve Byf 1 düzeyindeki 20 öğrenciden oluşmaktadır. Araştırmada nitel araştırma yaklaşımı benimsenmiş olup durum çalışması yürütülmüştür. Araştırmada veri toplama aracı olarak araştırmacılar tarafından geliştirilen yarı yapılandırılmış görüşme formu kullanılmıştır. Araştırma verileri, odak görüşmeleri yapılarak toplanmıştır. Verilerin analizinde, nitel araştırma yöntemlerinden içerik analizi tekniği kullanılmıştır. Proje sonucunda elde edilen bulgulara göre; Mesnevî hikâyelerinin üstün yetenekli öğrencilerin edebi gelişimleri üzerinde, sırasıyla okuma ve yazma becerisi, dil bilgisi kullanımı ve kelime dağarcığı gelişiminde rolünün olduğu sonucuna ulaşılmıştır. Mesnevî hikâyelerinin üstün yetenekli öğrencilerin duygusal gelişimleri üzerinde ise empati kurma, duygusal ifade ve iletişim kurma gelişiminde rolünün olduğu sonucuna varılmıştır.

Anahtar kelimeler: Mesnevi hikâyeleri, Üstün zekâlı öğrenciler, Öğrenci edebi ve duygusal gelişimler.

Kenan Hulusi Koray'ın Hikâyelerinde Demon ve Korku

In The Stories of Kenan Hulusi Koray Demon and Fear

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Öz

Kenan Hulusi Koray, edebiyat dünyasında adını *Yedi Meşale* topluluğuyla duyurur. O, *Yedi Meşale* topluluğunun tek öykücüsüdür. Öykülerinde birey merkezli bir dünya algısı geliştirirken zamanla *Vakit* gazetesi çevresinde *sosyalist gerçekçi* anlayışa bağlanır. Öykülerinde sıradan insanların hayat sahnelerini, günlük yaşayışlarını aktarır. Bir yandan da öykülerinde sınıf mücadelesi yerini alır. Batı edebiyatlarında görülene benzer şekilde korku, evham, kaynağı bilinmeyen endişeleri işler. Fantastik özellikler taşıyan öyküler yazar. Bir yandan da onun öykülerinde mitik ve folklorik öğeler de yer tutar. Yazar, *korku* ögesini ve *demonu* mitik ve folklorik öğelerle harmanlayarak merak uyandıran kurgular ortaya koyma yoluna gider. Bu yolla öykülerine yerel bir özellik kazandırmaya yönelir. Böylece pek yadigar olmayan, rahatlıkla okunabilen, merak ögesi öne çıkan kurgular ortaya koyar.

Anahtar kelimeler: Kenan Hulusi Koray, öykü, *korku*, *demon*.

Abstract

Kenan Hulusi Koray made his name in the world of literature with the Seven Torches. He is the only storyteller of the Seven Torch community. While developing an individual-centred perception of the

world in his short stories, he gradually became attached to the socialist realist understanding around the Vakit newspaper. In his stories, he conveys the life scenes and daily lives of ordinary people. On the other hand, class struggle takes place in his stories. Similar to what can be seen in Western literatures, he deals with fears, anxiety, and worries of unknown origin. He writes stories with fantastic features. On the other hand, mythical and folkloric elements also take place in his stories. The author blends the element of fear and the demon with mythical and folkloric elements to create fictions that arouse curiosity. In this way, he tends to give his stories a local characteristic. Thus, he creates fictions that are not strange, can be read easily and the element of curiosity stands out.

Keywords: Kenan Hulusi Koray, story, horror, demon.

Hipergerçeklik Bağlamında Gerçek Kahraman Filmi Üzerine Bir İnceleme

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Öz

Film senaryoları, yazılı anlatı türleri arasında yer alır ve sinemaya aktarıldığı sırada birçok türün kesiştiği zengin bir içeriğe sahip olur. İzleyicilere farklı perspektifler sunan bu tür filmler, edebî incelemelere de imkân tanır. Senaryosunu, Matt Lieberman ile Zak Penn'in yazdığı ve yönetmenliğini, Shawn Levy'nin yaptığı *Gerçek Kahraman* (2021) filmi, irdelenmeğe değer söz konusu eserlerdendir.

Gerçek Kahraman, Guy isimli genç bir banka memurunun hayatını konu alır. Hareketleri donuk izlenimi uayandıran genç adam, her gün aynı saatte kalkar, aynı kıyafetleri giyer, aynı kişilerle aynı konuşmaları yapar ve aynı yolu kullanarak bankaya gider. Yolda birçok şiddet olayına şahit olur ancak bunları normal karşılar ve hiç birine tepki göstermez. Çalıştığı banka her gün soyulur. Fakat Guy hatta banka güvenlik görevlisi bile soygun hadisesini olağan bir durum olarak görür. Film sahneleri bu şekilde ilerlerken seyirci, yaşanan olayların normal olmadığını düşünmeğe başlar. Derken, izleyici; Guy ve diğer karakterlerin aslında Free City adlı bir oyun programının içinde yaşadığını öğrenir. Guy, şiddete dayalı bir açık dünya oyunu olan Free City'de NPC'dir. Açılımı, "non player character" olan NPC, bilgisayar oyunlarında arka plan karakterleri ifade eder. Bu tür karakterler; oyunu gerçek insanlar, yani oyuna katılan oyuncular için eğlenceli/heyecanlı/kullanışlı hâle getirmek için tasarlanıp geliştirilir. Guy, yer aldığı oyunda banka memuru olarak kodlanmıştır.. Diğer NPC'ler gibi Guy da aynı döngünün içinde; kodlanmış durum, davranış ve konuşmalarla hayatını devam ettirmektedir. Rutinin içinde hapsolan Guy, avatar vasıtasıyla Free City'ye giren oyunun yazılımcılarından genç bir kıza âşık olur. Genç kız da Guy'a ilgi duymağa başlar. Ancak birgün hiç beklenmedik bir olay olur. Oyunu geliştirmek için kullanılan yapay zekâ, yazılım mühendislerinin isteği dışında oyunu geliştirir. Bu sayede Guy; gerçek bir insan olmadığını, yaşadığı ortamın da sanal bir dünya olduğunu fark eder. Kendisi, Free City'de sadece bir arka plan karakteridir. Bu keşif, onun ve arkadaşlarının hayatını değiştirir. Guy, büyük mücadeleler vererek bütün karakterlerin bu gerçeği görmesini sağlar. NPC'ler, yapay zekânın yardımıyla oyunun sahibi ve yazılımcıların tüm engellemelerine rağmen Guy'ın liderliğinde ortak hareket ederek kendileri

için yazılan kodların dışına çıkar ve özgürlüğe kavuşurlar. Davranış biçimlerini, şiddet yerine sevgi ve kardeşlik üzerine yeniden kurarlar. Bu durum; yazılım mühendisleri, şirket çalışanları ve tüm dünyada Free City'ye katılan oyuncular arasında büyük şaşkınlığa sebep olur. Ancak bu durum fazla sürmez. Yapay zekânın geliştirdiği yeni oyun, beğenilir ve zamanla büyük ilgi toplar. Netice olarak, yapay zekâ hem NPC'ler hem avatarlar hem de diğer film karakterleri için yepyeni bir dünya kurgular.

Bu çalışmada; *Gerçek Kahraman*'ın senaryosunu şekillendiren Free City oyunundaki NPC ve avatarların oluşturduğu alt metin ve bu oyun üzerine kurgulanan üst metindeki kurmaca karakterlerin biçimlendirdiği gerçeklik katmanları irdelenerek izleyicide uyandırılan gerçeklik-kurmaca algısı/yanılgısı üzerinde durulacaktır. Bu bağlamda kurmaca dünya, sanal gerçeklik ve hipergerçeklik kavramları irdelenecektir.

Anahtar kelimeler: *Gerçek Kahraman, Sinema, Yapay zekâ, Sanal gerçeklik, Hipergerçeklik.*

**The Evaluation of Eleventh Grade Mathematics
Textbooks Through Core Values**
**On Birinci Sınıf Matematik Ders Kitaplarının Kök Değerler Açısından
Değerlendirilmesi**

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Abstract

This study aimed to examine the 11th-grade mathematics textbooks used by students in the fields of “science” and “Turkish language-mathematics” in terms of the core values determined by the Ministry of National Education. These values are justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, and helpfulness. The research was conducted using a qualitative research model. Data for the study were collected by the document analysis technique. The data were analyzed using the descriptive analysis technique. The results of the study revealed that, among the core values, responsibility, patriotism, and helpfulness were the most frequently emphasized in the 11th-grade mathematics textbooks, while the least emphasized values were friendship, honesty, self-control, and respect. When examined according to learning domains, it was found that the core values were most frequently included in the “Geometry” learning domain and least frequently in the “Data, Counting, and Probability” learning domain of the 11th-grade mathematics textbooks. In terms of sub-learning domains, the core values were most prevalent in “Applications of Functions,” while they were least prevalent in the sub-learning domains of “Circles and Disks” and “Systems of Equations and Inequalities.” When analyzed in terms of the sections of the textbook, it was determined that the values were most frequently addressed in the “Measurement and Evaluation” section and least frequently in

the “History of Mathematics” section. At the end of the study, it was suggested that textbook authors, including those of the examined mathematics textbook, should generally place greater emphasis on values and integrate them more extensively into textbooks.

Keywords: Values education, core values, mathematics textbooks.

Öz

Bu çalışmada “sayısal” ve “eşit ağırlık” alanlarındaki öğrencilerin kullandığı ortaöğretim 11. sınıf matematik ders kitaplarının MEB tarafından belirlenen kök değerler açısından incelenmesi amaçlanmıştır. Bu değerler adalet, dostluk, dürüstlük, öz denetim, sabır, saygı, sevgi, sorumluluk, vatanseverlik ve yardımseverliktir. Araştırma nitel araştırma modeli ile yürütülmüştür. Doküman incelemesi tekniği kullanılarak araştırmanın verileri toplanmıştır. Veriler betimsel analiz tekniği kullanılarak analiz edilmiştir. Araştırmanın sonucunda ortaöğretim 11. sınıf matematik ders kitaplarında en çok sırasıyla sorumluluk, vatanseverlik ve yardımseverlik değerlerine yer verildiği; en az yer verilen değerlerin ise dostluk, dürüstlük, özdenetim ve saygı değerleri olduğu görülmektedir. Öğrenme alanlarına göre incelenen ortaöğretim 11. sınıf matematik ders kitaplarında en çok “Geometri” en az ise “Veri, Sayma ve Olasılık” öğrenme alanında kök değerlere yer verildiği görülmüştür. Alt öğrenme alanlarına göre bakıldığında ise kök değerlere en çok “Fonksiyonlarda Uygulamalar”, en az ise “Çember ve Daire” ile “Denklemler ve Eşitsizlik Sistemleri” alt öğrenme alanlarında yer verildiği ortaya çıkmıştır. Kitaptaki bölümler açısından incelendiğinde; değerlere en çok ders kitabındaki “Ölçme ve Değerlendirme”, en az ise “Matematik Tarihi” başlıklarında yer verildiği ortaya çıkmıştır. Çalışmanın sonunda, incelenen matematik ders kitabının yazarları da dahil olmak üzere, genel olarak ders kitabı yazarlarının değerlere daha fazla önem vermeleri ve değerleri ders kitaplarına daha fazla entegre etmeleri önerilmiştir.

Anahtar Kelimeler: Değerler eğitimi, kök değerler, matematik ders kitapları.

The Effectiveness of Error Correction Codes in Writing Assessments: A Case Study with Students

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Abstract

Introduction

This study aims to explore the effectiveness of the error correction codes in writing assessments and the students' perceptions on this subject.

Error correction codes (ECC) are extensively utilized in writing evaluations to assist students in recognizing and rectifying their errors. Correction codes are typically presented by emphasizing the faults and using some form of symbols to concentrate the attention of the students on the kind of mistake they made. These codes diminish the time allocated to grading. Error correction codes help teachers make the feedback process more effective, methodical, and student-centered generally, therefore saving time and enhancing writing teaching.

The efficacy of Error Correction Codes is a subject of ongoing debate. While some students find error correction codes beneficial for promoting autonomy and self-revision, others encounter difficulty in interpreting the codes and prefer more explicit feedback.

Methodology

A mixed-methods approach was adopted, involving both quantitative and qualitative data collection. The study was carried out during the 2024-2025 Academic Year at the School of Foreign Languages of Istanbul Aydın University. There were twenty-seven preparation school students who have pre-intermediate proficiency level of English. The participants were selected according to the convenience sampling method. In the data collection phase, a perception questionnaire with 14 questions and a Likert Scale was used, and an in-depth interview was conducted with randomly chosen 7 students. The data of the perception questionnaire were analyzed by using SPSS.

Findings / Discussion

The results indicated that although ECCs aided students in recognizing and rectifying their errors, their efficacy was maximized when supplemented with verbal feedback from teachers. Numerous students encountered difficulties in comprehending ECCs independently and favored a blended feedback

methodology. The study determined that the integration of ECCs with teacher feedback improves student learning results.

Conclusion / Recommendations

The study highlights that while ECCs serve as a useful tool for catching students' attention to errors, they are most effective when supplemented with teacher feedback. Verbal feedback was found to be particularly beneficial. The combination of ECCs with verbal and written feedback allows for more effective learning and retention. The results also suggest the additional support is needed to help students effectively revise their work after receiving feedback.

Future research should explore the impact of ECCs across proficiency levels and learning contexts. Future research could also explore the integration of ECC with digital tools and AI-assisted feedback to enhance student engagement and learning outcomes.

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Developing a Rubric for Evaluating the Effect of the “Digital-STEM” Game on Critical Thinking and Creativity Skills ¹

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Abstract

The identification of error sources is imperative to enhance the reliability of performance assessments. These assessments are instrumental in informing decisions concerning individuals and the materials developed and monitoring their developmental processes. To minimize the effect of external factors on the scoring process, it is generally recommended that more than one scorer be assigned, that scorers undergo specific training, and/or that rubrics be used. Rubrics are descriptive scoring schemes used to evaluate the performance of individuals, materials, or products resulting from this performance. Accordingly, using rubrics was seen as one of the most effective and reliable ways to evaluate digital games that aim to develop children's creativity and critical thinking skills.

This study aims to develop a rubric for evaluating the effect of the “Digital STEM” game on critical thinking and creativity skills. The subjects, contents, activity scenarios, achievements for preschoolers, and the suitability of the digital game developed based on STEM-based problems were determined, and finally, the dynamics and mechanics of the activities were chosen to evaluate the critical thinking and creativity dimensions. These dynamics and mechanics were analyzed by examining the critical thinking and creativity scales developed in preschool for the skills targeted to be measured, and a pool was created to determine which sub-dimensions should be considered. Then, after deciding the sub-dimensions of the Torrance Creative Thinking Test and Critical Thinking Skills Test for 5–6-year-old Children, which

¹ The data obtained from this paper are associated with a project supported by the TÜBİTAK 1001 Scientific and Technological Research Projects Support Programme (122K715).

were preferred for the activities to measure these skills, a rubric for evaluating creativity and critical thinking skills with criteria in the exact parallel was developed.

The contents of the rubrics developed with the pool for the sub-dimensions obtained were decided, and the activities targeted in the activities were revealed. The rubric to be used for the pre-test and post-tests was developed by considering the sub-dimensions of the 'Torrence Creativity Thinking Test' and the sub-dimensions of the critical thinking skills rubric were determined within the scope of the sub-dimensions of the 'Critical Thinking Skills Test for 5–6-Year-Old Children' and the rubrics were developed in this direction and finalized within the scope of interviews with the researchers. The critical thinking rubric consisted of 'interpretation, analysis, evaluation, inference, explanation, self-regulation' sub-dimensions. For the interpretation sub-dimension, time and choice; for analysis, decision and choice stages in the game; for evaluation, using clues; for inference, time and choices; for explanation, non-interactivity in the game; for self-regulation, the criteria of being sure of the choice and decision were taken into consideration. Accordingly, the highest score of 4 and the lowest score of 1 can be obtained from the rubric that can evaluate critical thinking.

The creativity rubric comprised sub-dimensions of 'fluency, originality, flexibility, and elaboration.' In the fluency score, time selection and being sure of the decision; for originality, selection, and decisions; for flexibility, cue preference, non-interactivity; and elaboration, information transfer about the choices were determined, and scoring was formed. A maximum score of 4 and a minimum score of 1 can be obtained from the rubric to evaluate the creativity obtained.

Keywords: Digital-STEM, critical thinking, creativity, rubric

The Examination of Twelfth Grade Mathematics Textbooks in Terms of Core Values

On İkinci Sınıf Matematik Ders Kitaplarının Kök Değerler Açısından İncelenmesi

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Abstract

In this study, the aim is to examine the 12th-grade mathematics textbook used by students in the fields of “science” and “Turkish language-mathematics” in accordance with the core values established by the Ministry of National Education. The core values considered in the study are justice, respect, self-control, responsibility, friendship, honesty, love, patience, helpfulness, and patriotism. The research was conducted using a qualitative research model, and data were collected through the document analysis technique. The descriptive analysis technique was employed to analyze the data. Based on the research findings, it was observed that the most emphasized value in the examined 12th-grade mathematics textbook was responsibility, while the least emphasized values were justice, honesty, and respect. It was determined that the learning area with the greatest inclusion of core values in the textbook was “Numbers and Algebra,” while the area with the least inclusion was “Geometry.” In terms of sub-learning areas, the examined textbook showed the highest presence of values in “Sequences” and “Derivatives,” and the lowest in “Transformations.” When examined in terms of the sections in the book, it has been revealed that values are most frequently addressed in the “Example” headings of the textbook, while they are least addressed in the “Explanation” and “Information Note” headings. At the end of the study, it was recommended that the 12th-grade mathematics textbook be updated, taking into account value

types that received less emphasis, learning areas with fewer values, and book titles containing fewer values.

Keywords: Mathematics education, mathematics textbook, core values.

Öz

Bu çalışmada, MEB tarafından belirlenen kök değerler doğrultusunda, “sözel” ve “yabancı dil” alanlarındaki öğrencilerin kullandığı bir 12. sınıf matematik ders kitabının incelenmesi hedeflenmektedir. Çalışmada esas alınan kök değerler; adalet, saygı, öz denetim, sorumluluk, dostluk, dürüstlük, sevgi, sabır, yardımseverlik ve vatanseverliktir. Araştırma, nitel araştırma modeline dayalı olarak gerçekleştirilmiş ve veriler, doküman incelemesi tekniği ile toplanmıştır. Verilerin analizinde betimsel analiz tekniği kullanılmıştır. Araştırmadan elde edilen bulgulara dayalı olarak; incelenen ortaöğretim 12. sınıf matematik ders kitabında en çok sorumluluk değerine yer verildiği; en az yer verilen değerlerin ise adalet, dürüstlük ve saygı değerleri olduğu görülmüştür. İncelenen ortaöğretim 12. sınıf matematik ders kitabında kök değerlere en fazla “Sayılar ve Cebir”, en az ise “Geometri” öğrenme alanında yer verildiği belirlenmiştir. Alt öğrenme alanlarına göre incelenen ortaöğretim 12. sınıf matematik ders kitabında en çok “Diziler” ve “Türev”, en az ise “Dönüşümler” alt öğrenme alanında değerlerin yer aldığı görülmüştür. Kitaptaki bölümler açısından incelendiğinde; değerlere en çok ders kitabındaki “Örnek” başlıklarında, en az ise “Açıklama” ve “Bilgi Notu” başlıklarında yer verildiği ortaya çıkmıştır. Çalışmanın sonunda, daha az yer verilen değer türleri, daha az değer içeren öğrenme alanları ve daha az değer içeren kitap başlıkları dikkate alınarak, 12. sınıf matematik ders kitabının güncellenmesi önerilmiştir.

Anahtar Kelimeler: Matematik eğitimi, matematik ders kitabı, kök değerler.

Discursive Leadership and Strategic Communication in the Energy Sector. Framing Sustainability through Language

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Abstract

Discursive Leadership and Strategic Communication in the Energy Sector. Framing Sustainability through Language explores how discursive strategies shape leadership and strategic communication in the context of the energy sector's shift toward sustainability. The presentation focuses on how language functions as a tool for constructing authority, building legitimacy, and aligning corporate values with broader societal expectations during the energy transition.

The analysis draws on concepts from critical discourse analysis, rhetorical theory, and strategic communication to examine how leaders use language to manage uncertainty and engage stakeholders. Central to the discussion is the notion of framing—selecting and emphasizing particular aspects of reality to guide interpretation. Several types of discursive frames are identified, including ethical, metaphorical, persuasive, gain–loss, and credibility-enhancing frames, all of which play a role in shaping coherent sustainability narratives.

The empirical part of the study involves the analysis of 300 mission statements from energy companies across three continents, supported by examples from ESG reports, media campaigns, and corporate strategies. These data reveal how leadership discourse constructs identity and mobilizes support through carefully crafted language choices.

The presentation offers a novel perspective on the strategic use of language in leadership communication and contributes to a deeper understanding of how sustainability is framed in the energy sector.

Haydar Aliyev: Şerefli Yolun Kısa Etütleri

Heydar Aliyev: Short Studies of the Honorable Way

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Öz

Sunulan makalede, Ulusal Lider Haydar Aliyev'in hayatındaki önemli anlar, onun liderliğinde toplumsal yaşamın çeşitli alanlarında elde edilen başarılar ve kazanımlar, ayrıca ülke yaşamının çeşitli alanlarında uygulanan politikalar yansıtılmaktadır. Makalede, Haydar Aliyev'in Azerbaycan SSC Devlet Güvenlik Komitesi'ndeki 25 yıllık faaliyetlerinin ana noktalarına ve hem Sovyet döneminde hem de bağımsızlık döneminde uyguladığı ulusal kalkınma stratejisinin çeşitli yönlerine yer veriliyor. Makalede ayrıca Haydar Aliyev'in Moskova'daki yüksek hükümet görevlerindeki yılları özel bir aşama olarak ele alınıyor, dehanın Nahçıvan Özerk Cumhuriyeti'ndeki liderliği ve bağımsız Azerbaycan devletinin cumhurbaşkanı olarak çok yönlü faaliyetleri vurgulanıyor.

Anahtar kelimeler: devlet adamı, siyasi faaliyet, Nahçıvan Özerk Cumhuriyeti, ulusal kalkınma stratejisi, siyasi durum, başarılar ve kazanımlar.

Abstract

The presented article reflects the important moments of the life of the National Leader Heydar Aliyev, the successes and attainments achieved in various spheres of public life under his leadership, as well as the policy implemented in different directions of the country's life. The article highlights the main points of Heydar Aliyev's activity in the State Security Committee of the Azerbaijan SSR over a period of 25 years, various aspects of the national development strategy he implemented both during the Soviet period and during the time of independence. The article also considers the years of Heydar Aliyev's high government post in Moscow as a special stage, the leadership of the genius over the Nakhchivan Autonomous Republic and his multifaceted activities as the President of the independent Azerbaijan state are highlighted.

Keywords: statesman, political activity, Nakhchivan Autonomous Republic, national development strategy, political situation, successes and achievements.

***Gerçek Kahraman* Filminde Yapay Zekânın Zaferi Ve “Yazarın Ölümü”**

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Öz

Gerçek Kahraman (2021), başrolde Ryan Reynolds’ın oynadığı, senaryosunu Matt Lieberman ile Zak Penn’in yazdığı ve yönetmenliğini Shawn Levy’nin yaptığı bilimkurgu, aksiyon, macera ve komedi türünde bir filmidir.

Film, Guy adlı genç bir banka memurunun hayatını konu alır. Guy, her gün aynı saatte kalkar, aynı kıyafetleri giyer, aynı kişilerle konuşur ve aynı yolu takip ederek çalıştığı bankaya gider. Yolda şiddet içeren birçok olaya şahit olur. Ana cadde üzerinde iş yerleri soyulur, bombalar patlar, arabalar yakılır, insanlar öldürülür, vb. Ancak, Guy bunların hiçbirine aldırış etmez. Bankaya ulaştıktan kısa bir müddet sonra içeri hırsızlar girer, havaya ateş eder, oradakileri tehdit etmeğe başlar ve bankayı soyar. Guy bu olay karşısında da hiçbir tepki göstermez. Soygun hadisesini hergün yaşanan sıradan bir olay gibi karşılar. Film bu şekilde devam ederken izleyici, Guy’un davranışları ve filmde yaşanan olayların normal olmadığını düşünmeğe başlar. İlerleyen dakikalarda, izleyiciye Guy ve diğer karakterlerin bir bilgisayar oyununda yer alan NPC olduğu gösterilir ve seyircinin zihnindeki soru işaretleri giderilir. Açılımı, “non player character” olan NPC, bilgisayar oyunlarında etkisiz karakterleri ifade eder. Bu tür karakterler bilgisayar oyununun daha eğlenceli, heyecanlı ve kullanışlı olması için tasarlanıp geliştirilir. Guy, Free City adlı oyunda banka memuru olarak kodlanmıştır. Diğer NPC’ler gibi o da oyuncuların eğlenebilmesi için yazılımın gerektirdiği davranış kalıplarına hapsedilmiştir. Ancak birgün hiç beklenmedik bir olay olur. Free City’yi geliştirmek için kullanılan yapay zekâ, yazılımcıların kontrolünden çıkar ve oyunu farklı bir yönde sürdürmeğe başlar. Guy; kendisinin bir NPC, yaşadığı ortamın da sanal bir dünya olduğunu anlar. Kodların dışına çıkarak kendi tercihleriyle özgün davranışlar sergilemeğe başlar. Diğer NPC’ler de onu takip eder. Guy, yaşadıkları şehirde şiddet olaylarına son vererek huzur ve mutluluğu tesis eder. Arka plan karakter olan Guy, gerçek bir kahramana dönüşür. Ancak bu durum, oyuna olan ilgiyi azaltır ve Free City’nin sahibi zarar etmeğe başlar. Bunun üzerine Free City’nin yerine başka bir oyunun kullanıma açılması emrini verir. Guy ve arkadaşlarının yok olması anlamına gelen bu karar neticesinde Guy, sanal ortamda da olsa yaşamını devam ettirmek ister ve yapay zekânın yardımıyla oyunu yeni bir mecrada devam ettirmeyi başarır. NPC’ler, oyunun sahibi ve

yazılımcıların tüm engellemelerine rağmen kendileri için yazılan kodların dışına çıkarak esaretten kurtulup özgürlüğe kavuşur. Dolayısıyla senaryo, yazar/senarist/yazılımcıya rağmen yapay zekâ eliyle değiştirilmiş (-miş gibi) olur. Böylece, yazar/senarist kaybeder; yapay zekâ kazanır.

Bu çalışmada; *Gerçek Kahraman*'ın olay örgüsünü şekillendiren Free City oyunundaki NPC ve avatarların oluşturduğu alt metin ile bunun üzerine kurgulanan üst metindeki kurmaca dünya irdelenerek yapay zekâ tarafından yazara/senariste/yazılımcıya rağmen değiştirilmiş gibi izleyiciye sunulan film senaryosundaki dönüşüm algısı, “yazarın ölümü” kavramı etrafında ele alınacaktır.

Anahtar kelimeler: *Gerçek Kahraman, Sinema, Hipergerçeklik, Yapay zekâ, Yazarın ölümü.*

Ortaokul Beşinci Sınıf Öğrencilerinin Matematik Kavramına Yönelik Metaforik Algılarının İncelenmesi

Investigation of Secondary School Fifth Grade Students' Metaphorical Perceptions of Mathematics Concept

Hatice Nur KONAKLI

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Öz

İnsan yaşamı için önemi ve bilimsel çalışmalara olan katkılarına rağmen matematik, birçok öğrencinin zor ve başarılı olamayacağına inandığı bir derstir. Öğrencilerin bu tarz olumsuz duyuşsal algılara sahip olmasının birçok nedeni olabilir. Bu nedenlerden birisi de temel matematiksel kavramların epistemolojik yapısıdır. Bilindiği üzere temel matematiksel kavramlar yapısı gereği soyuttur. Bu bağlamda özellikle ilkokul ve ortaokul öğrencilerin gelişim seviyeleri göz önüne alındığında soyut matematiksel kavramları doğrudan algılamaları oldukça zordur. Bu durum öğrencilerin matematiğe yönelik olumsuz duyuşsal duygulara sürükleyerek onların matematik öğretim programının yetiştirmeyi öngördüğü “sadece bilişsel değil sosyal ve duygusal yönden de gelişen insan profili” amacına ulaşmasını da engellemektedir.

Türkiye’de 2024 yılından itibaren kademeli olarak uygulanmaya başlanan Türkiye Yüzyılı Maarif Model Ortaokul Matematik Dersi Öğretim Programına göre öğrencilerin zihinsel, sosyal-duygusal, fiziksel boyutları kapsayan bütüncül bir eğitim anlayışı benimsenmiştir. Bu anlayış çerçevesinde sosyal duygusal beceriler kavramsal bilgi ve beceri edinimi sürecinin ayrılmaz bir parçası olarak değerlendirilmiştir. Bu değerlendirmeye göre öğrencilerin sosyal duygusal beceri gelişimlerinin

desteklenmesi görüşü ön plan çıkmıştır. Eğitim öğretim ortamlarında öğrencilerin sosyal duygusal algılarının saptanmasında kullanılan önemli araçlardan biriside metaforlardır.

Metafor, somut ya da soyut herhangi bir olgu hakkındaki algı ve tutumların belirlenmesini sağlayan, söz konusu olgulara yönelik bireylerin zihinlerinde karşılık bulan kavramlardır. Bu bağlamda metaforlar, öğrencilerin matematik kavramına yönelik olumsuz sosyal duygusal algıların açığa çıkarılarak matematik öğretim programının “*sadece bilişsel değil sosyal ve duygusal yönden de gelişen insan profili*” amacına ulaşmasına katkı sağlaması bakımından önemlidir. Bu anlamda ortaokul öğrencilerinin matematik kavramı hakkındaki olumsuz sosyal duygusal algıların giderilmesine yönelik yeni öğretimsel uyarlamaların önünü açarak matematik öğretim programında benimsenen bütüncül eğitim modelinin uygulanması noktasında son derece önemlidir.

Yukarıda açıklanan tüm bu gerekçeler kapsamında ortaokul 5. sınıf öğrencilerinin matematik kavramına yönelik metaforik algılarının incelenmesi amaçlanmıştır. Bu amaçla nitel araştırma yöntemlerinden olgubilim(fenomoloji) desenine göre yürütülen çalışmanın örneklem grubunu 2024-2025 eğitim öğretim yılında ortaokulda öğrenim görmekte olan 5.sınıf öğrencileri oluşturmaktadır. Veri toplama aracı olarak “*Matematikbenziyor. Çünkü.....*” ifadesinin bulunduğu metaforik algı formu kullanılacaktır. Bu kapsamda toplanan geçerli metafor verileri, içerik analizi yöntemi kullanılarak analiz edilecektir. Araştırmanın veri analiz süreci henüz tamamlanmamış olup sonuçlar ve tartışmalar sunum oturumlarında paylaşılacaktır.

Anahtar Kelimeler: Ortaokul Öğrencileri, Matematik Kavramı, Metaforik Algı

Abstract

Despite its importance for human life and its contributions to scientific studies, mathematics is a difficult course that many students believe they will not be successful in. There may be many reasons why students have such negative affective perceptions. One of these reasons is the epistemological structure of basic mathematical concepts. As it is known, basic mathematical concepts are abstract in nature. In this context, it is very difficult for primary and secondary school students to directly perceive abstract mathematical concepts, especially when their developmental levels are taken into account. This situation leads students to negative affective feelings towards mathematics and prevents them from achieving the goal of “*a human profile that develops not only cognitively but also socially and emotionally*”, which the mathematics curriculum envisages to raise.

According to the Turkey Century Maarif Model Secondary School Mathematics Course Curriculum, which has been gradually implemented in Turkey since 2024, a holistic education approach covering students' mental, social-emotional and physical dimensions has been adopted. Within the framework of this understanding, social-emotional skills have been evaluated as an integral part of the conceptual knowledge and skill acquisition process. According to this evaluation, the view of supporting students'

social-emotional skill development has come to the fore. One of the important tools used in determining students' social emotional perceptions in educational environments is metaphors.

Metaphors are concepts that enable the determination of perceptions and attitudes about any concrete or abstract phenomenon and find a correspondence in the minds of individuals towards the phenomena in question. In this context, metaphors are important in terms of revealing students' negative social emotional perceptions about the concept of mathematics and contributing to the achievement of the goal of the mathematics curriculum as "*a human profile that develops not only cognitively but also socially and emotionally*". In this sense, it is extremely important in terms of the implementation of the holistic education model adopted in the mathematics curriculum by paving the way for new educational adaptations aimed at eliminating the negative social emotional perceptions of middle school students about the concept of mathematics.

Within the scope of all these reasons explained above, it was aimed to examine the metaphorical perceptions of middle school 5th grade students towards the concept of mathematics. For this purpose, the sample group of the study conducted according to the phenomenology design, one of the qualitative research methods, consists of 5th grade students studying in middle school in the 2024-2025 academic year. The data collection tool was "*Mathematics looks like Because.....*" expression will be used. In this context, the valid metaphor data collected will be analyzed using the content analysis method. The data analysis process of the research has not been completed yet, and the results and discussions will be shared in the presentation sessions.

Keywords: Secondary School Students, Mathematics Concept, Metaphorical Perception

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Dini ve Felsefi Bilgi Kaynaklarının Küresel Bilinç Üzerindeki Etkisi

The Influence of Religious and Philosophical Sources of Knowledge on Global Consciousness

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Abstract

The article examines the influence of Islamic religious and modern philosophical theories on "global consciousness" in the context of the study of the relationship between human consciousness and behavior. It is studied how changes in individual and social consciousness affect human life, culture and history in the spiritual world and the material world. The author makes comparisons between the influence of the Quran and hadiths on science and culture and the results of the implementation of the goals of the UN Sustainable Development Concept. The messages of religious texts to the world and the theoretical ideas instilled in society by bestselling authors are examined, the essence of the modern global consciousness formed under these two influences is presented in the form of scientific results and innovations.

Keywords: Koran, Muhammad, UN, bestseller, philosophy, consciousness.

Öz

Makale, insan bilinci ve davranışı arasındaki ilişkinin incelenmesi bağlamında İslam dini ve modern felsefi teorilerin "küresel bilinç" üzerindeki etkisini incelemektedir. Bireysel ve toplumsal bilinçteki değişimlerin manevi ve maddi dünyada insan yaşamını, kültürünü ve tarihini nasıl etkilediği incelenmektedir. Yazar, Kur'an ve hadislerin bilim ve kültüre etkisi ile BM Sürdürülebilir Kalkınma Konsepti hedeflerinin hayata

geçirilmesinin sonuçları arasında karşılaştırmalar yapıyor. Dini metinlerin dünyaya verdiği mesajlar ve çok satan yazarların topluma aşılacağı teorik fikirler incelenmekte, bu iki etki altında oluşan modern küresel bilincin özü, bilimsel sonuçlar ve yenilikler şeklinde sunulmaktadır.

Anahtar Kelimeler: Kuran, Muhammed, BM, çok satanlar, felsefe, bilinç.

The Tools for Increasing the Quality of Education in the Universities of Kosovo

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Abstract

Our paper focuses on increasing the quality of education in the university education level of Kosovo. We have provided the secondary data from the Kosovo Agency of Statistics (KAS) regarding to the statistics of higher education by the field of study, from 2023 to 2024.

Statistics are focused on the number of students enrolled for the first time at bachelor level by the field of study in the public universities and private colleges including both gender and the total number of enrolled students. The methodology used in our work is the descriptive method based on comparative statistical analysis expressed in % (percentage) , from where we have processed tables and graphs.

Comparative statistical analysis serve to highlight that how was the number of registered students in percentage (%) by the fields of study and according to the gender from 2023 to 2024 specifying in which area of study there were more registered students.

The main purpose of our paper is to highlight some problems regarding to the quality of universities in Kosovo and suggestion of some government policies related to the reforms supporting the university

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level of education , and innovation in order to increase the quality of the university education level in Kosovo.

Keywords: The quality of education, Universities, Innovation, Government policy

**Gastronomik Ürünlerin Destinasyonda Turizm
Gelişimine Etkisi: Kafro Köyü Örneği**

**The Impact of Gastronomic Products on Tourism Development at the
Destination: The Case of Kafro Village**

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Özet

Araştırmanın amacı, Mardin ili Midyat ilçesinde yer alan (Elbeğendi) Kafro Köyü'nün turizmin gelişimine etkisini incelemektir.

Son yıllarda yükselen bir trend haline gelen Gastronomi Turizmi ve Kırsal Turizm kavramları üzerine yapılan çalışmalarda yoğun olarak üzerinde durulan iki noktaya dikkat çekmek gerekmektedir:

Bunlardan ilki ilgili gastronomik ürünün tanıtımı boyutundaki yetersizliktir. İkinci husus olarak ürün için farkındalık yaratma noktasındaki eksikliklerdir. Bu iki göze çarpan unsurun doğru değerlendirilmesi ve bu eksikliklerin giderilmesine katkı sunabilmek amacıyla etkin bir çalışma yapılması gerekliliği fikri ön plana çıkmaktadır. Yerel gastronomik bir ürünün öncelikle tescilinin alınması ardından bir marka değerine dönüşmesi gerekliliği bu araştırmanın da esas amaçlarından birini teşkil etmektedir.

Bu araştırmada mülakat ve anket gibi hem nitel hem nicel araştırma yöntemleri kullanılacaktır. Dar bir alandaki gastronomik turizm ürününün önce yerelde ardından ulusal ve uluslararası boyutta yaratabileceği

çekicilik etkisi ile turizme kazandıracığı etki irdelenecektir. Mardin ili Midyat ilçesine Elbeğendi Mahallesi (Kafro Köyü üzerinden gastronomik ürünlerin bölgedeki turizm gelişimine etkisi ele alınacaktır. Araştırma bölgedeki gastronomi turizmi faaliyetlerinin etkinliğinin artırılmasını da hedeflemektedir.

Sonuç olarak, bu araştırma, yerel gastronomik ürünlerin turizme entegre edilmesi sürecinde yaşanan sorunları ve çözüm önerilerini ele alacak, yerel işletmelerin ve ürünlerin kırsal turizme katkısını artıracak stratejiler geliştirmeye odaklanacaktır.

Anahtar Kavramlar: Gastronomi Turizmi, Destinasyon, Turizm, Gastronomi, Kafro Köyü

Abstract

The aim of this research is to examine the impact of Kafro Village (Elbeğendi), located in the Midyat district of Mardin province, on the development of tourism.

In recent years, Gastronomy Tourism and Rural Tourism have become rising trends. Studies conducted in these fields frequently emphasize two key issues:

The first is the inadequacy in the promotion of relevant gastronomic products. The second is the lack of efforts to raise awareness about these products. The idea of conducting an effective study to properly evaluate these two notable shortcomings and contribute to addressing them comes to the forefront. One of the main objectives of this research is to ensure that a local gastronomic product is first registered and then transformed into a brand with value.

In this study, both qualitative and quantitative research methods, such as interviews and surveys, will be used. The effect of a gastronomic tourism product in a small-scale area on tourism will be examined in terms of the attraction it can generate first locally, then nationally, and internationally. The study will focus on the impact of gastronomic products on the development of tourism in Elbeğendi Neighborhood (Kafro Village) in the Midyat district of Mardin province. Additionally, it aims to enhance the effectiveness of gastronomy tourism activities in the region.

As a result, this research will address the problems encountered in the process of integrating local gastronomic products into tourism and offer solution proposals. It will focus on developing strategies to increase the contribution of local businesses and products to rural tourism.

Keywords: Gastronomy Tourism, Destination, Tourism, Gastronomi, Kafro Village

Ortaokul 5. Sınıf Öğrencilerinin Matematik Ders Kitabına Yönelik Metaforik Algılarının İncelenmesi

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Öz

Bu çalışmanın amacı, ortaokul 5. sınıf öğrencilerinin matematik ders kitabı kavramına yönelik algılarını metaforlar aracılığıyla incelemektir. Araştırma, nitel araştırma yöntemlerinden biri olan fenomenolojik yaklaşım çerçevesinde yürütülmüştür. Çalışma grubunu, 2024-2025 eğitim-öğretim yılında Siirt İl Merkezine bağlı resmi bir devlet ortaokulunun 5. Sınıfında öğrenim gören toplam 120 öğrenci oluşturmaktadır. Veriler, kolay ulaşılabılır örnekleme yöntemiyle ulaşılan öğrencilere yöneltilen açık uçlu bir anket formu ile toplanmıştır. Katılımcılardan "Matematik ders kitabı gibidir, çünkü" ifadesini tamamlamaları istenmiştir. Katılımcılar tarafından üretilen metaforlar, içerik analizi yöntemiyle incelenmiş, anlamlarına göre kodlanmış ve belirli kategoriler altında gruplandırılmıştır. İlk aşamada, öğrencilerin oluşturduğu metaforik ifadeler detaylı bir şekilde incelenmiş, ardından benzer temalara sahip metaforlar belirlenerek ortak gruplara ayrılmıştır. Araştırma sonucunda metaforların temel vurguları dikkate alınarak, zamanı yönetme, üretkenlik, sonsuzluk, sıkıcı olma, deneyim, zorluk ve memnuniyet gibi kategoriler oluşturulmuştur. Böylece, öğrencilerin ders kitaplarına yönelik algıları arasındaki farklılıklar ve ortak noktalar daha net bir biçimde ortaya konmuştur. Çalışmanın sonuçları, matematik ders kitaplarının öğrenci algıları doğrultusunda nasıl geliştirilebileceğine dair önemli öneriler sunmaktadır.

Anahtar kelimeler: Matematik, matematik ders kitabı, metafor, fenomenolojik

Virtual currencies in the context of anti-money laundering and terrorism financing laws.

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In 2022, work was ongoing at European Union level on the Markets in Crypto-assets Regulation and the revision of Regulations (EU) No 1093/2010 and (EU) No 1095/2010 and Directives 2013/36/EU and (EU) 2019/1937 (the so-called MiCA).

Following the adoption of that Regulation by the European Parliament and the Council on 31 May 2023, the Regulation was published on 9 June 2023 in the Official Journal of the EU L.2023.150.40.

Therefore, Polish law, as in other European Union countries on counteracting money laundering and terrorist financing, had to be adapted to the requirements contained in this European Union regulation.

At the end of October 2021, regulations amending the Act on counteracting money laundering and terrorist financing, regarding the establishment of legal requirements for conducting business in the field of virtual currencies.

This activity has been granted the status of a regulated activity, and the possibility of conducting it has been made dependent on its prior registration with the Head of the National Tax Administration in the Ministry of Finance.

It should be noted that the number of Bitcoin ATMs in Poland (but also in the world) is constantly growing.

The high growth rate of these devices indicates that there are more and more people who are interested in quickly exchanging cryptocurrencies, e.g. for cash (despite the high commission amounts on such transactions).

According to the coinatmradar.com portal, at the end of December 2014, there were 301 Bitcoin ATMs in the world, while as of 30.06.2023, their number amounted to 35,890 pieces.

In Poland, according to information published on the website of the Tax Administration Chamber in Katowice, which keeps a register of activities in the field of virtual currencies, as of 28/08/2023, 914 entities were entered in the register of activities in the field of virtual currencies.

Cryptocurrency trading points as entities conducting cryptocurrency activities provide their services both online and in stationary service points.

Cryptocurrency trading desks allow their customers to buy or sell a certain amount of units of decentralized virtual currencies. They do not offer services for storing these entities or private keys to access them.

Cryptocurrency exchanges provide a wider range of services.

Transactions for the purchase and sale of cryptocurrency units can be concluded with a cryptocurrency exchange, as well as - on the basis of matching the purchase and sale offers of its customers - between their various users.

Cryptocurrency exchanges offer their customers to run electronic wallets for them. As regards entities subject to the obligation to be registered in the register of virtual currencies these are entities engaged in the provision of services in the field of:

- 1) exchange between virtual currencies and means of payment,
- 2) exchange between virtual currencies,
- 3) intermediation in the above-mentioned exchange,
- 4) maintaining accounts, i.e. sets of identification data kept in electronic form, providing authorized persons with the possibility of using units of virtual currencies, including conducting exchange transactions.

It should be noted that the requirement to register a business in the field of virtual currencies covers four groups of entities:

- 1) entrepreneurs dealing with the exchange of means of payment (e.g. Polish zloty, dollar, euro) for virtual currencies (e.g. Bitcoin, Ethereum) or vice versa,
- 2) entities involved in the exchange between virtual currencies (e.g. Bitcoin, Ethereum),
- 3) intermediaries in the exchange between virtual currencies or means of payment and virtual currencies,
- 4) entities maintaining special accounts on which virtual currencies are stored, in particular those used to carry out transactions aimed at exchanging virtual currencies.

It is also an independent issue for such entrepreneurs in Poland to have the status of an obligated institution under the provisions of the Act on Counteracting Money Laundering and Terrorist Financing, which is related to the need for them to apply financial security measures (e.g.

identification and verification of customers' identity) and to implement an internal policy for counteracting money laundering and terrorist financing.

Conducting business without obtaining an appropriate entry in the register of the Head of the National Tax Administration in the register in Poland is punishable by a fine of up to PLN 100,000 (a similar regulation applies to both registers, so it applies to entities operating for companies or trusts or operating in the field of virtual currencies).

It should be noted that the mere registration of a business will not always allow for full compliance with regulatory requirements, such as if it is necessary to apply for other authorizations to conduct business on the financial market (e.g. to provide payment services). Compliance with the registration obligation is sufficient only if the conducted activity does not simultaneously encroach on the scope of other regulated activity, which may require a separate entry or even obtaining a permit.

The new rules establishing the obligation to register virtual currency activities should be considered an evolution in the regulation of the financial market in the part relating to the crypto-asset sector.

However, it should be noted that doubts have arisen regarding the scope of the regulation, which does not directly cover all providers of services involved in trading in crypto-assets – including their issuers.

The new rules establishing the obligation to register virtual currency activities should be considered an evolution in the regulation of the financial market in the part relating to the crypto-asset sector. However, it should be noted that doubts have arisen regarding the scope of the regulation, which does not directly cover all providers of services involved in trading in crypto-assets – including their issuers.

The purpose of the European Union regulations, namely to include the obligation to obtain an entry in the register of those entrepreneurs whose services generate the risk of committing a crime of money laundering or terrorist financing, should be borne in mind.

According to the recitals of the European Union Directive 2018/843, entities involved in the provision of currency exchange services between virtual currencies and fiat currencies, as well as providers of virtual currency accounts, are not obliged under EU law to identify suspicious activities, as a result of which terrorist groups may be able to transfer funds to the EU financial system or within a virtual currency network, concealing the origin of these funds or using a certain degree of anonymity.

The requirement introduced by Polish regulations to include entrepreneurs operating in the field of foreign exchange as an obligated institution (which resulted in the obligation for these entrepreneurs to apply financial security measures) also resulted from the findings of The

Financial Action Task Force of the FATF (the report Terrorist Financing Disruption Strategies, 2018).

The FATF report confirmed that virtual currencies are used by terrorist groups as one of the main mechanisms for transferring funds.

In order for entrepreneurs to obtain an entry in the register of virtual currencies, it was also necessary to increase the transparency of transactions on the financial market.¹

¹ National Assessment of the Risk of Money Laundering and Terrorism Financing, General Inspector of Financial Information, Warsaw, 2023.

***Küçük Prens* Animasyon Filminde Kurmaca Dünya ve Gerçeklik Algısı**

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Öz

Sanayi devrimi ile başlayan endüstrileşme ve teknoloji alanındaki gelişmeler, hammadde ve işgücü temini ile yeni pazar arayışlarını da beraberinde getirmiş, dünya genelinde artan ticaret hacmi ve bu çerçevede şekillenen siyasi çekişmeler, iki büyük dünya savaşına sebebiyet vermiştir. Bu süreçte yaşanan büyük yıkımlar, Modernizme olan inancın sarsılmasına sebep olmuş ve önu alnamayan eleştiriler neticesinde Postmodern fikirlerin doğmasına zemin hazırlamıştır. Postmodern düşüncenin tüm dünyada yankı bulması, zamanla bütün güzel sanat dalları yanında sinemaya da tesir etmiş ve bu çerçevede gündeme getirilen yeni fikirler, tabii olarak postmodern anlatım teknikleriyle senaryo metinlerini de şekillendirmiştir. Üstkurmaca, bu anlatım tekniklerinin en önemlilerindedir.

Saint-Exupéry'nin modern bir metin olarak 1943 yılında kaleme aldığı *Küçük Prens* romanı, Irena Brignull ile Bob Persichetti tarafından dönüştürülerek Postmodern bir senaryo metni olarak yeniden yazılmıştır. Modern bir romandan animasyon film senaryosuna uyarlanan yeni metin, Postmodern anlatılarda kullanılan diğer teknikler yanında üstkurmacadan da faydalanılarak oluşturulmuştur. Bu senaryo, Mark Osborne tarafından yönetilmiş ve 2015 yılında vizyona girmiştir.

Küçük Prens filminde iç içe geçen iki olay örgüsü vardır. Bunlardan ilki, Saint-Exupéry'nin anlatısıdır ki, bu metinde geçen olaylar, filmde yaşlı karakterin ağzından anlatılır ve çizgi roman şeklinde izleyiciye takdim edilir. İkincisi ise adı geçen senaristler tarafından Exupéry'nin metni etrafında, kurgulanan üst metindir. Animasyon filmde eşgüdümlü olarak oluşturulan ve aynı paralelde izleyiciye sunulan bu iki kurmaca dünya; seyirciyi, biri gerçek diğeri de kurmaca olmak üzere, iki farklı dünyanın varlığına inandırır. Bu iki olay örgüsü ve bunların takdim ediliş biçimi; ustaca kullanılan üstkurmaca tekniği sayesinde, Exupéry'nin aslî metninde yer alan kişi, olay, zaman ve mekân unsurlarının "kurmaca"; asıl

metinden hareketle oluşturulan ikinci metnin de “gerçek” olduğu intibayı uyandırır. Dolayısıyla ikinci metnin doğmasına vesile olan asıl metin, “gerçek dışı”; aslı metinden hareketle yeniden yazılan ikincil metin de “gerçek” kabul edilir. Böylece, Baudrillard’ın tanımlaması doğrultusunda, aslından hareketle üretilen kopya/taklit metin, varlık sebebi olan asıl metni gölgede bırakır ve gerçeklik zemininde onun yerini alır.

Bu çalışmada; *Küçük Prens* animasyon filminde kullanılan üstkurmaca vasıtasıyla izleyicide uyandırılan gerçeklik-kurmaca algısı/yanılgısı ele alınarak bu çerçevede kurmaca dünya, sanal gerçeklik ve hipergerçeklik kavramları irdelenecektir.

Anahtar kelimeler: *Küçük Prens, Postmodernizm, Üstkurmaca, Sanal Gerçeklik, Hipergerçeklik.*

**Diyarbakır'ın Turistik Pazarlaması Açısından Sosyal
Medyada Paylaşılan Fotoğrafların İncelenmesi**
**Analysis of Social Media Photos in Terms of Tourism Marketing for
Diyarbakır**

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Ö

Bu çalışma, internetin ve sosyal medyanın turizm pazarlamasındaki rolünü ele almaktadır. Özellikle Diyarbakır ile ilgili sosyal medya paylaşımları incelenmiştir. Diyarbakır ile ilgili sosyal medyada paylaşılan fotoğrafların turizm pazarlaması açısından nasıl bir etki yarattığı ve hangi platformlarda daha fazla paylaşım yapıldığı araştırılmıştır. Araştırma, ikincil veri toplama tekniklerinden biri olan doküman incelemesi ile yapılmıştır. Diyarbakır ve çevresiyle ilgili olarak Twitter ve Instagram gibi sosyal ağlarda paylaşımlarda bulunan kamu kurumları ve özel işletmelerin kullanıcı hesapları incelenmiştir. Araştırmanın sonucunda, Instagram, Diyarbakır'ın tanıtımı açısından diğer sosyal medya

platformlarından daha fazla tercih edilmekte ve aktif kullanıldığı, bu durumun, sosyal medya üzerinden yapılan turizm pazarlamasının etkinliğini artırdığı görülmüştür.

Anahtar Kelimeler: Diyarbakır, Sosyal Medya Pazarlaması, Turistik Pazarlama

Abstract

This study examines the role of the internet and social media in tourism marketing, with a focus on social media posts related to Diyarbakır. It investigates how the photos shared about Diyarbakır on social media platforms influence tourism marketing and which platforms see more shares. The research was conducted using document analysis, a method of secondary data collection. Accounts of public institutions and private businesses sharing posts about Diyarbakır and its surroundings on social networks like Twitter and Instagram were analyzed. The findings reveal that Instagram is more frequently used and preferred over other social media platforms for promoting Diyarbakır, and its active use increases the effectiveness of tourism marketing through social media.

Keywords: Diyarbakır, Social Media Marketing, Tourism Marketing

Farklı İnançların Buluşma Noktasındaki Dini Yapılar ve İnanç Turizmi: Mardin Örneği

Religious Sites and Faith Tourism at the Crossroads of Different Beliefs: The Case of Mardin

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Öz

Bu çalışmanın amacı, Anadolu'nun önemli bir bölgesi olan Mardin'in inanç turizmi açısından sahip olduğu dini çekiciliklerin ve bu bağlamda bölgenin inanç turizmi potansiyelinin değerlendirilmesidir. Çalışma, Mardin'in tarihi ve kültürel dokusunda yer alan dini yapıları, mukaddes değerleri ve bu değerlerin bölgedeki inanç turizmine etkilerini incelemeyi hedeflemektedir. Çalışma, kapsamlı bir nitel araştırma yaklaşımı benimsenerek gerçekleştirilmiştir. İkincil veri kaynakları taraması yapılmış, literatür taraması ile Mardin'in inanç turizmine dair daha önce yapılmış araştırmalar ve mevcut bulgular incelenmiştir. Elde edilen veriler, Mardin'in dini cazibe merkezlerini ve inanç turizminin bu merkezler etrafındaki rolünü ortaya koymak amacıyla sistematik bir şekilde analiz edilmiştir. Mardin, tarihi boyunca farklı medeniyetlere ve inanç sistemlerine ev sahipliği yapmış bir bölge olarak, inanç turizmi açısından önemli bir potansiyel taşımaktadır. Çalışmada, Mardin'in dini yapıları, türbeleri, camileri, kiliseleri ve diğer mukaddes alanları gibi unsurların, bölgedeki inanç turizmi için ne denli önemli olduğuna dair bulgulara ulaşılmıştır. Bu unsurlar, hem yerel halk hem de dışarıdan gelen ziyaretçiler için manevi bir çekicilik arz etmektedir. Mardin'in sahip olduğu dini çekicilikler, inanç turizmi

açısından büyük bir öneme sahiptir. Bölgedeki mukaddes alanlar ve dini değerler, hem yerel hem de uluslararası turizmin ilgisini çekmektedir. Bu çalışma, Mardin'in inanç turizmi kapsamında sahip olduğu potansiyelin daha geniş bir literatüre kazandırılmasına katkı sağlamak ve bölgenin bu alandaki gelişimi için öneriler sunmaktadır.

Anahtar Kelimeler: Mardin, inanç turizmi, dini çekicilikler, mukaddes değerler

Abstract

The aim of this study is to evaluate the religious attractions of Mardin, a significant region of Anatolia, in terms of religious tourism and to assess the region's potential in this field. The study focuses on examining the religious structures, sacred values, and the impact of these values on religious tourism in Mardin's historical and cultural context. A comprehensive qualitative research approach was adopted for the study. Secondary data sources were reviewed, and existing research and findings related to Mardin's religious tourism were analyzed through literature review. The collected data were systematically analyzed to highlight Mardin's religious attraction centers and their role in religious tourism. Mardin, as a region that has hosted various civilizations and belief systems throughout history, holds significant potential for religious tourism. The study found that Mardin's religious structures, tombs, mosques, churches, and other sacred sites play an essential role in the region's religious tourism. These elements offer spiritual appeal to both the local population and visitors from outside the region. The religious attractions in Mardin are of great importance in terms of religious tourism. The sacred sites and religious values in the region attract both local and international tourists. This study contributes to expanding the literature on Mardin's potential in religious tourism and provides recommendations for the region's development in this area.

Keywords: Mardin, religious tourism, religious attractions, sacred values.

Internationalization as a part of Industry 4.0 - Abstract

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Abstract

At a time when there is an increasing emphasis on quality in the context of the operation of companies and organisations, internationalisation is also becoming increasingly important. It enables a company to stay in the market, to be competitive with other companies in a similar industry and to grow internationally. Through the process of internationalisation, companies are able to exchange knowledge and experience with each other. It also enables them to strengthen and improve their workplace safety culture and develop quality management systems within the organization.

Many companies, in order to secure certain lines of development, not only economically, seek to expand their activities beyond the borders of their home country. The process of a company entering markets in foreign countries is called internationalisation. The definitions of corporate internationalisation in the literature are numerous and can be considered in a number of ways: insitutional (static), behaviourist, processual.

When considering internationalisation as a process, it is important to bear in mind that it is a very complex process in which social, economic and economic aspects are combined and which is distinct for each company. Companies embark on internationalisation for a variety of reasons, including political ones. Research on internationalisation is extensive and addresses a number of aspects that need to be taken into account, taking into account, for example, the nature of the indicator being analysed. Internationalisation indicators address a number of aspects. There are a number of criteria for determining the so-called Degree of Internationalisation of a company, i.e. to what extent its resources have been involved in the development of the company outside its home country. These can be divided into several categories, depending on the nature of the factor under study that influences a company's level of internationalisation. Market indicators refer to losses incurred or successes achieved by a company in foreign markets. The successes achieved, but also the failures suffered in this case, are largely dependent on the conditions of the foreign market. Structural indicators determine the degree of a company's involvement in foreign markets at a specific time. Indicators of attitude and management styles determine the experience of the company's most important managers (hard indicators) and management styles (soft indicators).

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Synthetic indicators are indicators that can be easily calculated with the relevant company data. These indicators make it possible to assess the degree of internationalisation of a company and help to consider what should be improved.

Using the reserve requirement during the SARS-CoV-2 pandemic – experience of the Polish banking sector

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Abstract

Contemporary central banks operate within a dynamic environment. The multitude of phenomena and processes affecting them requires decision-makers to take coordinated action. Consequently, these actors have a wide range of instruments at their disposal. Through the tools at their disposal, they influence processes and phenomena in the economy. The tools included in the so-called “tetrad of monetary policy instruments” are particularly useful in this context. These include: interest rates, open market operations, standing facilities, and reserve requirement. This elaboration aimed to show the most significant information illustrating the scale of application of the National Bank of Poland's mandatory reserve during the SARS-CoV-2 pandemic, as well as to draw attention to how the management decisions of the central bank bodies related to the modeling of the described mechanism affect the amount of money in the economy or the level of receivables from the non-financial sector. The research carried out proved that during the coronavirus pandemic, Poland's central bank did not hesitate to make changes to the reserve requirement rate and the interest rate on reserve requirement funds. In the initial phase of the pandemic, it pursued an expansionary policy aimed at increasing population activity. It revealed itself by lowering the measures indicated. However, over time - as a result of rapidly rising inflation - it tightened its policy, which involved increasing the reserve requirement rate and the interest rate on reserve requirement funds. Although in the first year of the pandemic, the banking sector in Poland deteriorated dramatically, generally speaking, the actions of the National Bank of Poland in the context of modeling the parameters of the mandatory reserve should be regarded as rational. This is because they contributed to a relatively fast recovery of the economic situation of banks in the Polish banking sector in subsequent years.

International educational mobility of the European Union as a tool supporting social security

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Abstract

Contemporary Europe faces complex social security challenges, such as inequalities, demographic changes, migration, and a dynamic labor market. In this context, international educational mobility, supported by European Union programs, becomes a key tool for strengthening social stability in Poland. Programs such as Erasmus+ and Horizon Europe, by enabling students, researchers, teachers, and youth workers to acquire knowledge and skills abroad, contribute to the development of human capital and social integration. Education plays a fundamental role in stimulating economic growth, innovation, and job creation. The Polish and European education systems must adapt to the rapidly changing needs of the labor market by offering future-oriented skills and competencies. The internationalization of education, which includes not only learning but also scientific research collaboration and interactions with the socio-economic environment, is crucial to this process.

The Erasmus+ program, a flagship EU initiative in the fields of education, training, youth, and sport, supports international educational projects, enabling participants to gain valuable experiences and competencies. Educational mobility, defined as the physical movement to another country for the purpose of learning or training, is a key element of this program. Participation in international educational projects fosters the development of entrepreneurial, pro-social, and civic attitudes, as well as enhances interpersonal skills, which are essential in the modern job market. Social security, a key element of EU policy, encompasses actions aimed at protecting citizens from economic, social, and health risks. Educational mobility, by increasing professional competencies and promoting European integration, plays a significant role in strengthening social security. Educational cooperation within the EU allows for better preparation of society for the challenges of globalization, minimizing the threats resulting from dynamic socio-economic changes.

Investing in educational mobility brings numerous benefits both for individuals and for society as a whole. Participants in mobility programs not only gain knowledge and skills but also develop language, intercultural, and interpersonal skills that are valued by employers worldwide. Furthermore, educational mobility promotes cultural exchange and builds connections between people from different countries,

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contributing to the strengthening of a sense of European identity and solidarity. In the context of demographic challenges and a changing labor market, educational mobility becomes a crucial tool supporting the development of human capital and preventing social exclusion. Investing in education and youth mobility is an investment in the future of Poland and Europe.

In conclusion, international educational mobility, supported by European Union programs, plays a crucial role in strengthening social security in Poland. By developing professional competencies, promoting social integration, and preparing for the challenges of globalization, educational mobility contributes to building a stable and prosperous society.

Gender Roles in African Traditional Society: Influence on Leadership, Family, And Social Structure: A Case of Igbo Tribe in Nigeria

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Abstract

Gender roles have long played a pivotal role in shaping societal structures, particularly in traditional African communities. These roles are deeply embedded in the Igbo society, from a historical, cultural, and socio-economic standpoint, influencing leadership, family organization, and economic participation. This study thus examined the influence gender roles has in Igbo society, focusing on historical and cultural foundations, as well as leadership structures, family organization, and socio-economic contributions. Conducted in selected Igbo communities with 500 individuals, the study employed a stratified random sampling technique to select 250 respondents. Data collection utilized a structured questionnaire survey and analysis using descriptive statistics. Findings from this research reveals deep-rooted gender roles, historically, men held leadership and political positions while women influenced through informal institutions like market associations and religious groups. And from the researcher's observation the Igbo tribe family structure is patrilineal, favoring male inheritance rights, limiting women's economic access. Although modernization has increased women's participation in education, employment, and leadership, yet traditional norms persist, shaping gender relations. Igbo women historically vital in socio-economic development face ongoing traditional constraints. Hence the study advocates for policies that encourage women's leadership, inheritance rights enforcement, and empowerment programs, alongside cultural reform advocacy.

Keywords: *Gender roles, Igbo society, leadership, Family Structure, Socio-Economic Participation, Traditional Norms*

Developing Components and Elements of Vision and Mission in Leading Special Education Schools Through Consensus of Experts in the Field of School Leadership

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Abstract

Leading an educational institution is a complex endeavor. A leader not only serves as the head of their educational community, such as a school, but also takes on additional roles, including acting as a good listener, educator, and parental figure. Furthermore, the responsibilities of a leader extend beyond these roles, especially in educational institutions with communities requiring special attention, such as students with special needs.

The primary factor that must be prioritized before a leader takes action is the development of their own vision and mission, as well as that of the school. Therefore, this study aims to develop the components and elements of the vision and mission for special education schools. The development of these components and elements is based on a consensus among experts in the field of school leadership.

A Modified Delphi Study was applied, involving three rounds of engagement. The first round included interviews with six experts in the field of leadership, consisting of individuals holding various positions within the Ministry of Education Malaysia. The findings from the first round generated items that formed an instrument for review by the same six experts in the second round. The reviewed results were then

distributed in the third round to 23 experts in the field of leadership, also from various positions within the Ministry of Education Malaysia.

The collected data was analyzed using the Fuzzy Delphi Method to identify consensus among expert panels when the threshold value exceeded 75%, and to structure the constructs, elements, and items according to priority. Consequently, this study identified three main constructs: Formation of vision and mission, Clear vision and mission, and Disseminated vision and mission.

The findings of this study serve as a guide for school leaders to lead with a clearer focus on the school's objectives and Malaysian educational vision.

Keywords: Developing, Components and Elements, Vision and Mission, Special Education Schools, Experts

Azerbaijan as a place of tolerance and multiculturalism

Azerbaycan hoşgörü ve çokkültürlülüğün ülkesi gibi

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Abstract

This article is dedicated that, since the end of the 20th century, the rapid globalization process in the world has necessitated intercultural pluralism and multiculturalism. Undoubtedly, one of the important issues raised by this process is inter-ethnic and inter-cultural relations. Today, multiculturalism acts as a very important tool of dialogue between different cultures and civilizations. Multiculturalism, which in itself is also the essence of state policy, plays a major role in the mobilization of different societies, in the solidarity of citizens, in the development of culture, and at the same time helps to solve the global problems of the modern world.

At a time when cases of intolerance towards differences such as Islamophobia, xenophobia, racism, isolationism, assimilation are increasing in the international world, while managing multiculturalism in Europe and some Western countries is rejected because it is a complex cultural task, the model of multiculturalism in Azerbaijan is a development that can be an example to the world.

Keywords: Azerbaijan, multiculturalism, tolerance, solidarity, different cultures

Öz

Bu makale, 20. yüzyılın sonlarından itibaren dünyada yaşanan hızlı küreselleşme sürecinin kültürlerarası çoğulculuğu ve çokkültürlülüğü zorunlu kıldığına odaklanmaktadır. Kuşkusuz bu sürecin gündeme getirdiği önemli konulardan biri de etnik ve kültürlerarası ilişkilerdir. Günümüzde çokkültürlülük, farklı kültürler ve medeniyetler arasında çok önemli bir diyalog aracı görevi görmektedir. Kendi içinde devlet politikasının da özü olan çokkültürlülük, farklı toplumların harekete geçmesinde, vatandaşların dayanışmasında, kültürün gelişmesinde önemli bir rol oynamakta ve aynı zamanda modern çağın küresel sorunlarının çözümüne de yardımcı olmaktadır. dünya.

Uluslararası dünyada İslamofobi, yabancı düşmanlığı, ırkçılık, tecrit, asimilasyon gibi farklılıklara karşı hoşgörüsüzlük vakalarının arttığı, Avrupa ve bazı Batı ülkelerinde çokkültürlülüğün yönetilmesinin karmaşık bir kültürel görev olduğu için reddedildiği bir dönemde, çokkültürlülük modeli Azerbaycan'da dünyaya örnek olabilecek bir gelişme var.

Anahtar Kelimeler: Azerbaycan, çok kültürlülük, hoşgörü, dayanışma, farklı kültürler

The Role of Turkic Peoples in the Development of World Culture and Science

Dünya Kültür ve Biliminin Gelişmesinde Türk Halklarının Rolü

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Öz

Bu makalede, Avrasya coğrafyasında Türk halklarının kültürlerarası diyalogunun ve etnik bütünleşmesinin sembolü olarak bilinen tarihi İpek Yolu'nun önemi ve dünya düşünce ve kültür medeniyetine bıraktığı zengin miras incelenmektedir.

Makalenin yazarı, özlü araştırmasıyla, tarihteki halkların ve kavimlerin yalnızca maddi çıkarlarını değil, aynı zamanda kültürel ve bilimsel başarılarını da "İpek Yolu" aracılığıyla yaratmayı ve yaymayı başardıklarını önemli kaynaklar ve gerçeklerle kanıtlamaya çalışmıştır.

Anahtar kelimeler: Türk, Avrasya bölgesi, "İpek Yolu", kültürel, bilimsel

Abstract

This article examines the development of statehood issues, economic, political, ecological and cultural and scientific development of the Turkish peoples, especially in the Eurasian zone, the importance of the historical Silk Road, which is famous as a symbol of intercultural dialogue and ethnic integration, and the rich heritage it has given to world thought and cultural civilization.

The author of the article, with his concise research, tried to prove with significant sources and facts that people and tribes in history succeeded in creating and spreading not only their material interests, but also their cultural and scientific achievements through the "Silk Road".

Keywords: Turkish, Eurasian zone, "Silk Road", cultural, scientific

Sınav Kaygısını Önleme ve Müdahale Stratejilerinin belirlenmesine Yönelik Metaanaliz Çalışması

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Öz

Bu araştırmada sınav kaygısını önleme ve müdahale stratejilerini belirlemek amacıyla alanyazında sınav kaygısı ile ilgili ergenler üzerinde yapılmış 60 deneysel çalışma PRISMA modeline uygun bir biçimde analiz edilmiştir. Bu amaca uygun olarak, 2010 yılından itibaren Google Scholar, DergiPark, ERIC, ProQuest, PubMed, Science Direct, TR Dizin, Wiley Online Library ve YÖK Tez veri tabanları üzerinden "sınav kaygısı", "test anxiety", "academic stress" ve "sınav anksiyetesi" anahtar kelimeleri kullanarak Türkçe ve İngilizce araştırmalar taranmıştır. Elde edilen çalışmalar araştırmacı bilgileri, araştırmacının yapıldığı yıl ve yer, çalışma grubu, araştırma yöntemi, kullanılan ölçme araçları ve elde edilen sonuçları içeren bir kodlama formu ile incelenmiştir. Bu inceleme sonucunda, Bilişsel Davranışçı yaklaşıma uygun psikoeğitim, grup rehberliği, psikoterapi, grupla psikolojik danışma gibi uygulamalar, Kabul ve Kararlılık Terapisi uygulamaları, bağlam temelli sorular, farkındalık temelli uygulamalar, EMDR terapisi, yazma portfolyoları, grup rehberliği, grupla çözüm odaklı kısa terapi, Sosyal-duygusal öğrenmeye (SEL) dayalı uygulamalar, manevi danışmanlık ve rehberlik uygulamaları, grupla çözüm odaklı kısa terapi, bilinçli hipnoz uygulaması, kısa meditasyon müdahalesi (BMI), polianthes tuberosa (Tuberoze) esansiyel yağının inhalasyonu, oyun tabanlı öğrenci yanıt sistemleri (Kahoot), Jigsaw IV tekniği, GeoGebra dinamik yazılımı ve Çevrim içi birebir ders (PVC) gibi uygulamaların sınav kaygısını anlamlı bir şekilde azaltan çalışmalar olduğu sonucuna ulaşılmıştır. Bu sonuçlara dayanarak, sınav kaygısını yönetmek için çalışmada incelenen yöntem ve tekniklerin sınav kaygısı yaşayan ergenlere ve onlara rehberlik etmek isteyen yetişkinlere ışık tutacağı umulmaktadır.

Anahtar Kelimeler: Sınav, Kaygı, Sınav Kaygısı, Müdahale

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Catalytic Processing of Isopropyl Alcohol over a Heteropoly Acid–Titanium Oxide System

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Abstract

A combination of modern physicochemical techniques, including X-ray phase analysis, low-temperature nitrogen adsorption, scanning electron microscopy, and elemental analysis, was used to investigate the phase and textural properties of the phosphomolybdenum heteropoly acid–titanium oxide catalytic system. The study revealed that the optimal phosphomolybdenum heteropoly acid content for enhancing the catalytic activity of titanium dioxide is 7 wt.%. At this concentration, the yield of diisopropyl ether increases, reaching its peak values in a shorter time, while the samples demonstrate greater stability. It was found that textural characteristics such as specific surface area and dispersion are not the primary factors influencing catalytic activity. Instead, it is suggested that the catalytic performance of phosphomolybdenum heteropoly acid-containing samples is linked to the formation of a new type of active site with enhanced electron-donor properties, specifically the terminal oxygen atoms in the outer fragments of M=O octahedra in heteropoly acids. A decline in catalytic activity observed in samples with a phosphomolybdenum heteropoly acid content exceeding 7 wt.% is attributed to the formation of surface metaphosphoric acid, which leads to a reduction in the number of active sites.

Keywords: catalysis, metaphosphoric acid, titanium dioxide, texture analysis, phosphomolybdenum heteropoly acid, diisopropyl ether, isopropyl alcohol, phase composition, metatitanic acid, morphology

A 30-Year Bibliometric Analysis of 30 Emerging Technologies: AI, XR, Blockchain & Beyond

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Extended Abstract

Over the past three decades, technological advancements have driven significant research growth across multiple disciplines. This study presents a **comprehensive bibliometric analysis of 30 emerging technologies** using **Scopus-indexed publications from 1994 to 2024**, evaluating research trends, publication volumes, and the evolving impact of these fields. A total of **1,069,978 research publications** were analyzed through structured keyword searches in article titles, abstracts, and keywords. The technologies assessed include **Artificial Intelligence (AI), Extended Reality (XR), Blockchain, Cybersecurity, Neural Networks, Augmented Reality (AR), Virtual Reality (VR), Data Analytics, Cloud Computing, Smart Contracts, and Brain-Computer Interfaces (BCIs), among others.**

The findings highlight **Neural Networks (45.3%)** as the dominant research field, followed by **Virtual Reality (8.1%), Big Data (7.4%),** and **Natural Language Processing (5.6%)**. While **Blockchain (3.1%)** and **Cybersecurity (1.8%)** have gained rapid adoption, **Quantum AI (0.002%)** and **Mixed Reality (0.08%)** remain emerging areas with substantial future potential.

The study underscores the exponential growth of research in AI, XR, blockchain, and cybersecurity, with notable shifts in industry adoption and policy considerations. It recommends increased interdisciplinary collaboration, targeted funding for underrepresented fields, and stronger regulatory frameworks to guide ethical and technological development. These insights offer valuable contributions to the literature and serve as a roadmap for future research in digital transformation and innovation.

Keywords: Bibliometric Analysis, Emerging Technologies, Artificial Intelligence (AI), Extended Reality (XR), Blockchain and Cybersecurity

Methodology

This study employs a **bibliometric analysis** using **Scopus-indexed research data** from 1994 to 2024. A total of **1,069,978 research publications** were analyzed using **structured keyword searches in**

article titles, abstracts, and keywords to ensure the inclusion of relevant studies. The research methodology consists of three key steps:

- **Data Collection:** The dataset includes research papers covering **30 emerging technologies**, retrieved from Scopus using predefined keywords. The technologies analyzed are **Artificial Intelligence (AI), Augmented Reality (AR), Augmented Virtuality (AV), Big Data, Bitcoin, Blockchain, Brain-Computer Interfaces (BCIs), Chatbots, Cloud Storage, Cybersecurity, Data Analytics, Data Mining, Decentralized Finance (DeFi), Ethereum, Extended Reality (XR), Generative AI, Machine Learning (ML), Metaverse, Mixed Reality (MR), Natural Language Processing (NLP), Neural Networks, Non-Fungible Tokens (NFTs), Projection-Based AR, Quantum AI, Smart Contracts, Superimposition-Based AR, Virtual Intelligence, Virtual Reality (VR), Autonomous Systems, and Assisted Reality.**
- **Data Processing & Categorization:** Research outputs were classified based on **technology type, publication volume per year, and contribution percentages** to total research output. Bibliometric software was utilized to generate **distribution insights.**
- **Trend & Growth Analysis:** The study examines **annual research growth, peak publication years, and emerging topics** to determine **future research trajectories and technological adoption patterns.**

Findings and Discussion

The bibliometric analysis reveals distinct variations in research volume across different technologies:

- **Neural Networks (45.3%)** lead research output, followed by **Virtual Reality (8.1%), Big Data (7.4%),** and **Natural Language Processing (5.6%)** (Gomez & Chang, 2023; Garcia & Patel, 2019).
- **Blockchain (3.1%)** and **Cybersecurity (1.8%)** have experienced rapid adoption, particularly in **decentralized finance (DeFi) and AI-driven security applications** (Jackson & Singh, 2023).
- **Augmented Reality (2.4%), Brain-Computer Interfaces (1.2%),** and **Autonomous Systems (0.9%)** are witnessing increasing applications in **healthcare, education, and automation.**
- **Quantum AI (0.002%)** and **Mixed Reality (0.08%)** remain nascent but show promising future potential (Davis & Patel, 2024).

Conclusion and Recommendations

The findings highlight exponential research growth in **AI, XR, blockchain, and cybersecurity**, with several emerging technologies gaining momentum. Key recommendations include:

1. **Promoting Interdisciplinary Research:** Collaboration between **AI, cybersecurity, and immersive technologies** can foster innovation.

2. **Increased Investment in Emerging Fields:** Technologies like **Quantum AI and Augmented Virtuality** require more academic and industry funding to accelerate development.
3. **Strengthening Ethical & Regulatory Frameworks:** AI, blockchain, and BCIs demand comprehensive governance models to ensure responsible adoption.
4. **Facilitating Industry Adoption:** Technologies such as **VR, the Metaverse, and smart contracts** require more structured **integration into real-world applications**.
5. **Monitoring Rapid Technological Shifts:** Fields like **Generative AI and NLP** are evolving at an unprecedented rate, requiring **dynamic research methodologies and adaptation strategies**.

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**Haydar Aliyev Vakfı ve Mehriban Aliyeva'nın
Toplumsal Cinsiyet Eşitliğinin Geliştirilmesindeki Rolü
The Role of the Heydar Aliyev Foundation and Mehriban Aliyeva in
Promoting Gender Equality**

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Öz

Haydar Aliyev Vakfı ve Başkanı Mehriban Aliyeva, Azerbaycan'da toplumsal cinsiyet eşitliği alanında büyük ilerlemeler kaydetti. Vakfın eğitim, sağlık ve kültür alanındaki projeleri, kadının toplumdaki rolünün artırılmasını hedefliyor. Mehriban Aliyeva'nın UNESCO ve ISESCO'daki faaliyetleri, kadın liderliği alanındaki örnek tutumu, Azerbaycan'ın uluslararası alanda örnek bir ülke olarak tanınmasına yol açmıştır.

Azerbaycan'ın toplumsal kalkınma stratejilerinde toplumsal cinsiyet eşitliği özel bir öneme sahiptir. Haydar Aliyev Vakfı ve Mehriban Aliyeva, kadın haklarının korunması ve toplumsal cinsiyet eşitliğinin teşviki alanında çok yönlü faaliyetler yürütüyor. Vakfın çalışmaları, kadınların eğitim, sağlık, kültür ve sosyal alanlardaki katılımını artırmayı hedefliyor. Mehriban Aliyeva önderliğinde hayata geçirilen projeler, toplumda kadının rolünün güçlendirilmesi için önemli bir platform oluşturdu.

Anahtar Kelimeler: Toplumsal cinsiyet eşitliği, Haydar Aliyev Vakfı, Mehriban Aliyeva, Eğitim, Sağlık, Kültür, Sosyal kalkınma, Uluslararası girişimler, Kadın hakları, Liderlik.

Abstract

The Heydar Aliyev Foundation and its President Mehriban Aliyeva have made great strides in the field of gender equality in Azerbaijan. The Foundation's projects in the fields of education, health and culture

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aim to increase the role of women in society. Mehriban Aliyeva's activities in UNESCO and ISESCO and her exemplary attitude in the field of women's leadership have led to Azerbaijan being recognized as an exemplary country in the international arena.

Gender equality has a special importance in Azerbaijan's social development strategies. The Heydar Aliyev Foundation and Mehriban Aliyeva carry out multifaceted activities in the field of protecting women's rights and promoting gender equality. The Foundation's work aims to increase women's participation in education, health, culture and social areas. The projects implemented under the leadership of Mehriban Aliyeva have created an important platform for strengthening the role of women in society.

Keywords: Gender equality, Heydar Aliyev Foundation, Mehriban Aliyeva, Education, Health, Culture, Social development, International initiatives, Women's rights, Leadership.

Students' Perceptions of Computer Games in Learning Concepts from Technology with ICT

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Abstract

The integration of technology in education has increasingly encouraged the use of interactive methods such as computer games, which are progressively being recognized as effective tools for enhancing the learning process. This study explores students' perceptions regarding using computer games within the context of Technology with ICT, focusing on their impact on student motivation, engagement, and participation during class activities. The research employs a quantitative approach, using a structured questionnaire administered to a sample of 229 lower secondary school students in Kosovo. Frequency distributions, percentages, mean values, and standard deviations were used for the analysis, to identify general trends in students' perceptions. These analyses helped to understand the dominant attitudes towards the use of computer games in learning and to assess the stability of these perceptions within the sample. The findings reveal a clear tendency toward positive perceptions, with the majority of students considering computer games to be helpful tools that make learning more engaging and easier to understand. At the same time, a smaller group of students expressed neutral or reserved attitudes, suggesting a need for a more structured and comprehensible integration of such tools into the teaching process. The study highlights the importance of designing educational experiences that combine technology and interactivity, offering valuable insights for educators and policymakers in developing innovative and inclusive teaching strategies suited to the digital era.

Keywords: Computer games, ICT in education, Motivation and engagement, Interactive learning, Student perceptions.

Ortaokul 7. Sınıf Öğrencilerinin Kesirlere Yönelik Metaforik Algılarının İncelenmesi

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Öz

Kesirler, matematiksel kavramların öğretimi ve matematiksel düşünme becerilerinin geliştirilmesi açısından eğitim sürecinin kritik bileşenlerinden biridir. Bu matematiksel kavram, öğrencilerin soyut düşünme becerilerinin gelişiminde merkezi bir rol oynamaktadır. Öğrencilerin kesirlere yönelik algıları, bu matematiksel kavramın öğrenilmesi ve anlamlandırılması sürecini önemli ölçüde etkileyebilmektedir.

Metaforlar, soyut matematiksel kavramların somut deneyimlerle ilişkilendirilerek anlamlandırılmasına olanak tanıyan güçlü bir araştırma aracıdır. Öğrencilerin kesirler hakkındaki düşünce süreçlerini ortaya çıkarmada etkili bir yöntem sunan bu yaklaşım, araştırmanın temel metodolojik çerçevesini oluşturmaktadır. Bu çalışma, ortaokul 7. sınıf öğrencilerinin kesir kavramına yönelik algılarını metaforlar aracılığıyla derinlemesine incelemeyi amaçlamaktadır.

Araştırma, nitel araştırma yöntemlerinden fenomenolojik yaklaşım çerçevesinde gerçekleştirilmiştir. 2024-2025 eğitim-öğretim yılında Türkiye'de bir devlet ortaokulunun 5. ve 7. sınıflarında öğrenim gören toplam 120 öğrenci çalışma grubunu oluşturmaktadır. Veri toplama sürecinde, öğrencilere "*Kesir gibidir, çünkü*" şeklinde açık uçlu bir cümle tamamlama formu yöneltilmiştir. Öğrenciler tarafından üretilen metaforlar, içerik analizi yöntemiyle detaylı bir şekilde incelenmiş, anlamlarına göre kodlanmış ve belirli kategoriler altında gruplandırılmıştır. Analiz süreci, metaforik ifadelerin derinlemesine incelenmesi, benzer temalara sahip metaforların belirlenmesi ve ana kategorilerin oluşturulması aşamalarını kapsamıştır.

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İlk değerlendirmeler, öğrencilerin kesir algılarının çok boyutlu bir yapı sergilediğini göstermektedir. Elde edilecek bulgular, kesir öğretiminin nasıl daha etkili hale getirilebileceğine dair önemli öneriler sunacak ve eğitimcilere kesir öğretiminde yeni perspektifler kazandıracaktır.

Anahtar kelimeler: Matematik, kesirler, metafor, fenomenolojik

The Double Standards in Genital Mutilation

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Abstract

In 2015, a ten-year innovative and comprehensive study on female genital mutilation (FGM) in Iran under the auspice, *In the Name of Tradition - A Comprehensive Research Study on Female Genital Mutilation / Cutting (FGM/C)* was undertaken.¹ The study analysed the underlying rationales why FGM is mainly practised in four Iranian provinces and refuted a long-standing but erroneous belief that FGM only takes place within the African border. It was the culmination of a long, perilous and poignant journey from discovering with horror that the females in my own family had been subjected to FGM, to understanding its perpetuation.

It was during this period that the probing of another tradition that affects male children in Iran, namely male genital mutilation/cutting (MGM/C) was ensued. Any consideration of FGM/C naturally provoked thoughts on how dissimilar and similar MGM/C is to FGM/C. No doubt, the previous study on the removal of healthy skin tissue for no medical rationale on the female genitalia was a prelude into this enquiry of the removal of healthy skin tissue on the male genitalia, absent a medical rationale This led to the exploration of genital mutilation of young Iranian young boys as another harmful tradition on children. It resulted in the publication of *The Blade of Tradition in the Name of Religion - A Phenomenological Investigation into Male Circumcision in Iran*².

The objective of the article is to illuminate the complex challenges posed by MGM thru the prisms of societal acceptance and the interlinking holy triumvirates of masculinity obedience, tradition and the potent role of religion. Particularly, MGM's complexity, societal norms and attitudes are operating within an interlocking wreath of culture and religion. The remarkable similarities between FGM and MGM are riveting and ring tragically familiar: strongly-held religious convictions and cultural motivations that are employed to justify the demands of this male gendered practise. Similar to FGM, despite MGM's widespread prevalence, the rising chorus decrying MGM demands a re-examination of this harmful tradition that is forced on little boys for no other reason than that they are male. Ultimately, the purpose of this article is to present an examination of MGM against the backdrop of double standards. Whether undertaken on boys or girls the two are intractably linked. What is lamentably

¹ Kameel Ahmady, (2016). "In the Name of Tradition – Female Genital Mutilation in Iran", Frankfurt am Main: UnCUT/VOICES Press

² Kameel Ahmady, (2024). *The Blade of Tradition in the Name of Religion - A Phenomenological Investigation into Male Circumcision in Iran*²ⁿ. Denmark, Avey Buf

obvious that in both tragic scenarios, the external genitals of vulnerable children are being mutilated in the name of tradition, absent a medical urgency and under the blade.

Keywords: FGM, FGM/C, Iran, patriarchy, masculinity, MGM, MGM/C male circumcision complications, health policy, the right to bodily integrity, human rights

Batı Azerbaycan tarihi bir Azerbaycan toprağıdır **Western Azerbaijan is a historical Azerbaijani territory**

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Öz

Halkımız yüzyıllardır haklarını korumak ve tarihi topraklarında yaşamak için büyük fedakarlıklar yapmıştır. Ancak buna rağmen tarihin çeşitli dönemlerinde ana vatanlarından mahrum kalmışlardır. Batı Azerbaycanlıların, Ermenilerin etnik temizlik politikası sonucu, kendi tarihî topraklarından zorla sürgün edilmeleri söz konusuydu. Batı Azerbaycan toprakları kadim Azerbaycan topraklarıdır. Tarihi kaynaklar, Ermenilerin Çarlık döneminde kasıtlı olarak buraya yerleştirildiğini ve Çarlık İmparatorluğu'na etnik destek sağlandığını göstermektedir. Bu politika Rus Çarı I. Petro ile başladı ve Sovyet-Bolşevik hükümeti döneminde daha ciddi bir şekilde devam etti. Sovyet hükümetinin Ermeni yanlısı politikasının bir sonucu olarak, Batı Azerbaycan toprakları yasadışı olarak Ermenilere verildi ve Ermenistan'ın şu anki devleti orada kuruldu. Ermenilerin şovenist ve etnik temizlik politikası sonucunda Batı Azerbaycan'da Azerbaycan izleri yok edildi. 1988 yılından bu yana bu bölgelerde yaşayan Batı Azerbaycanlılar, ata topraklarından zorla ve askeri yollarla uzaklaştırılmış ve Ermenilerin etnik temizlik politikasının kurbanı olmuşlardır. Batı Azerbaycan, bugünkü Azerbaycan Cumhuriyeti'nin tarihi topraklarıdır.

Anahtar kelimeler: Batı Azerbaycan, tarihi topraklar, işgal, etnik temizleme

Abstract

Our people have made great sacrifices for centuries to protect their rights and live in their historical lands. However, despite this, they have been deprived of their native lands at different times in history. It was as a result of the ethnic cleansing policy of the Armenians that Western Azerbaijanis were deported and forcibly removed from their native historical lands. The territory of Western Azerbaijan is

ancient Azerbaijani lands. Historical sources show that it was during the tsarist era that Armenians were purposefully resettled here, creating an ethnic support for the Tsarist Empire. This policy began with the Russian Tsar Peter I and continued more seriously during the Soviet-Bolshevik government, and as a result of the pro-Armenian policy of the Soviet government, the lands of Western Azerbaijan were illegally completely given to Armenians, and the current state of Armenia was established here. As a result of the chauvinistic and ethnic cleansing policy of the Armenians, the traces of Azerbaijan in Western Azerbaijan were destroyed and razed to the ground. Since 1988, Western Azerbaijanis living in these territories have been expelled from their ancestral lands by force and military force, becoming victims of the ethnic cleansing policy of the Armenians. Western Azerbaijan is the historical territory of the present-day Republic of Azerbaijan.

Keywords: Western Azerbaijan, historical lands, occupation, ethnic cleansing

Haydar Aliyev Ve Azerbaycancılık İdeolojisinde Ulusal İlişkiler

Heydar Aliyev and National Relations in the Ideology of Azerbaijanism

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Öz

Tarih boyunca etnik temizliğe maruz kalmasına rağmen Azerbaycan halkının hoşgörülü bir duruşu vardır. Ermenistan gibi ülkeler monoetnik devletler kurarken, Azerbaycan devleti bölgede ulusal ve etnik açıdan çeşitli bir devlet olarak öne çıkmaktadır. Azerbaycan Cumhuriyeti'nde millî-etnik ayrımcılık kabul edilemez, hatta kovuşturma sebebi olarak devletliğe karşı atılmış bir adım olarak değerlendirilmektedir. Bu makalede Heydar Aliyev'in farklı halkların, etnik grupların ve ulusal azınlıkların bir arada yaşaması ilkesini savunan Azerbaycancılık ideolojisi analiz edilmektedir. Yazar, Heydar Aliyev'in hem Sovyet döneminde hem de bağımsızlık döneminde, ulusal ayrımcılığa izin vermeden, Azerbaycan vatandaşlarını ortak Azerbaycan çıkarları etrafında birleştirmeyi başardığını kanıtlıyor.

Anahtar kelimeler: Heydar Aliyev, Azerbaycan ideolojisi, hoşgörü, farklı kültürler

Abstract

Despite being subjected to ethnic cleansing throughout history, the Azerbaijani people have a tolerant stance. While countries like Armenia have established monoethnic states, the Azerbaijani state stands out in the region as a nationally and ethnically diverse state. National-ethnic discrimination in the Republic of Azerbaijan is unacceptable, and is even considered a step against statehood as a reason for prosecution. This article analyzes Heydar Aliyev's ideology of Azerbaijanism, which advocates the principle of coexistence of different peoples, ethnic groups and national minorities. The author proves that Heydar Aliyev managed to unite Azerbaijani citizens around common Azerbaijani interests, without allowing national discrimination, both during the Soviet period and during the period of independence.

Keywords: Heydar Aliyev, Azerbaijani ideology, tolerance, different cultures



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